

## School Plan

[Print Version](#)

### BELAIR MIDDLE SCHOOL

#### Arkansas Comprehensive School Improvement Plan

2014-2015

#### **Mission Statement:**

Belair Middle School is committed to providing a learning environment that enables students to acquire the necessary skills to be productive citizens in an ever changing global society.

#### **Vision**

Belair Middle School's Vision is to empower All students to reach their full potential.

#### **Belief Statements**

Belair Middle School adheres to the following Belief Statements:

- We believe a safe, orderly, and comfortable environment promotes maximum student learning.
- We believe all students can learn.
- We believe all students learn best when they are actively engaged in an environment that operates on mutual respect.
- We believe have a role in the responsibility of their education.
- We believe students and teachers are life-long learners.
- We believe teachers are the leaders and designers of challenging and meaningful experiences for all learners.
- We believe the Arts, Humanities, Music, Health, and Technology programs are an integral part of the middle school concept.
- We Believe teachers, administrators, parents, and the community share the responsibility for advancing the school's mission and vision.
- We believe that every decision made at Belair Middle School should be in the best interest of children.

#### **Ten Components of the Schoolwide Plan:**

1. Comprehensive Needs Assessment

In December 2012, Belair Middle School participated in a comprehensive Scholastic Audit. The Team focused on the following 9 Standards and 88 Indicators for School Improvement:

- a. Standards 1 Academic Performance-Curriculum
- b. Standards 2 Academic Performance- Classroom Evaluation/Assessment
- c. Standard 3 Academic Performance- Instruction
- d. Standard 4 Learning Environment- School Culture

- e. Standard 5 Learning Environment- Student, Family, and Community Support
- f. Standard 6 Learning Environment- Professional Growth, Development, and Evaluation
- g. Standard 7 Efficiency- Leadership
- h. Standard 8 Efficiency- School Organization and Fiscal Resources
- i. Standard 9 Efficiency- Comprehensive Effective Planning

In designing this comprehensive needs assessment, the Leadership Team recognizes the need for continuous, job-embedded, and sustainable professional development opportunities for members of the school's instructional staff. Data from the Scholastic Audit and regular classroom walkthroughs underscored a significant deficit in the quality of instructional opportunities available to students at Belair Middle School. Therefore, the Team implemented measures to ensure that professional development opportunities beyond state and district guidelines are offered to members of Belair's instructional staff inclusive of instructional aides. Belair Middle School hosts an annual Fall and Spring Professional Development Saturday Academy based on the school's unique instructional needs; more than 95% of the teaching staff participates in this activity.

This comprehensive needs assessment framework, is based on four key areas directly aligned to academic success: demographic data, student achievement data, perception data from both teachers and parents as well as school improvement/process data. These data sources provide valuable information for transforming Belair Middle School into a high performing school.

#### **A. Demographic Information:**

(i.e. enrollment by ethnicity, economically disadvantaged, in-school suspension data, out-of-school suspension data, 10 or more absences) Belair Middle School is a 6th – 7th grade building located in Pine Bluff, Arkansas. It is one of two middle schools in the Pine Bluff School District, and has five feeder elementary schools. The enrollment at Belair Middle School has been gradually increasing over the last three years. The enrollment for 2013-2014 was 276 with almost 97% of student population African American, less than 1% Hispanic, and about 3% White. Less than 1% of the students were classified as ELL, but 15% were identified as Students with Disabilities. The school's economically disadvantaged students constituted over 89% of the school population, and the school's TAGG population consists of 95%. The school's current enrollment remains at 312 students.

#### Discipline and Tardy Reports

The Belair Middle School Leadership Team reviewed discipline and tardy reports for the first semester of the 2013-2014 school year. Less than fifty percent of the discipline incidents that were reported are associated with inappropriate classroom behaviors and disruptions. Tardy notices were most frequent during the transition period between classes. The December 2012 scholastic audit highlighted official referrals and excessive tardiness as major areas of concern. The leadership team has addressed those issues and as a result Belair Middle School has experienced a 25% decrease in the overall number of office referrals and tardiness.

Belair Middle School's attendance rate held at 95%, but the steadiness of instruction was interrupted by an increase in in-school and out-of-school suspensions, tardies, and lack of adherence to uniform guidelines. Data indicated that 12 % of students were referred to in-school suspensions and 15% of student behaviors were severe enough to enforce out-of-school suspensions. Less than 2% of students had 10 or more absences. Tardies consisted of 12% of the student population and 15% of students violated the uniform policy. A lack of procedures and the enforcement of a no-tolerance policy resulted in these increases. For the current school year a decrease is anticipated in all areas due to consistent implementation of specific procedures and routines. Another strategy expected to produce a decline in the disruption of instruction is a school-wide point system executed to encourage positive behaviors and increase student academic achievement. Belair Middle School has instituted the Bronco 100 Point Club in which students receive tangible rewards based on the number of points retained over 75 points. Students will have points deleted from their total for infractions such as disrespectful behavior, not wearing a belt, being assigned to ISS, and being tardy to class. More points are subtracted for the more severe violations.

#### **B. Student Achievement Data**

MATH: The past 3 years of Achievement Data was evaluated to produce a Trend data analysis for Math. Achievement Details from TLI for 6th grade math indicates that grade level performance decreased and then increased over the past three years. Performance indicates an increase for ALL Students to 49%.

Fewer students (27%) were Basic, which directly correlated to an increase in students scoring Proficient (26%) and Advanced (23%). Achievement Details from TLI for 7th grade math indicates that grade level performance decreased and then increased over the past three years. Performance indicates an increase for ALL Students to 45%. Fewer students were Below Basic (23%), and there was an increase in Basic students (32%). Data shows a gain in performance with 32% of students scoring Proficient and a gain in performance with 13% of students scoring Advanced.

**LITERACY:** The past 3 years of Achievement Data was evaluated to produce a Trend data analysis for Literacy. Achievement Details from TLI for 6th grade literacy indicates that grade level performance increased and then decreased over the past three years. Performance indicates a decrease for ALL Students to 38%. More students scored Below Basic and Basic (62%). Data also shows a gain in the performance of students scoring Advanced from 13% to 14%. Achievement Details from TLI for 7th grade literacy indicates that grade level performance decreased and then remained level for two years. Data indicates a decrease in students who scored Below Basic (5%), and an increase in students who scored Basic (45%). Data also shows a gain in the performance of students who scored Advanced from 10% to 15%

### **C. Perception Data**

All staff members (certified/classified) were encouraged to participate in a 2014 School Improvement needs assessment survey. Thirty staff members participated. The survey consisted of Twenty-six (26) questions covering four areas; (1) staff background and qualifications, (2) school and district capacity, (3) school perception, and (4) staff commitment. An analysis of results indicates the following key factors:

- 7% of teachers are in their first year of teaching
- 28% of teachers are in their first year at Belair
- 50% of teachers agree that they work well together
- 80% of staff agree that professional development is valued by the faculty
- 90% of staff agree that the staff is qualified to deliver quality, targeted instruction for all students
- 90% of staff agree that the District Leadership Team focuses on measuring learning results of failing schools
- 93% of staff agree that the school leadership has the capacity (commitment, strategy and systems in place) to lead bold changes in the school
- 83% of staff agree that the district leadership has the capacity (commitment, strategy and systems in place) to lead bold changes in the district
- 69% of staff agree that there are clear indications that the local board will provide strong support for bold change
- 79% of staff agree that the school is a dynamic and creative environment
- 100% of staff are proud of the school
- 65% of staff feel the school is well respected in the community
- 96% of staff support the SIG application process
- 96% of staff is willing to assist the school in all aspects of the application and implementation process during the grant period

### Title I Parent Involvement Survey:

The Pine Bluff School District (PBSD) Parent Resource Center conducted the PBSD Annual Evaluation/Parent Survey at Belair Middle School in March, 2013. The purpose of the survey was to gather information regarding parents' perceptions of the school/district and their ideas concerning how the school/district can improve student achievement. Students took the parent survey home for their parents to complete and returned the completed surveys to the school. The survey was sent to all parents and it was also accessible via the district's web site. Only 16% (N= 50) of parents participated in the study. In terms of race, a majority of parents reported being African-American (98%), 2% of parents indicated Hispanic or Latino, and 1% reported being White. Eighty-seven percent stated their child was eligible for the free or reduced-priced lunch programs.

Results from the parent survey indicated that a majority of parents at Belair believed summer activity packs would be the most beneficial service offered by the Title I Parent Resource Center. Thirty-eight percent (38%) reported the need for benchmark tests and other student assessments. It's worth noting that 61% of the parents stated they did not participate in activities designed to explain state

standards/curriculum and 86% indicated they were not involved in the parent advisory committee council. In addition, 32% of parents suggested evening meetings (6:00 p.m.) as the best time for them to attend Title I activities. However 80% of parents stated they had not participated in an annual meeting of Title I parents. Results from the survey also indicated that 38% of parents had not read or received the PBSD parental involvement plan and only 20% reported participating in the development of the parent involvement plan. While 52% of parents indicated they had not read or received the school-parent compact even fewer reported participating in the development of the school-parent compact (7%).

## 2. Schoolwide Reform Strategies and Action Plan

Belair Middle School's Improvement Plan is aligned with the components of the Seven Turn-around Principles and the University of Virginia's Turn-Around Model. The strategies underscored in both the Seven Turn-around Principles and the UVA Turn-around Model are geared towards helping all students reach the state's academic standards.

### **Seven Turn-Around Principles**

#### *Provide Strong Leadership*

Belair Middle School's leadership team worked collaboratively to create the school's mission, vision, and belief statements. The leadership team infrastructure consists of the following eighteen components: Instructional Leader; Assistant Principal; ACSIP Chair; Curriculum Committee; Professional Development Facilitators; School Culture Facilitators; School Discipline Facilitators; Literacy & Math Instructional Coaches; Data Desegregation Facilitators; Parent Facilitator; Counselor; Team Leadership Facilitator; Student Council Facilitator; Student Council Representative; STAR Champion; NEO Champion; Math Champion; and Reading Champion. The school's leadership team met prior to the beginning of the school calendar year to develop its purpose and goals for the 2014-2015 school year. The Leadership Team meets bi-weekly to address students' academic needs and utilized school-wide data to plan professional development for all teachers. Evidence of strong leadership is documented through Belair Middle School's ACSIP plan, agendas, and sign-in sheets of meetings and professional development initiatives. Additionally, shared-leadership remains at the core of Belair Middle School's leadership framework.

The Belair Middle School Team collaborates with an assigned E2E consultant, School Improvement Specialist, and the district's School Improvement Specialist, to address improved teaching and learning practices, and to address deficit areas as outlined in the school's ACSIP. The principal participates in the University of Virginia's Turn-around Model, participated in a yearlong leadership professional development institute offered by the district, and attended the 2013 Arkansas Beginning Administrator mentor/mentee induction and follow-up professional development training session which focused on developing and sustaining high performing learning communities. Additionally, the principal is currently participating in Arkansas' Master Principal Institute.

#### *Teacher Effectiveness*

Highly qualified/certified staff has been assigned to teach all courses. In addition, highly qualified literacy and mathematics coaches are assigned to Belair Middle School. The Principal and Assistant Principal are certified to utilize the Teacher Effectiveness Support System (TESS) to evaluate teacher performance. Improvement plans are utilized as necessary to improve instructional practices. A minimum of 15 Classroom Walk-Throughs (CWTs) are conducted by the principal, assistant principal and instructional coaches to support teachers through feedback and recommendations. Data from CWTs, interim assessments, PLC observations, Accelerated Reading (AR) assessments, Accelerated Math assessments (AM), and surveys are used to focus on professional development needs to improve overall student achievement. Technology integration (AR, AM, & READ 180) occurs across the curriculum. Belair Middle School analyzes data during PLCs to identify specific needs of all learners and to identify specific professional development focused on increasing student achievement. The co-teaching model is implemented school-wide with classroom teachers and instructional coaches collaborating and co-teaching as reflected in collaborative lessons and other instructional activities.

The co-teaching model utilized at Belair Middle School is also designed to address the needs of low performing learners. Belair Middle School also hosts an annual fall and spring Professional Development

Institute aimed at delivering professional development supports to teachers in deficit areas identified during leadership data talks and CWTs. Teachers also participate in a week long professional development session at the start of each school year based on the state's professional development recommendations inclusive of district and school-based initiatives. Redesigning School day/week/year After-school tutorial classes and six-week summer school sessions are offered beyond the regular school contracted calendar. Belair Middle School incorporates flexible grouping, based on data, within individual classrooms and supports collaborative efforts among team teachers using the inclusion and co-teaching model. Remediation and Enrichment periods are built into students' schedules. Lunchtime tutorial is also available to students based on remediation and enrichment needs.

Belair Middle School also has a signature "Saturday Booth Camp" (fall and spring) focused on remediating and accelerating skills based on quarterly TLI assessment results and formal assessments. Additional instructional supports are provided in mathematics and language arts twice weekly through a pullout program facilitated by a cohort of teachers (math, science, literacy, and social studies) and the school's math and literacy coaches. Twice per week for a total of 90 minutes, students receive remediation/acceleration based on analysis of formal assessment and TLI results. This process is also facilitated by the school's external providers, E2E. Strengthening School's Instructional Program Belair Middle School redesigned its literacy block for purposes of providing a greater emphasis on improving reading, vocabulary, and comprehension skills. Additionally, the school implemented an instructional framework focused on guiding teaching and learning practices. Teachers receive continuous support on unpacking Common Core State Standards (CCSS). BMS utilizes Kagan strategies for collaborative learning, word and data walls, reflected in individual classrooms school-wide, in an effort to increase student engagement. Students receive additional instructional supports through a school-wide Mathematics and Literacy Pull-out Initiative; based on individual needs, a cohort of teachers (math, literacy, science, and social studies) remediate and accelerate learning skills based on TLI data and formal assessments twice weekly (90 minutes). In addition, novice teacher are assigned a mentor and participate in the district's new teacher program. Weekly PLCs are built into the school's master schedule allowing for data talks, instructional supports, and the implementation of best practices based on continuous data analysis. A fall and spring professional development institute designed based on needs identified through CWTs, PGPs, and school-wide data analysis is conducted to increase teachers' use of research-based instructional strategies geared towards improving student achievement. Ongoing professional development that underscores the implementation of the Common Core State Standards occur at Belair Middle School to ensure that teachers are correctly unpacking the standards and utilizing the district's newly adopted Mathematics and Literacy Curriculum with fidelity. School-wide and classroom procedures are implemented in an effort to maximize instructional time lending itself to bell to bell instruction.

#### *Redesigning School day/week/year*

After-school tutorial classes and six-week summer school sessions are offered beyond the regular school contracted calendar. Belair Middle School incorporates flexible grouping, based on data, within individual classrooms and supports collaborative efforts among team teachers using the inclusion and co-teaching model. Remediation and Enrichment periods are built into students' schedules. Lunchtime tutorial is also available to students based on remediation and enrichment needs. Belair Middle School also has a signature "Saturday Booth Camp" (fall and spring) focused on remediating and accelerating skills based on quarterly TLI assessment results and formal assessments.

Additional instructional supports are provided in mathematics and language arts twice weekly through a pullout program facilitated by a cohort of teachers (math, science, literacy, and social studies) and the school's math and literacy coaches. Twice per week for a total of 90 minutes, students receive remediation/acceleration based on analysis of formal assessment and TLI results. This process is also facilitated by the school's external providers, E2E.

#### *Strengthening School's Instructional Program*

Belair Middle School redesigned its literacy block for purposes of providing a greater emphasis on improving reading, vocabulary, and comprehension skills. Additionally, the school implemented an instructional framework focused on guiding teaching and learning practices. Teachers receive continuous support on unpacking Common Core State Standards (CCSS). BMS utilizes Kagan strategies for

collaborative learning, word and data walls, reflected in individual classrooms school-wide, in an effort to increase student engagement. Students receive additional instructional supports through a school-wide Mathematics and Literacy Pull-out Initiative; based on individual needs, a cohort of teachers (math, literacy, science, and social studies) remediate and accelerate learning skills based on TLI data and formal assessments twice weekly (90 minutes).

In addition, novice teacher are assigned a mentor and participate in the district's new teacher program. Weekly PLCs are built into the school's master schedule allowing for data talks, instructional supports, and the implementation of best practices based on continuous data analysis. A fall and spring professional development institute designed based on needs identified through CWTs, PGPs, and school-wide data analysis is conducted to increase teachers' use of research-based instructional strategies geared towards improving student achievement. Ongoing professional development that underscores the implementation of the Common Core State Standards occur at Belair Middle School to ensure that teachers are correctly unpacking the standards and utilizing the district's newly adopted Mathematics and Literacy Curriculum with fidelity.

School-wide and classroom procedures are implemented in an effort to maximize instructional time lending itself to bell to bell instruction.

#### *Data to Inform Instruction for Continuous Improvement*

Belair Middle School utilizes quarterly TLI assessment results to plan instruction for remediation, enrichment, and grouping. Common assessments are utilized bi-weekly. CWT data and educator survey results are used to plan professional development opportunities for teachers. School-wide Mock Benchmark Assessment results are used to facilitate individual and group learning needs.

Data is also utilized to monitor student attendance, discipline challenges and successes, educator needs, stakeholder satisfaction as well as areas of concerns. Belair Middle School recognizes that the previously mentioned data sources play a pivotal role in yielding information crucial to supporting student learning.

#### *Establishing a Highly-Effective & Conducive Learning Environment*

Celebrating academic success and teacher performance remains an integral aspect of creating and sustaining a highly-effective learning community at Belair Middle School. School-wide academic celebrations include: Benchmark celebrations; Nine-week Honors Assemblies, daily school-wide recognition of individual student successes; student of the week team recognition, and TLI celebrations. Additionally, display collages of various school-wide celebrations are evident throughout the school. Belair Middle School students understand that hard work and individual successes are at the core of the Bronco Spirit! Other school-based initiatives geared towards emphasizing a positive learning environment include: Bronco Jeans Friday (Positive Weekly Behavior Reward for staff and students) and the 100 Points Bronco Club (Individual 9 weeks rewards and celebrations).

School-wide and classroom procedures are implemented and monitored to minimize discipline issues and to maximize instructional time. Belair Middle School has implemented the theme "We Believe!" as a means of motivating students to strive for academic excellence. The theme is also geared towards challenging all teachers to believe in students individual strengths while looking beyond the challenges that they may bring to the learning environment. Through a strong sense of belief, the BMS family communicates to all stakeholders that "We Believe" that academic excellence is attainable/sustainable at Belair Middle School.

In an effort to establish a highly-effective and conducive learning environment, Belair Middle School hosts the following stakeholder initiatives: Grandparents' Day celebrations; Stakeholder Breakfast; Superintendent's cabinet; athletics team; Belair Middle School Family Barbeque, and a focus on Fine Arts (orchestra, band, art classes). These activities are established based on the belief that establishing a highly effective and conducive learning environment remains a collaborative effort.

#### *Family and Community Engagement*

In an effort to bridge the gap between school and family, Belair Middle School hosts quarterly Stakeholder Breakfast Meetings, Title I Review, and BMS family Barbeques. These activities serve as a basis for providing stakeholders with regular updates relative to the state of Belair Middle School. Additionally, Math & Literacy Night activities are sponsored in an effort to provide parents with the tools and resources necessary to support their child's learning. BMS created a parent room equipped with resources that promote parental involvement. Business partners are important to BMS. Our business partners provide school supplies, uniforms, coats, etc., host academic celebrations, and attend school-wide celebrations. BMS publishes a Bronco Pride Newsletter, and uses HAC and TAC to inform parents of individual students' academic progress. The school counselor directs families in need to available resources and leads in the implementation of the parent involvement plan. Belair Middle School counselor also serves as the school's parent facilitator.

The school's website is also used to inform its stakeholders of school activities and initiatives; weekly notices/flyers are sent home to inform parents of upcoming celebrations and activities.

### ***University of Virginia Turn-around Model***

The University of Virginia's Turn-around model is based on the premise that effective schools are a result of effective school systems. The program collaborates with educational systems and school-based leadership to identify key issues and develop strategies unique to each school system, resulting in lasting school reform. The University of Virginia Model requires all districts focused on student academic success to: Rethink what's possible; Reignite the passion of educators struggling in underperforming schools, Redesign the system to promote excellence; and transform sustainable leadership, instruction, and the lives of children.

The UVA turn-around specialist assigned to Belair Middle School participates in and facilitates school-based professional development training, conducts weekly Classroom Walkthroughs, assists in identifying and designing school-based initiatives, as well as analyzes student achievement data; outlining next steps based on data analysis. An outline of weekly focus areas is provided to the principal at the start of each week, the principal further receives a weekly report based on the specialist's school visits. The UVA turn-around specialist also provides intensive leadership support and mentoring.

### ***Academic Focus and Projections***

Students who fail to score proficient in Literacy and Mathematics receive Remediation support through remediation classes embedded within the school's master schedule. Additional academic support are also provided through district sponsored afterschool tutorial services and Saturday Academies unique to Belair Middle School.

Belair Middle School's staff analyzed student performance data at the start of the 2014-2015 school year and made the following academic projections based on student achievement trend data over the course of three years: 6<sup>th</sup> Grade Literacy- 80%; 6<sup>th</sup> Grade Mathematics-51%; 7<sup>th</sup> Grade Literacy- 65%; 7<sup>th</sup> Grade Mathematics-71% ; 7<sup>th</sup> Grade Science-25%. These projections are based on three year trend data from varied cohorts.

### ***3. Instruction by Highly Qualified Professional Staff***

Belair Middle School's instructional staff consists of 35 certified staff and 3 instructional aides; all certified staff members are highly qualified. The Pine Bluff School District Human Resource office maintains personnel certification and other credentials. Due to the mandates of NCLB, all employees within the Pine Bluff School District are Highly Qualified. Every member of Belair Middle School's Instructional staff has earned a Bachelor's degree or higher. According to district records \_\_\_\_\_% of Belair Middle School certified staff hold a Bachelor's degree; \_\_\_\_\_% hold a Master's Degree; while 1% holding a Doctorate degree. In addition to these degrees of higher learning, members of Belair Middle School's certified staff participate in annual professional development training based on local and state guidelines. At the start of the 2014-2015 school year, the school's teaching staff had an average of \_\_\_\_ years teaching experience.

Instructional paraprofessionals at Belair Middle School meet or exceed the NCLB requirements for Highly Qualified. Each instructional paraprofessional has a minimum of an associate degree according to state mandates.

#### 4. High Quality and On Going Professional Development

Belair Middle School utilizes Professional Growth Plans (PGPs), Classroom Walk-through Data, Grade Level Meetings, Professional Learning Communities (PLCs), Formative and Interim Assessment Data, student work, as well as teacher surveys to determine and plan professional development. Subsequent data analysis, the leadership team collaborates to identify areas of weakness in student achievement, classroom instruction, and pedagogy. Next, the team prioritizes these needs and creates a list of potential professional development needs, resources, and materials. Once the area of professional development area and a professional development provider have been identified, Leadership along with the local Professional Development Coordinator begins to implement the protocol for planning the professional development session. Classroom Walk-throughs are utilized to make sure that the knowledge and skills from professional development are implemented with fidelity, and PLCs are utilized to address implementation weaknesses.

Belair Middle School has committed to holding a Fall and Spring Professional Development Institute which began Fall 2013. The material for Fall 2013 institute consisted of Adopting Teaching Styles to Students' Learning Styles and hands-on math and literacy break-out sessions. Material for Spring 2014 institute consisted of Differentiation of Instruction. Tentative material for Fall 2014 institute will consist of Implementing the Belair Instructional Framework and Planning for Differentiating Instruction for At/Some Risk learners in both math and literacy. Belair Middle School utilizes Grade Level Meetings in efforts to create conditions for cross-curricular planning and data analysis. The English, Social Studies, Science, and Technology departments use data and Common Core State Standards (CCSS) to integrate literacy with other content areas. In order to provide students' with high quality instruction that increases students' abilities to apply literacy comprehension skills to synthesize social studies, science, and technology content, Belair Middle School recognizes the importance of collaborating and teaming so that students receive the greatest benefit.

Belair Middle School believes that assessment drives instruction, and in doing so, utilizing formative and interim assessment data results. Student work serves as the foundation for the work that is executed during PLCs. PLCs consist of content area teams (math, literacy, social studies, science, and remediation/enrichment). All members of each PLC team meet each Thursday for 1 hour to analyze and disaggregate assessment data, review student work, and address instructional weaknesses by building on the strengths of its members. The team strategically capitalizes on the expertise and experience of each member to improve student achievement.

#### 5. Strategies to Attract Highly Qualified Staff

#### 6. Strategies to Increase Parental Involvement:

We Believe...

Belair Middle School believes that the school plays an important role in determining the levels of parental involvement in school. When schools engage families in ways that improve learning and support parent involvement at home and school, students make greater gains. Next, schools build partnerships with families that respond to parent concerns, honor their contributions, and share decision-making responsibilities; they are able to sustain connections that are aimed at improving student achievement. Lastly, parents talk to their children about school, expect them to do well, make sure that out-of-school activities are constructive, and help them plan for college; their children perform better in school.

Communication: Communication strategies such as EdLine, telephone contact, letters sent home, use of school marquee, e-mail, teaming, parent-teacher conferences, emailing and home visits will be utilized to bridge the home school connection. The school also utilizes the student handbook, school Web site, signage at the school entrance, and parent orientation meetings about the School-wide Title I Plan and how to get a copy upon request. The school's website is also used to inform its stakeholders of school activities and initiatives. Weekly notices/flyers are sent home to inform parents of upcoming celebrations



and activities. Belair Middle School offers parents a special workshop each year on the school's approach to school improvement.

Collaboration, Coordination and Opportunities to Support the Instructional Program: In an effort to increase parental involvement and build staff and parent capacity, Belair Middle School will provide conferences and activities regularly throughout this year. Activities include of the following: Annual Title I Meeting, Open House, monthly parent meeting (second Tuesdays) to inform parents of updated information, and Parent-Teacher Fall & Spring Conference during after-school hours, in which parents have a twelve hour window to meet with teachers to discuss their students' achievement progress. This will help those parents who may need to be at work early and stay late. Other activities also include Task Force Advisory Meeting, Grandparent Day, Knowledge Bowl, and Family Nights.

Belair Middle School hosts bi-annual Literacy and Math nights. The purpose of these meetings is to communicate student achievement results, emphasizing the parents' role increasing student achievement, increase parents' understanding of students' needs, and provide feedback and support to families in need of strategies that will enable their child be become more successful.

Belair Middle School also hosts an annual Community Breakfast. The purpose of the Community Breakfast is to establish, build, and maintain strong connections vital stakeholders such as parents, the community, and local business partners. Business partners provide school supplies, uniforms, coats, etc., host academic celebrations, and attend school-wide celebrations. Belair Middle School recognizes Bloodman Law Firm, Faith Presbyterian Church, Fred's, Tyson Foods, Unique Cakes, Brookshires, and countless others for partnering with the school in an effort to make differences in the lives of our students and the communities in which they live.

Design, Implementation, Evaluation and Improvement: Belair's Parent Facilitator will send letters home asking for volunteers and follow-up with telephone calls. Those who desire to work will be contacted and all meetings will take place on the campus in the Media Center. School staff, parents, and students will develop a school-parent-student compact. This compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. Belair parents will be invited to participate in a planned scheduled meeting to engage them in the discussion. If they are unable to come and survey and or follow-up telephone call will be made. The school will ask parents to serve on curricular and instructional review committees. To support this process, the school will offer both school staff and parents training on how to contribute to this process in a meaningful way. This will include PAC members. Belair Middle School will engage parents in the annual evaluation of the Title I, Part A Program's parental involvement efforts through an annual evaluation using a comprehensive needs assessment filled out by teachers, parents and school staff. The Title I committee, made up of teachers, parents and school staff, will determine the effectiveness of the parental involvement plan and make changes if warranted. Belair uses the results of a parent interest survey to plan the parental involvement activities for the year. The school will evaluate the activities that were suggested by the parents at the end of the year as part of the annual parental involvement plan evaluation.

Increase Understanding Student: Outcomes/Assessment Results Belair Middle school is committed to assist parents in understanding the expectations that the Common Core State Standards bring to the Districts' curriculum. At the beginning of each school year, Belair Middle school hosts the Title I/Open House meeting where parents are provided curriculum guides, student schedules, meet the teachers, and hear the State of the School Address facilitated by the school's principal.

Teachers team with individual students when academic concerns arise. The team collaboratively works with intervention teachers along with the district's turn-around specialist to develop an intensive intervention plan for the student.

Parent Center: Belair Middle School has implemented a parent center that is equipped with literature, conferences tables, books, and a SMARTboard. Belair parents may check out materials, use the computer to check grades (EdLine), and visit educational Web sites. Parents will be encouraged to view the Title I Plan located in the parent resource center or media center. A suggestion sheet will also be available for parental input. The school will open the resource center at hours that are convenient to parents. Belair

Middle School parents are also informed of the resources available at the District's Title 1 Parent and Family Resource Center.

### 7. Transition Strategies

Belair Middle School's plan for transitioning and connecting with incoming fifth grade students include a scheduled visitation from three of the district's five elementary schools. All 5th graders from feeder schools become oriented with Belair Middle School through a school-wide tour. During the tour, students engage in activities to introduce student clubs and organizations, middle school behavior expectations, get answers to any questions they might have, get acquainted with the staff, and alleviate any concerns.

Orientation is facilitated by student leadership within Belair Middle School. Student leadership gives testimonials, encouragement, and advice to upcoming 6th grade students. Transitioning students are made aware of school incentives such as celebrations, Bar-B-Qs, fun day, office worker apprenticeships, theme days, talent shows, and pep assemblies.

Belair Middle School also provides a plan for seventh graders to transition to the junior high school. The plan for transitioning seventh graders to eighth grade is similar in structure as with the upcoming 6th graders. The counseling departments from the feeder schools, Belair Middle School, and the junior high school work collaboratively to make sure that GT students are identified and placed, special services are provided for students who need them, and extra-curricular activities are offered for those interested.

### 8. Teacher Participation in Making Assessment Decisions

Teachers are included in the selection of academic assessments, the analysis of data, and the development of Belair Middle School's instructional program in order to improve student achievement. The teachers have established alternative measures of evaluation to provide authentic assessment of students' achievement, skills, and competencies in all content areas. Belair Middle School teachers also utilize numerous forms of formative and summative assessments created by staff members to determine the academic needs of all students enrolled at Belair Middle School. The use of unit and chapter tests, STAR Math Test, STAR Reading, and student created project-based rubrics. Additionally, Belair Middle School utilizes data from the state assessment and The Learning Institute (TLI) to inform instruction and to measure the reliability and validity of our daily evaluation tools.

Teachers are allowed and encouraged to create and develop authentic assessment tools to use in their classroom instruction. For example, every 5-10 minutes, teachers decide how they will formatively assess their students' learning. State standardized assessments and teacher created district assessments are used in conjunction with formative and summative classroom assessments to provide teachers with a wide spectrum of data to inform instruction. Teachers are also involved in the decision-making process regarding assessments; teams of teachers decide the timing, scoring, and process of analyzing assessments, as well as modification of their instruction using the results of that analysis. Teachers are provided time to create and organize common assessments during PLCs; teachers use interim data to regularly evaluate students for further interventions.

Based on authentic assessment tools used in classroom instructions, teachers determine what topics will be remediated during remediation classes, Teaming Pull-Outs, Saturday Boot Camp and after school tutoring. Teachers meet collaboratively during teaming to analyze data and discuss assessment results in order to remediate struggling students and provide enrichment to those students who are proficient or advanced.

### 9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

Remediation activities ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by the date are provided with effective, timely, and individualized remediation support. These supports are inclusive of students' needs; students' learning difficulties are identified and remediated accordingly. Core content teachers meet three times weekly with remediation teachers to discuss additional assistance that may be necessary to aid struggling

students as well as to enrich and accelerate those students who are performing at or above state guidelines. Teams implement research-based differentiated instructional strategies and interventions to meet student needs and document their findings.

The 21st Century CCLC grant is used to provide an after school program to assist those students not meeting proficient or advanced in Mathematics or Language Arts. The program also offers enrichment activities for students who are performing at proficient or advanced levels as determined by the state. Teachers working in the CCLC after school program work collaboratively with regular teachers to plan specific activities integrated into the program. Teachers utilize a variety of age appropriate material and computer programs to improve specific skill deficits. Assessments are administered throughout the year to evaluate and assess student achievement. Once it is determined that students are not progressing through their current remediation path, the core academic team then requests a formal Child Study meeting. The Child Study Team includes the student's core academic teachers, a special education teacher, district psychologist, a parent/guardian, counselor, and a building administrator. Utilizing the Response to Intervention (RTI) model, the team determines the appropriate research-based intervention strategies align with the needs of the learner. After a few weeks of implementation, it is determined by the core academic team whether or not further testing, additional Child Study meetings, or supplementary strategies are necessary for student success.

#### 10. Coordination and Integration of Federal, State and Local Programs and Resources

Federal, state, and local funds are used to coordinate and integrate services to improve instruction and increase student achievement. (ASCIP Budget Allocation, 21st Century CCLC, 1003A and Title 1 A funds are the primary funding sources at Belair Middle School with a focus on student achievement. Belair Middle School's Title 1 funds are utilized for purchasing supplemental books and other resources for all Title 1 students. Flocabulary and Compass Learning and additional resources are utilized to meet the unique needs of all learners at Belair Middle School. Professional books, access to professional organizations, and research-based resources are purchased with Title 1 funds to provide teachers with access to current and cutting-edge instructional strategies. The following positions are funded through Title 1 funds at Belair Middle School: 2 instructional assistants, 1 mathematics coach, and 1 literacy coach. Title 1 funds are also used to purchase the services of an E2E specialist as well as to fund components of the University of Virginia School Improvement Model (i.e. travel for principal and 3 members of the school leadership team).

21st Century (CCLC) funds are used to facilitate an afterschool program available to all students. The program provides homework assistance, remediation support, enrichment activities, and field trips to areas of interest and extended learning throughout the state. 21st Century (CCLC) funds are also used to facilitate summer school that mirrors the initiatives/activities offered throughout the academic year.

Parental involvement funds are used to support programs inclusive of: Mathematics and Literacy Nights, parent room fully-equipped with books and other resources to support parental involvement at Belair Middle School. Funds are also used to host the annual Title 1 Parent/Community Partnership Review Meeting. Professional development remains at the core of instructional supports at Belair Middle School. Belair Middle School utilizes Title 1 and 1003 A funds are used to hosts an annual Fall and Spring

Professional Development Institute for certified and instructional support staff. Professional Learning Communities (PLCs) and Leadership Team Meetings are held after school in order to minimize interruption to the school's instructional program; as a result, Title 1 funds are used to compensate teachers for participation in continuous professional learning opportunities that extend beyond their contracted time.

Coordination and integration of federal, state, and local funding sources are also used to provide academic supports and opportunities to students beyond the structured school day. For example, Belair Middle School hosts a Fall and Spring Saturday Booth Camp accessible to all learners. Through this program students receive remediation and or acceleration in the areas of mathematics, language arts, and science. Belair Middle School's leadership team plan on using Title 1 funds to extend student learning even further by providing students with access to field trips and other off campus learning opportunities.

Technological resources are also purchased through Title 1 Funds and 1003 A funding. Teachers receive

technology-based professional development supports beyond the instructional day; hence they are compensated for participation in these sessions through Title 1 funds.

Summer school remediation and enrichment opportunities are provided to all students in mathematics and reading using Title 1 funds.

**Community Resources:** Belair Middle School collaborates with community partners and local businesses to improve student achievement. Community support is evident in the following ways: •

- Clothing drive through a local church for students in need of basic uniform items
- Provision of snacks and other rewards for high performing/achieving students
- Pens, Pencil, Notebooks and other resources donated by local community organizations
- Incentives for high performing teachers by local businesses
- The integration of The PEN and PENCIL Program
- Celebrations and rewards hosted by local businesses for proficient or advanced students as well as for students making academic gains
- Future Business Leaders of America (FBLA)
- Motivational speeches and activities accessible to at-risk students through Soul Searchers a local advocacy group Belair Middle School remains committed to maximizing every opportunity to strengthen its partnership with viable community entities.

Grade Span: 6-7

Title I: Title I Schoolwide

School Improvement:

## Table of Contents

### **Priority 1:** Literacy

**Goal:** Belair Middle School will meet their 2015 AMO on the Literacy Exam by implementing best practices and high yield strategies. In order to strengthen these areas, teachers will focus on more differentiated instruction to remediate these deficiencies.

### **Priority 2:** Mathematics

**Goal:** Belair Middle School will meet their 2014 AMO (66.62%) on the mathematics benchmark exam by implementing best practices and high yield strategies.

### **Priority 3:** Wellness

**Goal:** Based on BMI current data, Belair students will improve their overall physical and nutritional health. In order to maintain a healthy environment and to foster longevity.

### **Priority 5:** 2012-13 Priority Improvement Plan

**Goal:** Belair Middle School will strengthen leadership and teacher practices, will ensure that ALL students demonstrate proficient or advanced levels of achievement on state academic standards, and will establish positive behavior and instructional support to improve the learning environment by providing frequent communication with parents and increasing capacity with the community.

### **Priority 6:** 2013-2014 Priority Improvement Plan

**Goal:** To reach 2014 IMOs

### **Priority 7:** 2014-2015 Priority Improvement Plan

**Goal:** Meet 2014-2015 AMOs.

Priority 1: Literacy

Supporting  
Data:

1. ACSIP CRT Data Source for BELAIR MIDDLE SCHOOL Benchmark-6th and 7th Grade Literacy Exam The target Annual Measurable Objective (AMO)for 2011-2013 requires a yearly increase for advance/ proficient of 4.99%. Belair's AMO

for 2011 was 40.13%, but students scored 39.5% overall, which did not meet the required target goal. Belair's AMO for 2012 was 45.12%, and students scored 55% overall. Belair's AMO for 2013 was 50.11%, but students scored 46.5% which fell below the targeted AMO.

Achievement data obtained from the ACTAAP/Benchmark Test reveal that 6th grade students' lowest scoring domains were content passages with scores of 46% on multiple choice questions and 38% on open response. For seventh grade literacy, students scored lowest on open response with scores of 30% for literary open response and 27% for practical open response.

Content passages and open response are major areas of concern that must be addressed. Recommendations for improvement of student achievement of the ACTAAP/Benchmark Test are to administer a diagnostic pre-test to identify students' strengths and weaknesses, to develop individual student improvement plans that will address all students' needs, to implement a structured system of specific skill reinforcement, and to offer remediation through school wide enrichment classes. Our district will continue to provide ten days of relevant data-based professional development each year to address academic achievement.

The attendance rate for Belair Middle School was 96% for 2011, 96% for 2012 and 94% for 2013.

2. **6th Grade Performance for Reading Passage - Highest to Lowest**

Multiple-Choice & Open-Response Items	2014
Content Open-Response	71%
Literacy Multiple-Choice	70%
Practical Multiple-Choice	48%
Content Multiple-Choice	47%
Literacy Open-Response	38%
Practical Open-Response	38%

3. Strongest strands of understanding are in Content Open-Response with 71% and Literacy Multiple Choice with 70%. Weakest strands of understanding are in Open-Response for Literacy and Practical with 38% each.

4. **6th Grade Performance for Writing Prompts - Highest to Lowest**

Domains	2014
Mechanics	90%
Usage	89%
Sentence Formation	86%
Content	65%
Style	65%
Writing Multiple-Choice	43%

5. Strongest performance in application of Mechanics (90%), Usage (90%), and Sentence Formation (86%). Weakest performance in application of Content and Style (65%) each.

6. **7th Grade Performance for Reading Passage - Highest to Lowest**

Multiple-Choice & Open-Response Items	2014
Content Open-Response	71%
Literacy Multiple-Choice	70%
Practical Multiple-Choice	48%
Content Multiple-Choice	47%
Literacy Open-Response	38%
Practical Open-Response	38%

7. Strongest strands of understanding are in Content Open-Response with 71% and Literacy Multiple Choice with 70%. Weakest strands of understanding are in Open-Response for Literacy and Practical with 38% each.
8. **7th Grade Performance for Reading Passage - Highest to Lowest**

Multiple-Choice & Open-Response Items	2014
Content Open-Response	71%
Literacy Multiple-Choice	70%
Practical Multiple-Choice	48%
Content Multiple-Choice	47%
Literacy Open-Response	38%
Practical Open-Response	38%

9. Strongest strands of understanding are in Content Open-Response with 71% and Literacy Multiple Choice with 70%. Weakest strands of understanding are in Open-Response for Literacy and Practical with 38% each.

Goal

Belair Middle School will meet their 2015 AMO on the Literacy Exam by implementing best practices and high yield strategies. In order to strengthen these areas, teachers will focus on more differentiated instruction to remediate these deficiencies.

Benchmark

Benchmark 1: Based on the Arkansas Benchmark Exam and calculated AMO Belair did meet AMO for the following groups in 2012-2014 school year. Combined Population – Literacy 6th grade Year Below Basic Basic Proficient Advanced Students Tested 2012 11% 48% 29% 12% 171 2013 10% 48% 29% 13% 132 2014 African-American – Literacy 6th grade Year Below Basic Basic Proficient Advanced Students Tested 2012 11% 48% 29% 12% 157 2013 10% 49% 28% 13% 125 2014 Economic Disadvantaged – Literacy 6th grade Year Below Basic Basic Proficient Advanced Students Tested 2012 11% 51% 27% 11% 153 2013 11% 49% 28% 12% 120 2014 Students with Disabilities 6th grade Year Below Basic Basic Proficient Advanced Students Tested 2012 50% 44% 0 6% 16 2013 62% 38% 0 0 13 2014 Female – Literacy 6th grade Year Below Basic Basic Proficient Advanced Students Tested 2012 2% 44% 36% 18% 84 2013 7% 49% 29% 15% 68 2014 Male – Literacy 6th grade Year Below Basic Basic Proficient Advanced Students Tested 2012 18% 52% 23% 7% 87 2013 13% 48% 28% 11% 64 2014 Combined Population - Literacy 7th grade Year Below Basic Basic Proficient Advanced Students Tested 2012 4% 27% 50% 20% 167 2013 8% 41% 40% 10% 166 2014 African-American – Literacy 7th grade Year Below Basic Basic Proficient Advanced Students Tested 2012 3% 27% 50% 19% 159 2013 9% 41% 40% 9% 152 2014 Economic Disadvantaged – Literacy 7th grade Year Below Basic Basic Proficient Advanced Students Tested 2012 3% 30% 47% 20% 152 2013 8% 43% 40% 9% 149 2014 Students with Disabilities – Literacy 7th grade Year Below Basic Basic Proficient Advanced Students Tested 2012 25% 58% 17% 0% 12 2013 63% 31% 0 6% 16 2014 Female - Literacy 7th grade Year Below Basic Basic Proficient Advanced Students Tested 2012 2% 19% 54% 24% 90 2013 4% 29% 55% 12% 76 2014 Male – Literacy 7th grade Year Below Basic Basic Proficient Advanced Students

Tested 2012 5% 37% 44% 14% 79 2013 12% 52% 27% 9% 89 2014

Intervention: Comprehensive Standards Based Literacy Model				
<p>Scientific Based Research: Teaching Children to Read: An Evidence-Based Assessment of the National Reading Panel, Reading First, Federal Initiative authorized by the No Child Left Behind Act of 2001. Why Children Succeed or Fail at Reading, Institute of Child Health &amp; Human Development (NICHD)(July, 2000)HOSTS and the Research-On Solid Ground (2001); Lockhart, C., Eversole, L. (2005) Reading Horizons, Discover intensive phonics for yourself provides a complete systematic foundation of phonetic skills required for effective reading, spelling, and comprehension. Scientific Based Research: Beaufort, A. (2009). Preparing adolescents for the literacy demands of the 21st century workplace. Bomer, C. R., &amp; Smagorinsky (Eds.), Handbook of adolescent literacy research (pp. 239-255). New York: Guilford Press. Wolf, M., &amp; Barzillai, M. (2009). The importance of deep reading. Educational Leadership, 66 (6), 32-37. Gainer, J., &amp; Lapp, D. (2010). Literacy remix: Bridging adolescents in and out of school illiteracies. Newark, DE: International Reading</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Highly Qualified Teachers will collaborate to align Common Core Standards with the Comprehensive Literacy Model to improve student achievement in the writing process, conventions, reading comprehension, and vocabulary. Classroom teachers will differentiate curriculum and instruction for students identified as gifted and talented, students with IEPs and students who are identified as proficient. This process will challenge critical thinking skills.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Classroom Teachers	<p>Start: 08/18/2014 End: 05/29/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Highly Qualified Teachers will provide strategies and materials to develop reading skills, target reading deficits and provide practical experiences by</p>	Dr. Suzette L. Bloodman, Principal; Literacy Teachers, Remediation and Enrichment Teachers;	<p>Start: 08/18/2014 End: 05/29/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

utilizing best practices: the Twelve Powerful Words, UNRAAVAL, CUB, and other high yield strategies. Action Type: AIP/IRI Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Literacy Coach		<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	
Highly Qualified Teachers will promote the Renaissance Learning program: Accelerated Reading and Star Reading. These programs will ensure that students who need remediation are targeted and will also address their deficits with reading comprehension strategies. Materials and supplies will be purchased to supplement remediation activities (i.e., Hawkins Educational Services, Classroom Direct, Scholastic Teaching Source). Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Classroom Teachers, Media Specialist	Start: 08/18/2014 End: 05/29/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>School Library</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$8000.00 <hr/> ACTION BUDGET: \$8000
Highly Qualified Teachers and Special Services staff will collaborate to plan curriculum and instruction for students who have been identified as having a learning disability through their Individual	Special Services; Special Education Teacher	Start: 08/18/2014 End: 05/29/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$



Education Plan. Student achievement will be improved in the writing process, reading comprehension and vocabulary. This will be done through Accelerated Reading and My Skills Tutor. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education			<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	
Highly Qualified Teachers will implement strategies to write across the curriculum. Professional Development will be provided as needed during PLC's to assist with Persuasive, Narrative and Expository writing to ensure all students are writing daily. Sample writings that have been graded will be placed in students' folder. A Stipend of 31.50 will be provided for off contract PLC time. No more than 2 meetings per week. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Literacy Coach; All Certified Teachers; Educational Consultant	Start: 08/18/2014 End: 05/29/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	Title II-A - Employee \$982.80 Benefits: Title II-A - Employee \$3780.00 Salaries: <hr/> ACTION BUDGET: \$4762.8
One FTE Literacy Coach will meet with each grade level, including Special Education Resource teacher, during Structured Teacher Planning Time and the Professional Learning Communities to	Literacy Coach, Inclusion Teachers, Classroom Teachers	Start: 08/18/2014 End: 05/29/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>mentor and collaborate in the areas of: 1. data analysis 2. using assessment to make instructional decisions 3. providing appropriate instruction for students not performing at proficient level 4. sharing research-based strategies 5. determining grade level or schoolwide areas of concerns. 6. data from Star Reading, Accelerated Reading and the district's comprehensive reading program to make instructional decisions 7. provide mentoring for teachers during STPT/PLC planning sessions.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<p>1. Highly Qualified Teachers will utilize Holt-McDougal, Literature, Houghton Mifflin reading series as a resource along with Common Core Standards to align with the Comprehensive Literacy Model to improve student achievement in literacy. Classroom teachers will also collaborate to align curriculum and instruction for students and subgroups identified</p>	<p>Dr. Suzette L. Bloodman, Principal, Assistant Principal, Classroom Teachers, Literacy Coach</p>	<p>Start: 08/18/2014 End: 05/29/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>as gifted and talented, students with an IEP and students identified as proficient. This process will challenge critical thinking skills.</p> <p>Action Type: Alignment</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Professional Development</p> <p>Action Type: Program Evaluation</p> <p>Action Type: Special Education</p> <p>Action Type: Technology Inclusion</p>				
<p>Elbow 2 Elbow an educational consultant from Elbow 2 Elbow will provide professional development to administrators and teachers as a means to build capacity for school reform. Elbow 2 Elbow will provided professional development at Belair to focus on program effectiveness as well as provide professional mentoring, training, and support.</p> <p>Action Type: Alignment</p> <p>Action Type: Equity</p> <p>Action Type: SIF 1003(a) 10-11</p>	Educational Consultant	<p>Start: 08/18/2014</p> <p>End: 05/29/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>teachers will participate in content related professional development conferences and workshops to receive literacy training. Highly Qualified Teachers who attend will return and share learned strategies and content with the</p>	<p>Dr. Suzette L. Bloodman, Principal; Assistant Principal; Literacy Coach; Educational Consultant</p>	<p>Start: 08/18/2014</p> <p>End: 05/29/2015</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>learning community. This will occur during structured teacher planning time, PLC's and after hours literacy training. Supplemental materials will be purchased to facilitate the campus level training. Stipends will be paid for after hours training and strategic planning meetings. These professional development conferences will include in-state and out-of-state literacy conferences above the state required 60 hours. See District plan.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>Teachers will utilize the Media Center to motivate all students to read and improve their comprehension skills through recreational reading. Effectiveness will be evaluated by the number of student participants, number of books read, and the number of points earned per participant each nine weeks on the Accelerated Reader Program.</p>	<p>MediaSpecialist; Classroom Teachers</p>	<p>Start: 08/18/2014 End: 05/29/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
Total Budget:				\$12762.8
Intervention: "Elbow 2 Elbow"				
<p>Scientific Based Research: Scientific Based Research: Blackwell, L., Trzesniewski, K., &amp; Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A</p>				

longitudinal study and intervention. Child Development, 78 (1), 246-263. Stiggins, R. (2007). Assessment through the student's eyes. Educational Leadership, 64 (8), 22-26). Easton, Lois Brown. Principles of Design Energize Learning Communities: Practical Tips Put the Emphasis on "Learning", Journal of Staff Development, v33 n4 p49-54 Aug 2012 Jenkins, Susan; Agamba, Joachim Jack. THE MISSING LINK IN THE CCSS INITIATIVE: PROFESSIONAL DEVELOPMENT FOR IMPLEMENTATION. Academy of Educational Leadership Journal. 2013, Vol. 17 Issue 2, p69-79. Bubb, Sara; Earley, Peter. "The use of training days: finding time for teachers' professional development." Educational Research. Sep2013, Vol. 55 Issue 3, p236-248. Akiba, Motoko. Professional Learning Activities in Context: A Statewide Survey of Middle School Mathematics Teachers. Education Policy Analysis Archives, v20 n14 May 2012

Actions	Person Responsible	Timeline	Resources	Source of Funds
Highly Qualified teachers and administrators will identify student's strengths and weaknesses in direct relation to state standards by providing differentiated instruction and educational resources from The Learning Institute. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Dr. Suzette L. Bloodman, Principal; Asst. Principal; Educational Consultant; Classroom Teachers,	Start: 08/18/2014 End: 05/29/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Administrators, Teachers and Special Services Staff will collaborate to plan curriculum and instruction for students who have been identified as having a learning disability through their Individual Education Plan: My Skills Tutor, The Learning Institute and Inclusion. Special Education personnel will be employed to meet the needs of special services students in compliance with federal guidelines. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology	Suzette Bloodman, Principal, Dexter Lee, Assistant Principal; Mary Terry, Special Education, S.Anderson, Director of Spec	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Inclusion				
Pine Bluff School District will provide detailed professional development utilizing educational consultants; Elbow 2 Elbow, RenLearn and others to provide in the areas of inclusion. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Dr. Suzette L. Bloodman, Principal; Educational Consultant	Start: 08/18/2014 End: 05/29/2015	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$
Total Budget:				\$0

**Intervention: Supplemental**

Scientific Based Research: Gambrell, L. B. (1996) Creating classroom cultures that foster reading motivation, The Reading Teacher, 50, 15-25. Pavonetti, L.M., Brimmer, K.M., & Cipelewski, J.F.(2002/2003)Accelerated Reader: what are the lasting effects on the reading habits of middle school students exposed to Accelerated Reader in elementary grades? Journal of Adolescent and Adult Literacy, 46, 300-311. Volland, S.R., Topping, K.J., & Evans, R.M. (1999). Computerized self-assessment of reading comprehension with the Accelerated Reader: Action Research. Reading & Writing Quarterly, 15, 197-211. 2006 Renaissance Learning, Inc.,(www.renlearn.com/starreading/overview) STAR Reading helps determine the reading level of each student, measure individual and class growth, and forecast results on standardized tests. Scientific Based Research: Williamson, G. L. (2006). Aligning the journey with a destination: A model for K-16 reading standards. Durham, NC: Meta Metrics, Inc. Heller, R., & Greenleaf, C. (2007). Literacy instruction in the content areas: Getting to the core of middle and high school improvement. Washington, DC: Alliance for Excellent Education. Pavonetti, L.M., Brimmer, K.M., & Cipelewski, J.F. (2003). Accelerated Reader: what are the lasting effects on the reading habits of middle school students exposed to Accelerated Reader in elementary grades? Journal of Adolescent and Adult Literacy, 46, 300-311.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will read an Accelerated Reading book on their individual reading level and take AR quizzes after completing the book. They must score at least 85% to be proficient. Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Media Specialist, Classroom Teachers	Start: 08/18/2014 End: 05/29/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$
A variety of supplemental library texts that will promote reading and will be used with the Accelerated Reader Program to	Dr. Suzette L. Bloodman, Principal, Media Specialist	Start: 08/18/2014 End: 05/29/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	Title I - Materials      \$3500.00 & Supplies: <hr/> <b>ACTION</b> \$3500

<p>motivate students to read both for enjoyment and to improve reading comprehension. High-interest classroom libraries will be used for all disciplines.(Hawkins Educational Services) Action Type: Collaboration</p>			<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	<p>BUDGET:</p>
<p>A Parent Compact document is located inside of the Parent Room on the Belair campus and copies of the document will be distributed to parents at the first Parent/Teacher Conference in October to inform parents and students of their involvement in the learning process. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Parent Facilitator, PTSO Chairperson</p>	<p>Start: 08/18/2014 End: 05/29/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Title I funds will be used to employ two full time highly qualified paraprofessionals who will be supervised by highly qualified certified teachers to assist students who are at risk of not achieving proficiency in literacy. Teachers will assign tasks and provide instructional materials that are aligned with the curriculum frameworks. Title I funds will be used to purchase classroom kits from ETA hand2mind. (J. Hadley, S. Stargell 2.0 FTE @ 10,796.25 each;</p>	<p>Dr. Suzette L. Bloodman, Principal, Title I Teachers and Paraprofessionals</p>	<p>Start: 08/18/2014 End: 05/29/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	<p>Title I - Employee \$21538.50 Salaries: Title I - Employee \$6246.17 Benefits:</p> <hr/> <p>ACTION BUDGET: \$27784.67</p>

plus benefits @ 3,123.09 each) Action Type: Collaboration Action Type: Title I Schoolwide				
Total Budget:				\$31284.67
Intervention: Alignment				
<p>Scientific Based Research: Liebling, C, (1997). Achieving Standards-based curriculum alignment through mindful teaching. The New York Technical Assistance Center. Scientific Based Research: Williamson, G. L. (2006). Aligning the journey with a destination: A model for K-16 reading standards. Durham, NC: Meta Metrics, Inc. Heller, R., &amp; Greenleaf, C. (2007). Literacy instruction in the content areas: Getting to the core of middle and high school improvement. Washington, DC: Alliance for Excellent Education. Pavonetti, L.M., Brimmer, K.M., &amp; Cipielewski, J.F. (2003). Accelerated Reader: what are the lasting effects on the reading habits of middle school students exposed to Accelerated Reader in elementary grades? Journal of Adolescent and Adult Literacy, 46, 300-311.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Highly Qualified Teachers will receive 10 days (60 hours) of professional development to enhance the delivery and comprehension of instructional strategies to include literacy, technology, and other relevant training. Included in this professional development, teachers will collaborate district wide and at the school site to evaluate assessment data in order to align the curriculum based on students' deficit areas.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	Linda Watson, Superintendent	<p>Start: 08/18/2014 End: 05/29/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
During Professional Learning Communities (PLC), all teachers will utilize individual student	Dr. Suzette L. Bloodman, Principal, Assistant	<p>Start: 08/18/2014 End: 05/29/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>



<p>and class trackers to pinpoint deficit skills in the areas of reading and writing (content and style) in Literacy by employing the following informational resources:  a) Standardized State Exams b) An Academic Improvement Plan c) Data from The Learning Institute and Renaissance Learning d) Common Core State Standards e) Rubrics for constructed and open response  Action Type: AIP/IRI  Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Professional Development  Action Type: Technology Inclusion</p>	Principal; Classroom Teachers		<p>Consultants</p> <ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	
<p>Highly Qualified Teachers will collaborate to align curriculum and instruction for student improvement across the curriculum.  Action Type: Alignment  Action Type: Collaboration  Action Type: Equity</p>	Social Studies Teachers	<p>Start: 08/18/2014 End: 05/29/2015</p>	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>School Library</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>The use of technology, including the use of the internet, will be implemented in all areas as appropriate to make improvements and significant gains with the Augmented Benchmark Exam. The Learning Institute will be utilized with all students in Literacy. Teachers and staff will participate in technology training.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Dr. Suzette L. Bloodman, Principal; Assistant Principal; Classroom Teachers</p>	<p>Start: 08/18/2014 End: 05/29/2015</p>	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The faculty and staff will incorporate technology based learning in their classroom by utilizing techniques learned from the Arkansas Ideas.org Technology Training. These techniques will enable teachers to assist students with acquired strategies and lessons to enhance student achievement.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Classroom Teachers; Staff</p>	<p>Start: 08/18/2014 End: 05/29/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Recruitment and maintaining of Highly Qualified teachers are being handled at the District Level. This also involves incentives for Highly Qualified Teachers.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Linda Watson, Superintendent, Mary Harvey, Human Resource, Director</p>	<p>Start: 08/18/2014 End: 05/29/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>The school's administrative staff will conduct 15-20 Classroom Walk</p>	<p>Dr. Suzette L. Bloodman, Principal; Assistant</p>	<p>Start: 08/18/2014 End: 05/29/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Throughs (CWT) per week to monitor the implementation of best practices and high-yield strategies and will provide feedback to the instructional staff. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Principal		<ul style="list-style-type: none"> <li>Central Office</li> </ul>	
The school will follow the Elbow 2 Elbow model to provide the implementation of high-yield strategies and best practices to increase student achievement. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Dr. Suzette L. Bloodman, Principal; Assistant Principal, Consultant - Elbow 2 Elbow	Start: 08/18/2014 End: 05/29/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$
Teachers, staff, parents, and community members will annually evaluate data from testing and other sources to determine the effectiveness of last year's programs. Test data will be analyzed and parents and teachers will be surveyed. Results of the surveys will be analyzed for areas of concern. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Highly Qualified Teachers, Community Members, and Parents	Start: 08/18/2014 End: 05/29/2015	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

#### Intervention: Remedial Programs

Scientific Based Research: Hock, M.F., Fulvers, K.A., Deshier, D.D., & Schumaker, J.B. (2001). The effects of an after-school tutoring program on the academic performance of at-risk students and students with LD. Remedial and Special Education, 22, 172-186. Morris, D. (2006). Using noncertified tutors to work with at-risk readers: an evidence-based model. The Elementary School Journal, 106, 351-362. Parker, R., Hasbrouck, J.E., & Denton, C. (2002). How to tutor students with reading comprehension problems. Preventing School Failure, 47, 45-47. Parker, R., Hasbrouck, J.E., & Denton, C. (2002). How to tutor students with reading problems. Preventing School Failure, 47, 42-44. Piphio, C. (1999). Summer school: Rx for low performance. Phi Delta Kappan, 81, 7-8. Buckle Down

Publishing, a division of Houghton Mifflin Harcourt's Triumph Learning unit, is one of the nation's leading publishers of state-specific, test-preparation materials. [www.buckledown.com](http://www.buckledown.com) Scientific Based Research: Philips, V. & Wong C. (2010). Tying together the common core of standards, instruction, and assessments. Phi Delta Kappan, 91(5), 37-42. Au, W. (2007). High-stakes testing and curricular control: A qualitative metasynthesis. Educational Researcher, 36(5), 258-267. Marzano, R.J. (2003). What works in schools: Translating research into practice. Alexandria, VA: Association for Supervision and Curriculum Development.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Summer school which will be offered through the 21st Century CCLC grant will be available to remediate students identified as not proficient based on an evaluation of their assessment results. A notice to parents will be sent through the mail or by individual students needing remediation. Action Type: AIP/IRI Action Type: Collaboration	Dr. Suzette L. Bloodman, Principal, Assistant Principal	Start: 08/18/2014 End: 05/29/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
The District will provide after school tutoring sessions for students identified as not proficient on state mandated tests. A letter will be sent to parents of students who have been identified as not proficient informing them about after school tutoring sessions.	Dr. Suzette L. Bloodman, Principal; Math Teachers, English Teachers and other Certified Staff	Start: 08/18/2014 End: 05/29/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Alignment Action Type: Collaboration Action Type: Equity				
Highly Qualified Teachers will provide strategies and instructional materials to develop students' literacy skills while providing practical experiences by utilizing the Buckle Down supplemental program, an Arkansas Benchmark exam publishing material for all students. Teachers will use research based resources, a remediation calendar created by the literacy coach that will be utilized daily to address skills based on student performance aligned with Arkansas Student Learning Expectations and Common Core State Standards to assess student achievement throughout the year. Action Type: AIP/IRI Action Type: Alignment Action Type:	Remediation/Enrichmen t Teachers; Instructional Coaches	Start: 07/01/201 4 End: 06/30/201 5	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Collaboration Action Type: Equity Action Type: Program Evaluation				
Buckle Down resources will be used to implement this supplementary literacy remediation tool. Professional developments will be scheduled to provide teachers with time to collaborate and develop an implementation plan. Action Type: Collaboration Action Type: Professional Development	Dr. Suzette L. Bloodman, Principal; Title I Teachers, Instructional Facilitator	Start: 08/18/2014 End: 05/29/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <b>ACTION BUDGET: \$</b>
Provide Literacy remediation opportunities for students through the utilization of the Read 180 Program. Read 180 is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4-12. Designed for any student reading 2 or more years	Dr. Suzette L. Bloodman, Principal, Classroom Teachers; Literacy Coach	Start: 08/18/2014 End: 05/29/2015	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	NSLA (State-281) - \$20000.00 Purchased Services: Title I - Materials & Supplies: \$2000.00 <hr/> <b>ACTION BUDGET: \$22000</b>

below grade level, Read 180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. Title I funds will be purchased to purchase the Read 180 Next Generation Book-Stage B materials and license for System 44. (Scholastic Inc.) Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion				
A reading teacher will be employed to work with students during remediation period. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	S. Bloodman, Principal	Start: 07/01/2014 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - \$10738.00 Employee Benefits: NSLA (State-281) - \$41300.00 Employee Salaries: <hr/> <b>ACTION BUDGET:</b> \$52038
<b>Total Budget:</b>				<b>\$74038</b>
<b>Intervention: Parental Involvement</b>				
Scientific Based Research: Manno, Bruno V. "Not Your Mother's PTA", Education Next, v12 n1 p42-50 Win 2012 Kim, Elizabeth Moorman; Coutts, Michael J.; Holmes, Shannon R. Parent Involvement and Family-School Partnerships: Examining the Content, Processes, and Outcomes of Structural versus Relationship-Based Approaches, Nebraska Center for Research on Children, Youth, Families and Schools. 2012 20 pp. Sudduth, Charletta D.. ProQuest LLC, Ed.D. Our Voices: A Descriptive Account of African American Parental Involvement in an Urban Elementary School Dissertation, University of Northern Iowa. 2011				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Source of Funds</b>

<p>Teachers will encourage parents to utilize the school and district's Parent Center, where information is available to assist students with comprehension and vocabulary to become proficient in literacy. The following ACT 1002 actions will be implemented: ACTIONS:</p> <ol style="list-style-type: none"> <li>1. Informational Packets;</li> <li>2. Parents Involvement Meetings;</li> <li>3. Volunteer Resource Book;</li> <li>4. School's process for resolving parental concerns in handbook;</li> <li>5. Enable formation of PTA or PTO;</li> <li>6. Parent Facilitator (Monica Bones, Counselor);</li> <li>7. Two Parent/Teacher conferences;</li> <li>8. Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment; and</li> <li>9. Engage in other activities determined by the school to help a parent assist in his or her child's learning;</li> <li>10. Open House (AIP signing);</li> <li>11. Poetry Night;</li> <li>12. Provide an opportunity for parents to view ACSIP each semester.</li> </ol> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Monica Bones, Parent Facilitator; Classroom Teachers; Freddie Jolivet, Parent Center</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Parents will be involved in school activities to improve student achievement. The school will invite parents to attend award assemblies and other school activities. Parents will be informed and motivated to assist their child at home using Edline.net to: access academic performance data, identify deficits, and attendance each day.</p>	<p>Suzette Bloodman, Principal; Dexter Lee, Principal; Monica Bones, Parent Facilitator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>



<p>Parents will assist students to prepare to be proficient or advanced on the Augmented Benchmark Exams. Computers will be available in the Media Center, for parents access Edline.net</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>				
<p>Parents will be empowered to improve student achievement through parental involvement activities such as Family Literacy Night, Poetry Night (Night of Words), and other activities beyond ACT 1002. Title I funds will be used to purchase refreshments, parent education texts, pamphlets, Curriculum Kits, Homework Help Dictionaries and other materials and supplies.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Suzette Bloodman, Principal, Dexter Lee, Assistant Principal, Monica Bones, Parent Facilitator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$1000.00</p> <hr/> <p>ACTION BUDGET: \$1000</p>
<p>Promote the involvement of parents to improve student performance. Details including: wellness policy, academic improvement plan, parental and community involvement plan, ACTAAP, internet safety, and Smart Core/Core Curriculum as outlined in Parent/Student Statement of Responsibility and Parent Compact form. Funds will be set-aside to create a Title I Parent Center (e.g. couch, chair, bookshelves and parent materials)</p> <p>Action Type: Alignment Action Type: Collaboration</p>	<p>Suzette Bloodman, Principal; Monica Bones, Parent Facilitator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<p>NSLA (State-281) - Materials &amp; Supplies: \$4000.00</p> <p>Title I 1003(a) - Materials &amp; Supplies: \$2000.00</p> <hr/> <p>ACTION BUDGET: \$6000</p>

Action Type: Parental Engagement Action Type: Professional Development				
Highly Qualified Teachers will provide notices to parents of students whose scores on the Benchmark Exams have been identified in the range of basic or below basic. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Classroom Teachers; Monica Bones, Parent Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Belair Middle School will provide parents with written notices about the school's progress. Notices will be sent home to parents informing them of parent/teacher conferences, individual conferences, AIP conferences, and provide other reasonable support for parental involvement activities at parents' request. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement	Suzette Bloodman, Principal; Monica Bones, Parent Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Highly Qualified teachers will receive professional development to enhance effective communications, to build capacity and to increase parental value. Action Type: Parental Engagement Action Type: Professional Development	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Students will analyze their data from assessments using a Student Tracker, in which students record their scores from formative/summative assessments in order to understand their "Next Steps" to achieve student improvement. Reporting students' progress to	Team Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

parents/guardians has become increasingly important as educators as well as students are held accountable for achievement results. Action Type: Collaboration Action Type: Parental Engagement				
Belair Middle School will annually conduct visits in the spring to create a seamless transition for students moving from Belair Middle School to Jack Robey Junior High.	Suzette Bloodman, Principal; Monica Bones, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Belair parents will be surveyed bi-annually in order to enable the parents to give their feedback on topics including progress of the academic quality of the school, progress of parental participation and barriers that may hinder participation of parents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Monica Bones, Parent Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Summer school opportunities will be provided through the 21st Century CCLC grant to students in need of additional assistance as determined based on end of year achievement and Benchmark scores. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$7000

Priority 2: Mathematics

Supporting Data:

1. ACSIP CRT Data Source for Benchmark -6th and 7th Grade Mathematics Exam  
The targeted Annual Measurable Objective (AMO) for Belair based on data from 2011-2013 requires a yearly increase for advance/ proficient of 3.71%. Belair's AMO for 2011 was 55.49%, and students scored 55.5% overall, which did meet the required target goal. Belair's AMO for 2012 was 59.20%, but students scored 49% overall, which did not meet the required target goal. Belair's AMO for 2013 was 62.91%, but students scored 40% which fell below the targeted AMO. In 2013, 41% of Belair Middle School's (BMS) 6th graders scored proficient or advanced on the mathematics benchmark exam. A three

(3) year trend analysis indicates the number of BMS 6th graders scoring proficient or advanced have consistently decreased from 56% in 2011 to 49% in 2012 to 41% in 2013.

2. The data for 6th/7th grade indicates a strength in the Data Analysis and Probability strand with 62%/59%, respectively of multiple choice (MC) questions answered correctly. 6th grade weaknesses included only 43% of Algebra MC questions answered correctly and an overall average of 2.36 points (29%) earned out of 8 possible on open response (OR) questions. 7th grade weaknesses include only 30% of Measurement and 36% of Algebra multiple choice questions answered correctly. Open Response for measurement scored 1.3 out of 8 (16%). Algebra and Numbers and Operations scored 1.5 out of 8 (18%)
3. Achievement data obtained from the ACTAAP/Benchmark reveal major areas of concern that must be addressed. Recommendations for improvement of student achievement of the ACTAAP/Benchmark Test are to administer a diagnostic pre-test to identify students' strengths and weaknesses, to develop individual student improvement plans, to address all students' strengths and weaknesses, to develop individual student instruction, and to offer remediation through school wide enrichment classes. Our district will continue to provide ten days of relevant data-based staff development each year to address academic achievement.
4. Attendance rate for Belair Middle School was 96% for 2011 96% for 2012, and 94% for 2013,
5. **7th Grade Math Performance by Strands - Highest to Lowest**

Multiple-Choice & Open-Response Items	2014
Data Analysis & Probability-Multiple Choice	60%
Numbers & Operations Multiple-Choice	59%
Geometry Multiple-Choice	48%
Algebra Multiple-Choice	45%
Data Analysis & Probability Open-Response	34%
Measurement Multiple-Choice	33%
Algebra Open-Response	31%
Geometry Open-Response	31%
Numbers & Operations Open-Response	18%
Measurement Open-Response	4%

6. Strongest strands of understanding are in Data Analysis and Probability (60%), Numbers and Operations (59%), and Geometry (48%) for Multiple-Choice items. Weakest strands of understanding are in Numbers and Operations (18%) and Measurement (4%) for Open Response items. Of the 130 students in this cohort, data indicates a 6% gain in the Combined Population (without Highly Mobile) and significant increases in understanding of Open-Response items for Algebra and Geometry with gains of 7 points and 10 points, respectively. Data indicated significant gains in understanding of Multiple-Choice items for Algebra and Geometry with increases of 8 points and 11 points, respectively.

7. **6th Grade Math Performance by Strands - Highest to Lowest**

Multiple-Choice & Open-Response Items	2014
Geometry Multiple-Choice	59%
Algebra Multiple-Choice	58%
Data Analysis & Probability-Multiple Choice	57%

Numbers & Operations Multiple-Choice	48%
Measurement Multiple-Choice	45%
Numbers & Operations Open-Response	43%
Geometry Open-Response	41%
Data Analysis & Probability Open-Response	38%
Algebra Open-Response	31%

8. Strongest strands of understanding are in Geometry (59%), and Data Analysis & Probability (57%) for Multiple-Choice items. Weakest strands of understanding are in Algebra (31%) and Measurement (27%) for Open-Response items. Of the 137 students in this cohort, data indicated a 9% gain in the combined populations (without Highly Mobile) and significant increases in understanding of Open Response items for Algebra & Geometry with gains of 37% point and 27 points respectively.

Goal

Belair Middle School will meet their 2014 AMO (66.62%) on the mathematics benchmark exam by implementing best practices and high yield strategies.

Benchmark

Based on the Arkansas Benchmark Exam and calculated Annual Measurable Objectives (AMO) Combined Population – Math 6th grade Year Below Basic Basic Proficient Advanced Students Tested 2011 22% 22% 28% 29% 167 2012 19% 32% 29% 20% 171 2013 24% 35% 21% 20% 132 African-American Math 6th grade Year Below Basic Basic Proficient Advanced Students Tested 2011 22% 22% 28% 28% 162 2012 20% 33% 28% 19% 153 2013 26% 33% 22% 20% 125 Economic Disadvantaged – Math 6th Year Below Basic Basic Proficient Advanced Students Tested 2011 24% 23% 27% 26% 146 2012 20% 34% 29% 17% 153 2013 27% 33% 23% 23% 120 Students with Disabilities - Math 6th grade Year Below Basic Basic Proficient Advanced Students Tested 2011 63% 25% 13% 0% 08 2012 63% 19% 06% 13% 16 2013 77% 23% 0% 0% 13 Female – Math 6th grade Year Below Basic Basic Proficient Advanced Students Tested 2011 23% 22% 31% 23% 86 2012 15% 35% 31% 19% 94 2013 25% 35% 25% 15% 68 Male – Math 6th grade Year Below Basic Basic Proficient Advanced Students Tested 2011 20% 22% 23% 35% 81 2012 22% 30% 28% 21% 87 2013 23% 34% 17% 25% 64 Combined Population - Math 7th grade Year Below Basic Basic Proficient Advanced Students Tested 2011 24% 20% 45% 11% 161 2012 25% 24% 34% 17% 169 2013 31% 30% 30% 09% 166 African-American – Math 7th grade Year Below Basic Basic Proficient Advanced Students Tested 2011 08% 54% 35% 05% 155 2012 25% 25% 34% 16% 159 2013 33% 30% 28% 10% 152 Economic Disadvantaged - Math 7th grade Year Below Basic Basic Proficient Advanced Students Tested 2011 08% 55% 33% 04% 136 2012 28% 24% 32% 16% 152 2013 33% 30% 29% 08% 149 Students with Disabilities - Math 7th grade Year Below Basic Basic Proficient Advanced Students Tested 2011 31% 54% 15% 0% 13 2012 83% 17% 0% 0% 12 2013 67% 13% 07% 13% 15 Female - Math 7th grade Year Below Basic Basic Proficient Advanced Students Tested 2011 07% 57% 33% 03% 86 2012 22% 24% 37% 17% 90 2013 25% 30% 36% 09% 76 Male – Math 7th grade Year Below Basic Basic Proficient Advanced Students Tested 2011 07% 57% 33% 03% 86 2012 29% 24% 30% 16% 79 2013 36% 29% 26% 09% 89 Combined Population – Science 7th grade Year Below Basic Basic Proficient Advanced Students Tested 2011 49% 36% 15% 0% 161 2012 46% 42% 11% 1% 169 2013 51% 39% 11% 0% 166 African-American - Science 7th grade Year Below Basic Basic Proficient Advanced Students Tested 2011 50% 35% 14% 0% 155 2012 47% 42% 11% 1% 159 2013 51% 38% 11% 0% 152 Economic Disadvantaged - Science 7th grade Year Below Basic Basic Proficient Advanced Students Tested 2011 50% 35% 15% 0% 136 2012 48% 43% 09% 0% 152 2013 52% 38% 10% 0% 149 Students with Disabilities – Science 7th grade Year Below Basic Basic Proficient Advanced Students Tested 2011 92% 08% 0% 0% 13 2012 75% 25% 0% 0% 12 2013 94% 0% 6% 0% 16 Female - Science 7th grade Year Below Basic Basic Proficient Advanced Students Tested 2011 58% 30% 12% 0% 74 2012 47% 44% 09% 0% 90 2013 47% 41% 12% 0% 76 Male - Science 7th grade Year Below Basic Basic Proficient Advanced Students Tested 2011 41% 42%

17% 0% 86 2012 46% 39% 14% 1% 79 2013 53% 37% 10% 0% 89

Intervention: Comprehensive Standards Based Math /The Learning Institute (Science)				
<p>Scientific Based Research: NCTM Standards/Curriculum and Evaluation Standards for School Mathematics. A Study on the Effectiveness of the 2004 Scott Foresman-Addison Wesley Elementary Math Program, Miriam Resendez, M.A., Senior Researcher and Mariam Azin Manley, Ph.D., President (October 2005). Scott Foresman Mathematics Benchmark Item Validation Study (SF-Bivs-M)Gatti Evaluation Inc. (2004). A Proposal to Study the Effects of Scott Foresman Math on Educational Performance, Planning, Research and Evaluation Services (2005) Smart Start Initiative: The EPG-UNC Smart Start Evaluation Team. (March 2003) Scientific Based Research: Hendrickson, S., Siebert, D., Smith, S., Kunzler, H., &amp; Christensen, S. (2004). Addressing parents' concerns about mathematics reform. Teaching Children Mathematics, 11(1), 18-23. Retrieved: <a href="http://www.findarticles.com/p/articles/mi_hb3451/is_200408/ai_n8218725">http://www.findarticles.com/p/articles/mi_hb3451/is_200408/ai_n8218725</a>. Carroll, W. M., &amp; Issacs, A. C. (2003). Achievement of students using the University of Chicago School Mathematics Project's Everyday Mathematics. In S. Senk &amp; D. Thompson (Eds.), Standards-based school mathematics curricula: What are they? What do students learn? 9-32.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The teachers and staff will utilize the Houghton-McDougal series and Educational Testing Services' Teachers will utilize Common Core Standards to teach objectives that are aligned with the Arkansas Curriculum Frameworks. Teachers and staff will utilize support materials from the software(Skills Connection and TLI to improve all students' performance in Number and Operations (NO), Data Analysis and Probability (DAP), Geometry(G), Algebra(A), and Measurement (M).            Action Type: Alignment            Action Type: Collaboration            Action Type: Professional Development            Action Type: Program Evaluation</p>	<p>Sylvia Grady, Math Coach; Mathematics and Remediation Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>At the District Level and School Sites, Highly Qualified Teachers will collaborate using test data to improve</p>	<p>Sylvia Grady, Math Coach; Mathematics and Remediation Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Outside Consultants</li> <li>Performance</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>student achievement in Number and Operations (NO), Data Analysis and Probability (DAP), Geometry (G), Algebra (A), and Measurement (M): a) Augument Benchmark Exams b) An Academic Improvement Plan for each student identified as not proficient based on Benchmark results. c) A copy of the aligned Frameworks, Common Core Standards and curriculum in math for Number and Operations (NO), Data Analysis and Probability (DAP), Geometry (G), Algebra (A), and Measurement (M). d) Documented assessments provided by The Learning Instituite, Ren Learn to assist in analyzing and improving student achievement in math. e) Arkansas Curriculum Frameworks. f)Common Core Standards.</p> <p>Action Type: AIP/IRI  Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Professional Development  Action Type: Program Evaluation</p>			<p>Assessments</p> <ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	
<p>Highly Qualified Teachers will utilize group and individual content clusters/class rosters, norm and criterion referenced test results to pinpoint deficit skills on the AIP for mathematics (Number and Operations (NO), Data</p>	<p>Sylvia Grady, Math Coach; Mathematics and Remediation Teachers</p>	<p>Start: 07/01/2014  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Analysis and Probability (DAP), Geometry (G), Algebra (A), and Measurement (M)during structured teacher planning time. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation				
A Math Coach will be employed to meet with each grade level teachers, including Special Education teachers, during Structured Teacher Planning Time to provide mentoring in the areas of: * using assessment to make instructional decisions *providing appropriate instruction for students not performing at proficient level *sharing research-based strategies *determining grade level or schoolwide problems and finding solutions to correct those problems. Sylvia Grady - Math Coach (1.0 FTE @ \$61,148.32) Action Type: Collaboration Action Type: Professional Development	Suzette Bloodman, Principal; Dexter Lee, Assistant Principal; Sylvia Grady, Math Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	Title I - Employee \$47233.08 Salaries: Title I - Employee \$13915.24 Benefits: <hr/> ACTION BUDGET: \$61148.32
1003(a) - Comprehensive Standards Based Math instruction will be delivered by all math instructors, with substantial support provided by administrators, Math coaches, and consultants. Various	Suzette Bloodman, Principal; Dexter Lee, Assistant Principal; Sylvia Grady, Math Coach; Victoria Bowman, Educational	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I 1003(a) - Purchased Services: \$6000.00 <hr/> ACTION BUDGET: \$6000



data sources will be used as the foundation for this instruction. \$6,000.00 Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Con		<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	
Math teachers will participate in content area PD training. Action Type: Collaboration Action Type: Professional Development	T. Bone, Asst. Supt	Start: 07/01/2014 End: 00/00/0000	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	Title II-A - Purchased \$8000.00 Services: <hr/> ACTION BUDGET: \$8000
Total Budget:				\$75148.32

#### Intervention: "Elbow 2 Elbow"

Scientific Based Research: Scientific Based Research: Washor, E., & Leonard, J. (2008). What do you mean by rigor? Educational Leadership, 64 (4), 84-87. Munson, L. (2011). What students really need to learn. Educational Leadership, 68 (6), 10-14). National Middle School Association, N. M. (2010). This We Believe: Keys to Educating Young Adolescents. Easton, Lois Brown. Principles of Design Energize Learning Communities: Practical Tips Put the Emphasis on "Learning", Journal of Staff Development, v33 n4 p49-54 Aug 2012 Jenkins, Susan; Agamba, Joachim Jack. THE MISSING LINK IN THE CCSS INITIATIVE: PROFESSIONAL DEVELOPMENT FOR IMPLEMENTATION. Academy of Educational Leadership Journal. 2013, Vol. 17 Issue 2, p69-79. Bubb, Sara; Earley, Peter. "The use of training days: finding time for teachers' professional development." Educational Research. Sep2013, Vol. 55 Issue 3, p236-248. Akiba, Motoko. Professional Learning Activities in Context: A Statewide Survey of Middle School Mathematics Teachers. Education Policy Analysis Archives, v20 n14 May 2012

Actions	Person Responsible	Timeline	Resources	Source of Funds
Highly Qualified Teachers will use individual standards based on assessment data to target and/or guide the instructional program in order to meet the needs of all students (General population, IEP Students, Highly Mobile Students) in the math strands of Number and Operations (NO), Data Analysis and Probability (DAP), Geometry (G), Algebra (A), and Measurement (M). Action Type: AIP/TRI	Sylvia Grady, Math Coach; Math and Remediation Teachers; Victoria Bowman, Educational Consultant	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation				
Special Education personnel will be employed to meet the needs of students in compliance with federal guidelines and NCLB. Teachers and Special Services will collaborate to plan curriculum and instruction for students who have been identified as having a disability through their Individualized Educational Plan to improve student achievement in Number and Operations (NO), Data Analysis and Probability (DAP), Geometry (G), Algebra (A), and Measurement (M). Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	S. Anderson, Director of Special Services, Special Education Teaches; Victoria Bowman, Educational Consultant; Sylvia Gr	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Pine Bluff School District will provide detailed professional development utilizing outside consultants; Elbow 2 Elbow, RenLearn and others to provide in the areas of inclusions. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Supplemental				
Scientific Based Research: Effects of a learning information system on mathematics achievement and classroom structure. The Journal of Educational Reserach, 96, 163-173. Ysseldyke, J., Spicuzza, R., Teelucksingh, E., Boys, C. & Lemkull, A. (2003) Using a curriculum-based instructional management system to enhance math achievement in urban schools. Journal of Education for Students Placed at				

Risk, 8, 247-265. Scientific Based Research: Haystead, M. W., & Marzano, R. J. (2009). Meta-analytic synthesis of studies conducted at Marzano Research Laboratory on instructional strategies. Englewood, CO. Marzano Research Laboratory. Fisher, D., & Frey, N. (2009). Background knowledge: The missing piece of the comprehension puzzle. Portsmouth, NH: Heinemann.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Highly Qualified Teachers will utilize the following information daily in their classroom to prepare all students to be proficient on the Augument Benchmark Exams; a.) Students identified as scoring at or below basic and basic, b.) An academic improvement plan for each identified student, c.) A copy of the Essential Questions, d.) Documented assessments from The Learning Instuite, Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Sylvia Grade, Math Coach; MathTeachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
The use of technology will be implemented in all areas as appropriate to ensure improvement in Number and Operations, Geometry, Algebra, Measurement, Data Analysis and Probability. TLI, and My Skills Tutor, accerlerated math, brain-pop and ixl.com Action Type: Alignment Action Type: Collaboration	Sylvia Grady, Math Coach; Inclusion Teachers, Math and ResourceTeachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Equity Action Type: Technology Inclusion				
<p>Title I funds will be used to purchase supplemental materials and supplies necessary to implement activities to improve achievement of all students in mathematics. Materials and supplies will include items such as color printers for the instructional coaches, TI-34 plus calculators and math manipulative for every student, Airline Wireless Slate Smart Technology, LCD Projectors and Screens along with bulbs and ELMO projectors for student use. (Pitsco. Inc., Kagan, Vernier Software and Technology).</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Suzette Bloodman, Principal; Bernice Martin-Russell, Title 1 Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$4000.00</p> <hr/> <p>ACTION BUDGET: \$4000</p>
<p>Highly Qualified teachers will receive professional development in the training of technology and best practices to be utilized in the classroom to enhance students performance. Educators will also attend an out-of-state 2015 Model School Conference to improve instructional practices and pedagogy based on</p>	<p>Suzette Bloodman, Principal; Highly Qualified Teachers, Math Coach, Educational Consultant</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Purchased Services: \$2000.00</p> <hr/> <p>ACTION BUDGET: \$2000</p>

district approval. Action Type: Collaboration Action Type: Professional Development				
Total Budget:				\$6000
Intervention: Alignment				
<p>Scientific Based Research: Liebling, C, (1997). Achieving Standards-based curriculum alignment through mindful teaching. The New York Technical Assistance Center. Scientific Based Research: Jacobs, H. H. (2011) Curriculum Mapping. Retrieved: <a href="http://curriculummaps.wikispaces.com/Why+use+curriculum+data%3F">http://curriculummaps.wikispaces.com/Why+use+curriculum+data%3F</a>. Marcoux, B. (2008) New standards-refreshing our work, again! School Library Monthly 24, (7), 18-20. National Association of Secondary School Principals. (2006). Breaking ranks in the middle: Strategies for leading middle level reform. Reston: VA: Author, National Middle School Association.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Highly Qualified Teachers will receive 10 days (60) hours) of professional development to enhance instructional methods and techniques to include math, technology, and other relevant training. Included in this professional development, teachers will collaborate district-wide and at the school site to evaluate test data in order to align the curriculum based on (student) deficit areas. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Highly Qualified Teachers will collaborate to align curriculum and instruction for student improvement in Math and Science. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Math and Science Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p>The Math and Science teachers will receive stipends for after school professional development that will utilize a hands-on approach to teach math and science in order to impact all students' skills/abilities, provide mentoring, and provide an opportunity for all students to analyze, experiment, and problem solve. The hands-on approach will review math skills taught in the classroom. Arkansas Framework; National Standards for Science and State Science Frameworks. Stipends will be paid at a rate of 31/50 per hour.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	Math and Science Teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>Title I - Employee \$884.00 Benefits: Title I - Employee \$3400.00 Salaries: Title I - Materials &amp; Supplies: \$279.57</p> <hr/> <p>ACTION BUDGET: \$4563.57</p>
<p>Highly Qualified Teachers will develop rubrics for mathematics problems to be utilized with math open response items.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion</p>	Math and Remediation Teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>Highly Qualified Teachers and Special Service staff will collaborate and develop math open response items to improve critical thinking skills and to provide an opportunity for all students to be successful.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Special Education</p>	<p>S. Anderson, Director of Special Services, M. Terry, Special Services Supervisor; Math Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Highly Qualified teachers, instructional coaches, counselor, educational consultant and principal will identify all students' strengths and weaknesses in direct relation to state standards by providing individualized assessments, immediate analysis of skills and tailored educational resources by utilizing The Learning Institute. Teachers will teach all deficit skills indicated on all students AIP.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Suzette Bloodman, Principal; Monica Bones, Counselor; Math Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>1. Highly Qualified Teachers will be trained during professional development in the use of technology for math in Arkansas Frameworks/CCSC). 2. Administrators and Teachers will collaborate during Professional Learning Community and Structured Teacher Planning Time to disaggregate TLI assessment scores in math.</p>	<p>Suzette Bloodman, Principal, M. Terry, Special Services Supervisor; Classroom Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation				
The school's administrative staff will conduct 15-20 classroom walk-throughs (CWT) per week to monitor the essential practices and will provide feedback to the instructional staff. Action Type: Alignment Action Type: Collaboration	Suzette Bloodman, Principal; Dexter Lee, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
The school will follow the Elbow 2 Elbow Model to provide the following essential practices: Guaranteeing an Essential Curriculum, Providing a School Culture and Climate Conducive to Learning, Maximizing Academic Learning Time, and Student Achievement Monitoring. Action Type: Alignment Action Type: Collaboration	Suzette Bloodman, Principal; Victoria Bowman, Consultant - Elbow 2 Elbow	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers, staff, parents, and community members will annually evaluate data from testing and other sources to determine the effectiveness of existing instructional programs. Test data will be analyzed and parents and teachers will be surveyed. Results of the surveys will be analyzed for areas of concern: multiplication facts, transferring knowledge into real-world situations and measurement skills. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program	Highly Qualified Teachers, Community Members, and Parents	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$



Evaluation				
Total Budget:				\$4563.57
Intervention: Remediation				
Scientific Based Research: Kitchen, R., Cherrington, A., Gates, J., Hitchings, J. et al. (2002) Supporting reform through performance assessment. (2002). Mathematics Teaching in the Middle School, 8, 24. Buckle Down Publishing, a division of Hights Cross Communications’ Triumph Learning unit, is one of the nation’s leading publishers of state-specific, test-preparation materials. www.buckledown.com Scientific Based Research: Shelton, J., Arbreton, A., Hopkins, L., & Grossman, J. B. (2010). Investing in success: Key strategies for building quality in after-school programs, American Journal of Community Psychology, 45 (3 & 4): 394-404. Balsano, A. B., Phelps, E., Theokas, C., Learner, J. V., & Learner, R. M. (2009). Patterns of early adolescents’ participation in youth development programs having positive youth development goals. Journal of Research on Adolescence, 19 (2): 249-259.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The 21st Century CCLC grant will be used to provide an after-school program to assist those students not meeting proficient or above in Math. Teachers working in the after-school program will work collaboratively with regular teachers to plan specific activities to be used in the program. Teachers will use a variety of age appropriate materials and computer programs to improve specific skill deficits. Assessments will be given throughout the year to evaluate improvement in academic achievement of students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Suzette Bloodman, Principal, Dexter Lee, Assistant. Principal; Classroom Teachers; Mr. Joseph, 21st Century program coo	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"><li>District Staff</li><li>Teachers</li></ul>	<div>ACTION BUDGET:</div> <div>\$</div>
Summer school sessions which will be provided to remediate all students identified	Suzette Bloodman, Principal; Dexter Lee, Assistant Principal; S.Anderson, Director of Special Services, M	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"><li>District Staff</li><li>Teachers</li></ul>	<div>ACTION BUDGET:</div> <div>\$</div>

as not proficient in Mathematics based on the Augmented Benchmark/Criterion Referenced assessment. Additional academic enrichment will be provided through the 21st Century CCLC grant. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Terry, S	5		
Highly Qualified Teachers will provide strategies and instructional materials to develop students' math skills and provide practical experiences by utilizing the Buckle Down Arkansas Benchmark Exam Publishing material for all students. Teachers will use research based workbooks and practice assessments, aligned with Arkansas Student Learning Expectations to assess student achievement throughout the year. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation	Remediation/Enrichment Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The Buckle Down program will be implemented as a Mathematics remediation tool to	Suzette Bloodman, Principal; Sylvia Grady, Math Coach	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

enhance the students' math skills. A weekly STPT/PLC will be scheduled to provide teachers with time to collaborate and develop an implementation plan. Action Type: Alignment Action Type: Collaboration Action Type: Equity		5	<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	
Belair Middle School will provide written notices to parents about parent/teacher conferences, individual conferences, and AIP conferences. During these conferences, parents will be notified of the school's improvement plan. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement	Suzette Bloodman, Principal; Monica Bones, Parent Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
1003(a) (1591) Students will have an opportunity to participate in a remediation activity for math. Mathematics (Saturday) Academy 6 weeks x 4 hours x 5 teachers @ \$27.50 = \$3,300.00 Salaries, \$924.00 Benefits; 1 Administrator x \$30.00 x 4 hours x 6 weeks = \$720.00 Salary; Benefits. \$201.60; 1 Clerical staff x \$10.00 X 4 hours x 6 weeks = \$240.00 Salary:	Suzette Bloodman, Math Coach, Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title I 1003(a) - \$1192.00 Employee Benefits: Title I 1003(a) - \$4260.00 Employee Salaries: Title I 1003(a) - Materials \$600.00 & Supplies: <hr/> ACTION \$6052

\$67.20 Benefits; & light snacks for students = \$600.00 Action Type: Alignment Action Type: Title I Schoolwide				BUDGET :
Total Budget:				\$6052

Intervention: Parental Involvement

Scientific Based Research: Manno, Bruno V. "Not Your Mother's PTA", Education Next, v12 n1 p42-50  
 Win 2012 Kim, Elizabeth Moorman; Coutts, Michael J.; Holmes, Shannon R. Parent Involvement and Family-School Partnerships: Examining the Content, Processes, and Outcomes of Structural versus Relationship-Based Approaches, Nebraska Center for Research on Children, Youth, Families and Schools. 2012 20 pp. Sudduth, Charletta D.. ProQuest LLC, Ed.D. Our Voices: A Descriptive Account of African American Parental Involvement in an Urban Elementary School Dissertation, University of Northern Iowa. 2011

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will encourage parents to assist their child in the school's Parent Center and at home with math and mathematic terminology, to help students become proficient in math. The following ACT 1002 actions will be implemented: ACTIONS: 1. Informational Packets; 2. Parents Involvement Meetings; 3. Volunteer Resource Book; 4. School's process for resolving parental concerns in handbook; 5. Enable formation of PTA or PTO; 6. Parent Facilitator (Monica Bones, Counselor); 7. Two Parent/Teacher conferences; 8. Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment; 9. Engage in other activities determined by the school to help a parent assist in his or her child's learning and 10. Math Night. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	Monica Bones, Parent Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Parents will be involved in school activities to improve student achievement. The	Monica Bones, Parent	Start: 07/01/2014 End:		<hr/> ACTION BUDGET: \$

<p>school will have Award assemblies, and other school activities for parents to attend. Parents will be informed and motivated to assist their child at home using Edline.net to access academic performances, and attendance in order to prepare to be proficient or advanced on the Augumented Benchmark Exam.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	Facilitator	06/30/2015		
<p>Highly Qualified Teachers will provide notices and tip sheets to parents of students whose scores on the Benchmark Exams have been identified in the range of basic or below basic.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	Classroom Teachers; Monica Bones, Parent Facilitator; Monica Bones, Counselor	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Belair Middle School will provide parents with written notices about the school's identification through notices sent home to parents informing them of parent/teacher conferences, individual conferences, AIP conferences, and provide other reasonable support for parental involvement activities at parents' request.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Suzette Bloodman, Principal; Monica Bones, Parent Facilitator;	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Students will analyze their data from assessments using a Student Tracker, in which students record their scores from formative/summative assessments in order to understand their "Next Steps" to achieve student improvement. Reporting students' progress to</p>	Team Teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

parents/guardians has become increasingly important as educators as well as students are held accountable for achievement results. Action Type: Collaboration Action Type: Parental Engagement				
Monthly PTO meetings will be held to engage parents in EDLine Training, Math Night, test taking strategies, math Make-and-Take activities, and relevant information for the upcoming Augmented Benchmark Test. These activities are designed to enhance student achievement and parental involvement. Title I funds will be used to purchase refreshments, supplies for Make-and- Take activities, trainers, and parent educator resources. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Monica Bones, Parent Facilitator; Meegan Houston, PTO President	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Belair Parents will be surveyed bi-annually in order to enable them to give feedback on specific topics. These topics will include whether or not the academic quality of the school has improved, if parent participation has increased and if barriers exist that hinder participation by parents. Action Type: Collaboration Action Type: Parental Engagement	Suzette Bloodman, Principal; Monica Bones, Parent Faciliator	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

- Priority 3: Students participating in the 2011-2013 BMI activity show a need to improve in their overall physical and nutritional health.
- 2011 - 2013 - Belair Middle School Health Index Module 1: School Health and Safety Policies and Environment - Score 95%. Module 2: Health Education - Score 100%. Module 3: Physical Education and Other Physical Activity Programs - Score 95%. Module 4: Nutrition Services - Score 86%. and Module 8: Family and Community Involvement ; Score 94%.
  - 2011 - 2013 - Belair Middle School Health Index Module 1: School Health and Safety Policies and Environment - Score 99%. Module 2: Health Education - Score 100%. Module 3: Physical Education and Other Physical Activity Programs - Score 98%. Module 4: Nutrition Services - Score 95%. and Module
- Supporting Data:

8: Family and Community Involvement ; Score 100%.

Goal	Based on BMI current data, Belair students will improve their overall physical and nutritional health. In order to maintain a healthy environment and to foster longevity.
Benchmark	Healthier BMI results will be evident by June 1, 2014. There will be an improvement in the percentage of at-risk overweight children in the school year 2013-2014.
Benchmark	At the end of the 2013-2014 school year, all students will show an increase in health and will continue to show an increase proportionally through 2013-2014.

Intervention: Belair Middle School will provide nutrition education to foster life long habits of healthy eating, physical activity, and will establish a relationship between health education and school meal programs with related community services.

Scientific Based Research: Woods, A.M. (2006). The physical educator's lead in improving school wellness. Journal of Physical Education, Recreation and Dance, 77, 8-9 Scientific Based Research : Satcher, D. (2010). Taking charge of school wellness. Educational Leadership, 67 (4), 38-43. Woods, A. M. (2006). The physical educator's lead in improving school wellness. Journal of Physical Education, Recreation and Dance, 77, 8-9. Agron P; Berends V; Ellis K; Gonzalez M; School wellness policies: perceptions, barriers, and needs among school leaders and wellness advocates. Journal of School Health, 2010 Nov; 80 (11): 527-35.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Physical Education teachers will provide opportunities for physical activities beyond the physical education classes. Opportunities for physical activity will be incorporated into other disciplines; classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate. Action Type: Wellness	PE and Health Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Through professional development, health teachers will become knowledgeable of nutritional education. Health teachers will implement nutrition education that will provide students with the knowledge and skills necessary to promote and protect their health. Students will be evaluated based on the School Health Index annual report. Action Type: Alignment Action Type: Professional Development Action Type: Program	Suzette Bloodman, Principal; Dexter Lee, Assistant Principal; Classroom Teachers, Coaches	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$

Evaluation Action Type: Wellness				
Highly Qualified Teachers will utilize the ACHI school report to identify the percentage of students who are healthy or underweight, at risk for overweight, and overweight to provide students with information about potential health problems related to adult obesity. Action Type: Collaboration Action Type: Equity Action Type: Wellness	PE and Health Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: State Assessment of Childhood & Adolescent Obesity

Scientific Based Research: Woods, A.M. (2006). The physical educator's lead in improving school wellness. Journal of Physical Education, Recreation and Dance, 77, 8-9 Scientific Based Research: Harvard School of Public Health. (2011). Knowledge for healthy eating. Retrieved from: <http://www.hsph.harvard.edu/nutritionsource/>. Jalonick, M. (2011). Lawmakers, schools worry about school meal costs. Associated Press: Retrieved from: <http://www.google.com/hostednews/ap/article/ALeqM5iBowY625OXSVwdwymS-7-xmJqOQQ?docId=3b9e72815f184368a0d38c273ac2cc09> Agron P; Berends V; Ellis K; Gonzalez M; School wellness policies: perceptions, barriers, and needs among school leaders and wellness advocates. Journal of School Health, 2010 Nov; 80 (11): 527-35.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Belair Middle School has established a standing Wellness Committee comprised of students, parents, and teachers. The committee will remain actively engaged with food service in monitoring the implementation of the wellness policy, and in presenting recommendations in the areas of nutrition, health, physical activity, and food service to the Pine Bluff School District. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Suzette Bloodman, Principal; Dexter Lee, Assist. Principal; Robert Kimball, Lead Physical Education/Health Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$



<p>Belair Middle School will establish strategies through professional development to achieve 30 minutes of physical activity each day to be equivalent to 150 minutes per week as required by the state.</p> <p>Action Type: Collaboration Action Type: Wellness</p>	PE and Health Teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Belair Middle School will conduct activities to provide information that addresses health topics such as physical activities, physical education, nutrition, tobacco use prevention, asthma, unintentional injury and violence prevention (safety). The evaluation will be based on participation and results from the School Health Index.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness</p>	Suzette Bloodman, Principal	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Belair Middle School will conduct activities to provide information that addresses health topics such as physical activities and physical education, nutrition, tobacco use prevention, asthma, and unintentional injury and violence prevention (safety). The evaluation will be based on participation and results from the School Health Index. SHI score card results indicated that Module 1 School Health Policies and Environment was 99%, Module 2 Health education score was 100%, Module 3 Physical Education and Other Physical Activity</p>	Suzette Bloodman, Principal	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Program was 100 %, Module 4 Nutrition Services was 98%, Module 8 Family and Community Involvement score was 100%. All modules were 98% and above. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Wellness				
Total Budget:				\$0

Priority 5: 2012-2013 Priority School Improvement Plan

- Supporting Data:
1. 6th Grade Literacy Initial screening of students on STAR Reading assessment indicates that of the 124 6th grade students tested, 47 students (38%) scored below the 25th percentile, 34 students (27%) scored in the 25th to 49th percentile, 19 students (15%) scored in the 50th to 74th percentile, and 24 students (20 %) scored above the 75th percentile nationally. Benchmark data indicates that approximately 58% of the students were not proficient on the 2013 6th grade literacy exam and approximately 65% of the 6th grade students scored below the 50th percentile on the STAR literacy assessment. STAR data directly correlates and can be used to project proficiency on the 6th grade literacy exam.
  2. 7th Grade Literacy Initial screening of students on STAR Reading assessment indicates that of the 124 7th grade students tested, 67 students (54%) scored below the 25th percentile, 22 students (18%) scored in the 25th to 49th percentile, 22 students (18%) scored in the 50th to 74th percentile, and 13 students (10%) scored above the 75th percentile nationally. Benchmark data indicates that approximately 49% of the students were not proficient on the 2013 7th grade literacy exam and approximately 72% of the 7th grade students scored below the 50th percentile on the STAR assessment.
  3. 6th Grade Math Initial screening of students on STAR Math assessment indicates that of the 124 6th grade students tested, 44 students (35%) scored below the 25th percentile, 32 students (26%) scored in the 25th to 49th percentile, 18 students (15%) scored in the 50th to 74th percentile, and 30 students (24%) scored above the 75th percentile nationally. Benchmark data indicates that approximately 59% of the students were not proficient on the 2013 6th grade math exam and approximately 61% of the 6th grade students scored below the 50th percentile on the STAR math assessment. STAR data directly correlates and can be used to project proficiency on the 6th grade math exam.
  4. 7th Grade Math Initial screening of students on STAR Math assessment indicates that of the 124 7th grade students tested, 44 students (35%) scored below the 25th percentile, 29 students (23%) in the 25th to 49th percentile, 18 students (15%) in the 50th to 74th percentile, and 33 students (27 %) scored above the 75th percentile nationally. Benchmark data indicates that approximately 39% of the students were not proficient on the 2013 7th grade math exam and approximately 58% of the 7th grade students scored below the 50th percentile on the STAR assessment. STAR data directly correlates and can be used to project proficiency on the 7th grade math exam.

Goal Belair Middle School will strengthen leadership and teacher practices, will ensure that ALL students demonstrate proficient or advanced levels of achievement on state academic standards, and will establish positive behavior and instructional support to improve the learning environment by providing frequent communication with parents

and increasing capacity with the community.

AMOs / Annual Measureable Objectives Belair is identified as a Priority school for Math Performance. AMO for Math Performance for 2013 was 62.91%. Belair scored 39.9%. Belair needs to increase 26.7 points to reach 2014's AMO for Math Performance of 66.62%. Belair did not meet the 2013 Growth AMOs in Math for TAGG Students. Belair needed to score 62.27% for TAGG students. Belair scored 38% for Economically Disadvantaged Students, but needed to score 62.45%. Belair also needed to score 44.44% for Students with Disabilities, but only scored 10%. Belair's AMO for TAGG in Math Growth for 2014 is 66.04%. Belair is identified as a Priority school for Literacy Performance. AMO for Literacy Performance for 2013 was 50.11%. Belair scored 46.6%. Belair needs to increase 8.5 points to reach 2014's AMO for Literacy Performance which is 55.10%. Belair did not meet the 2013 Growth AMOs in Literacy for TAGG students. Belair needed to score 49.15 for TAGG students. Belair scored 44.9% for Economically Disadvantaged Students, but needed to score 49.28. Belair also needed to score 24.60% for Students with Disabilities, but only scored 3%. Belair's AMO for TAGG in Literacy Growth for 2014 is 54.24%. IMOs/Interim Measureable Objectives

IMO 1: Change in Leader and Teacher Practice: By September 2013, the Leadership Team, Discipline PLCs, and Stakeholder Committee will begin meeting bi-monthly for a minimum of 45 minutes to discuss progress monitoring and propose necessary policy changes impacting student achievement. IMO 2: Change in Leader and Teacher Practice: By May 31, 2014, 100% of school teams (6th, 6th and 7th, 7th) will have created a series of by-laws to reflect the organizational structure of each team. IMO 3: Change in Leader and Teacher Practice: By August 31, 2013, 100% of school teams will complete a yearly plan which designates daily instructional topics. IMO 4: Change in Leader and Teacher Practice: By May 31, 2014, the Leadership team will provide suggestions for school improvement and professional development needs based on data from CWTs and TLI assessments for 100% of teachers. IMO 5: Change in Leader and Teacher Practice: By May 31, 2014, the building administrative team will provide weekly CWT documentation results to the Leadership Team to determine professional development needs for 2014-2015. IMO 6: Change in Leader and Teacher Practice: By September 2013, 100% of teachers will be evaluated weekly by the building administration and instructional coaches using CWT documentation in the Teachescape system. Documentation will be shared monthly during staff meetings beginning in October 2013. IMO 7: Change in Leader and Teacher Practice: By May 31, 2014, 100% of courses will have documentation that align the CCSS quarterly for 2014-2015. By October 2013, teachers will revise documents for the first quarter to include resources and assessments for standards for all courses. By December 2013, teachers will revise documents for the second quarter to include resources and assessments for standards for all courses. By February 2014, teachers will revise documents for the third quarter to include resources and assessments for standards for all courses. By April, 2014, teachers will revise documents for the fourth quarter to include resources and assessments for standards for all courses. By May 30, 2014, 100% of courses will have revised and completed documents that align to standards, resources, and assessments. IMO 8: Student Progress and Achievement: Math By October 2013, formative math assessment data will reflect that at least 50% of students are projected to be proficient or advanced. By December 2013, formative math assessment data will reflect that at least 55% of students are projected to be proficient or advanced. By February 2013, formative math assessment data will reflect that at least 61% of students are projected to be proficient or advanced. By April, 2014, formative math assessment data will reflect that at least 67% of students are projected to be proficient or advanced. By December 2014, formative math assessment data will reflect that at least 69% of students are projected to be proficient or advanced. By April 2014, formative math assessment data will reflect that at least 71% of students are projected to be proficient or advanced. IMO 9: Student Progress and Achievement: Literacy In August 2014, formative literacy assessment data will reflect that students surpassed April 2013's AMO of 55.10???. By April 2014, formative literacy assessment data will reflect that students maintained at least 56% projected to be proficient or advanced. By December 2014, formative literacy assessment data will reflect that at least 58% of students are projected to be proficient or advanced. By April 2015, formative literacy assessment data will reflect that at least 61% of students are projected to be proficient or advanced.

Benchmark

Intervention: ID01 - A team structure will be officially incorporated into the school governance policy

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 3: Redesigned Schedules for Additional Time Turnaround Principle 4: Rigorous and Aligned Instructional Program Marzano (2003) points out that leadership should not reside with one individual; a team approach to planning and decision making allows for distributive leadership. Planning and decision making within the restructured school require teams, time, and access to timely information. That is, decision-making groups must be organized and given time to plan and monitor the parts of the system for which they are responsible. This is an immense challenge in most schools, where teachers are available for very little time beyond the hours for which they are responsible for teaching and supervising students. Finding time for a group of teachers to meet is not easy, but essential. Different groups or teams of school personnel have different needs for the amount and distribution of time required for them to attend to their responsibilities. Additional time is needed for professional development; professional development should be directly tied to classroom observations and analysis of student learning data.

Actions	Person Responsible	Timeline	Resources	Source of Funds
District administration will present proposed policy to the school board. Action Type: Collaboration	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: ID01 - A team structure will be officially incorporated into the school governance policy.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 3: Redesigned Schedules for Additional Time Turnaround Principle 4: Rigorous and Aligned Instructional Program Marzano (2003) points out that leadership should not reside with one individual; a team approach to planning and decision making allows for distributive leadership. Planning and decision making within the restructured school require teams, time, and access to timely information. That is, decision-making groups must be organized and given time to plan and monitor the parts of the system for which they are responsible. This is an immense challenge in most schools, where teachers are available for very little time beyond the hours for which they are responsible for teaching and supervising students. Finding time for a group of teachers to meet is not easy, but essential. Different groups or teams of school personnel have different needs for the amount and distribution of time required for them to attend to their responsibilities. Additional time is needed for professional development; professional development should be directly tied to classroom observations and analysis of student learning data.

Actions	Person Responsible	Timeline	Resources	Source of Funds
ID01 - The school board will adopt proposed policy. Action Type: Collaboration	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: ID01 - A team structure will be officially incorporated into the school governance policy. (

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 3: Redesigned Schedules for Additional Time Turnaround Principle 4: Rigorous and Aligned Instructional Program Marzano (2003) points out that leadership should not reside with one individual; a team approach to planning and decision making allows for distributive leadership. Planning and decision making within the restructured school require teams, time, and access to timely information. That is, decision-making groups must be organized and given time to plan and monitor the parts of the system for which they are responsible. This is an immense challenge in most schools, where teachers are available for very little time beyond the hours for which they are responsible for teaching and supervising students. Finding time for a group of teachers to meet is not

easy, but essential. Different groups or teams of school personnel have different needs for the amount and distribution of time required for them to attend to their responsibilities. Additional time is needed for professional development; professional development should be directly tied to classroom observations and analysis of student learning data.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Present proposed policy to district administration. Action Type: Collaboration	Suzette Bloodman, principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: ID02 - All teams will have written statements of purpose and by-laws for their operation

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 3: Redesigned Schedules for Additional Time Turnaround Principle 4: Rigorous and Aligned Instructional Program Marzano (2003) points out that leadership should not reside with one individual; a team approach to planning and decision making allows for distributive leadership. Planning and decision making within the restructured school require teams, time, and access to timely information. That is, decision-making groups must be organized and given time to plan and monitor the parts of the system for which they are responsible. This is an immense challenge in most schools, where teachers are available for very little time beyond the hours for which they are responsible for teaching and supervising students. Finding time for a group of teachers to meet is not easy, but essential.

Actions	Person Responsible	Timeline	Resources	Source of Funds
ID02 - Written statements of purpose and by-laws will be developed to guide the daily operations of all team meetings. Action Type: Collaboration Action Type: Title I Schoolwide	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: ID03 - All teams will operate with work plans for the year and specific work products to produce.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 3: Redesigned Schedules for Additional Time Turnaround Principle 4: Rigorous and Aligned Instructional Program Marzano (2003) points out that leadership should not reside with one individual; a team approach to planning and decision making allows for distributive leadership. Planning and decision making within the restructured school require teams, time, and access to timely information. That is, decision-making groups must be organized and given time to plan and monitor the parts of the system for which they are responsible. This is an immense challenge in most schools, where teachers are available for very little time beyond the hours for which they are responsible for teaching and supervising students. Finding time for a group of teachers to meet is not easy, but essential.

Actions	Person Responsible	Timeline	Resources	Source of Funds
ID03 - Established teams will ensure fidelity with use of instructional strategies,	Suzette Bloodman, Principal	Start: 07/01/2014 End:	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$

formal/informal assessments, and intervention/enrichment activities in order to achieve the goals of school improvement plans. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide		06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
Total Budget:				\$0

Intervention: ID03 - All teams will operate with work plans for the year and specific work products to produce.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 3: Redesigned Schedules for Additional Time Turnaround Principle 4: Rigorous and Aligned Instructional Program Marzano (2003) points out that leadership should not reside with one individual; a team approach to planning and decision making allows for distributive leadership. Planning and decision making within the restructured school require teams, time, and access to timely information. That is, decision-making groups must be organized and given time to plan and monitor the parts of the system for which they are responsible. This is an immense challenge in most schools, where teachers are available for very little time beyond the hours for which they are responsible for teaching and supervising students. Finding time for a group of teachers to meet is not easy, but essential.

Actions	Person Responsible	Timeline	Resources	Source of Funds
ID03 - Established teams will monitor implementation of curriculum standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: ID03 - All teams will operate with work plans for the year and specific work products to produce.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 3: Redesigned Schedules for Additional Time Turnaround Principle 4: Rigorous and Aligned Instructional Program Marzano (2003) points out that leadership should not reside with one individual; a team approach to planning and decision making allows for distributive leadership. Planning and decision making within the restructured school require teams, time, and access to timely information. That is, decision-making groups must be organized and given time to plan and monitor the parts of the system for which they are responsible. This is an immense challenge in most schools, where teachers are available for very little time beyond the hours for which they are responsible for teaching and supervising students. Finding time for a group of teachers to meet is not easy, but essential.

Actions	Person Responsible	Timeline	Resources	Source of Funds
ID03 - Established teams will communicate standards curriculum updates to staff.	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$

students, parents, and community stakeholders. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide				
Total Budget:				\$0

Intervention: ID03 - All teams will operate with work plans for the year and specific work products to produce.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 3: Redesigned Schedules for Additional Time Turnaround Principle 4: Rigorous and Aligned Instructional Program Marzano (2003) points out that leadership should not reside with one individual; a team approach to planning and decision making allows for distributive leadership. Planning and decision making within the restructured school require teams, time, and access to timely information. That is, decision-making groups must be organized and given time to plan and monitor the parts of the system for which they are responsible. This is an immense challenge in most schools, where teachers are available for very little time beyond the hours for which they are responsible for teaching and supervising students. Finding time for a group of teachers to meet is not easy, but essential.

Actions	Person Responsible	Timeline	Resources	Source of Funds
ID03 - Counselor will collaborate with the established teams. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: ID10 - The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 3: Redesigned Schedules for Additional Time Turnaround Principle 4: Rigorous and Aligned Instructional Program All the schools in the case studies used data to set instructional goals. (Conzemius, 2000; Duke, n.d.; Duke et al., 2005; Johnson & Asera, 1999; Lachat & Smith, 2005; Picucci et al., 2002a, 2002b; Tung & Ouimette, 2007; Whiteside, 2006; Zargarpour, 2005). Data included school average student test scores, but went beyond that. In 3 of the 10 case studies, researchers noted that the schools collected and analyzed a range of data in addition to achievement test results (Conzemius, 2000; Lachat & Smith, 2005; Zargarpour, 2005). In 1 study of an elementary school, the principal and teachers collected and analyzed data on the school's climate, its sense of community, and its curriculum and instruction (Conzemius, 2000).

Actions	Person Responsible	Timeline	Resources	Source of Funds
The leadership team will share data through faculty meetings with staff. Teachers will use data to	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$

focus on constructing standard-based assessments. Participating teachers will be paid at a rate of \$27.50 per hr. X 3 hrs x 4 days X 25 teachers = 8,250.00 plus benefits 1,750.00 Action Type: Collaboration			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
Total Budget:				\$0

Intervention: ID10 - The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 3: Redesigned Schedules for Additional Time Turnaround Principle 4: Rigorous and Aligned Instructional Program All the schools in the case studies used data to set instructional goals.( Conzemius, 2000;Duke, n.d.; Duke et al., 2005; Johnson & Asera, 1999; Lachat & Smith, 2005; Picucci et al., 2002a, 2002b; Tung & Ouimette, 2007; Whiteside, 2006; Zargarpour, 2005). Data included school average student test scores, but went beyond that. In 3 of the 10 case studies, researchers notethat the schools collected and analyzed a range of data in addition to achievement test results(Conzemius, 2000; Lachat & Smith, 2005; Zargarpour, 2005). In 1 study of an elementary school,the principal and teachers collected and analyzed data on the school's climate, its sense of community, and its curriculum and instruction (Conzemius, 2000).

Actions	Person Responsible	Timeline	Resources	Source of Funds
A leadership team will be assigned time with the other staff to share out the data finding and answer any questions they may have. Action Type: Collaboration	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: ID10 - The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 3: Redesigned Schedules for Additional Time Turnaround Principle 4: Rigorous and Aligned Instructional Program All the schools in the case studies used data to set instructional goals.( Conzemius, 2000;Duke, n.d.; Duke et al., 2005; Johnson & Asera, 1999; Lachat & Smith, 2005; Picucci et al., 2002a, 2002b; Tung & Ouimette, 2007; Whiteside, 2006; Zargarpour, 2005). Data included school average student test scores, but went beyond that. In 3 of the 10 case studies, researchers notethat the schools collected and analyzed a range of data in addition to achievement test results(Conzemius, 2000; Lachat & Smith, 2005; Zargarpour, 2005). In 1 study of an elementary school,the principal and teachers collected and analyzed data on the school's climate, its sense of community, and its curriculum and instruction (Conzemius, 2000).

Actions	Person Responsible	Timeline	Resources	Source of Funds
The leadership team will gather observation data on a weekly basis.The leadership team will disaggregate data. Action Type:	Suzette Bloodman,Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$



Collaboration				
Total Budget:				\$0

Intervention: IF02 - The Leadership Team will review the principal's summary reports of classroom observations and take them into account in planning professional development.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 3: Redesigned Schedules for Additional Time Turnaround Principle 4: Rigorous and Aligned Instructional Program Professional development can be planned by reviewing all the pieces of relevant data. After training, classroom observations are conducted again to see if the professional development changed the behaviors and skills of those who attended. The team can decide, "How does the school assess the degree to which teachers changed practices as a result of the training? How does the school determine the effectiveness of the changed practices? Putting all these pieces together depends upon first instituting standard practices and procedures that: (1) link the improvement plan to subsequent activities, such as professional development; (2) maintain records of participation in trainings; (3) gather participant evaluations of trainings; (4) require minutes of team meetings; (5) gather information from individual teachers on changed practices; (6) gather information about short-term effectiveness of changed practices, such as teacher ratings; and (7) determine improvements in student learning that might result from particular changes in practice" (Redding, 2006)

Actions	Person Responsible	Timeline	Resources	Source of Funds
School Administrators will share with each discipline the findings for the purpose of assessing the use of differentiation, high-yield strategies, and questioning. Action Type: Collaboration Action Type: Professional Development	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"><li>Central Office</li><li>District Staff</li><li>Teachers</li></ul>	<div>ACTION BUDGET:</div> <div>\$</div>
Total Budget:				\$0

Intervention: IF02 - The Leadership Team will review the principal's summary reports of classroom observations and take them into account in planning professional development.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 3: Redesigned Schedules for Additional Time Turnaround Principle 4: Rigorous and Aligned Instructional Program Professional development can be planned by reviewing all the pieces of relevant data. After training, classroom observations are conducted again to see if the professional development changed the behaviors and skills of those who attended. The team can decide, "How does the school assess the degree to which teachers changed practices as a result of the training? How does the school determine the effectiveness of the changed practices? Putting all these pieces together depends upon first instituting standard practices and procedures that: (1) link the improvement plan to subsequent activities, such as professional development; (2) maintain records of participation in trainings; (3) gather participant evaluations of trainings; (4) require minutes of team meetings; (5) gather information from individual teachers on changed practices; (6) gather information about short-term effectiveness of changed practices, such as teacher ratings; and (7) determine improvements in student learning that might result from particular changes in practice" (Redding, 2006)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Administration will allow input from staff, based on surveys/CWTs. Action Type: Collaboration Action Type:	Suzette Bloodman, principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Professional Development				
Total Budget:				\$0

Intervention: IF02 - The Leadership Team will review the principal's summary reports of classroom observations and take them into account in planning professional development.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 3: Redesigned Schedules for Additional Time Turnaround Principle 4: Rigorous and Aligned Instructional Program Professional development can be planned by reviewing all the pieces of relevant data. After training, classroom observations are conducted again to see if the professional development changed the behaviors and skills of those who attended. The team can decide, "How does the school assess the degree to which teachers changed practices as a result of the training? How does the school determine the effectiveness of the changed practices? Putting all these pieces together depends upon first instituting standard practices and procedures that: (1) link the improvement plan to subsequent activities, such as professional development; (2) maintain records of participation in trainings; (3) gather participant evaluations of trainings; (4) require minutes of team meetings; (5) gather information from individual teachers on changed practices; (6) gather information about short-term effectiveness of changed practices, such as teacher ratings; and (7) determine improvements in student learning that might result from particular changes in practice" (Redding, 2006)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Multiple data points will be used to select purpose-driven professional development sessions. Action Type: Collaboration Action Type: Professional Development	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: IF03 - Professional development for teachers will include observations by the principal related to indicators of effective teaching and classroom management.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 3: Redesigned Schedules for Additional Time Turnaround Principle 4: Rigorous and Aligned Instructional Program Continuous improvement of each teacher's skills is achieved through a variety of means including whole-faculty workshops, consultations with Instructional Teams, the principal's work with individual teachers and with teams, and through collegial learning – teacher to teacher (including peer observations, study groups, coaching, and mentoring). While teacher evaluation is something apart from professional development, evaluation should include examination of the teacher's proficiency with the same indicators used to plan professional development for each individual teacher and for the faculty as whole. Source: Sam Redding, Handbook on Restructuring and Substantial School Improvement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The leadership team will analyze and disaggregated the data to access if teachers are using best practice in teaching and learning. Action Type: Collaboration Action Type: Professional	Dexter Lee, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Development Action Type: Title I Schoolwide				
Total Budget:				\$0

Intervention: IIA02 - Units of instruction will include standards-based objectives and criteria for mastery.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 3: Redesigned Schedules for Additional Time Turnaround Principle 4: Rigorous and Aligned Instructional Program With the common set of learning objectives that is provided by state learning standards and assessments, a haphazardness in the classroom remains, created in part by the bewildering array of options teachers have for teaching. "Teachers pick and choose from among these options to teach an increasingly idiosyncratic versus common set of learning objectives and skills—even though common standards are essential to clear communication, coherence, and alignment among instructional effort, resources, and programs" (Rosenholtz, 1991, pp. 17-18).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Regular discussion will be held with faculty and team members. Action Type: Collaboration Action Type: Title I Schoolwide	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: IIA02 - Units of instruction will include standards-based objectives and criteria for mastery.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 3: Redesigned Schedules for Additional Time Turnaround Principle 4: Rigorous and Aligned Instructional Program With the common set of learning objectives that is provided by state learning standards and assessments, a haphazardness in the classroom remains, created in part by the bewildering array of options teachers have for teaching. "Teachers pick and choose from among these options to teach an increasingly idiosyncratic versus common set of learning objectives and skills—even though common standards are essential to clear communication, coherence, and alignment among instructional effort, resources, and programs" (Rosenholtz, 1991, pp. 17-18).

Actions	Person Responsible	Timeline	Resources	Source of Funds
The level of mastery will be in evidence on teacher data walls. Action Type: Collaboration Action Type: Title I Schoolwide	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: IIA02 - Units of instruction will include standards-based objectives and criteria for mastery.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 3: Redesigned Schedules for Additional Time Turnaround Principle 4: Rigorous and Aligned Instructional Program With the common set of learning objectives that is

provided by state learning standards and assessments, a haphazardness in the classroom remains, created in part by the bewildering array of options teachers have for teaching. "Teachers pick and choose from among these options to teach an increasingly idiosyncratic versus common set of learning objectives and skills—even though common standards are essential to clear communication, coherence, and alignment among instructional effort, resources, and programs" (Rosenholtz, 1991, pp. 17-18).

Actions	Person Responsible	Timeline	Resources	Source of Funds
The level of mastery will be determined and published in the faculty handbook. Regular discussion will be held with faculty and team members. The level of mastery will be in evidence on teacher data walls. Action Type: Collaboration Action Type: Title I Schoolwide	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$
Total Budget:				\$0

Intervention: IIB01 - Units of instruction will include pre-/post-tests to assess student mastery of standards-based objectives.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 5: Use of Data for Continuous Improvement Unit tests are constructed to give teachers a good idea of a student's current level of mastery of the objectives without taking a great amount of time to administer. A unit test need not be a pencil and paper test, especially in the lower grades, but is a way for the teacher to specifically check each student's mastery of each objective in a manner that is not time consuming. Source: Sam Redding, Handbook on restructuring and Substantial School Improvement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
After the pre and post testing, all teachers will analyze assessment data in order to determine student mastery of standards. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$
Total Budget:				\$0

Intervention: IIB01 - Units of instruction will include pre-/post-tests to assess student mastery of standards-based objectives.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 5: Use of Data for Continuous Improvement Unit tests are constructed to give teachers a good idea of a student's current level of mastery of the objectives without taking a great amount of time to administer. A unit test need not be a pencil and paper test, especially in the lower grades, but is a way for the teacher to specifically check each student's mastery of each objective in a manner that is not time consuming. Source: Sam Redding, Handbook on restructuring and Substantial School Improvement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
---------	--------------------	----------	-----------	-----------------

All teachers will use a pre test to assess student achievement. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: IIB01 - Units of instruction will include pre-/post-tests to assess student mastery of standards-based objectives.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 5: Use of Data for Continuous Improvement Unit tests are constructed to give teachers a good idea of a student's current level of mastery of the objectives without taking a great amount of time to administer. A unit test need not be a pencil and paper test, especially in the lower grades, but is a way for the teacher to specifically check each student's mastery of each objective in a manner that is not time consuming. Source: Sam Redding, Handbook on restructuring and Substantial School Improvement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will use a post test to assess student mastery. Action Type: Collaboration Action Type: Title I Schoolwide	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: IIB02 - Unit pre-tests and post-tests will be administered to all students in the grade level and subject covered by the unit of instruction.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 5: Use of Data for Continuous Improvement Pre- and post-tests measure student learning received during a course or a program as a result of comparing what the student knew before the course or program and then after. This type of test offers a value-added perspective of measuring student learning in a course or a program. A value-added approach is particularly useful for developmental courses and/or students with special learning needs, in that standards-based tests or benchmarks may not be appropriate for measuring student progress in these courses. Pre-and post-tests allow faculty to see if students' skills significantly improve after course learning and instruction. For students with disabilities, set the stage by first explaining to students the purpose of a pre-assessment (not for a grade, but to find out what they already know and don't know about the upcoming unit of study so that the teacher can plan instruction accordingly). Then administer the common formative pre-assessment (or individual classroom or program pre-assessment) to the students. Students with disabilities and English language learners (ELLs) often differ from their classmates in the ways they respond to testing/assessment situations, which is why it is important to set the stage. Source: Ainsworth, L. Rigorous Curriculum Design. The Leadership and Learning Center. 2011

Actions	Person Responsible	Timeline	Resources	Source of Funds
Post-tests will be given to all students after each block of instruction to assess level of mastery. Action Type: Collaboration Action Type: Title I	Classroom Teachers	Start: 07/01/2014 End: 08/20/2103	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Schoolwide				
Total Budget:				\$0

Intervention: IIB02 - Unit pre-tests and post-tests will be administered to all students in the grade level and subject covered by the unit of instruction.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 5: Use of Data for Continuous Improvement Pre- and post-tests measure student learning received during a course or a program as a result of comparing what the student knew before the course or program and then after. This type of test offers a value-added perspective of measuring student learning in a course or a program. A value-added approach is particularly useful for developmental courses and/or students with special learning needs, in that standards-based tests or benchmarks may not be appropriate for measuring student progress in these courses. Pre-and post-tests allow faculty to see if students' skills significantly improve after course learning and instruction. For students with disabilities, set the stage by first explaining to students the purpose of a pre-assessment (not for a grade, but to find out what they already know and don't know about the upcoming unit of study so that the teacher can plan instruction accordingly). Then administer the common formative pre-assessment (or individual classroom or program pre-assessment) to the students. Students with disabilities and English language learners (ELLs) often differ from their classmates in the ways they respond to testing/assessment situations, which is why it is important to set the stage. Source: Ainsworth, L. Rigorous Curriculum Design.The Leadership and Learning Center. 2011

Actions	Person Responsible	Timeline	Resources	Source of Funds
Pre-tests will be given to all students frequently to assess prior knowledge. Action Type: Collaboration Action Type: Title I Schoolwide	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: IIB02 - Unit pre-tests and post-tests will be administered to all students in the grade level and subject covered by the unit of instruction.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 5: Use of Data for Continuous Improvement Pre- and post-tests measure student learning received during a course or a program as a result of comparing what the student knew before the course or program and then after. This type of test offers a value-added perspective of measuring student learning in a course or a program. A value-added approach is particularly useful for developmental courses and/or students with special learning needs, in that standards-based tests or benchmarks may not be appropriate for measuring student progress in these courses. Pre-and post-tests allow faculty to see if students' skills significantly improve after course learning and instruction. For students with disabilities, set the stage by first explaining to students the purpose of a pre-assessment (not for a grade, but to find out what they already know and don't know about the upcoming unit of study so that the teacher can plan instruction accordingly). Then administer the common formative pre-assessment (or individual classroom or program pre-assessment) to the students. Students with disabilities and English language learners (ELLs) often differ from their classmates in the ways they respond to testing/assessment situations, which is why it is important to set the stage. Source: Ainsworth, L. Rigorous Curriculum Design.The Leadership and Learning Center. 2011

Actions	Person Responsible	Timeline	Resources	Source of Funds
Pre-tests will be given to all students frequently to assess prior knowledge. Action Type: Collaboration	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Action Type: Title I Schoolwide				
Total Budget:				\$0

Intervention: IIB04 - Teachers will individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 5: Use of Data for Continuous Improvement A pre-test, designed by the instruction team and aligned to the curriculum and standards, is given to all students to determine their level of understanding and knowledge of the unit the teacher is getting ready to start. The results of the pre-test gives the teacher a "starting point" for each student. The results of the pre-test may indicate that the student is not ready for the new material, in which case the teacher would adjust to include extra supports for that student to bring the student up to speed with the rest of the class. Other students may have already mastered the skill or idea, and would need additional materials to spark interest or challenge new thinking. Where ever a child is "the teacher's goal is always to get every student to mastery of the target objective by the end of the unit, but students do not start in the same place" (Redding, 2006).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teacher will monitor progress and analyze frequent rigorous, authentic work samples to determine student mastery and instructional next steps. Action Type: Collaboration Action Type: Title I Schoolwide	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: IIB04 - Teachers will individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 5: Use of Data for Continuous Improvement A pre-test, designed by the instruction team and aligned to the curriculum and standards, is given to all students to determine their level of understanding and knowledge of the unit the teacher is getting ready to start. The results of the pre-test gives the teacher a "starting point" for each student. The results of the pre-test may indicate that the student is not ready for the new material, in which case the teacher would adjust to include extra supports for that student to bring the student up to speed with the rest of the class. Other students may have already mastered the skill or idea, and would need additional materials to spark interest or challenge new thinking. Where ever a child is "the teacher's goal is always to get every student to mastery of the target objective by the end of the unit, but students do not start in the same place" (Redding, 2006).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Based on student's achievement results, all students will be given specific instructions during class time/remediation and after school tutoring in small/paired groups to check for a high level of understanding. Action Type: Collaboration Action Type: Title I Schoolwide	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: IB05 - All teachers will re-teach based on post-test results.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 5: Use of Data for Continuous Improvement At least three powerful methods of instruction can readily accommodate re-teaching (Cawelti, 2004; Marzano, Pickering, & Pollock, 2001; Walberg, 2006). Direct instruction can be viewed as traditional or conventional whole-group teaching done well. Since teaching changed very little in the 20th century and may not change substantially in the near future, it is worthwhile knowing how the usual practice can excel. Since it has evolved from ordinary practice, direct teaching is relatively easy to carry out, does not disrupt conventional expectations, and can incorporate teaching various subcomponents such as asking questions.

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will re-assess students to allow them an opportunity to be successful in their course of study. Action Type: Collaboration Action Type: Title I Schoolwide	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: IB05 - All teachers will re-teach based on post-test results.

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 5: Use of Data for Continuous Improvement At least three powerful methods of instruction can readily accommodate re-teaching (Cawelti, 2004; Marzano, Pickering, & Pollock, 2001; Walberg, 2006). Direct instruction can be viewed as traditional or conventional whole-group teaching done well. Since teaching changed very little in the 20th century and may not change substantially in the near future, it is worthwhile knowing how the usual practice can excel. Since it has evolved from ordinary practice, direct teaching is relatively easy to carry out, does not disrupt conventional expectations, and can incorporate teaching various subcomponents such as asking questions.

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will re-teach students to allow them an opportunity to be successful in their course of study Action Type: Collaboration Action Type: Title I Schoolwide	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Student safety and discipline where appropriate to support closing the achievement gap.

Scientific Based Research: Turnaround Principle 6: Environment-Safe and Healthy Students Turnaround Principle 1: Strong Leadership.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The leadership team and the faculty will revisit the school's discipline policies and procedures handbook and discuss existing procedures for addressing classroom management, discipline and tardy procedures. Action Type: ADE	Certified Staff	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$



Scholastic Audit Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide				
The administrative team will monitor the implementation of existing policy and procedures to create/sustain a positive and conducive learning environment. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Title I Schoolwide	Suzette Bloodman, Principal; Dexter Lee, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
The administrative team will monitor the school's discipline (office referral) data and provide teachers who have a pattern of consistent office referrals with additional classroom management professional development and ongoing support. Action Type: Collaboration	Suzette Bloodman, Principal; Dexter Lee, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: All Students do not have access to a the school's full curriculum as a result of excessive checkouts prior to the end of the school day

Scientific Based Research: Turnaround Principle 6: Environment-Safe and Healthy Students  
Turnaround Principle 1: Strong Leadership.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The administrative team compiled a list of students who are regularly checked out of school early by their parents for a variety of reasons. The team will continuously monitor this data and regularly make parental contact. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Parental Engagement	Brenda Washington, Attendance Secretary and Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The administrative team will contact parents who regularly check their child out of school early and stress the importance of	Suzette Bloodman, Principal and Brenda Washington,	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$

discontinuing this practice. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Attendance Secretary			
The administrative team recognizes that it may be necessary for some parents to check their child out of school early for reasons beyond the school's control and has therefore mandated teachers to provide make up assignments to those students. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <hr/> <b>ACTION BUDGET:</b> \$
<b>Total Budget:</b>				<b>\$0</b>

Intervention: Increase Parent and community engagement to support closing the achievement gap

Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 6: Environment-Safe and Healthy Students Turnaround Principle 7: Family and Community Engagement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
School leadership must immediately form a committee of all stakeholders (teachers, parents, community, support staff, district personnel, and students) to develop clearly defined mission, vision, and belief statements that guide all decision-making at Belair Middle School. Statements should ensure that all reach their full potential. Once mission, vision, and beliefs statement have been developed, statements must be shared for public review. Once formally adopted, statements must then be disseminated throughout the school community (student and teacher handbooks.	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <hr/> <b>ACTION BUDGET:</b> \$

newsletters, classrooms, hallways, cafeteria, gymnasiums, and other common areas), local community, and published in all school-related documents. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide				
A committee comprised of teachers, parents, community members, support staff, district personnel, and students were formed to revisit/revise the school's mission, vision, and belief statements. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The revised mission, vision, and belief statements were disseminated to members of the faculty and staff, shared with parents and other community stakeholders as well as published on the school's website. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: All teachers must ensure that instructional time is maximized through student accountability procedures, effective classroom management, and organizational practices. All students should be engaged in meaningful work for the entire class period. Teachers must plan and deliver authentic lessons, learning activities, and assessments that engage students and maintain their focus. Be-to-bell instruction is essential for maximizing time-on-task for students. Students' tardiness, intercom announcements during class time, and other student discipline distractions should not occur.				
Scientific Based Research: Turnaround Principle 1: Strong Leadership Turnaround Principle 2: Effective Teachers Turnaround Principle 5: Use of Data for Continuous Improvement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Strategies for maximizing instructional time have been built into existing	Classroom Teachers	Start: 07/01/2014 End:	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION \$

team/faculty meetings and PLCs. Action Type: ADE Scholastic Audit Action Type: Collaboration		06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	BUDGET:
Classroom observation data is shared/ discussed during weekly faculty meetings. The administrative team provides teachers with the outcome of classroom walkthroughs conducted during the week; the focus of the walkthroughs is to document and monitor student engagement, authentic lessons, and the effective use of instructional time. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Title I Schoolwide	Suzette Bloodman, Principal; Dexter Lee, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
The administrative team monitors teachers' lesson plans on a weekly basis and provides feedback geared towards improving the overall rigor, relevance and authenticity of each lesson. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Title I Schoolwide	Suzette Bloodman, Principal; Dexter Lee, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Intercom announcements during class time are restricted to emergency situations only. Announcements are made at the start of the day, during the lunch periods, or the last 10 minutes prior to the end of the school day. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Title I Schoolwide	Suzette Bloodman, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Discipline infractions are handled expeditiously in order not to impede instructional time Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Title I Schoolwide	Suzette Bloodman, Principal; Dexter Lee, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Total Budget:	\$0
---------------	-----

Priority 2013-2014 Priority Improvement Plan  
6:

1.

<b>Table 5 - Belair Middle School; Priority School # 1</b>														
Three (3) Year Data Analysis														
Student Data Performance Level	2011 Belair Basic	2011 Belair Basic	2011 Priority	2011 Advanced	2011 Priority or Above	2012 Belair Basic	2012 Belair Basic	2012 Priority	2012 Advanced	2012 Priority or Above	2013 Belair Basic	2013 Belair Basic	2013 Priority	2013 Advanced or Above
Grade 6 Literacy	10%	51%	29%	10%	<b>39%</b>	11%	48%	29%	12%	<b>41%</b>	10%	48%	29%	<b>42%</b>
Grade 7 Literacy	7%	54%	35%	3%	<b>38%</b>	04%	27%	50%	20%	<b>70%</b>	8%	41%	40%	<b>50%</b>
Grade 6 Math	22%	22%	28%	29%	<b>57%</b>	19%	32%	29%	20%	<b>49%</b>	24%	35%	21%	<b>41%</b>
Grade 7 Math	24%	20%	45%	11%	<b>56%</b>	25%	24%	34%	17%	<b>51%</b>	31%	30%	30%	<b>39%</b>
Grade 7 Science	49%	36%	15%	0%	<b>15%</b>	46%	42%	11%	01%	<b>12%</b>	51%	39%	11%	<b>11%</b>

Supporting Data:

Goal

Benchmark

To reach 2014 IMOs  
1. By October 2013, 50% of teachers will receive feedback on their

instruc  
tional  
practic  
es  
within  
24  
hours  
as  
deter  
mined  
by  
CWTs.  
2. By  
Dece  
mber  
2013,  
50%  
of  
teache  
rs will  
receiv  
e  
feedba  
ck on  
their  
instruc  
tional  
practic  
es  
within  
24  
hours  
as  
deter  
mined  
by  
CWTs.  
3. By  
March  
2014,  
85%  
of  
teache  
rs will  
receiv  
e  
feedba  
ck on  
their  
instruc  
tional  
practic  
es  
within  
24  
hours  
as  
deter  
mined  
by  
CWTs.

4. By May 2014, 100% of teachers will receive feedback on their instructional practices within 24 hours as determined by CWTs.

5. By October 2013, 25% of school-based professional development will be aligned with teachers' needs as determined by CWTs.

6. By December 2013, 50% of school-based professional development

will be aligned with teachers' needs as determined by CWTs.

7. By March 2014, 75% of school - based professional development will be aligned with teachers' needs as determined by CWTs.

8. By May 2014, 100% of school - based professional development will be aligned with teachers' needs as determined by CWTs.

9. By October 2013,



50% of PLCs will meet bi-weekly to discuss instructional practices and strategies to improve student achievement as determined by current assessment data.

10. By December 2013, 80% of PLCs will meet bi-weekly to discuss instructional practices and strategies to improve student achievement as determined by

current  
assessment  
data.  
11. By  
March  
2014,  
90%  
of  
PLCs  
will  
meet  
bi-  
weekly  
to  
discuss  
instructional  
practices  
and  
strategies  
to  
improve  
student  
achievement  
as  
determined  
by  
current  
assessment  
data.  
12. By  
May  
2014,  
100%  
of  
PLCs  
will  
meet  
bi-  
weekly  
to  
discuss  
instructional  
practices  
and  
strategies  
to  
improve  
student

t  
achiev  
ement  
as  
deter  
mined  
by  
curren  
t  
assess  
ment  
data.  
13. By  
Octob  
er  
2013,  
75%  
of  
data  
walls  
will be  
displa  
yed  
and  
maint  
ained  
as  
deter  
mined  
by  
scores  
on  
studen  
t  
assess  
ments  
. 14.  
By  
Dece  
mber  
2013,  
90%  
of  
data  
walls  
will be  
displa  
yed  
and  
maint  
ained  
as  
deter  
mined  
by  
scores  
on  
studen  
t  
assess  
ments

. 15.  
By  
March  
2014,  
95%  
of  
data  
walls  
will be  
displa  
yed  
and  
maint  
ained  
as  
deter  
mined  
by  
scores  
on  
studen  
t  
assess  
ments

. 16.  
By  
May  
2014,  
100%  
of  
data  
walls  
will be  
displa  
yed  
and  
maint  
ained  
as  
deter  
mined  
by  
scores  
on  
studen  
t  
assess  
ment.

17. By  
Octob  
er  
2013,  
75%  
of  
multip  
le  
forms  
of  
data  
used  
to

drive  
instruc  
tion  
and  
remed  
iation  
will be  
analyz  
ed  
and  
discus  
sed  
weekl  
y  
during  
team  
meeti  
ngs as  
deter  
mined  
by  
agend  
as.  
18. By  
Dece  
mber  
2013,  
90%  
of  
multip  
le  
forms  
of  
data  
used  
to  
drive  
instruc  
tion  
and  
remed  
iation  
will be  
analyz  
ed  
and  
discus  
sed  
weekl  
y  
during  
team  
meeti  
ngs as  
deter  
mined  
by  
agend  
as.  
19. By  
March

2014,  
95%  
of  
multip  
le  
forms  
of  
data  
used  
to  
drive  
instruc  
tion  
and  
remed  
iation  
will be  
analyz  
ed  
and  
discus  
sed  
weekl  
y  
during  
team  
meeti  
ngs as  
deter  
mined  
by  
agend  
as.  
20. By  
May  
2014,  
100%  
of  
multip  
le  
forms  
of  
data  
used  
to  
drive  
instruc  
tion  
and  
remed  
iation  
will be  
analyz  
ed  
and  
discus  
sed  
weekl  
y  
during  
team

meetings as determined by agenda. team meetings as determined by agenda. 21. By October 2013, BMS will experience a 5% reduction as compared to previous years. 22. By December 2013, the number of disciplinary actions will be reduced by 5% each quarter as determined by office referrals when compared to December 2012.

23. By March 2014, the number of disciplinary actions will be reduced by 10% as compared to March 2013.

24. By May 2014, the number of disciplinary actions will be reduced by 15% as compared to May 2013.

25. By October 2013, 5% increase in the number of family and community members engaged in all school-related



activities as determined by sign-in forms. 26. By December 2013, 10% of family and community members will be engaged in all school -

related activities as determined by sign-in forms. 27. By March 2014, 15% of family and community members will be engaged in all school -

related activities as determined by sign-

in forms. 28. By May 2014, 25% of family and community members will be engaged in all school-related activities as determined by sign-in forms.

Intervention: Turnaround Principle #1 Strong Leadership				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Principal will participate in the University of Virginia's Turn-around Model adopted by the district.	Dr. Suzette L. Bloodman	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Continue leadership support for a safe, orderly, and equitable learning environment.	Dr. Suzette L. Bloodman	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Create experiences within the staff that foster the belief that all children can learn at high levels to produce continuous improvement in student learning.	Dr. Suzette L. Bloodman	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Provide sufficient instructional resources (textbooks, supplemental reading, and technology) to effectively deliver instruction.	Dr. Suzette L. Bloodman	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The school's newly appointed principal has been assigned an ENI Coach who provides individualized collaborative	Dr. Suzette L. Bloodman	Start: 07/01/2014 End: 05/29/2015		ACTION BUDGET: \$

training sessions based on administrator needs and the school's overall mission; emphasis is on improving teaching and learning practices.				
Ensure that homework is frequent and monitored and tied to instructional practices.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Principal and leadership team collaborates with state department representative to address deficit areas as outlined in the school's ASCIP.	Dr. Suzette L. Bloodman	Start: 07/01/2014 End: 05/29/2015		ACTION BUDGET: \$
Create a leadership infrastructure framework that outlines the roles and responsibilities of each member of the school's leadership team.	Dr. Suzette L. Bloodman	Start: 07/01/2014 End: 05/29/2015		ACTION BUDGET: \$
Leadership team revisits the school's mission, vision, and statement of beliefs with input from the entire school community (Mission, vision, and statement of beliefs are displayed in every classroom and throughout the entire school.)	Dr. Suzette L. Bloodman	Start: 07/01/2014 End: 05/29/2015		ACTION BUDGET: \$
Principal actively participates in yearlong leadership professional development institute offered by the district.	Dr. Suzette L. Bloodman	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Leadership team meets bi-weekly to address students' academic needs and utilize school-wide data to plan for professional development for all teachers.	Dr. Suzette L. Bloodman	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
An E2E consultant has been assigned to BMS in an effort to address the school's deficit areas (Math and Literacy). E2E consultant is an active member of the school's leadership team and regularly co-teaches and collaborates with math and literacy teachers.	Educational Consultant	Start: 07/01/2014 End: 05/29/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Turnaround Principle #2 Teacher Effectiveness				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Hold weekly PLC's to design authentic assessment tasks	Classroom Teachers	Start: 07/01/2014		ACTION \$

aligned with core content subject matters to identify specific needs of all learners.		End: 06/30/2015		BUDGET:
Collaborate to analyze student work to inform instruction, revise curriculum and pedagogy and obtain information on student progress.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Address the needs of a diverse population by monitoring and aligning instructional approaches with specific learning styles.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Address the needs of a diverse population by monitoring and aligning instructional approaches with specific learning styles.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Clearly communicate performance standards in each classroom that will be evident in student work.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Highly qualified mathematics and literacy coaches assigned to the school.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Principal is certified to utilize the newly adopted Teacher Evaluation Support System (TESS) to evaluate teachers. Improvement plans will be utilized as necessary.	Dr. Suzette L. Bloodman	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Principal has the ability to replace ineffective teachers.	Dr. Suzette L. Bloodman	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
A minimum of 15 CWTs are conducted weekly by principal and instructional coaches. (Teachers receive specific feedback, recommendations, comments based on CWTs.)	Dr. Suzette L. Bloodman	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Staff surveys are conducted and the data is analyzed to further determine additional professional development needs and increase student performance.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Technology integration occurs across the curriculum (Accelerated Reading, Read 180, Accelerated Math, and all features of classroom technology use).	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

Collaborate to design and use varied instructional strategies that align with district, school and state learning goals.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Co-teaching model is implemented school-wide (special education and general education teachers).	Inclusion Teachers and Regular Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Articulation of academic expectations are lead by students to demonstrate their knowledge and understanding of what is required to be proficient.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Provide sufficient instructional resources (textbooks, supplemental reading, and technology) to effectively deliver instruction.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Ensure that homework is frequent and monitored and tied to instructional practices.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Demonstrate evidence of high expectations for all students academically and behaviorally.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Demonstrate the content knowledge necessary to challenge and motivate students to higher levels of thinking and learning.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Turn-around Principle #3: Redesigning School Day/Week/Year				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide afterschool tutorial classes offered to all students based on data from assessments.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Provide a six week summer school courses offered to all students.	Dr. Linda Watson	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Continue to provide remediation and enrichment classes to all students that are built into school day.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Create flexible grouping (based on data) within individual classrooms and	Classroom Teachers	Start: 07/01/2014 End:		ACTION BUDGET: \$

collaboratively among team teachers.		06/30/2015		
Implement fully the inclusion/co-teaching model and allow Co-teachers and teachers to participate in professional development focused on supporting this model.	Inclusion Teachers and Regular Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Create and implement a lunchtime tutorial available to students that need specific interventions.	Instructional Coaches	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Provide additional time for small group and individual instruction based on student work.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

**Intervention: Turnaround Principal #4: Strengthening School's Instructional Program (Student needs & Rigorous research-based practices)**

**Scientific Based Research:**

Actions	Person Responsible	Timeline	Resources	Source of Funds
Collaborate to design and use varied instructional strategies that align with district, school and state learning goals.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Address the needs of a diverse population by monitoring and aligning instructional approaches with specific learning styles.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Incorporate a systematic process for monitoring, evaluating and reviewing the curriculum for frequent, rigorous classroom assessment that are aligned with Arkansas Academic Content Standards.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Align standards with specific links to college and career readiness with access to academic core for all students.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Collaborate to analyze student work to inform instruction, revise curriculum and pedagogy and obtain information on student progress.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Articulation of academic expectations are lead by students to demonstrate their knowledge and understanding of what is required to be proficient.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

Redesign school's literacy block (Greater emphasis on improving reading & comprehension skills).	Dr. Suzette L. Bloodman	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Provide greater opportunities and emphasis on hands-on collaborative learning throughout the school.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Word walls evident in every classroom.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Data walls reflective of individual classroom and a common school-wide data wall.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Publish students current work throughout the school.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Daily student achievement celebrations announced by the principal at the start and end of each day.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Greater teacher participation in professional development based on BMS student achievement & CWT data.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Novice teachers assigned mentors/participate in district's new teacher program.	Dr. Linda Watson	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Articulate vertical alignment with an internal focus on key curriculum transition points within grade configurations.	Dr. Suzette L. Bloodman	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Hold weekly PLC's to design authentic assessment tasks aligned with core content subject matters to identify specific needs of all learners.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Ensure that homework is frequent and monitored and tied to instructional practices.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Turn-around Principle #5: Utilize Data to inform instruction for continuous improvement				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Common Assessments utilized bi-weekly.	Classroom Teachers	Start: 07/01/2014		ACTION \$

		End: 06/30/2015		BUDGET:
TLI assessment results are used to plan for instruction (Remediation, Enrichment, Grouping, etc.).	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
CWT data used to deliver professional development opportunities for all teachers.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Educator survey results utilized to plan professional development and PLC activities.	Dr. Suzette L. Bloodman	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
School-wide Mock Benchmark Assessment results used to plan for individual and group learning needs.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Use data to implement a systematic process for monitoring, evaluation and reviewing the curriculum.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Use data to incorporate a systematic process for monitoring, evaluating and reviewing the curriculum for frequent, rigorous classroom assessment that are aligned with Arkansas Academic Content Standards.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Use data and hold weekly PLC's to design authentic assessment tasks aligned with core content subject matters to identify specific needs of all learners.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Design meaningful feedback using scores from multiple assessments to identify curriculum gaps for instructional purposes.	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Use data while collaborating to analyze student work to inform instruction, revise curriculum and pedagogy and obtain information on student progress in an effort to support the implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAP).	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Turn-around Principle #6: Establishing a highly-effective & conducive learning environment				
Scientific Based Research:				



Actions	Person Responsible	Timeline	Resources	Source of Funds
School-wide academic celebrations: o Benchmark celebrations o Nine weeks Honors Assembly o Daily school-wide recognition of individual student successes o Student of the Week (Teams) Recognition o TLI celebrations o Display collages of various school-wide celebrations throughout the school o Grandparents' Day Celebration (Grandparents are invited to have lunch with their grandchild) o Stakeholder Breakfast/ Title 1 Review o Active student council (Students are members of the Superintendent's cabinet.) o Alethic Teams (football, baseball, basketball) o Focus on the Fine Arts (orchestra, band, art classes)	Classroom Teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Continue leadership support for a safe, orderly, and equitable learning environment.	Dr. Suzette L. Bloodman	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

**Intervention: Turn-around Principle #7: Family and Community Engagement**

**Scientific Based Research:**

Actions	Person Responsible	Timeline	Resources	Source of Funds
Maintain current and relevant parent room equipped with resources that promote parental involvement	Parent Facilitator, School Counselor	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Implement a Mathematics & Literacy Night with instructional activities that are aligned to Common Core State Standards.	Instructional Coaches	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Utilize business partners to provide school with supplies, uniforms, coats, etc... as well as host and attend academic celebrations.	Parent Facilitator, School Counselor	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Implement parental involvement plan to increase student achievement.	Parent Facilitator, School Counselor	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Conduct monthly meetings	Parent	Start:		



Literacy	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Grade 7 Literacy	4%	27%	50%	20%	70%	8%	41%	40%	10%	50%	5%	45%	35%	15%	51%
Grade 6 Math	19%	32%	29%	20%	49%	24%	35%	21%	20%	41%	24%	27%	26%	23%	49%
Grade 7 Math	25%	24%	34%	17%	51%	31%	30%	30%	9%	39%	23%	32%	32%	13%	45%
Grade 7 Science	46%	42%	11%	1%	12%	51%	39%	11%	0%	11%	58%	34%	7%	1%	8%

Goal

Benchmark

Meet  
2014-2015  
AMOs.  
1. By October 2014, 50% of teachers will receive feedback and self-constructing scaffolding on their instructional practices withi

n 24  
hour  
s as  
dete  
rmin  
ed  
by  
CWT  
s. 2.  
By  
Dece  
mbe  
r  
201  
4,  
50%  
of  
teac  
hers  
will  
recei  
ve  
feed  
back  
and  
self  
dest  
ructi  
ng  
scaff  
oldin  
g on  
their  
instr  
uctio  
nal  
prac  
tices  
withi  
n 24  
hour  
s as  
dete  
rmin  
ed  
by  
CWT  
s. 3.  
By  
Marc  
h  
201  
5,  
75%  
of  
teac  
hers  
will  
recei  
ve

feed  
back  
and  
self  
dest  
ructi  
ng  
scaff  
oldin  
g on  
their  
instr  
uctio  
nal  
prac  
tices  
withi  
n 24  
hour  
s as  
dete  
rmin  
ed  
by  
CWT  
s. 4.  
By  
May  
201  
5,  
100  
% of  
teac  
hers  
will  
recei  
ve  
feed  
back  
and  
self  
dest  
ructi  
ng  
scaff  
oldin  
g on  
their  
instr  
uctio  
nal  
prac  
tices  
withi  
n 24  
hour  
s as  
dete  
rmin  
ed

by  
CWT  
s. 5.  
By  
October  
201  
4,  
25%  
of  
scho  
ol-  
base  
d  
prof  
essio  
nal  
deve  
lopme  
ent  
will  
be  
refle  
cted,  
align  
ed  
and  
moni  
tore  
d to  
teac  
hers'  
instr  
uctio  
nal  
prac  
tices  
and  
lesso  
n  
need  
s as  
dete  
rmin  
ed  
by  
CWT  
's. 6.  
By  
Dece  
mbe  
r  
201  
4,  
50%  
of  
scho  
ol-  
base  
d

professional development will be reflected, aligned and monitored to teachers' instructional practices and lessons as determined by CWT's. 7. By March 2015, 75% of school-based professional development will be reflected, aligned and monitored

d to  
teac  
hers'  
instr  
uctio  
nal  
prac  
tices  
and  
lesso  
n  
need  
s as  
dete  
rmin  
ed  
by  
CWT  
's. 8.  
By  
May  
201  
5,  
100  
% of  
scho  
ol-  
base  
d  
prof  
essio  
nal  
deve  
lopm  
ent  
will  
be  
refle  
cted,  
align  
ed  
and  
moni  
tore  
d to  
teac  
hers'  
instr  
uctio  
nal  
prac  
tices  
and  
lesso  
n  
need  
s as  
dete  
rmin  
ed



by  
CWT  
's. 9.  
By  
Octo  
ber  
201  
4,  
50%  
of  
PLC'  
s will  
mee  
t bi-  
wee  
kly  
to  
disc  
uss  
instr  
uctio  
nal  
prac  
tices  
and  
strat  
egie  
s to  
impr  
ove  
stud  
ent  
achi  
eve  
men  
t as  
dete  
rmin  
ed  
by  
curr  
ent  
asse  
ssm  
ent  
data  
. 10.  
By  
Dece  
mbe  
r  
201  
4,  
80%  
of  
PLC'  
s will  
mee  
t bi-  
wee

kly  
to  
disc  
uss  
instr  
uctio  
nal  
prac  
tices  
and  
strat  
egie  
s to  
impr  
ove  
stud  
ent  
achi  
eve  
men  
t as  
dete  
rmin  
ed  
by  
curr  
ent  
asse  
ssm  
ent  
data  
. 11.  
By  
Marc  
h  
201  
5,  
90%  
of  
PLC'  
s will  
mee  
t bi-  
wee  
kly  
to  
disc  
uss  
instr  
uctio  
nal  
prac  
tices  
and  
strat  
egie  
s to  
impr  
ove  
stud

ent  
achi  
eve  
men  
t as  
dete  
rmin  
ed  
by  
curr  
ent  
asse  
ssm  
ent  
data  
. 12.  
By  
May  
201  
5,  
100  
% of  
PLC'  
s will  
mee  
t bi-  
wee  
kly  
to  
disc  
uss  
instr  
uctio  
nal  
prac  
tices  
and  
strat  
egie  
s to  
impr  
ove  
stud  
ent  
achi  
eve  
men  
t as  
dete  
rmin  
ed  
by  
curr  
ent  
asse  
ssm  
ent  
data  
. 13.  
By

October 2014, 75% of data walls will be displayed and maintained as determined by scores on student assessments. 14. By December 2014, 90% of data walls will be displayed and maintained as determined by scores on student assessments. 15.

By  
March  
2015,  
95%  
of  
data  
walls  
will  
be  
displayed  
and  
maintained  
as  
determined  
by  
scores  
on  
student  
assessments.  
16.  
By  
May  
2015,  
100  
% of  
data  
walls  
will  
be  
displayed  
and  
maintained  
as  
determined  
by  
scores  
on  
student  
assessments.  
17.  
By

October 2014, 75% of multiple forms of data used to drive instruction and remediation will be analyzed and discussed weekly during team meetings as determined by agendas. 18. By December 2014, 90% of multiple forms of data used to

drive  
instr  
uctio  
n  
and  
rem  
ediat  
ion  
will  
be  
anal  
yzed  
and  
disc  
usse  
d  
wee  
kly  
duri  
ng  
tea  
m  
mee  
tings  
as  
dete  
rmin  
ed  
by  
agen  
das.  
19.  
By  
Marc  
h  
201  
5,  
95%  
of  
mult  
iple  
form  
s of  
data  
used  
to  
drive  
instr  
uctio  
n  
and  
rem  
ediat  
ion  
will  
be  
anal  
yzed  
and  
disc

usse  
d  
wee  
kly  
duri  
ng  
tea  
m  
mee  
tings  
as  
dete  
rmin  
ed  
by  
agen  
das.  
20.  
By  
May  
201  
5,  
100  
% of  
mult  
iple  
form  
s of  
data  
used  
to  
drive  
instr  
uctio  
n  
and  
rem  
ediat  
ion  
will  
be  
anal  
yzed  
and  
disc  
usse  
d  
wee  
kly  
duri  
ng  
tea  
m  
mee  
tings  
as  
dete  
rmin  
ed  
by



agen  
das.  
21.  
By  
Octo  
ber  
201  
4,  
BMS  
will  
expe  
rienc  
e a  
5%  
redu  
ction  
as  
com  
pare  
d to  
previ  
ous  
year  
s.  
22.  
By  
Dece  
mbe  
r  
201  
4,  
the  
num  
ber  
of  
disci  
plina  
ry  
actio  
ns  
will  
be  
redu  
ced  
by  
5%  
each  
quar  
ter  
as  
dete  
rmin  
ed  
by  
offic  
e  
refer  
rals  
whe  
n

com  
pare  
d to  
Dece  
mbe  
r  
201  
3.  
23.  
By  
Marc  
h  
201  
5,  
the  
num  
ber  
of  
disci  
plina  
ry  
actio  
ns  
will  
be  
redu  
ced  
by  
5%  
each  
quar  
ter  
as  
dete  
rmin  
ed  
by  
offic  
e  
refer  
rals  
whe  
n  
com  
pare  
d to  
Marc  
h  
201  
4.  
24.  
By  
Dece  
mbe  
r  
201  
5,  
the  
num  
ber

of  
disci  
plina  
ry  
actio  
ns  
will  
be  
redu  
ced  
by  
5%  
each  
quar  
ter  
as  
dete  
rmin  
ed  
by  
offic  
e  
refer  
rals  
whe  
n  
com  
pare  
d to  
Dece  
mbe  
r  
201  
4.  
25.  
By  
Octo  
ber  
201  
4,  
5%  
incre  
ase  
in  
the  
num  
ber  
of  
famil  
y  
and  
com  
muni  
ty  
me  
mbe  
rs  
enga  
ged  
in all

scho  
ol-  
relat  
ed  
activ  
ities  
as  
dete  
rmin  
ed  
by  
sign-  
in  
form  
s.  
26.  
By  
Dece  
mbe  
r  
201  
4,  
10%  
of  
famil  
y  
and  
com  
muni  
ty  
me  
mbe  
rs  
will  
be  
enga  
ged  
in all  
scho  
ol-  
relat  
ed  
activ  
ities  
as  
dete  
rmin  
ed  
by  
sign-  
in  
form  
s.  
27.  
By  
Marc  
h  
201  
5,  
15%

of  
famil  
y  
and  
com  
muni  
ty  
me  
mbe  
rs  
will  
be  
enga  
ged  
in all  
scho  
ol-  
relat  
ed  
activ  
ities  
as  
dete  
rmin  
ed  
by  
sign-  
in  
form  
s.  
28.  
By  
May  
201  
5,  
25%  
of  
famil  
y  
and  
com  
muni  
ty  
me  
mbe  
rs  
will  
be  
enga  
ged  
in all  
scho  
ol-  
relat  
ed  
activ  
ities  
as  
dete  
rmin

ed  
by  
sign-  
in  
form  
s.

Intervention: Turn-around Principle #1: Strong Leadership				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school's newly appointed principal has been assigned an ENI Coach who provides individualized collaborative training sessions based on administrator needs and the school's overall mission; emphasis is on improving teaching and learning practices.	Suzette Bloodman	Start: 08/18/2014 End: 05/29/2015		<hr/> ACTION BUDGET: \$
Principal and leadership team collaborates with state department representative to address deficit areas as outlined in the school's ASCIP.	Suzette L. Bloodman	Start: 08/18/2014 End: 05/29/2015		<hr/> ACTION BUDGET: \$
Create a leadership	Tameka Hunter	Start: 08/18/20		<hr/> ACTION \$

infrastructure framework that outlines the roles and responsibilities of each member of the school's leadership team.		14 End: 05/29/2015		BUDGET:
Leadership team revisits the school's mission, vision, and statement of beliefs with input from the entire school community (Mission, vision, and statement of beliefs are displayed in every classroom and throughout the entire school.)	Tameka Hunter	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Principal actively participates in yearlong leadership professional development institute offered by the district.	Suzette L. Bloodman	Start: 08/18/2014 End: 06/30/2015		ACTION BUDGET: \$
An E2E consultant has been assigned to BMS in an effort to address the school's deficit areas (Math and	Victoria Bowman	Start: 08/21/2014 End: 06/30/2015		ACTION BUDGET: \$

Literacy). E2E consultant is an active member of the school's leadership team and regularly co-teaches and collaborates with math and literacy teachers.				
Leadership team meets bi-weekly to address students' academic needs and utilize school-wide data to plan for professional development for all teachers.	Tameka Hunter	Start: 08/21/2014 End: 05/31/2015		<hr/> <b>ACTION BUDGET:</b> \$
Principal will participate in the University of Virginia's Turn-around Model adopted by the district. 1003(a) funds will support travel and meals for the building principal and 3 school leadership team members. Peer training will be provided to other staffs as appropriate	Suzette L. Bloodman	Start: 08/15/2014 End: 05/31/2015	<ul style="list-style-type: none"> <li>▪ Administrative Staff</li> <li>▪ Teachers</li> </ul>	Title I 1003(a) - Purchased Services:      \$7000.00 <hr/> <b>ACTION BUDGET:</b> \$7000



. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide				
Provide sufficient instructional resources (textbooks, supplemental reading, and technology) to effectively deliver instruction.	Dr. Suzette Bloodman	Start: 08/18/2014 End: 05/29/2015		<hr/> ACTION BUDGET: \$
Ensure that homework is frequent and monitored and tied to instructional practices.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		<hr/> ACTION BUDGET: \$
Continue leadership support for a safe, orderly, and equitable learning environment.	Dr. Suzette Bloodman	Start: 08/18/2014 End: 05/29/2015		<hr/> ACTION BUDGET: \$
Create experiences within the staff that foster the belief that all children can learn at high levels to produce	Dr. Suzette Bloodman	Start: 08/18/2014 End: 05/29/2015		<hr/> ACTION BUDGET: \$

continuous improvement in student learning.				
Total Budget:				\$7000
Intervention: Turn-around Principle #2: Teacher Effectiveness				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Demonstrate the content knowledge necessary to challenge and motivate students to higher levels of thinking and learning.	Classroom Teachers	Start: 08/21/2014 End: 05/31/2015		ACTION BUDGET: \$
Highly qualified mathematics and literacy coaches assigned to the school. (1.0 FTE R. Clayton, Literacy/ 1.0 FTE S. Grady, Math) Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Mary Harvey	Start: 08/18/2014 End: 05/29/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	NSLA (State-281) - Employee Salaries: \$65818.63 NSLA (State-281) - Employee Benefits: \$17820.34 Title I - Employee Salaries: \$12664.36 Title I - Employee Salaries: \$48709.08 ACTION BUDGET: \$145012.41
Principal is certified to utilize the	Suzette L. Bloodma	Start: 08/18/2014		ACTION \$

newly adopted Teacher Evaluation Support System (TESS) to evaluate teachers. Improvement plans will be utilized as necessary.	n	End: 05/29/2015		BUDGET:
Principal has the ability to replace ineffective teachers.	Suzette L. Bloodman	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
A minimum of 20 CWTs are conducted weekly by principal and instructional coaches. (Teachers receive specific feedback, recommendations, comments based on CWTs.)	Suzette L. Bloodman	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Staff surveys are conducted and the data is analyzed to further determine additional professional development needs and increase student performance.	Suzette L. Bloodman	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Technology integration occurs across the curriculum (Accelerated Reading, Read 180, Accelerated	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$

Math, and all features of classroom technology use).				
Collaborate to design and use varied instructional strategies and materials to develop literacy and math skills, deficits and practical experiences that align with district, school and state learning goals.	Math Coach, Literacy Coach, Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Co-teaching model is implemented school-wide (special education and general education teachers).	Special Services Teachers and Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Hold weekly PLC's to design authentic assessment tasks aligned with core content subject matters to identify specific needs of all learners.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Articulation of academic expectations are lead by students to demonstrate their knowledge and understanding of what is required to be proficient.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$

Clearly communicate performance standards in each classroom that will be evident in student work.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Collaborate to analyze student work to inform instruction, revise curriculum and pedagogy and obtain information on student progress.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Address the needs of a diverse population by monitoring and aligning instructional approaches with specific learning styles.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Provide sufficient instructional resources (textbooks, supplemental reading, and technology) to effectively deliver instruction.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Ensure that homework is frequent and monitored and tied to instructional practices.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Demonstrate evidence of high expectations for all students academically	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$

and behaviorally.				
Total Budget:				\$145012.41
Intervention: Turn-around Principle #3: Redesigning School Day/Week/Year				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide afterschool tutorial classes offered to all students based on data from assessments.	Suzette L. Bloodman	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Provide a six week summer school courses offered to all students.	Dr. Linda Watson	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Continue to provide remediation and enrichment classes to all students that are built into school day.	Suzette L. Bloodman	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Create flexible grouping (based on data) within individual classrooms and collaboratively among team teachers.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Implement fully the inclusion/co-teaching model and allow Co-teachers and teachers to participate in professional development focused on supporting this model.	Special Services Teachers, Inclusion Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Create and implement a lunchtime tutorial available to students that need specific interventions.	Instructional Coaches	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$

Provide additional time for small group and individual instruction based on student work.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Intervention #4: Strengthening School's Instructional Program (Student needs & Rigorous research-based practices)

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
Redesign school's literacy block (Greater emphasis on improving reading & comprehension skills).	Suzette L. Bloodman, Literacy Teachers, Literacy Coach	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Provide greater opportunities and emphasis on hands-on collaborative learning throughout the school.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Word walls evident in every classroom.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Data walls reflective of individual classroom and a common school-wide data wall.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Publish students current work throughout the school.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Daily student achievement celebrations announced by the principal	Suzette L. Bloodman	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$

at the start and end of each day.		015		
Greater teacher participation in professional development based on BMS student achievement & CWT data. Teachers will have an opportunity to participate in Saturday PD sessions for content training, behavior management, differentiated instruction. Teachers will be paid a stipend of \$100. per day. Action Type: Collaboration Action Type: Professional Development	S. Bloodman, Principal; Classroom Teachers	Start: 08/18/2014 End: 05/29/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	Title I 1003(a) - Materials & Supplies: \$2661.67  Title I 1003(a) - Purchased Services: \$15038.00  <hr/> ACTION BUDGET: \$17699.67
Novice teachers assigned mentors/participate in district's new teacher program.	Suzette L. Bloodman	Start: 08/18/2014 End: 05/29/2015		<hr/> ACTION BUDGET: \$
Align standards with specific links to college and career readiness with access to academic core for all students.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		<hr/> ACTION BUDGET: \$
Articulate vertical alignment with an internal focus on key curriculum transition	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		<hr/> ACTION BUDGET: \$



points within grade configurations.				
Incorporate a systematic process for monitoring, evaluating and reviewing the curriculum for frequent, rigorous classroom assessment that are aligned with Arkansas Academic Content Standards.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Hold weekly PLC's to design authentic assessment tasks aligned with core content subject matters to identify specific needs of all learners.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Articulation of academic expectations are lead by students to demonstrate their knowledge and understanding of what is required to be proficient.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Collaborate to analyze student work of those students with Individualized Education Plans to inform instruction, revise curriculum and	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$

pedagogy and obtain information on student progress.				
Collaborate to design and use varied instructional strategies that align with district, school and state learning goals.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Address the needs of differentiating curriculum to a diverse population by monitoring and aligning Literacy and Math instructional approaches with specific learning styles.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Ensure that homework is frequent and monitored and tied to instructional practices.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Total Budget:				\$17699.67

Intervention: Turn-around Principle #5: Utilize Data to inform instruction for continuous improvement

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
TLI assessment results are used to plan for instruction (Remediation, Enrichment, Grouping, etc.).	Suzette L. Bloodman	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Common Assessments utilized bi-weekly.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
CWT data used to deliver	Suzette L. Bloodman	Start: 08/18/2014		

professional development opportunities for all teachers.		End: 05/29/2015		ACTION BUDGET: \$
Educator survey results utilized to plan professional development and PLC activities.	Suzette L. Bloodman, Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
School-wide Mock Benchmark Assessment results used to plan for individual and group learning needs.	Suzette L. Bloodman, Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Use data to implement a systematic process for monitoring, evaluation and reviewing the curriculum.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Use data to incorporate a systematic process for monitoring, evaluating and reviewing the curriculum for frequent, rigorous classroom assessment that are aligned with Arkansas Academic Content Standards.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Use data and hold weekly PLC's to design authentic assessment tasks aligned with core content subject matters to identify specific needs of all learners.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Design meaningful feedback using scores from multiple assessments to identify curriculum gaps for instructional purposes.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$

Use data while collaborating to analyze student work to inform instruction, revise curriculum and pedagogy and obtain information on student progress in an effort to support the implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAP).	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		<div>ACTION BUDGET:</div> <div>\$</div>
Total Budget:				\$0

Intervention: Turn-around Principle #6: Establishing a highly-effective & conducive learning environment

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
School-wide academic celebrations: o Benchmark celebrations o Nine weeks Honors Assembly o Daily school-wide recognition of individual student successes o Student of the Week (Teams) Recognition o TLI celebrations o Display collages of various school-wide celebrations throughout the school o Grandparents' Day Celebration (Grandparents are invited to have lunch with their grandchild) o Stakeholder Breakfast/ Title 1 Review o Active student council (Students are members of the	Suzette L. Bloodman	Start: 08/18/2014 End: 05/29/2015		<div>ACTION BUDGET:</div> <div>\$</div>

Superintendent's cabinet.) o Alethic Teams (football, baseball, basketball) o Focus on the Fine Arts (orchestra, band, art classes)				
Continue leadership support for a safe, orderly, and equitable learning environment.	Classroom Teachers	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Turn-around Principle #7: Family and Community Engagement

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
Utilize business partners to provide school with supplies, uniforms, coats, etc... as well as host and attend academic celebrations.	Parent Facilitator, PTSO Chairperson	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Conduct monthly meetings with parents, teachers and students (PTSO).	Parent Facilitator, PTSO Chairperson	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Publish a Bronco Pride Newsletter which is shared with business partners, students, consultants, families, and teachers	Dr. Suzette L. Bloodman, Parent Facilitator, School Counselor	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Utilize Edline to inform parents of individual student's academic progress.	Dr. Suzette L. Bloodman	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Maintain an informative and updated school	School Technology Specialist	Start: 08/18/2014 End:		ACTION \$

website with current and relevant information.		05/29/2015		BUDGET:
Implement parental involvement plan to increase student achievement.	Dr. Suzette L. Bloodman, Parent Facilitator, School Counselor, Instructional Coaches	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Inform and include stakeholders e.g. family and community in an effort to monitor homework that is tied to instructional practices.	Parent Facilitator, School Counselor	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Utilize the parent liaison to bridge the home school connection.	Parent Facilitator, School Counselor	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Host bi-annual stakeholder breakfast and Title 1 Review.	Dr. Suzette L. Bloodman, Parent Facilitator, School Counselor	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Maintain current and relevant parent room equipped with resources that promote parental involvement	Parent Facilitator, School Counselor	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Implement a Mathematics & Literacy Night with instructional activities that are aligned to Common Core State Standards.	Dr. Suzette L. Bloodman, Parent Facilitator, School Counselor, Instructional Coaches	Start: 08/18/2014 End: 05/29/2015		ACTION BUDGET: \$
Total Budget:				\$0

2.

3. Planning Team

<b>Classification</b>	<b>Name</b>	<b>Position</b>	<b>Committee</b>
Classroom Teacher	Calvin Thomas	Business Teacher	Literacy
Classroom Teacher	Chandra Lavender	Social Studies	Literacy
Classroom Teacher	Christine Dawson	Special Services	Math
Classroom Teacher	David Christian	Physical Education/Health/Tools	Math
Classroom Teacher	Delores Walker	Teacher	Math
Classroom Teacher	Doris Williams	Remediation/Enrichment	Literacy
Classroom Teacher	Johnathon Gregory	Teacher	Literacy
Classroom Teacher	Kathleen Lowe	Remediation/Enrichment	Literacy
Classroom Teacher	Kelly Gibbs	Teacher	Literacy
Classroom Teacher	Lavonda Pierce	Science	Math
Classroom Teacher	Patricia Washington	Teacher	Literacy
Classroom Teacher	Robert Kimball	Math	Math
Classroom Teacher	Rosie Clayton	Literacy Coach	Literacy
Classroom Teacher	Royce Taylor	Health Teacher	Math
Classroom Teacher	Ryan Stinson	Introduction To Technology	Literacy
Classroom Teacher	Ryan Thomas	Teacher	Literacy
Classroom Teacher	Shalisa Thomas	Teacher	Math
Classroom Teacher	Sheena Earl	Teacher	Math
Classroom Teacher	Sheena Smith	Inclusion Teacher	Language Arts
Classroom Teacher	Sheresa Rice	Science Teacher	Literacy
Classroom Teacher	Stacy Gregory-Price	Teacher	Literacy
Classroom Teacher	Tammie Russell	Math	Math
District-Level Professional	Alesia Smith	District turn-Around Specialist	Literacy & Mathematics
District-Level Professional	Rudolph Howard	Deputy Superintendent	Math/Literacy
Non-Classroom Professional Staff	Barbara Jones	Librarian	Literacy
Non-Classroom Professional Staff	Brenda Washington	Attendance Clerk	Math
Non-Classroom Professional Staff	Felecia Dotson	Assitant Principal	
Non-Classroom Professional Staff	Jennifer Lee	Secretary	Math
Non-Classroom Professional Staff	Monica Bones	Counselor	Literacy
Non-Classroom Professional Staff	Sondra McDonley	In School Suspension Teacher	Math
Non-Classroom Professional Staff	Sylvia Grady	Math Coach	Math
Principal	Suzette Bloodman	Principal	Literacy/Math

---