

# School Plan

**CALICO ROCK HIGH SCHOOL**  
**PO BOX 220,CALICO ROCK, AR 72519-0220**

## Arkansas Comprehensive School Improvement Plan

**2010-2011**

It is the mission of the Calico Rock School District to provide a safe and nurturing educational environment in which all students can and will learn. We will provide an appropriate and challenging curriculum through assessing, planning, intervening and evaluating. Calico Rock High School will utilize teaching methods, technology and problem solving strategies. By forming collaboration between the community, students, parents and teachers, it is our goal to develop responsible and productive citizens.

Grade Span: 7-12

Title I: Title I Schoolwide

School Improvement: MS

### Table of Contents

**Priority 1:** Literacy

**Goal:** To improve reading comprehension, language, and writing skills at all levels.

**Priority 2:** Math

**Goal:** To improve student performance on math oriented open response assessments across the curriculum by elevating students' skills at expressing their mathematical thought process, increasing their content knowledge and improving their critical thinking skills.

**Priority 3:** Health and Wellness

**Goal:** The Calico Rock High School will provide support to students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 1: To improve reading comprehension, critical thinking, language, and writing skills across the curriculum in order to provide students with the necessary skills to achieve success in a modern, technologically-advanced society.

Supporting Data:

1. The percentage of seventh grade students scoring advanced or proficient on the seventh grade benchmark exam for the 2008, 2009 & 2010 administrations are as follows: The 2008 scores for the 7th grade fell to 60% yet still well ahead of the AYP benchmark of 51.63%. The 2009 scores were a significant success with the kids scoring 79% proficient and above which indicated that our plan is working! The 2010 test scores showed a slight dip in our proficient and above scores down to 75% which was well above the AYP target of 67.75%. The weakest area for the 2008 testing is Practical Passage Reading Open response questions with a score of 43%. Overall, 2009 data continues to tell us that content passage reading at 53% continue to be the main area of concern and our intervention efforts will be focused here. Last years problem area improved from 43% to 60%. The 2010 test showed even more improvement in Practical Passage Reading to 70%; however, scores in Literary Passage fell from 74% in 2009 to 47% in 2010. The 2008 scores fell to 60% for the caucasian subgroup. The area of weakness for this group is the same as for the combined population with the same percentage data. The 2009 scores increased almost 20% in this group which tells us our improvement plan is working. The 2010 scores were 75% with the same weakness as outlined for the combined population. The 2008 proficient and above scores for the economically disadvantaged subgroup remained at 50% with weaknesses in open response items across the board. The 2009 data shows that significant improvements were made in this subgroup with 83% proficient and above. The 2010 scores showed a drop in this subgroup to 60% proficiency with primary problem again in the area of open response items.
2. The percentage of eighth grade students scoring advance or Proficient on the eighth grade benchmark exam for the 2008, 2009, and 2010 administrations are as follows: The 2008 scores rebounded significantly to 77% from 50% the year before. The 2009 scores continued to show improvement to 89%. This score was one of the top 8th grade literacy scores in the state! Our 2010 scores were again at 89% which indicates our plan to achieve and sustain a high level of proficiency is working. 2008 scores improved significantly in previous open

response weak areas which reflects success in our intervention efforts. 2009 & 2010 scores showed continued success with our intervention strategies as open response scores continued to increase. Our caucasion group scores for 2008 improved to 77% proficient and above for this subgroup. 2009 & 2010 data was even better @ 89% each year! The 2008 scores for our economically disadvantaged subgroup also improved to 70% which reflects success across the board. Our 2009 data for this subgroup shows an 88% proficiency rate with only one student failing to make the proficiency cutoff. For 2010, this subgroup again did very well by scoring 83% proficiency.

3. The percentage of eleventh grade students scoring advance or Proficient on the eleventh grade literacy exam for the 2008, 2009, and 2010 administrations are as follows: The 2008 scores were 79% proficient and above which continues our recent trend in yearly improvements. The 2009 scores shows continued improvement by an 82% proficiency rate which was the top score in our cooperative area! Our 2010 proficient and above scores for 11th grade Literacy fell this year to 61%. A close look at the scores reveals several scores to be just short of the proficient mark. 2 students fell just 1 point short by scoring 199 and 1 scored 198. The average for the 12 students who did not score proficient was 191. The 2008 combined population test showed that content passage items were the weakest area with a 75% proficiency rate. The 2009 data show this same area to be the area for us to focus on with a 72% proficiency rate. For the 2010 administration of the test, the content passage open response items was back up to 75%; however, the Practical Passage open response items fell to 62.5%. The 2008 Caucasion subgroup scores were again improved to 79%. The area of weakness for this group is the same as for the combined population with the same percentage data. The 2009 data shows this group to score 82% with passage content multiple choice and open response items to be the challenge areas. The 2010 scores for this subgroup were again lower to 61% with the same weak areas as indicated above in the combined population scores. The 2008 scores for the Economically disadvantaged subgroup remained steady at 78%. The 2009 data for this subgroup showed us that 67% were proficient and above (that reflects 8 out of 12 students). The scores for this group was 63% proficient in 2010 which has causes us to be given Alert status for the first time in overall Literacy scores for AYP. In 2008, the main area of weakness for this subgroup continues to be in the area of open response content passage (69.8%) followed closely with low scores in the practical passage area (69.6%). In 2009, these same two areas were the weakest areas at a 62.5% proficiency rate which shows us where we need to focus our efforts. The 2010 test data indicates improvement in Content passage open response items but only 56% were proficient in Practical passage open response items.
4. The Graduation Rate for the 2004 school year was 73.9%. In 2005 and 2006 this rate increased slightly to 79.3%. Our most recent data in 2007 reveals this rate has remained steady at 73.9% still meeting AYP goals. The 2008 AYP graduation goal rate was also met at 85.40%. The 2009 graduation rate met the 73.9% AYP goal for this class. The 2010 AYP graduation rate goal of 85% was met.
5. ITBS test data for 7th grade Literacy over the past 3 year period reflect a steady increase from 59% in 2008 to 68% in 2009 to 69% in 2010 for students scoring @ or above the 50th percentile in the Reading area. 8th graders scored 76% in 2008, 50% in 2009, and 71.4% @ or above the 50th percentile in the Reading area while 9th graders scored 59% in 2008, 66.7% in 2009, and 43% in 2010. The 7th & 8th graders scored much higher in vocabulary (64% & 71% respectively) than they did in comprehension (62% & 57% respectively). 9th graders scored 43% in vocabulary & 48% in comprehension. Lower comprehension scores reflect a definite need to emphasize reading comprehension that builds on student vocabulary knowledge. 2008 scores for 7th graders reflect a score of 55.8% for reading comprehension and 50.5% for comprehensive language. Science scores were 58.5%. Test items associated with language comprehension were main concern area. 2008 scores for the 8th graders were 59% for Reading Comprehension and 49.4% for Comprehensive Language items which was also the major area of concern. 2008 scores for the 9th graders 62% for reading comprehension and 47.66 for Comprehensive Language items. The weakest area in the 9th grade scores was in language mechanics with a 45% score. The 9th grade scores for 2009 were significantly improved in just about every area. The reading comprehension score was 67%; the language score was 63%; the language mechanics score was 54%; and the language expression score was 71%. 9th graders scored lower in 2010 Reading Comprehension @ 43% but slightly higher in language mechanics @ 56%. Language expression was lower at 44% which indicates a need for emphasis in these areas.
6. Reviewing 3 years of ACT data indicates that Calico Rock students that took the ACT exam scored an average of 21.9 on the English section, 22.8 on the Reading section, and 19.5 on the math section. The state averages for the same period were 20.5 for the English section, 20.8 for the reading section, and 20.0 for the math section. ACT scores for 2008 were down slightly as follows: 19.9 for English, 19.4 for Math, 19.9 for Reading. The 2009 ACT scores reflected an improvement in all areas except math. The English score was 23.2 which was up from last years 19.9 and 2.6 points above the state average of 20.6. The Reading score 24.4, up 4.5 points over last year's score. The Science score was 21.1, up 2 points from last year' score. The Math score was 18.6, down slightly from 19.4 from last year. Over all, the 2009 Composite ACT score was up 2.1 points from last year and 1.2 above the state's average. Our 2010 ACT scores were above state averages across the board: 22.7 Calico vs 20.1 State in English 20.5 Calico vs 19.9 State in Math 22.8 Calico vs 20.8 State in Reading 21.2 Calico vs 20.2 State in Science 22.2 Calico vs 20.3 State in Composite
7. The Calico Rock High School Attendance criteria for the past four years are as follows: \*2006-2007 ADA=215.71 ADM=231.76 (rate=93.07%) \*2007-2008 ADA=200.46 ADM=213.79 (rate=93.76%) \*2008-2009 ADA=175.61 ADM=186.71 (rate=94.05%) \*2009-2010 ADA=155.35 ADM=166.15 (rate=93.40%)

Goal To improve reading comprehension, language, and writing skills at all levels.

Our goal for the 2011 benchmark tests in Literacy will be to exceed the AYP goal of 75.81%. The 2007 scores reflected 62% level of proficiency across all literacy tests which far exceeded the AYP goal of 43.56%. The 2008 scores were 71% which reflects a 9% increase which exceeds our 7% benchmark increase goal and the AYP goal of 51.63%. Our 2009 Literacy tests reflected tremendous success by our students scoring 84.1% proficiency which far exceeded our 7% goal and the 59.69% AYP goal. Our 2010 Literacy scores exceeded the AYP goal of 67.75% by almost 7% (74.66%).

Intervention: Re-evaluate the Language Arts and Literacy curriculum, grades 7-12, to meet the changing needs of students as reflected by diagnostic, comprehensive, and standardized tests.				
Scientific Based Research: "Mapping the Big Picture", authored by Jacobs & Hayes, published by the Association for Supervision and Curriculum Development, 1997. "Merit Strengthens Middle School Achievement" online research located at www.meritsoftware.com. Research findings on Merit Software reveal consistent results with gains across all grade levels, across all socio-economic levels, and in different subject areas.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement open response teaching strategies identified in all areas of the curriculum maps and maintain classroom documentation of student writing examples. Action Type: Alignment Action Type: Collaboration	H.S. Principal/All classroom teachers	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Maintain grade level and subject curriculum maps to ensure all Student Learning Expectations are covered as listed in the amended Arkansas Curriculum Frameworks. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	H.S. Principal; Literacy Chair/Teachers	Start: 08/19/2010 End: 05/22/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
English Language Arts and Literacy teachers will meet for a one day in-service to evaluate the language arts and reading curriculums as well as spring benchmark test results and to propose revisions or modifications for the upcoming school year. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	H.S. Principal; Literacy Chair	Start: 08/01/2010 End: 08/18/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	ACTION BUDGET: \$
Four literacy teachers will be identified and will receive \$500 materials allowance for the purchase of instructional materials to improve reading comprehension, vocabulary, higher order thinking skills, and language art skills. Action Type: Alignment Action Type: Collaboration	HS Principal; Literacy Chair; Federal Programs Coord.	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$2000.00 ACTION BUDGET: \$2000
All teachers will continue developing and utilizing subject related vocabulary study and tests, reading comprehension techniques, and critical thinking questions as part of their content area student evaluations. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	All Teachers	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$

<p>Purchase Language Arts and Reading Comprehension software to remediate students who score basic or below basic on standardized tests or who are At-Risk for failing or who are performing below average in the classroom in order to improve over-all performance in language arts, reading, and higher order thinking skills.improve reading comprehension in grades 7-12.                  Action Type: Collaboration                  Action Type: Professional Development                  Action Type: Technology Inclusion</p>	<p>Literacy Chair; HS Principal; Federal Programs Coord.</p>	<p>Start: 08/19/2010                  End: 05/25/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Purchased Services: \$1435.00</p> <hr/> <p>ACTION BUDGET: \$1435</p>
<p>The GT Teacher will meet periodically with high school staff to provide support in higher order thinking activities for use in the regular classroom. Other areas of support include documentation. identification and program planning for identified GT students.                  Action Type: Collaboration                  Action Type: Professional Development                  Action Type: Program Evaluation                  Action Type: Technology Inclusion</p>	<p>HS Principal, HS Teachers, GT Coordinator</p>	<p>Start: 08/19/2010                  End: 05/25/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$3435</p>

Intervention: Maintain emphasis of Writing Across The Curriculum.

Scientific Based Research: "Authentic Writing Assessment-Step up to Writing", authored by Chapman & Carmen, published by the ERIC Clearinghouse, 1990. "President's View", "Technology supports teaching and learning,"The Arkansas Administrator, February 2009, pages 3, 10. Online research @ www.education.smarttech.com

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All teachers will continue to maintain a student portfolio of writing prompts and open response questions, and will maintain them in the classroom. This will become part of the teacher evaluation process.                  Action Type: Alignment                  Action Type: Collaboration</p>	<p>H.S. Principal; Content Area Teachers</p>	<p>Start: 08/19/2010                  End: 05/25/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Special Education teachers and the 504 district coordinator will meet with regular classroom teachers to make appropriate modifications for special education students and identified 504 students.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Special Education</p>	<p>H.S. Principal</p>	<p>Start: 08/19/2010                  End: 05/25/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Technology equipment ( 2 Smartboards, 3 Projectors, and 2 Laptop Computers, 2 desktop computers, 3 document cameras, will be purchased to enhance the language arts curriculum, to meet the special needs of students, to include those At-Risk of failing, focusing on their diverse learning styles, which will make language and writing related software and internet programs readily available to all students. This technology will assist the students improve thier reading comprehension and higher order thinking skills through visual imagery and alternative teaching methods.                  Action Type: Collaboration                  Action Type: Technology Inclusion</p>	<p>Mark Green, Library Media Specialist; Literacy Chair; Technology Coord.; Federal Programs Coord.</p>	<p>Start: 10/01/2010                  End: 05/30/2011</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<p>Title I - Capital Outlay: \$6500.00                  Title I - Materials &amp; Supplies: \$4500.00</p> <hr/> <p>ACTION BUDGET: \$11000</p>
<p>To maintain the quality of instruction and student access to necessary educational software and computer use in the classroom, funds will be made available for the upkeep and maintenance of technology related</p>	<p>Literacy Chair; technolgy coordinator*federal programs coordinator</p>	<p>Start: 08/19/2010                  End:</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<p>Title I - Materials &amp; \$1500.00</p>

equipment. Action Type: Professional Development Action Type: Technology Inclusion	05/25/2011	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Supplies: <hr/> ACTION BUDGET: \$1500
Total Budget:			\$12500

Intervention: Continue the Accelerated Reader Program

Scientific Based Research: "Evaluation of School Renaissance", authored by the McKinney (TX) Independent School District, published by the Texas Center for Educational Research, February 2001. "Reading Next, A vision for action and research in middle and high school Literacy", authored by Gina Biancarosa & Catherine Snow, July 2004.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students, parents, and teachers will work with the Library Media Specialist to select and purchase Accelerated Reader books and other reference materials that will enhance the regular curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Mark Green, Library Media Specialist; Content area teachers	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• School Library</li> <li>• Teachers</li> </ul>	Title I - Materials & Supplies: \$8000.00 <hr/> ACTION BUDGET: \$8000
Literacy Leaders will work with the Library Media Specialist to ensure that high interest/grade appropriate materials are available for special education students, identified 504 students, as well as at-risk students. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Mark Green, Library Media Specialist; Special Education teachers; content area teachers	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• School Library</li> <li>• Teachers</li> </ul>	Title I - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000
Seventh and eighth grade students will receive extra reading instruction for one period per day. Funds will be used to hire a .13 FTE HQT teacher to instruct these students. Action Type: Alignment	HS Principal	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• School Library</li> <li>• Teachers</li> </ul>	Title I - Employee Salaries: \$4980.00 Title I - Employee Benefits: \$1349.72 <hr/> ACTION BUDGET: \$6329.72
Additional classroom booksets will be purchased to be used in the regular English classrooms. Action Type: Collaboration	hs principal	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	Title I - Materials & Supplies: \$500.00 <hr/> ACTION BUDGET: \$500
Funds will be used to renew AR Readers and Renaissance Place. STAR Reading will be purchased. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion	Mark Green, Library Media Specialist	Start: 08/19/2010 End: 05/30/2011	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> </ul>	Title I - Purchased Services: \$1435.00 <hr/>

					ACTION BUDGET: \$1435
Total Budget:					\$17264.72

Intervention: Continue the academic rewards incentive Program					
Scientific Based Research: "Hard Work and High Expectations: Motivating Students to learn." authored and published by the U.S. Department of Education, 2001.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Parents, students, and administration will continue to support the existing *V.I.P--Very Important Pirates--academic incentive program to include students scoring proficient and above and/or students showing significant improvement on standardized test scores. This plan will include special education students, identified 504 students, and equity identified male students. *Very Important Pirates is a student incentive reward program that encourages students to excel in many different areas. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	H.S. Principal; Literacy Chair; Math Chair	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$	
Total Budget:					\$0

Intervention: Continue After School Tutoring.					
Scientific Based Research: "Providing Quality After School Learning Opportunities for America's families" authored and published by the 21st Century Community Learning Centers, 2000. "ACT College Readiness Letter for Calico Rock High School" dated 3 July, 2009 & 29 June, 2010. Report reflects student achievement and college readiness over a 5 year period.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Title I goals will be continue to be evaluated annually based on standardized benchmark test scores. Action Type: Alignment Action Type: Program Evaluation	Debbie Moore, Title I Coordinator	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$	
Homework tutoring will be made available four days per week for students who need extra help with their Language Arts, writing, or reading homework. Two days will be with the junior high teachers and two days will be with the senior high teachers. Teachers will serve any/all 7 - 12 students with special emphasis on any "at-risk" students. The tutoring will start immediately after school and will last for 60 minutes.Tutors will be paid \$30/hour. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Title I Coordinator; Junior/senior high teachers; H.S. Principal	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	Title I - Employee \$1624.00 Benefits: Title I - Employee \$5800.00 Salaries:	ACTION BUDGET: \$7424
Academic Improvement Plans (AIPs) will be maintained and completed annually for students who fail to score proficient on the Literacy Benchmark tests. Action Type: AIP/IRI Action Type: Alignment	H.S. Principal, H.S. Teachers	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Performance</li> </ul>	ACTION BUDGET: \$	

Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion			Assessments • Teachers	
Based on most recent ACT results, schedule five (5) days of after-school ACT practice before each of the five (5) scheduled ACT tests during the school year. (5 days of 1 hour secessions) The ACT tutor will be paid \$50/hour. Action Type: Collaboration	Literacy Chair	Start: 08/19/2010 End: 05/25/2011	• Administrative Staff • Teachers	Title I - Employee \$1250.00 Salaries: Title I - Employee \$350.00 Benefits: <hr/> ACTION BUDGET: \$1600
Schedule five (5) days during the summer for 6 hours/day before the June ACT test for student test preparation in both English and Reading Comprehension. ACT tutor will be paid at a rate of \$50/hour.	Literacy Chair	Start: 08/19/2010 End: 06/30/2011		Title I - Employee \$1500.00 Salaries: Title I - Employee \$420.00 Benefits: <hr/> ACTION BUDGET: \$1920
Total Budget:				\$10944

Intervention: Evaluation of the ACSIP Plan.				
Scientific Based Research: "Evaluation of the Arkansas Comprehensive School Improvement Plan", authored and published by the Arkansas Department of Education, 2002.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents, students, teachers, and administration will meet with the literacy Leaders annually to evaluate the effectiveness of the ACSIP as it relates to the school improvement goals. Yearly review and revisions will be an itegral part of the plan. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	H.S. Principal; Literacy Chair	Start: 08/19/2010 End: 05/25/2011	• Administrative Staff • Community Leaders • District Staff	<hr/> ACTION BUDGET: \$
After reviewing and evaluating student benchmark test performance data, the Literacy and Federal Funds Advisory Committee will review and revise the ACSIP plan for submission. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	H.S. Principal, H.S. Literacy teachers, Debbie Moore, Federal Funds Coordinator	Start: 08/19/2010 End: 10/15/2011	• Administrative Staff • Community Leaders • District Staff • Teachers	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Increase Parental Involvement				
Scientific Based Research: Scientific Based Research: Epstein, Joyce I., Sanders, Mavis G. Simon, Beth S., Salinas, Karen Clark., Jansorn, Natalie Rodrigue., Voorhis, Fances L Van., School Family, and community Partnerships Your Handbook for Action (2002) Corwin Press, Inc. Thousand Oaks, CA.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A parent facilitator will be established at the high school campus with coordination required with the elementary facilitator. (See District plan for funding) Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	HS Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	ACTION BUDGET: \$
A Parent Center will be maintained at the high school campus. The main Parent Center will be located on the elementary campus. These will be available daily during regular school hours. The main Parent Center will house K-12 information and will be available to parents after regular school hours one evening per week and daily during regular school hours. The after school hours are above and beyond the requirements of Act 630. Funds will be used to pay the elementary parent facilitator to keep the center open for one evening per week. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Dewayne Treat; Stephanie Labert, and Karen Haley	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Funds will be used to provide additional materials for the Parent Center. These materials are above the requirements of Act 603. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Dewayne Treat; Stephanie Labert, and Karen Haley	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
District funds will be used to provide materials and supplies for parent meetings and workshops. Federal funds will be use to provide babysitting services for parent nights to allow parents to attend the meeting. This is above the requirements of Act 603 Action Type: Parental Engagement Action Type: Title I Schoolwide	Dewayne Treat; Debbie Moore	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
The Parent Involvement committee (Alumi advisory committee) will meet and revise the current Parent Involvement Plan with updates for the current school year. Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide	Dewayne Treat; Stephanie Labert, and Karen Haley	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
A log of all parent center visitors will be kept. Parents using the center will complete a survey as to the benefits of the center. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide	Dewayne Treat	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
Parent/Teacher/School compacts will be signed by all parties involved. This compact will outline each parties responsibility to the educational process. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Debbie Moore; Dewayne Treat	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$



<p>Family kits, parenting books, magazines and other materials regarding responsible parenting through the library and the parent center library will be available for parents to checkout. These resources will be advertised in the newspaper and through parent center newsletters sent home with all</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Dewayne Treat; Debbie Moore	<p>Start: 08/19/2010 End: 05/25/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Two school wide parent/teacher conference will be conducted each school year. Other parental conferences will be held as deemed necessary.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Dewayne Treat	<p>Start: 08/19/2010 End: 05/25/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>A volunteer resourcebook will be constructed listing the interest and availability of volunteers for the school staff members to use when planning units of study. This will be a valuable resource to the teacher as well as a means to involve parents in the educational process. This resource book will be housed in the school professional libraries.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Dewayne Treat; Mark Green	<p>Start: 08/19/2010 End: 05/25/2011</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
Total Budget:				\$0

Priority 2: To improve student skills in mathematics at all grade levels.

Supporting Data:

- The percentage of seventh grade students scoring advance or Proficient on the seventh grade math benchmark exam for the 2005, 2006, 2007, 2008, 2009, and 2010 administrations are as follows: For the 2005 administration 56.8% of the combined population was advanced or proficient in the area of math. For the 2006 administration 55.8% of the combined population was advanced or proficient in the area of math. The 2007 test data shows this score to increase to 64.2% of the students scoring proficient or above. The 2008 scores were down slightly to 62%. An area of weakness for the 2005 combined population was in the algebra area where 35.8% of the students scored advanced or proficient on the open response (OR) questions. The 2006 data showed this to drop to 34.2% of the students scoring advanced or proficient in algebra. Closer analysis shows the major problem area for this strand is also with the open response items. 2007 data indicates that only 17.4% of the students scored proficient or advanced in this area which indicates we must refocus our interventions in this area. For 2008, open response scores did improve a little to 27.75, but this area still remains our primary area of focus. Great News!!! Our 7th grade scores soared over 30% points from last year to 93% proficient and above! Only 2 kids were below and they were close to the proficiency cut!! For the 2005 administration 56.8% of the Caucasian students scored advanced or proficient in the area of math. For the 2006 administration 57.1% of the Caucasian students scored advanced or proficient in the area of math. 2007 test data shows this group at 64.2% proficient or above. 2008 scores for this subgroup were down a bit to 62%. The area of weakness for this group is the same as for the combined population with the same percentage data. 2009 data is mostly positive. Open response will continue to receive our foremost attention, as usual. The 2010 test result was outstanding as 88% of our 7th graders scored proficient and above! For the 2005 administration 48.1% of the economically disadvantaged students scored advanced or proficient in the area of math. For the 2006 administration, again 48.1% of the economically disadvantaged students scored advanced or proficient in the area of math. 2007 test data shows a slight increase in this area to 50% scoring proficient or above. The 2008 scores for this subgroup declined to 35%. The main area of weakness for this subgroup continues to be in the area of algebra open response (14.0%) followed closely with low scores in the DAP open response area (15.6%). Open response in Algebra improved considerably for the 2009 test which reflects our strategies are working. The 2010 results confirms that we are definitely covering the areas of weakness very well as all but 2 students scored proficient on the math test.
- The percentage of eighth grade students scoring advance or Proficient on the eighth grade math benchmark exam for the 2005, 2006, 2007, 2008, 2009, and 2010 administrations are as follows: For the 2005 administration only 30.0% of the combined population was advanced or proficient in the area of math. For the 2006 administration, this increased to 57.1% of the combined population was advanced or proficient in the area of math. For the 2007 administration, scores went down to 42.8% of the combined population scoring advanced or

proficient in the area of math. The most recent 2008 scores were improved to 56% which is well above the AYP goal of 46%. The 2009 test scores shows us that we are continuing steady improvement by scoring 63% proficient and above. Our 2010 test results again reflect outstanding results as 82% of the students scored proficient and above. Great improvements have been realized in most of the areas of weakness identified in the past 3 years. The 2005 data shows an area of weakness for the combined population appears to be in the measurements area where only 31.0% of the students scored advanced or proficient on the open response (OR) questions. The 2006 data showed measurement to improve to 48.6% of the students scoring advanced or proficient while the weakest area to be in geometry open response with only 13.6% scoring proficient or advanced. The 2007 data showed the weak area to again in the measurement MC strand with only 4.6% of the students scoring advanced or proficient. Closer analysis shows the major problem area for this strand is also with the open response items in this strand with only 9.6% proficient or above. The 2008 data shows the measurement strand to be much improved to 46% while the open response items at 33.5%. The 2009 data reflects geometry to be the weakest performing area in both MC items @ 48% and the OR items at 17.5%. The 2010 test results reflect that we have mastered most of the skills tested in the multiple choice sections with only a few Open Response areas in Measurement that still need improvements. For the 2005 administration, only 28.2% of the Caucasian students scored advanced or proficient in the area of math. For the 2006 administration 57.1% of the Caucasian students scored advanced or proficient in the area of math. For the 2007 administration this dropped to 42.8% of the Caucasian students scored advanced or proficient in the area of math. This group improved to 56% for 2008. The area of weakness for this group is the same as for the combined population with the same percentage data. In 2009, this sub-group scored 63% which reflects steady improvement as with the overall combined population. The 2010 results reflect great improvements across the board with only Open Response problems in Measurement presenting the biggest problem area. For the 2005 administration only 24.0% of the economically disadvantaged students scored advanced or proficient in the area of math. For the 2006 administration, this number went up to 50.0% of the economically disadvantaged students scored advanced or proficient in the area of math. For the 2007 administration, this score went back down to 27.2% of the economically disadvantaged students scored advanced or proficient in the area of math. The 2008 scores for the subgroup was up to 40%. The 2009 scores showed the economically disadvantaged group to dip slightly to 38% proficient and above. The 2010 scores reflect great improvements in this subgroup as 83% scored proficient and above. The main area of weakness for this subgroup in 2005 was in the area of measurement open response at 23.6% proficient or above, while algebra and numbers operation were 36.6% for open response. In 2006, the geometry open response scores were only 15.6% for proficient and above. 2007 scores were low across the board with the measurement OR scores only 3.8% proficient and above. 2008 scores improved in this area to 33.3%. The 2009 data reflects measurement OR scores to remain about the same @ 31.25% proficient and above. The 2010 scores reflect that we still need to address measurement open response questions as students only scored 22.5% in this area.

3. The percentage of students scoring advance or Proficient on the algebra end of course benchmark exam for the 2005, 2006, 2007, 2008, 2009, and 2010 administrations are as follows: For the 2005 administration, 65.2% of the combined population was advanced or proficient in the area of algebra. For the 2006 administration 57.7% of the combined population was advanced or proficient in the area of algebra. For the 2007 administration, scores dropped to 41.08% of the combined population scoring advanced or proficient in the area of algebra. The 2008 scores were improved to 50%. For 2009, our Algebra EOC scores showed much improvement by increasing 23% to 73% proficient and above, which again indicates that our strategies for improvement in this area are working. Our 2010 scores dipped slightly to 69% proficiency but still above the AYP goal of 64.6%. The 2005 data shows an area of weakness for the combined population appears to be in the PO strand where only 17.4% of the students scored advanced or proficient on the open response (OR) questions. The 2006 data showed the SEI open response area at 32.2% of the students scoring advanced or proficient. The 2007 data shows the weak areas to be in the DIP & NLF open response problems with the students scoring 12% & 20.4% advanced or proficient respectively. Closer analysis shows the major problem area for 2007 is with the open response items in general. The weakest area in the 2008 test was in the area of solving equations and in equalities where only 12.5% of the open response items were proficient or above. The weakest area for the 2009 test was in OR non-linear functions at only 12.5% proficiency, which will receive additional attention for this year. The 2010 data reflects the weakest area is once again the open response non-linear functions area with no improvement noted as the score was again 12.5% in this area. For the 2005 administration 65.9% of the Caucasian students scored advanced or proficient in the area of algebra. For the 2006 administration 57.7% of the Caucasian students scored advanced or proficient in the area of algebra. For the 2007 administration, this score fell to 41.0% of the Caucasian students scored advanced or proficient in the area of algebra. The 2008 scores were 50%. The area of weakness for this group is the same as for the combined population with the same percentage data. The 2009 scores were up to 73% proficient and above. The area of weakness for this group is the same as for the combined population with the same percentage data. The 2010 scores are again slightly lower than last year (69%), with similar areas of weakness reflected in the score reports. For the 2005 administration 69.2% of the economically disadvantaged students scored advanced or proficient in the area of algebra. For the 2006 administration 57.7% of the economically disadvantaged students scored advanced or proficient in the area of algebra. For the 2007 administration, only 17.2% of the economically disadvantaged students scored advanced or proficient in the area of algebra. The main area of weakness for this subgroup continues to be in the area of solving open response problems across the strands. For 2007, DIP open response score was 12% and NLF was

20.4% proficient or advanced. The 2008 scores for this subgroup was 43.75%. Weak areas for this test was in the linear functions area where only 41.6% were proficient and above while 0% of the students score proficient and above on the open response items. For 2009, this sub-group actually scored higher(226) on the average than did the combined population (217), which again reflects are improvement strategies are working. The 2010 scores for the economically disadvantaged subgroup was down to 205 which was significantly lower than the non-economically disadvantaged kids who scored a very good 237 average. This group has weaknesses in the open response category across the board with the lowest scores in the over-all problem are of non-linear functions.

4. The percentage of students scoring advance or Proficient on the geometry end of course benchmark exam for the 2005, 2006, 2007, 2008, 2009, and 2010 administrations are as follows: For the 2005 administration, 60.0% of the combined population was advanced or proficient in the area of geometry. For the 2006 administration 51.2% of the combined population was advanced or proficient in the area of geometry. For the 2007 administration scores were 66.6% of the combined population scoring advanced or proficient in the area of geometry. The 2008 scores fell to an all time low of 38%. The 2009 scores soared to an all-time high of 83% proficiency which is the top score in our region. The 2010 test scores dipped slightly to 77% which was still well above the 64.6 AYP goal. The 2005 data shows an area of weakness for the combined population appears to be in the area of geometry reflections where only 31.8% of the students scored advanced or proficient on the open response (OR) questions. The 2006 data showed the weak areas to be measurement open response at 22.8% while CGT open response was 25.6% of the students scoring advanced or proficient. The 2007 data showed the weak area to be in the T strand with 39.2% of the students scoring advanced or proficient. Closer analysis shows the major problem area for this strand is also with the open response items in this strand. The 2008 data continues to show the weakest areas to be the open response items with only 32.5% scoring proficient and above. The weak area to concern ourselves with this year (2009) is in the OR area "relationships between two and three dimensions". Although OR scores were much improved in all other areas, this area only 12.5% of the responses were correct. The 2010 test results reflect weaknesses in the open response areas of Triangles and Measurement. For the 2005 administration 60.0% of the Caucasian students scored advanced or proficient in the area of geometry. For the 2006 administration, this number fell to 50.0% of the Caucasian students scored advanced or proficient in the area of geometry. For the 2007 administration, this score improved to 66.6% of the Caucasian students scored advanced or proficient in the area of geometry. The 2008 scores fell to 38%. The area of weakness for this group is the same as for the combined population with the same percentage data. The 2009 scores for this group soared to 83% proficiency. The area of weakness for this group is the same as for the combined population with the same percentage data. The 2010 scores for this group are again the same as the combined population (77%) with the same areas of weakness. For the 2005 administration, 50.0% of the economically disadvantaged students scored advanced or proficient in the area of geometry. For the 2006 administration 60.0% of the economically disadvantaged students scored advanced or proficient in the area of geometry. For the 2007 administration 63.1% of the economically disadvantaged students scored advanced or proficient in the area of geometry. The main area of weakness for this subgroup continues to be in the areas of CGT open response with 25.6% proficient and above for 2006 and 48.0% for 2007. Measurement open response was 22.8% proficient and above in 2006 with 41.0% in 2007. The 2008 scores for this subgroup was 33% with the weak areas in open response items across the board at 17.5% proficient and above. The 2009 scores shows us that this sub-group did improve in the OR measurement area to 25%. The weakest area this year is in the OR area of "relationships between two and three dimensions" where no one responded correctly (0%). We will focus on this area a lot!! The 2010 test results for this subgroup indicates we did achieve improvement by 50% scores in the "relationships between two and three dimensions" area. This group also scored an average of 219 which reflect continued success in our strategies.
5. ITBS test data for 7th grade math over a 3 year period reflect 54.5% of the students scoring @ or above the 50th percentile. 59% of 8th graders scored @ or above the 50th percentile while the 9th graders were at 62.5%. The 7th graders scored much higher in math concepts (70.4%) while the 8th graders scored the same in both areas (59%). All students scored much lower in the area of math computation. 7th graders only had 38.6% to score @ or above the 50th percentile while the 8th & 9th graders were even lower ( 31.8% & 22.5% respectively). The math computation scores reflect a great need to emphasize concentrated efforts in this area. 2007 scores for 7th graders reflected 56% at or above the 50th percentile in math. Weakest area was in math computation with a 43%. 2007 scores for 8th graders showed 45% in math. Weakest area is also math computation with only 34% scoring at the 50th percentile or above. 2007 scores for 9th graders reflected a 47% in math. Weakest area for 9th graders continues to be in the math computation area with 41%. 2008 scores for 7th graders reflected a 55.8% in math. Weakest area was in math numbers and operations with 35.29% scoring above 50th percentile. 2008 scores for 8th graders reflected 62.9% in math. Weakest area is measurement with only a 33.3%. 2008 scores for 9th graders reflected a 67% in math. Weakest area for 9th graders continues to be in measurement and triangles with 42.1% & 42.8% scores respectively. The 2009 scores continued to reflect improvement by our students scoring at 79% at/above the 50th percentile which confirms the EOC Geometry results (83% prof.) indicating that our ninth grade student are doing very well and are reflecting that our instructional strategies are working! The 2010 test results for the ITBS shows continued improvement by the 7th graders as indicated by an increase to 87.5% of them scoring at or above the 50th percentile. The 8th grade scores reflect excellent results by 89.3% of the class scoring at or above the 50th percentile. The economically disadvantage subgroups for both classes maintains over 88% scoring which is remarkable! The 9th grade scores fall off to

78.6% which is primarily the result of the 9th grade economically disadvantaged subgroup scoring only 63.6%. The main problem areas are again in the geometry strands of Triangles and Measurement.

6. Reviewing 3 years of ACT data indicates that Calico Rock students that took the ACT exam scored an average of 21.9 on the English section, 22.8 on the Reading section, and 19.5 on the math section. The state averages for the same period were 20.5 for the English section, 20.8 for the reading section, and 20.0 for the math section. ACT scores for 2008 were down slightly as follows: 19.9 for English, 19.4 for Math, 19.9 for Reading. The 2009 ACT scores reflected an improvement in all areas except math. The English score was 23.2 which was up from last years 19.9 and 2.6 points above the state average of 20.6. The Reading score 24.4, up 4.5 points over last year's score. The Science score was 21.1, up 2 points from last year' score. The Math score was 18.6, down slightly from 19.4 from last year. Over all, the 2009 Composite ACT score was up 2.1 points from last year and 1.2 above the state's average. Our 2010 ACT scores were above state averages across the board: 22.7 Calico vs 20.1 State in English 20.5 Calico vs 19.9 State in Math 22.8 Calico vs 20.8 State in Reading 21.2 Calico vs 20.2 State in Science 22.2 Calico vs 20.3 State in Composite
7. The Graduation Rate for the 2004 school year was 73.9%. In 2005 and 2006 this rate increased slightly to 79.3%. Our most recent data in 2007 reveals this rate has remained steady at 73.9% still meeting AYP goals. The 2008 AYP graduation goal rate was also met at 85.40%. The 2009 graduation rate met the 73.9% AYP goal for this class. The 2010 AYP graduation rate goal of 85% was met.
8. The Calico Rock High School Attendance criteria for the past four years are as follows: \*2006-2007 ADA=215.71 ADM=231.76 (rate=93.07%) \*2007-2008 ADA=200.46 ADM=213.79 (rate=93.76%) \*2008-2009 ADA=175.61 ADM=186.71 (rate=94.05%) \*2009-2010 ADA=155.35 ADM=166.15 (rate=93.40%)

**Goal** To improve student performance on math oriented open response assessments across the curriculum by elevating students' skills at expressing their mathematical thought process, increasing their content knowledge and improving their critical thinking skills.

**Benchmark** Our goal is to exceed the 2011 AYP goal of 73.45% of students achieving proficiency or higher on the mathematics section of the benchmark exams in 2011. The 2007 scores reflected a 47.6% proficiency in all math scores. The 2008 scores increased to 49.6% which was short of our goal but still above the 46.90% AYP. Our 2009 scores for all mathematics was a much improved 78% proficiency which exceeded our goals and the AYP goal of 55.75. Our 2010 math scores averaged 77.2% which exceeded the AYP goal of 64.60% by 12.6%.

Intervention: Use a horizontally and vertically aligned mathematics curriculum for all math instruction, and use the results of quarterly formative assessments to evaluate the effectiveness of this intervention.				
Scientific Based Research: "Mapping the Big Picture", authored by Jacobs and Hayes, published by the Association for Supervision and Curriculum Development, 1997. Aligning and Balancing the Standards-Based Curriculum, authored by David A. Squires, 2005.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Ensure mathematics curriculum alignment vertically and horizontally throughout the school district using current Arkansas State frameworks. Action Type: Alignment Action Type: Collaboration	Math Chairs/Teachers	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Special education and ALE teachers will meet with mathematics department to ensure implementation of math frameworks in special education and ALE curriculum. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Special Education and Math Instructors	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Continue maintaining and completing student Academic Improvement Plans for students who do not score at the proficient or above level on benchmark tests. Also, maintain and complete IAIP's for students who do not score PASS on the high stakes Alg I EOC test. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	H.S. Principal; Teachers	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Maintain grade level and subject area curriculum maps to ensure all Student Learning Expectations are covered as listed in the current Arkansas Curriculum Frameworks. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Math Chairs/Teachers	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Continue to evaluate and re-structure current assessment methods, as needed based on benchmark test results with special emphasize on open response items across the board.

Scientific Based Research: "Making Standards Work", authored by Doug Reeves, published by the Advanced Learning Systems, Inc., 3rd edition, 2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Assemble math task force in junior high and senior high with the purpose of generating sample cross-curricular math open response items and then tracking the items with a portfolio of students' work. Action Type: Collaboration	Math Chair & Math teachers	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Continue to teach open response techniques and practice open response items similar to those found on the benchmark exams across the curriculum. Action Type: Alignment Action Type: Collaboration	H.S. Principal; Math teachers	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Continue to schedule professional development training for new teachers in open response assessment and scoring. Action Type: Professional Development	H.S. Principal & Math teachers	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
The GT Teacher will meet periodically with high school staff to provide support in higher order thinking activities and assessments for use in the regular classroom. Other areas of support include documentation, identification and program planning for identified GT students. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	HS Principal, HS Teachers, GT Coordinator	Start: 08/19/2010 End: 05/25/2011	<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> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement a more standards targeted math and science curriculum to incorporate a greater emphasis on algebra topics and higher order thinking skills.

Scientific Based Research: "Making Standards Work", authored by Doug Reeves, published by the Advanced Learning Systems, Inc., 3rd edition, 2001. "Research on TI-Nspire Technology" produced by Texas Instrumnets, Incorporated; 2008. Reseachr on Inquiry-Based vs Traditional Instruction; Impact on

Student Content Retention in the Physical Geology Labs." by Mo Morse Kansas State University. 2008				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All Math, Science and Biology teachers will be sent to the Arkansas Conference on Teaching in Little Rock on November 3 and 4.(Funds for this action can be found in the district plan.) Action Type: Professional Development	H.S. Principal; Math & Science teachers	Start: 11/03/2010 End: 11/04/2010	<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>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Math teachers will purchase classroom and teaching materials needed to enhance higher order thinking skills to challenge gifted students. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Math Chair; HS Principal	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$1000.00  ACTION BUDGET: \$1000
Purchase 20 TINspire calculators (ten for each classroom) to use with the existing TI Navigator wireless system. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	HS Principal; Math Chair; Federal Funds Coordinator	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Purchase 1 mobile laptop cart equiped with 20 laptops, and 1 mobile color printers to be used in each of the math and science classrooms to analyze real world issues and promote higher order thinking skills. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	HS Principal; Federal Programs Coordinator; Biology/Science Chairperson	Start: 09/01/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Capital Outlay: \$1200.00 Title I - Materials & Supplies: \$12000.00  ACTION BUDGET: \$13200
Purchase two sets of 24 PAD CPS RF system and interwrite Mobi with Kwik screen to enhance response sytem in the math classrooms.both math and science. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	HS Principal; Federal Programs Coordinator; Biology/Science Chairperson	Start: 09/01/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$6000.00  ACTION BUDGET: \$6000
Purchase models and mobile plant carts for high school science classrooms to enhance inquiry based measurement skills in math and science. Action Type: Collaboration Action Type: Program Evaluation	Science & Biology teachers; technology Coordinator; Federal Programs Coordinator	Start: 09/01/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Outside Consultants</li> </ul>	Title I - Materials & Supplies: \$1500.00

Action Type: Technology Inclusion			<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$1500
Purchase 2 network printers and maintain supplies for math classrooms to implement Star Math and Accelerated Math Programs for At-Risk and remediation interventions. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Math Chair; Technology Coordinator; Federal Programs Coordinator	Start: 09/01/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$3000.00 <hr/> ACTION BUDGET: \$3000
Purchase hands on math manipulatives to aide in enhancing learning skills while engaging the student. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Math Chair; Technology Coordinator; Federal Programs Coordinator	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$1332.60 <hr/> ACTION BUDGET: \$1332.6
Total Budget:				\$26032.6

Intervention: Purchase, Implement and maintain Accelerated Math, Orchard, and Star Math software for at IAIP, AIP, and At-Risk students.

Scientific Based Research: "Using Technology in the Classroom", authored by Bitter and Pierson, published by Allyn and Bacon, 2004.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Train new special education teachers, junior high math teacher, and ALE teacher on use of Accelerated Math, Orchard, and Star math software. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	H.S. Principal & Junior High Math Teachers	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Use Accelerated Mathematics and Orchard software/programs to enhance individual learning in At-Risk students and students who are not proficient on math benchmark tests. Funds will be used to purchase the subscription. Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion	Special Education Teachers	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Purchased Services: \$1435.00 <hr/> ACTION BUDGET: \$1435
Purchase supplemental instructional materials to enhance the curriculum and instruction for higher order thinking skills in the math and science areas to help challenge gifted students. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	HS Principal; Federal Programs Coordinator; Biology/Science Chairperson	Start: 09/01/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000
Purchase and maintain Accelerated Math and Star Math scanners and scan sheets for use in the math classrooms and computer lab for remediation and intervention for At-Risk and failing students who are below proficiency levels on benchmark	Math Chair; HS Principal	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> </ul>	Title I - Materials & Supplies: \$1500.00

tests. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion			<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$1500
Total Budget:				\$3935

Intervention: Continue after School Tutoring.

Scientific Based Research: "Providing Quality After School Learning", authored by the 21st Century Community Learning Center, published by the U.S. Department of Education, 2000. Classroom Instruction that Works: Research based strategies for increasing student achievement, authored by Robert Marzano, Debra Pickering, and Jane Pollock, 2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Tutoring will be made available four days per week for students who need extra help with their math homework. Two days will be with the junior high teacher and two days will be with the senior high teacher. Teachers will serve all 7 - 12 students. The tutoring will start immediately after school and will last for 60 minutes. Tutors will be paid \$30/hour. Action Type: Collaboration Action Type: Parental Engagement	Debbie Moore, Title I Coordinator; Junior/senior high teachers; H.S. Principal	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> Title I - Employee \$1624.00 Benefits: Title I - Employee \$5800.00 Salaries: <hr/> ACTION BUDGET: \$7424
Academic Improvement Plans (AIPs) and (IAIP's) will be maintained and completed annually for math students who fail to score proficient on any mathematics benchmark test. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion	H.S. Principal, H.S. Teachers	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Tutoring will be made available two days a week for students who need extra help with their homework. One day will be made available by the Junior High Science teacher and one day will be made available by the High School Biology teacher. Biology/Science tutoring will serve all students grades 7-12. The tutoring will begin immediately after school and will last for 60 minutes. Tutors will be paid \$30/hour. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	HS Principal; Federal Programs Coordinator; Biology/Science Chairperson	Start: 09/01/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> Title I - Employee \$700.00 Benefits: Title I - Employee \$2500.00 Salaries: <hr/> ACTION BUDGET: \$3200
Total Budget:				\$10624

Intervention: ACSIP Evaluation for Math programs.

Scientific Based Research: School Improvement for the Next Generation, authored by Stephen White & Raymond L. Smith, 2010.

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



Select four parents to serve on the ACSIP feedback panel. ACSIP Chairs will meet with the panel once annually prior to faculty ACSIP evaluation. Action Type: Collaboration Action Type: Parental Engagement	H.S. Principal; Math and Literacy Chairs	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Teachers and administrators will meet annually to evaluate the effectiveness of the ACSIP plan. Action Type: Collaboration Action Type: Program Evaluation	H.S. Principal; Math and Literacy Chairs	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
After reviewing and evaluating student test performance data, the Math and Federal Funds Advisory Committee will review and revise the ACSIP plan for submission. Action Type: Collaboration Action Type: Program Evaluation	H.S. Principal, H.S. Math Teachers, Debbie Moore-Federal Funds Coordinator	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement and maintain a program to improve ACT test taking skills and scores in math and science

Scientific Based Research: "Providing Quality After School Learning Opportunities for America's families" authored and published by the 21st Century Community Learning Centers, 2000. "2010 Arkansas ACT Profile Report-High School" by Robert L. Ziomek, Ph.D. Director, Education & Workforce Research Services, Iowa City, Iowa.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide after school instruction and timed practice sessions for improvement of math test scores prior to the five (5) scheduled ACT test dates. ( 1 hour sessions @ \$50/hour for the ACT tutor) Action Type: Collaboration	Math teachers	Start: 08/19/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teaching Aids</li> </ul>	Title I - Employee \$350.00 Benefits: Title I - Employee \$1250.00 Salaries: <hr/> ACTION BUDGET: \$1600
Schedule five (5)six hour days during the summer before the June ACT test for student test preparation in Mathematics. The tutor will be paid at a rate of \$50/hour. Action Type: Collaboration Action Type: Technology Inclusion	Math/Science Chair persons	Start: 05/25/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Employee \$420.00 Benefits: Title I - Employee \$1500.00 Salaries: <hr/> ACTION BUDGET: \$1920
Provide after school instruction and timed practice sessions for improvement of science test scores prior to the five (5) scheduled ACT test dates(1 hour sessions @ \$50/hour). Action Type: Collaboration Action Type: Parental Engagement	HS Principal; Federal Programs Coordinator; Biology/Science Chairperson	Start: 10/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Outside Consultants</li> </ul>	Title I - Employee \$350.00 Benefits: Title I - Employee \$1250.00

Action Type: Technology Inclusion			<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Salaries: ACTION BUDGET: \$1600
Schedule five (5) six hour days during the summer before the June ACT test for student test preparation in science. The tutor will be paid \$50/hour. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion	HS Principal; Federal Programs Coordinator; Biology/Science Chairperson	Start: 05/25/2010 End: 06/30/2011	<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> </ul>	Title I - Employee Benefits: \$420.00 Title I - Employee Salaries: \$1500.00 ACTION BUDGET: \$1920
Purchase Instructivision College ACT Prep workbooks for math and science to be use by students preparing for ACT assessments. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Math & Science Chairs; Federal Programs Coord.	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$500.00 ACTION BUDGET: \$500
Schedule and finance CPEP ACT prep training for 75 hours for math and science in summer before the state CPEP ACT test in July. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	HS Principal, HS Teachers,	Start: 06/01/2011 End: 07/15/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Employee Benefits: \$840.00 Title I - Employee Salaries: \$3000.00 ACTION BUDGET: \$3840
Total Budget:				\$11380

Intervention: Intervention: Steps will be taken to insure that the Calico Rock School District will hire and retain HQT certified teachers.

Scientific Based Research: Scientific Based Research: Rothman, Robert. Landing the "Highly qualified Teacher" How administrators can hire-and keep-the best. Harvard Education Letter, January/February 2004 Creating a Culture of Literacy: A guide for Middle & High School Principals, published by The National Association of Secondary Principals, 2005. "Highly Qualified Teachers": Using Information Effectively in Education, authored by Kara Reese & Tricia Ryan, May 2, 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The administrative staff will work collaboratively with the school board to develop a unified hiring process to insure all newly hired teachers are Highly Qualified Teachers (HQT). Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Supt.; school board	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$

Professional development will be based on the needs assessment and tied to the school improvement plan. The professional development offering will be of high quality and directed toward improving instruction. Principals, teachers, paraprofessionals and other appropriate personnel will be included in the planning and implementation of professional development. (Funds for this action can be found under the intervention "Improvement of Instruction." Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Dewayne Treat; Debie Moore	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Evidence of the implementation of the professional development activities will be noted and evident in the teacher's lesson plans and through principal evaluations. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Dewayne Treat	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Teachers and paraprofessional will be surveyed to assess the quality of the 2008-2009 professional development training. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	HS Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Individual Professional Development folders will be kept on file in the Principal's office, and will be used to document each teacher's professional development training throughout the school year. Action Type: Professional Development Action Type: Program Evaluation	HS Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
The following professional activities will be required: Teachers will have a minimum of 60 hours. These hours must include 6 hours of technology, 2 hours of parental involvement, 1 hour of health and nutrition, and all teachers that teach Arkansas History must have 2 hours of Arkansas History. Administrators will have a minimum of 60 hours. These hours must include 6 hours of technology, and 3 hours of parental involvement. Administrators will also receive training in data disaggregation, instructional leadership, and fiscal management. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	HS Principal	Start: 06/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: To improve health and academic performance of students. Wellness activities will address nutrition education and physical fitness activities for the development of lifelong health habits and promotion of a healthy lifestyle.

Supporting Data: 1. The spring 06 administration of the School Health Index indicated the following module score: (Module 1) School Health and Safety Policies and Environment- Module score=72% Areas of needed growth in this module are as follows: (1) Fundraising efforts supportive of healthy eating was rated as 0=not in place (2) Written crisis response plan was rated as 1=under development. The spring 07 administration of the School Health Index indicated the following module score: School Health and Safety Policies and Environment - Module score =88%. This is

- an improvement over the 06 administration. However, A.2 - Professional Development on asthma rated the score of 0
2. The spring 06 administration of the School Health Index indicated the following module score: (Module 2) Health Education - Module Score=62% While this module has one of the lowest modules scores there were no areas that were given the rating of 0=not in place. Many areas were rated 2=partially in place and two area were rated 3=Fully in place. Areas of needed growth in this module are as follows: (1) Active learning strategies were rated as 1=Under Development (2) Professional development in health education was rated as 1=Under Development (3) Essential topics on healthy eating was rated as 1=Under Development The spring 07 administration of the School Health Index indicated the following module score: (Module 2) Health Education - Module Score=74% This is still one of the lower scoring modules, but is an increase over the 06 administration. A.1 Essential topics on asthma awareness rated a score of 0. Two area rated a score of 1=Under Development (1) Professional development in health education, and (2) Professional development in delivering curriculum.
  3. The spring 06 administration of the School Health Index indicated the following module score: (Module 3) Physical Education and Other Physical Activity Programs - module score=97% This module had the highest module scores with no areas scoring 0=not in place and only two areas scoring 1=Under Development. Areas of needed growth in this module are as follows: (1) 150 minutes of physical education per week was rated as 1=Under Development (2) Playgrounds met safety standards were rated as 1=Under Development. The spring 07 administration of the School Health Index indicated the following module score: (Module 3) Physical Education and Other Physical Activity Programs - module score=90% This module had the highest module scores with no areas scoring 0=not in place and only two areas scoring 1=Under Development. Areas of needed growth in this module are as follows: (1) 150 minutes of physical education per week was rated as 1=Under Development (2) Playgrounds met safety standards were rated as 1=Under Development
  4. The spring 06 administration of the School Health Index indicated the following module score: (Module 4) Nutrition Services - Module score=34% Area of needed growth in this module are as follows: (1) Variety of foods in school meals was rated as 1=Under Development (2) Meals include appealing, low fat items (3) A la cart offerings include appealing, low fat items (4) Collaboration between food service staff and teachers (5) Preparedness for food emergencies. The spring 07 administration of the School Health Index indicated the following module score: (Module 4) Nutrition Services - Module score=86 This module had the greatest gain over the past year. Areas of needed growth in this module are as follows: (1) Variety of foods in school meals was rated as 1=Under Development (2) Preparedness for food emergencies
  5. The spring 06 administration of the School Health Index indicated the following module score: (Module 8) Family and Community Involvement - Module score=89% this is one of our higher scoring modules with no areas receiving a score of 0 or 1. The spring 07 administration of the School Health Index indicated the following module score: (Module 8) Family and Community Involvement - Module score=89% this is one of our higher scoring modules with no areas receiving a score of 0 or 1. Our goal for the 07-08 school year is to improve in the area of Effective parenting strategies which was given the score of 2 on the SHI assessment.
  6. The Calico Rock School District Body Mass Index Data presented indicates students who may be a risk of poor academic performance. Body Mass Index Data SY 2005-06 of the 488 student population, 375 students were assessed. Of the students assessed, the following represent the percent of students at risk of overweight and overweight: District Males 38.8% District Females 38%, Calico Rock Elementary Males 38% Calico Rock Elementary Females 34.3%, Calico Rock High School Males 39.8% Calico Rock High School Females 26.3% Body Mass Index Data SY 2004-05 of the 501 student population, 429 students were assessed; the following represent the percent of students at risk of overweight and overweight: District Males 36.2% District Females 31%, Calico Rock Elementary Males 34.7% Calico Rock Elementary Females 35.4%, Calico Rock High School Males 37.9% Calico Rock High School Females 25% Body Mass Index Data SY 2003-04 of the 530 student population, 446 students were assessed; the following represent the percent of students at risk of overweight and overweight: District Males 40.9% Females 37.1%, Calico Rock Elementary Males 42.6% Calico Rock Elementary Females 35%, Calico Rock High School Males 39.3% Calico Rock High School Females 39.7%
  7. IZARD County Unemployment Rate: 2005-5.9%; 2004 -6.7%; 2003 - 7.6%
  8. IZARD County Percent Population in Poverty, 2003 18.1% IZARD County Percent of Children in Poverty, 2003 27.5%

Goal The Calico Rock High School will provide support to students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark By the SY 2010-11 there will be a decrease of the average Body Mass Index for students by 1/2% as evaluated by the annual body Mass Index Screening.

Intervention: Develop and implement a school wellness plan

Scientific Based Research: Word on Health, "Childhood Obesity on the Rise" Torgan, Carol Ph. D, June 2002 <http://www.nih.gov/news/WordonHealth/jun2002/childhoodobesity.htm>

Actions	Person Responsible	Timeline	Resources	Source of Funds
The school wellness committee will review the school health data (SHI Assessment) and will make annual changes to the current school wellness plan. Action Type: Wellness	Dewayne Treat, HS Principal	Start: 08/19/2009 End: 05/26/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Calico Rock High School will complete the SHI Assessment in the spring of each year to determine if you are making adequate progress toward meeting our health and nutrition goals. Action Type: Program Evaluation Action Type: Wellness	Dewayne Treat, HS Principal	Start: 08/19/2009 End: 05/26/2010	<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: Calico Rock High School Will encourage strategies and activities that encourage a non-sedentary lifestyle.

Scientific Based Research: Summerfield, Liane M. "Promoting Physical Activity and Exercise among Children" Kid Source Online: <http://www.kidsource.com/kidsource/content4/promote.phyed.html>

Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement and encourage participation in extracurricular programs that supports physical activity. Action Type: Collaboration Action Type: Wellness	Dewayne Treat, HS Principal	Start: 08/19/2009 End: 05/26/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
All students in grades 7-9 will have a period of physical education/day. Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Dewayne Treat, HS Principal	Start: 08/19/2009 End: 05/26/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Our student reward system will encourage physical activity as a reward. Example: When students earn x amount of points, they will be allowed to have a free period at the park. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Dewayne Treat, HS Principal	Start: 08/19/2009 End: 05/26/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

This intervention will be evaluated by the SHI assessment. Action Type: Program Evaluation Action Type: Wellness	Dewayne Treat, HS Principal	Start: 08/19/2009 End: 05/26/2010	<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

• Planning Team

Classification	Name	Position	Committee
Business Representative	Danny Moser	President, 1st National Bank	VIP
Business Representative	Sarah Mitchell	Owner, Mitchell's Pharmacy	VIP, School Wellness
Classroom Teacher	April Killian	Math	Math
Classroom Teacher	Beth Kratochvil	Reading/Math	Literacy
Classroom Teacher	Betty Thornton	English/Spanish	Literacy Chair
Classroom Teacher	Bryan Fountain	Vocational Agriculture	Science/Biology/Math
Classroom Teacher	Carla Vredenburg	English	Literacy
Classroom Teacher	Connie Moser	Special Education	Math; Special Education
Classroom Teacher	Elizabeth Hiers	Math Chair	Math Chair
Classroom Teacher	Jeff Whiteaker	PE	Math, School Wellness
Classroom Teacher	Joannie King	Special Education	Literacy, Federal Program Advisory Committee
Classroom Teacher	John Shelton	Social Studeis	Literacy
Classroom Teacher	Josh Wright	PE/Social Studies	Literacy/ School Wellness
Classroom Teacher	Judi Jackson	English	Literacy
Classroom Teacher	Mark Green	H/S Media Specialist	Literacy; Title I; Title V
Classroom Teacher	Melva Brannon	Science	Science/Biology
Classroom Teacher	Mike Mason	Business Education	Math; Title I; Title V; VIP
Classroom Teacher	Mindy Woods	FCS	Biology/Science
Classroom Teacher	Rebecca Payne	Art	Literacy
Classroom Teacher	Sherry Newcomb	Science/Biology	Biology/Science Chair
District-Level Professional	Dewayne Treat	HS Principal	School Wellness, Equity, Federal program Advisory
District-Level Professional	Mary Beth Wyatt	H/S Counselor	Safe & Drug Free; Title I Title V; VIP/ School Wellness
District-Level Professional	Stephanie Labert	Elem. Media Specialist	Title I; Title V
District-Level Professional	Tom Rushing	Technology Coordinator	Title I; Technology Chair
Non-Classroom Professional Staff	Gwenda Sample	HS Nurse	School Wellness
Parent	Kris Lamb	Parent Rep.	Title I; Title V, Math
Parent	Leigh Ann Cox	Parent Rep.	Math, Title I; Title V,
Parent	Pam Jones	Parent	Title V, School Wellness
Principal	Debbie Moore	Elem. Principal	Title I; Title V, School Wellness