



## School Plan

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### CALICO ROCK HIGH SCHOOL

#### Arkansas Comprehensive School Improvement Plan

2013-2014

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: SI\_1

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##### 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: Scores and information from the 2013 tests were reviewed and specific areas of weakness in reading comprehension, language skills, and writing were noted, especially the types of reading passages and types of writing for individual test.

1. 2013-2014 NEEDS ASSESSMENT ON CRITERIAN REFERENCE TESTING The 2012 scores dramatically increased to 89% proficient and advanced. This is a 25% increase over 2011 scores. This can be partially attributed to the use of online "Study Island" software that helps students on all grade levels to increase proficiency across the curriculum. 7th grade 2011 scores fell to 64% proficient and advanced. Students gained in the area of open response but still below state average. Free and reduced lunch students were 52% passed while state average was 57%. 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. 2013-2014 NEEDS ASSESSMENT ON CRITERIAN REFERENCE TESTING In 2012, our scores fell to 80%. This was a 16% improvement in this group scores from 2010, when they were in the 7th grade. Subgroup-(Economically disadvantaged)proficiency rate dropped to 75% while this is above state average, we will still focus on this group to increase scores to be at or above the previous years levels. 2011 8th grade results show that after 2 years at 89%, our 2011 scores fell to 87% but were still above the state average. Economically disadvantaged students scored 88% which was 11% above state average and a 5% improvement from 2010. 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. 2013-2014 NEEDS ASSESSMENT ON EOC EXAM The 2012 eleventh grade literacy score was 85% passed in the combined population with 70% in the econaomically disadvantaged group. Our weak area is in practical passage types. The use of web based software will be utilized to improve test scores. The 2011 scores out of 24 students tested show that 91% tested proficient or above. 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 mulitple 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. 2013-2014 NEEDS ASSESSMENT ON GRADUATION RATE Gaduation rate for 2010-2011 is at 88.1%. 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. 2013-2014 NEEDS ASSESSMENT ON NORM REFERENCE TESTING ITBS for grade 9 for year 2011-2012 shows 76.5% of students scoring above the 50 percentile rank in vocabulary and comprehension. 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% repectively) 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 Compehensive 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

Supporting  
Data:

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. 2013-2014 NEEDS ASSESSMENT TREND ON ACT EXAMS 2011 results: Eng-22.1 Math-19.0 Reading-21.6 Science-19.2 Composite-20.5 which is above state average 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. 2013-2014 NEEDS ASSESSMENT TREND ON ATTENDANCE The 2010-2011 attendance rate was 93.8% Drop out rate .6% Remediation Rate 54.2% Grade Inflation Rate 10% 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%)
- 8.

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

**Benchmark** Our goal for the 2013 benchmark tests in Literacy will be to exceed the AYP goal. The scores for grade 7 benchmark in 2012 shows 89% scored proficient or advanced compared to 80% for the state. Grade 8 scored 81% proficient or advanced compared to 80% for the state. 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: Continue to 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. Based on recent test scores, a significant increase in scores was recorded when students participated in after-school tutoring and remediation, after-school advanced placement tutoring, and the language arts and reading intensive summer advanced placement preparation classes.

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](http://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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>● Teachers</li> <li>● Teaching Aids</li> <li>● Title Teachers</li> </ul>	ACTION BUDGET: \$
Arkansas Framework curriculum maps will continue to be used and Student Learning Expectations will continue to be assessed based on the amended frameworks while the Literacy Department begins the inclusion of and change to the Common Core Standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	H.S. Principal; Literacy Chair/Teachers	Start: 07/01/2013 End: 06/30/2014	<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	H.S. Principal; Literacy Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Computers</li> <li>● Outside</li> </ul>	ACTION BUDGET: \$

test results and to propose revisions or modifications for the upcoming school year. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation			<ul style="list-style-type: none"> <li>• Consultants</li> <li>• Performance Assessments</li> </ul>	
Literacy teachers will purchase supplemental reading and instructional materials to improve reading comprehension, vocabulary, higher order thinking skills, and language art skills. (6501155500266100) Action Type: Alignment Action Type: Collaboration	HS Principal; Literacy Chair; Federal Programs Coord.	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$1699.72 <hr/> ACTION BUDGET: \$1699.72
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	All Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Purchase Apps for the English teachers to use for remediation of at risk students in reading and for the intervention with those students who are functioning below expectations in the regular classroom. (6501155500266100) Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Literacy Chair; HS Principal; Federal Programs Coord.	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$500.00 <hr/> ACTION BUDGET: \$500
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	HS Principal, HS Teachers, GT Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
NSLA funds will be utilized to hire a school improvement coordinator to work directly with teachers and staff. This coordinator will report to the district level on school improvement activities. This coordinator will work on a (.218 FTE Anita Cook) from NSLA funding. (2281151500261) Action Type: Alignment Action Type: Collaboration	Anita Cook	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	NSLA (State-281) - Employee Benefits: \$3210.00 NSLA (State-281) - Employee Salaries: \$12830.00 <hr/> ACTION BUDGET: \$16040
Funds will be used for a (1.0 FTE Mary Williams) to aide the classroom teacher from NSLA to help with the school wide implementation of literacy enhancement. (2281114000261) Action Type: Alignment Action Type: Collaboration	Anita Cook	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	NSLA (State-281) - Employee Benefits: \$5011.00 NSLA (State-281) - Employee Salaries: \$14055.00 <hr/> ACTION BUDGET: \$

				BUDGET: \$19066
Funds will be utilized to hire Mark Green a (.25 FTE NSLA)library media specialist to enrich the Literacy curriculum at the high school.(2281222000261) Action Type: Alignment Action Type: Collaboration Action Type: Equity	Anita Cook	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• School Library</li> <li>• Teachers</li> </ul>	NSLA (State-281) - \$2900.00 Employee Benefits: NSLA (State-281) - \$10907.75 Employee Salaries:  ACTION BUDGET: \$13807.75
Funds will be made available for teachers to attend professional development related to their professional growth plans and the school improvement plan. Each teachers professional development will include 2 hours parental involvement, 6 hours of technology. This will include the cost of training materials, travel expenses, and the cost of subsitute teachers. This money will be allocated in the District Plan. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Jerry Skidmore	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Purchase reading programs and books for students to use in the classroom to encourage reading across the curriculum. (6501155500266100) Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Mike Mason, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$200.00  ACTION BUDGET: \$200
Total Budget:				\$51313.47

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
Special Education teachers and the 504 district coordinator (Connie Moser) 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	H.S. Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Technology Equipment-Purchase technology such as 1 document camera (\$700), 1 printers/scanners (\$300), and 8 classroom computers (\$500) for the Language Arts Department classroom to continue our availability and inclusion of technology to enhance student learning in the classroom so students can enhance writing, higher order thinking, and language skills and to meet the special needs of all struggling and at-risk	English ACSIP Chair, Technology Coordinator, Federal Programs Coord.	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	Title I - Materials & Supplies: \$5000.00  ACTION BUDGET: \$5000

students. 6501223000266) Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion				
To maintain the quality of instruction and student access to necessary educational software and computer use in the classroom, funds will be made available to purchase 4 computers at a price of \$500 each. 6501223000266527) Action Type: Professional Development Action Type: Technology Inclusion	Literacy Chair; Technology coordinator'federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$2000.00 <hr/> ACTION BUDGET: \$2000
Total Budget:				\$7000

Intervention: Use online assesment programs such as Study Island to improve reading comprehension.

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 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: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• School Library</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Literacy Leaders will work with the Library Media Specialist to ensure that high interest/grade appropriate books are available for at-risk students. (6501155500266) Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Mark Green, Library Media Specilaist; Special Education teachers; content area teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• School Library</li> <li>• Teachers</li> </ul>	Title I - Materials & Supplies: \$10000.00 <hr/> ACTION BUDGET: \$10000
Seventh and eighth grade students will receive extra reading instruction for one period per day. Funds will be used to hire a (.109 FTE Mary Kratochvil)HQT teacher to instruct these students. (6501155500261) Action Type: Alignment	HS Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• School Library</li> <li>• Teachers</li> </ul>	Title I - Employee Salaries: \$4155.00 Title I - Employee Benefits: \$1146.00 <hr/> ACTION BUDGET: \$5301
Additional classroom booksets will be purchased to be used in the regular English classrooms to improve student reading comprehension for those students who are not meeting proficient level of reading. (6501155500266) Action Type: Collaboration	hs principal	Start: 07/01/2013 End: 06/30/2014	<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 Renaissance Place and other assesment tools. (6501223000263) Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion	Mark Green, Library Media Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> </ul>	Title I - Purchased Services: \$1435.00 <hr/> ACTION BUDGET: \$1435
Replace 8 outdated computers at \$500 each in the classrooms at the high school to update technology so that teachers and students will have the ability to use on-line	Mike Mason, technology coordinator, Anita Cook, HS	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$4000.00

assessments to improve math and literacy scores for students who are not achieving academic goals. (6501223000266) Action Type: Equity Action Type: Technology Inclusion	Principal			ACTION BUDGET: \$4000
Funds will be used to expand existing wireless network to allow students to have access to online assessment tools such as Study Island and other programs that teachers use in the classroom because the existing wireless network does not allow connectivity in all classrooms. (6501223000267) Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Mike Mason, Technology Director	Start: 07/01/2013 End: 06/30/2014		Title I - Capital Outlay: \$6000.00  ACTION BUDGET: \$6000
Total Budget:				\$27236

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 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: 07/01/2013 End: 06/30/2014	<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	Mike Mason, Title I Coordinator	Start: 07/01/2013 End: 06/30/2014	<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 after school for those students who need extra help with homework in Language Arts, reading and writing. One day each week will be provided by junior high English teacher Carla Vredenburg and one days by senior high English teacher Betty Thornton. Teachers will serve any/all students with special emphasis on "at-risk" students. Tutoring will start immediately after school and will last for 60 minutes. Teachers will be paid \$30/hour.(\$3660) 6501151100261210) Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	Title I Coordinator; Junior/senior high teachers; H.S. Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	Title I - Employee Salaries: \$2900.00 Title I - Employee Benefits: \$760.07  ACTION BUDGET: \$3660.07

Action Type: Program Evaluation				
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 Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion	H.S. Principal, H.S. Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Based on recent test scores and identified weaknesses, five (5) days of after-school advanced study and remediation practice will be provided each month during the school year. The instructor (Betty Thornton) will be paid \$50/hour=\$250 each month. (2281151100261210) Action Type: Collaboration	Literacy Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	NSLA (State-281) - \$585.00 Employee Benefits: NSLA (State-281) - \$2250.00 Employee Salaries:  ACTION BUDGET: \$2835
Two teachers (Carla Vredenburg, Betty Thornton) will schedule five (5) days during the summer for intensive student instruction in preparation for advanced placement language arts classes or for remediation in reading and language arts. (1 hour preparation and 6 hours instruction time daily =\$1750 x 2 teachers=\$3500) (2281151100261210) Action Type: Equity	Literacy Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	NSLA (State-281) - \$910.00 Employee Benefits: NSLA (State-281) - \$3500.00 Employee Salaries:  ACTION BUDGET: \$4410
Total Budget:				\$10905.07

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 integral part of the plan. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	H.S. Principal; Literacy Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	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, Mike Mason, Federal Funds Coordinator	Start: 07/01/2013 End: 06/30/2014	<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: 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
<p>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</p>	HS Principal	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> </ul>	ACTION BUDGET: \$
<p>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.(See District Plan for Allocations) Action Type: Collaboration Action Type: Parental Engagement</p>	Anita Cook, HS Principal, Buffy Brightwell, and Lisa Cullen, Parent Coordinator	<p>Start: 07/01/2013 End: 06/30/2014</p>		ACTION BUDGET: \$
<p>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</p>	Anita Cook; Buffy Brightwell, and Lisa Cullen	<p>Start: 07/01/2013 End: 06/30/2014</p>		ACTION BUDGET: \$
<p>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</p>	Anita Cook; MichelleCooper	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
<p>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</p>	Anita Cook; Buffy Brightwell and Lisa Cullen	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
<p>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</p>	Anita Cook	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
<p>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</p>	Michelle Cooper; Anita Cook	<p>Start: 07/01/2013 End: 06/30/2014</p>	<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 Action Type: Collaboration Action Type: Parental Engagement</p>	Anita Cook; Michelle Cooper	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>Two school wide parent/teacher conference will be conducted each school year. Other parental conferences will be held as deemed necessary. Action Type: Collaboration</p>	Anita Cook	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$

Action Type: Parental Engagement			<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	
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 profesional libraries. Action Type: Collaboration Action Type: Parental Engagement	Anita Cook; Mark Green	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• School Library</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

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

1. 2013-2014 NEEDS ASSESSMENT FOR SEVENTH GRADE MATHMATICS The percentage of seventh grade students scoring advance or Proficient on the seventh grade math benchmark exam for the 2005, 2006, 2007, 2008, 2009, 2010, 2011 and 2012 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 studnets 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 2009 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! The 2011 test results declined just a bit with 77% of the 7th graders scoring proficient and above, which is well above the state average. The 2012 test results showed 83% of the 7th grade showing proficient and advanced. 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 are 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 definitly covering the areas of weakness very well as all but 2 students scored proficient on the math test.
2. 2013-2014 NEEDS ASSESSMENT FOR EIGHTH GRADE MATHMATICS 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 resukts 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. Our 2011 test results showed 74 % of the students scoring proficient or advanced. Our 2012 test results showed 75% of the students scoring proficient or advanced. A slight increase from the previous year. 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 repsonse

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 measure open response questions as students only scored 22.5% in this area.

3. 2013-2014 NEEDS ASSESSMENT FOR ALGEBRA EOC EXAM The percentage of students scoring advance or Proficient on the algebra end of course benchmark exam for the 2005, 2006, 2007, 2008, 2009, 2010, 2011 and 2012 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 2011 scores 81% proficient and above showing great improvement. The 2012 scores of 92 % proficient and above showing that our applied strategies are helping students. 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.

Supporting  
Data:

4. 2013-2014 NEEDS ASSESSMENT GEOMETRY EOC EXAM The percentage of students scoring advance or Proficient on the geometry end of course benchmark exam for the 2005, 2006, 2007, 2008, 2009, 2010, 2011 and 2012 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 2011 test scores improved slightly with 78 % scoring proficient and above. The 2012 test scores dipped a bit again with 75% of students tested scoring proficient and above. 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 reponse 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 reponse ares 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 reponse 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 indictes we did achieve improvement by 50% scores in the "relationships between two and three dimensions" area. This group also scored an average of 219 whcih reflect continued success in our stratgies.
5. 2013-2014 NEEDS ASSESSMENT FOR ITBS 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% repectively). 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 computaion 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. 2013-2014 NEEDS ASSESSMENT FOR ACT EXAMS 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. 2013-2014 NEEDS ASSESSMENT FOR GRADUATION RATE 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. 2013-2014 NEEDS ASSESSMENT FOR ATTENDANCE 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 2012 AYP goal of students achieving proficiency or higher on the mathematics section of the benchmark exams in 2013. The 2010 scores reflected a 77.2% proficiency in all math scores, which was well above the 64.60% AYP for 2010. The 2011 scores increased to 81% proficiency, which was above the 73.45% AYP for 2011. Our 2012 scores for all mathematics was a much improved 83% proficiency which exceeded the AYP goal of 82.3%.

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 and science curriculum alignment vertically and horizontally throughout the school district using current Arkansas State frameworks and common core. Action Type: Alignment Action Type: Collaboration	Math Chairs/Teachers	Start: 07/01/2013 End: 06/30/2014	<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 and common core state standards in special education and ALE curriculum. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Special Education and Math Instructors	Start: 07/01/2013 End: 06/30/2014	<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 and EOC test. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	H.S. Principal; Teachers	Start: 07/01/2013 End: 06/30/2014	<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 Framework and Common Core State Standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Math Chairs/Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$

Action Type: Technology Inclusion				
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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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
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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. Research 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 8 and 9. These teachers will also attend HSTI for Inservice. (Funds for this action can be found in the district plan.) Action Type: Professional Development	H.S. Principal; Math & Science teachers	Start: 07/01/2013 End: 06/30/2014	<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. (6501223000266) Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Math Chair; HS Principal	Start: 07/01/2013 End: 06/30/2014	<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

Buy replacement items for the technology items in the classroom such as printer supplies, batteries, etc., to ensure student access to technology tools for success. (6501223000266) Action Type: Collaboration Action Type: Technology Inclusion	HS Principal; Math Chair; Federal Funds Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title I - Materials & Supplies: <hr/> ACTION BUDGET: \$1000
Purchase 1 IPAD or laptop cart (\$2,500) equipped with 27 IPADS or laptops at \$499 each,(1 mobile color printer (\$149.46) to be used in each of the math and science classrooms to analyze real world issues and promote higher order thinking skills. (6501223000267) (6501223000266) Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	HS Principal; Federal Programs Coordinator; Biology/Science Chairperson	Start: 07/01/2013 End: 06/30/2014	<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: \$13622.46 Title I - Capital Outlay: \$2500.00 <hr/> ACTION BUDGET: \$16122.46
Purchase probeware for high school math and science classrooms to enhance inquiry based measurement skills in math and science. (6501223000266) Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Science & Biology teachers; technology Coordinator; Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014	<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>	Title I - Materials & Supplies: \$1550.00 <hr/> ACTION BUDGET: \$1550
Purchase 2 interactive LED projectors for math and science teachers to enhance classroom instruction for at risk students at \$1,500 each (6501223000267) Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Math Chair; Technology Coordinator; Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014	<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: \$3000.00 <hr/> ACTION BUDGET: \$3000
Purchase hands on math manipulatives to aide in enhancing learning skills while engaging the student. (6501223000266) Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Math Chair; Technology Coordinator; Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$1500.00 <hr/> ACTION BUDGET: \$1500
Total Budget:				\$24172.46

Intervention: Purchase, implement and maintain Study Island software and subscriptions for 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
Use Study Island 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. (\$1,825 Study Island) (6501223000263530) Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	HS Principal, Math Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title I - Purchased \$1825.00 Services: <hr/> ACTION BUDGET: \$1825
Purchase supplemental instructional materials (Quiz Builder) to enhance the curriculum and instruction for higher order thinking skills in the math and	HS Principal; Federal Programs Coordinator; Biology/Science	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> </ul>	Title I - Purchased \$2000.00 Services: <hr/>

science areas to help challenge gifted students. (6501223000263530) Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Chairperson		<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$2000
Purchase an online program (weatherbug) to help supplement science and math curriculum and encourage students to become involved in science and math programs. (6501223000263530) (6501223000266) Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Mike Mason, Technology Coordinator, Michelle Cooper, Principal, Anita Cook, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Purchased Services: \$4300.00 Title I - Materials & Supplies: \$1500.00 <hr/> ACTION BUDGET: \$5800
Total Budget:				\$9625

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.(April Killian & Liz Hiers) (6501151100261210) Action Type: Collaboration Action Type: Parental Engagement	Mike Mason, Title I Coordinator; Junior/senior high teachers; H.S. Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Employee Salaries: \$3800.00 Title I - Employee Benefits: \$1000.00 <hr/> ACTION BUDGET: \$4800
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: 07/01/2013 End: 06/30/2014	<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 and will be used to help students that struggle with the math concepts to be successful in these classes. The tutoring will begin immediately after school and will last for 60 minutes. Tutors will be paid \$30/hour.(Melva Brannon) (6501151100261210) Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	HS Principal; Federal Programs Coordinator; Biology/Science Chairperson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title I - Employee Salaries: \$1900.00 Title I - Employee Benefits: \$500.00 <hr/> ACTION BUDGET: \$2400

Total Budget: \$7200

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. (Bridgette Deloach, Leigh Ann Cox, Katy Johnson, Pam Jones) 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: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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, Mike Mason-Federal Funds Coordinator	Start: 07/01/2013 End: 06/30/2014	<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 our students success in math and science, and better prepare students for a college and career ready future.

Scientific Based Research: "Providing Quality After School Learning Opportunities for America's families" authored and published by the 21st Century Community Learning Centers, 2000. "How AP Courses Benefit a Public School Student's Future" authored by Grace Chen and published by the Public School Review, July, 2009.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide after school instruction and timed practice sessions for improvement of math scores throughout the year. (1 hour sessions @ \$50/hour for the tutor)(Liz Heirs) (2281151100261210) Action Type: Collaboration	Math teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	NSLA (State-281) - \$325.00 Employee Benefits: NSLA (State-281) - \$1250.00 Employee Salaries: <hr/> ACTION BUDGET: \$1575
Schedule five (5) six hour days during the summer to hold mathematic classes, above and beyond state requirements. This time will be used to promote critical and higher level thinking skills. This will be available for all students. The tutor will be paid at a rate of \$50/hour.(Liz Hiers)(2281151100261210) Action Type: Collaboration Action Type: Technology Inclusion	Math/Science Chair persons	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	NSLA (State-281) - \$390.00 Employee Benefits: NSLA (State-281) - \$1500.00 Employee Salaries: <hr/> ACTION BUDGET: \$1890
Provide after school instruction sessions for improvement of science achievement and higher	HS Principal;Federal Programs Coordinator;Biology/Science	Start: 07/01/2013 End:	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State-281) - \$325.00

order thinking skills throughout the year.(25-1 hour sessions @ \$50/hour).(Melva Brannon) (2281151100261210) Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Chairperson	06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Employee Benefits: NSLA (State-281) - \$1250.00 Employee Salaries: <hr/> ACTION BUDGET: \$1575
Schedule five (5) six hour days during the summer to hold science classes, above and beyond state requirements. This time will be used to promote critical and higher level thinking skills. This will be made available for all students. The tutor will be paid \$50/hour. (Melva Brannon) (2281151100261210) Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion	HS Principal;Federal Programs Coordinator;Biology/Science Chairperson	Start: 07/01/2013 End: 06/30/2014	<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>	NSLA (State-281) - \$390.00 Employee Benefits: NSLA (State-281) - \$1500.00 Employee Salaries: <hr/> ACTION BUDGET: \$1890
Total Budget:				\$6930

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	Supt.;school board	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<hr/> 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. All teachers will be trained in TESS. (Funds for this action can be found under the intervention "Improvement of Instruction." Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Anita Cook, Michelle Cooper	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> 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	Anita Cook	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
				<hr/>

Teachers and paraprofessional will be surveyed to assess the quality of the 2012-2013 professional development training. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	HS Principal	Start: 07/01/2013 End: 06/30/2014	<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: 07/01/2013 End: 06/30/2014	<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	HS Principal	Start: 07/01/2013 End: 06/30/2014	<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.

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

Supporting Data:

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 2012-13 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 <a href="http://www.nih.gov/news/WordonHealth/jun2002/childhoodobesity.htm">http://www.nih.gov/news/WordonHealth/jun2002/childhoodobesity.htm</a>				
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	Anita Cook, HS Principal	Start: 07/01/2013 End: 06/30/2014	<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	Anita Cook, HS Principal	Start: 07/01/2013 End: 06/30/2014	<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: <a href="http://www.kidsource.com/kidsource/content4/promote.phyed.html">http://www.kidsource.com/kidsource/content4/promote.phyed.html</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement and encourage participation in extracurricular	Anita Cook,	Start:		

programs that supports physical activity. Action Type: Collaboration Action Type: Wellness	HS Principal	07/01/2013 End: 06/30/2014	<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	Anita Cook, HS Principal	Start: 07/01/2013 End: 06/30/2014	<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	Anita Cook, HS Principal	Start: 07/01/2013 End: 06/30/2014	<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	Anita Cook, HS Principal	Start: 07/01/2013 End: 06/30/2014	<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	Tom Rushing	Owner, White River Cafe	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	Josh Wright	PE/Social Studies	Literacy/ School Wellness
Classroom Teacher	Mark Green	H/S Media Specialist	Literacy; Title I
Classroom Teacher	Melva Brannon	Science	Science/Biology HS Chair
Classroom Teacher	Mindy Woods	FCS	Biology/Science
Classroom Teacher	Rebecca Payne	Art	Literacy
Classroom Teacher	Sherry Newcomb	Science/Biology	Biology
Community Representative	Danny Moser	community member	VIP
District-Level Professional	Buffy Brightwell	Elem. Media Specialist	Title I
District-Level Professional	Mary Beth Wyatt	H/S Counselor	Safe & Drug Free, Title I, VIP/ School Wellness
Non-Classroom Professional Staff	Gwenda Sample	HS Nurse	School Wellness
Non-Classroom Professional Staff	Mike Mason	Federal Funds Coordinator	Title I, Title VI, Technology Chair, Federal Funds Advisory
Parent	Katy Johnson	Parent Rep.	Title I; Math
Parent	Leigh Ann Cox	Parent Rep.	Math, Title I

Parent	Pam Jones	Parent	School Wellness
Principal	Anita Cook	HS Principal	School Wellness, Equity, Federal program Advisory
Principal	Michelle Cooper	Elem. Principal	School Wellness