

# School Plan

**BRADFORD HIGH SCHOOL**  
**P.O. Box 60, Bradford, AR 72020**

## Arkansas Comprehensive School Improvement Plan

**2012-2013**

The staff of Bradford High School working with the students and members of the community accepts the responsibility of offering a quality education that provides an academic challenge, promotes personal development, and generates productive, responsible citizens in a technological world.

Grade Span: 7-12 Title I: Title I Schoolwide

School Improvement: MS

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#### Priority 1: MATH

**Goal:** To improve all students' scores on the Constructed Response portions of Algebra and Geometry on the Benchmark and End of Course Exams across the curriculum.

#### Priority 2: LITERACY

**Goal:** To improve all student responses in the Constructed Responses in the Reading section of the Benchmark and End of Course Exams across the curriculum.

**Goal:** To improve Content and Style on the Writing section on the Benchmark and End of Course Exams for all students across the curriculum.

#### Priority 3: Special Education

**Goal:** Provide comprehensive coordinated early intervening services to serve students who are not currently identified as in need of special education and related services but are experiencing difficulties which may result in them being referred for special education or receiving education settings in more restrictive environments.

**Goal:** The District will meet the 60-day Child Find timeline across the curriculum.

**Goal:** The district will strive to meet the percentage of participation in Statewide Benchmark Exam.

#### Priority 4: Wellness

**Goal:** Students participating in the BMI activity will show improvement in their cardiovascular, muscular strength/endurance, and flexibility activity as well as advocating that physical activity not be used as punishment, encouraging fundraising efforts supportive of healthy eating, providing professional development on stress management, healthy eating and weight management, implementing indoor air quality practices, and encouraging children who are eligible to apply for free and reduced lunches.

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Priority 1:	To improve all students' scores on the Constructed Response portions of Algebra and Geometry on the Benchmark and End of Course Exams across the curriculum. <ol style="list-style-type: none"><li>1. A Math ACSIP Leadership Team was formed to analyze Benchmark Test scores, EOC, and Target Tests. Over a three year span, benchmark scores have increased for the combined population with the 8th grade making the most gains (17.9%). Unfortunately, the scores have decreased by 12.9% for economically disadvantaged students. The greatest need for the three years has been math concepts and procedures, data interpretation, and constructed response. Students with disabilities have basically stayed the same for all three years. Algebra students have gained 8.5% for the combined population and 8% for the economically disadvantaged population. Geometry students have made tremendous gains (30%) over three years for the combined population and 32% for the economically disadvantaged. The greatest need continues to be the constructed response. Vocabulary associated with the open constructed response is giving the students problems. Procedures still is a concern. Graduation rate for the 3-year span has increased by .8%. In 2008 the Augmented Benchmark was given. The results are as follows: YEAR 2008- Number tested and Percent Proficient and</li></ol>
Supporting Data:	

Advanced: 44 Students: 68% of Combined Students 42 Students: 69% of Caucasian Students 29 Students: 55% of Economically Disadvantaged Students 7 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: Constructed Response in Number/ Operations and Measurement The lowest identified areas for the Caucasian were: Constructed Response in Number/ Operations and Measurement The lowest identified areas for the Economically disadvantaged were: Constructed Response in all areas. 2009 Augmented Benchmark-Number and Percent of Students Scoring Proficient or Advanced: 37 Students: 73% of Combined Students . Students: N/A% of African American Students . Students: N/A% of Hispanic Students 37 Students: 73% of Caucasian Students 16 Students: 50.0% of Economically Disadvantaged Students . Students: N/A% of LEP Students 4 Students: 0% of Students with Disabilities 2010 Augmented Benchmark- Number and Percent of Students Scoring Proficient or Advanced: 40 Students: 68% of Combined Students N/A% of African American Students N/A% of Hispanic Students 40 Students 68% of Caucasian Students 17 Students 43% of Economically Disadvantaged Students N/A% of LEP Students 2 Students 0% of Students with Disabilities The lowest identified areas for the combined population were: Constructed Response in Number/ Operations and Measurement The lowest identified areas for the Caucasian were: Constructed Response in Number/ Operations and Measurement The lowest identified areas for the Economically disadvantaged were: Constructed Response in all areas. 2012 Augmented Benchmark- Number and percent of students scoring proficient or advanced: 32 students 74% of students N/A% of LEP Students 1 student with disabilities 100% The lowest in all areas were Open Response in Geometry.

2. Benchmark-8th Grade Mathematics Exam 2009 Augmented Benchmark- Number and Percent of Students Scoring Proficient or Advanced: 46 Students: 59% of Combined Students . Students: N/A% of African American Students . Students: N/A% of Hispanic Students 46 Students: 59% of Caucasian Students 29 Students: 37.9% of Economically Disadvantaged Students . Students: N/A% of LEP Students 4 Students: 0% of Students with Disabilities 2010 Augmented Benchmark-Number and Percent of Students Scoring Proficient or Advanced: 41 Students: 53% of Combined Students N/A% of African American Students N/A% of Hispanic Students 41 Students: 53% of Caucasian Students 22 Students 54% of Economically Disadvantaged Students N/A% of LEP Students 5 Students: 0% of Students with Disabilities 2011 Augmented Benchmark-Number and Percent of Students Scoring Proficient or Advanced: 39 Students: 38% of Combined Students N/A% of African American Students N/A% of Hispanic Students 39 Students: 38% of Caucasian Students 11 Students 28% of Economically Disadvantaged Students N/A% of LEP Students 5 Students: 0% of Students with Disabilities The lowest in all areas was Open Response 2012 Augmented Benchmark- Number and Percent of Students Scoring Proficient or Advanced: 35 students 76% proficient or advanced. N/A% of LEP Students 1 Student with Disabilities 100% The lowest area was Open Response for all areas.
3. EOC-Algebra Exam 2010 -Number and Percent of Students Scoring Proficient or Advanced: 45 Students: 58% of Combined Population Students N/A% of African American Students N/A% of Hispanic Students 58% of Caucasian Students 33 Students 73% of Economically Disadvantaged Students N/A% of LEP Students 4 Students 25% of Students with Disabilities 2011 -Number and Percent of Students Scoring Proficient or Advanced: 17 Students: 75% of Combined Population Students N/A% of African American Students N/A% of Hispanic Students 75% of Caucasian Students 12 Students 71% of Economically Disadvantaged Students The lowest in all areas was Constructed Response questions. N/A% of LEP Students 4 Students 25% of Students with Disabilities 2012 Number of students scoring proficient or advanced on EOC 84% scale score of 218. The lowest in was Constructed Response in The Language of Algebra. N/A% students with disabilities and N/A% of LEP students
4. EOC-Geometry Exam 2010- Number and Percent of Students Scoring

Proficient or Advanced: 34 Students 42% of Combined Population Students N/A% of African American Students N/A% of Hispanic Students 42% of Caucasian Students 15 Students 44% of Economically Disadvantaged Students N/A% of LEP Students 2 Students 50% of Students with Disabilities  
 YEAR 2011- Number Tested & Percent of Students Scoring Proficient or Advanced: 52 Students: 64% of Combined Students 52 Students: 64% of Caucasian Students 1 Student: 0% of Students with Disabilities 30 Students: 58% of Economically Disadvantaged Students The lowest identified areas for all populations were: Constructed Response in all areas. 2012 Number tested and Percent of students proficient or advanced: 44 students 81% of Combined population 44 students 81% of Economically disadvantaged 222 scale score in Geometry The lowest identified areas for all populations were: Constructed Response in all areas in the Language of Geometry.

5. Graduation Rate: In 2009, the graduation rate was 97.4%. In 2010, the graduation rate was 100%. In 2011, the graduation rate was 97.4%. In 2012, the graduation rate was 100%
6. GRADE 7 MATH In 2007, the 7th Iowa Test results were as follows: In Concepts 30.0% of students scored below the fiftieth percentile; 52.5% scored below 50% in Math Computation; 35% scored below 50% in Problems & Data Interpretation. 38% of females scored below 50% in Math Concepts and 52% of females scored below 50% in Math Computation. 33% of males scored below 50% in Math Concepts and 51% of males scored below 50% in Math Computation. 36.8% of the Socio-Economically Deprived scored below 50% in Math Total. The lowest identified areas for the combined population were: Math Concepts and Math Computation The lowest identified areas for African Americans were: The lowest identified areas for Hispanic were: The lowest identified areas for Caucasian were: Math Computation The lowest identified areas for Economically Disadvantaged students were: Math Computation In 2008 the Augmented Benchmark was giving including these areas of the SAT 10 test. The results are as follows: In 2008, The 7th Grade SAT 10 results were as follows: In Math Problem Solving 47% of the students scored below the fiftieth percentile. The lowest identified areas for all tested groups was Math Problem Solving. 2011 Target Tests Formative Assessment 56.6% scored proficient or advanced- SAT 10 from the Augmented Benchmark Results as follows: In Math Concepts 42% of students scored below the fiftieth percentile
7. GRADE 8 MATH In 2007, the 8th grade Iowa Test results were as follows: In Concepts, 46.3% of the students scored below the fiftieth percentile; 46.3% of the students scored below 50% in Problems & Data Interpretation; and 58.5% scored below 50% in Math Computation. 47% of the females scored below 50% in Math Concepts and 55% of the females scored below 50% in Math Computation. 50% of the male students scored below 50% in Math Concepts and 65% of the male students scored below 50% in Math Computation. 100% of the Students with Disabilities scored below 50% in the Math Total. 56.2% of the Socio-Economically Deprived scored below 50% in Math Total. The lowest identified areas for the combined population were: Math Concepts and Math Computation The lowest identified areas for African Americans were: The lowest identified areas for Hispanic were: The lowest identified areas for Caucasian were: Math Concepts and Math Computation The lowest identified areas for Economically Disadvantaged students were: Math Concepts and Math Computation The lowest identified areas for LEP students were: In 2008 the Augmented Benchmark was giving including these areas of the SAT 10 test. The results are as follows: In 2008, The 8th Grade SAT 10 results were as follows: In Math Problem Solving 35% of the students scored below the fiftieth percentile. The lowest identified areas for all tested groups was Math Problem Solving. In 2011 Target Test Formative Assessment 10.5% scored proficient or advanced, the 8th grade SAT 10 from the Augmented Benchmark results were as follows: In Math Concepts 44% of the students scored below the fiftieth percentile.
8. Math 9 In 2011, The 9th Grade SAT 10 results were as follows: In Mathematics 57% of the students scored below the fiftieth percentile. 2009

Target Tests Algebra I 33.4% scored proficient or advanced, Geometry 21.4% scored proficient or advanced. SAT 10 from the Augmented Benchmark results: In Math Concepts, 32% of the students scored below the fiftieth percentile. 78% of the females scored below 50% and 77% of the males scored below 50%. 2010 SAT-10 results: 45 Students Tested In Math Concepts, 46% of the students scored below the fiftieth percentile. 21 female students. 38% of the females scored below the 50% and 24 Male students tested. 54% of the male students scored below the 50 percentile.

Goal To improve all students' scores on the Constructed Response portions of Algebra and Geometry on the Benchmark and End of Course Exams across the curriculum.

Benchmark The number of students who scored below proficient in the Constructed Response Sections of the Benchmark and End of Course Exams will decrease by 3%.

Intervention: Raise student aptitude in Constructed Response with and without technology.				
Scientific Based Research: <a href="http://www2.smarttech.com">www2.smarttech.com</a> 8/14/2007 <a href="http://www.educationworld.com">www.educationworld.com</a> 08/12/2008				
Actions	Person Responsible	Timeline	Resources	Source of Funds
100% of teachers use some type of technology in the instruction of students. Teachers will continue to instruct students in the use of technology (teachers will receive training in any areas of need), such as scientific calculators, graphing calculators, CBL's, CBR's, Smartboards, and spreadsheets to lead students toward comprehension of Constructed Response for Benchmark Strand 2: Geometry and Spatial Sense and Benchmark Strand 3: Measurement, Algebra Strand 2: Solving Equations and Inequalities, Algebra Strand 3: Graphs and Tables, Algebra Strand 4: Functions, Relations, and Patterns, Algebra Strand 5: Polynomial Operations, Geometry Strand 3: Geometry of Relationships, Geometry Strand 4:	Math Department	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$

<p>Geometry of Shape.  Action Type: AIP/IRI  Action Type:  Alignment  Action Type:  Collaboration  Action Type:  Professional  Development  Action Type:  Technology Inclusion  Action Type: Title I  Schoolwide</p>				
<p>EVALUATION: The Math Chair, Onva Turner, and the Curriculum Coordinator, Sarah Burkett, will evaluate this intervention by comparing the benchmark scores at the end of the year with the benchmark scores at the beginning of the year to determine if AMO has been met. Using the most current data from Benchmark scores, EOC scores, and Target Testing, the committee evaluated the plan from last year to decide which parts to keep, which parts to delete, and what needed to be added.  Action Type:  Collaboration  Action Type: Equity  Action Type:  Program Evaluation</p>	<p>Onva Turner,  Math Chair</p>	<p>Start:  07/01/2012  End:  06/30/2013</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>100% of teachers will continue to comply with the 60 hours of required professional development. Professional Development will be provided for all certified staff in order to meet the 60 hours required by ADE. The school</p>	<p>Rick Wood,  Principal</p>	<p>Start:  07/01/2012  End:  06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>district has 5 required days of professional development: June 6, June 7, August 13, August 15, August 16. The staff will select 5 flex days of professional development. The flex days must meet the rules and regs of professional development set forth by the State. The staff will select the flex days from the offerings made by Wilbur D. Mills Co-op or by college courses taken during the summer. Any other type of professional development must be authorized by the staff member's administrator and must meet the rules and regs of professional development set forth by the State.</p> <p>Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<p>Strategies are used to recruit and retain highly qualified teachers in order to meet our goals in MATH.</p> <p>Action Type: Title I Schoolwide</p>	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The school will continually seek out highly qualified teachers to teach math to our students.</p> <p>Action Type: Collaboration Action Type: Equity</p>	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The counselor, Sabrina Ottis, will provide activities to ensure a smooth</p>	Sabrina Ottis, Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

transition for students moving from Grade 6 to high school. Action Type: Collaboration Action Type: Equity				
Use SmartBoards for high school teachers in grade 7-12. At least 90% of teachers will use SmartBoards on a daily basis. Action Type: Technology Inclusion	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
A period of time is set aside each day for remediation if the student has not scored proficient or advanced on the benchmark tests. 100% of the students not meeting proficient or advanced standards are remediating during an afterschool tutor time of one hour. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Rick Wood, High School Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Integration of Federal, State, and local services and programs will be used throughout this priority. Action Type: Title I Schoolwide	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
EVALUATION: This intervention will be evaluated by the High School Principal and/or the Curriculum Coordinator by using Classroom Walk Throughs to ensure that the appropriate technology is being implemented. This is the baseline year for this evaluation. Action Type: Collaboration	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion				
Purchase and continue use of Study Buddies from Jedhi for remediation of math students. This will be above the required remediation required by the State. The study buddies are being utilized in 100% of the classrooms they were purchased for. Action Type: Equity Action Type: Technology Inclusion	Helen McGee, Federal Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Federal, state, and local funds are used to coordinate and integrate services to improve instruction, to purchase math and literacy instructional materials, and to increase student achievement. Action Type: Collaboration Action Type: Title I Schoolwide	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
Employ a HQT math teacher, Onva Turner, for after school math tutor for students in Grades 9-12 to help bridge the gap in student achievement between the combined population and the economically disadvantaged population. The teacher will be paid \$25 an hour for tutoring. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	NSLA (State-281) - \$1201.50 Employee Benefits: NSLA (State-281) - \$4450.00 Employee Salaries: <hr/> ACTION BUDGET: \$5651.5

<p>Students in Grades 7-8 will have an opportunity to participate in before/after school programs funded by a 21st Century Grant. Tutoring is part of the programs.  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Special Education</p>	<p>Sarah Burkett, Curriculum Coordinator</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Employ a Math Coach, Sarah Burkett, who has a Master's Degree in Curriculum. Her duties will be to help math teachers with alignment, teaching strategies, and lesson plans.  Action Type: Alignment  Action Type: Collaboration</p>	<p>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<p>Title I - Employee \$19420.00  Salaries:  Title I - Employee \$6815.40  Benefits:</p> <hr/> <p>ACTION BUDGET: \$26235.4</p>
<p>Purchase SmartBoard to replace one that has been broken. This SmartBoard will be placed in a Math classroom.  Action Type: Technology Inclusion  Action Type: Title I Schoolwide</p>	<p>Cindy Armstrong, Technology Coordinator</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Central Office</li> <li>Outside Consultants</li> <li>Teaching Aids</li> </ul>	<p>Title I - Capital \$1800.00  Outlay:</p> <hr/> <p>ACTION BUDGET: \$1800</p>
<p>Supplies for toner, paper, binders, etc. for both literacy and math in both schools.  Action Type: Collaboration  Action Type: Title I Schoolwide</p>	<p>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<p>Title I - Materials &amp; Supplies \$17304.88</p> <hr/> <p>ACTION BUDGET: \$17304.88</p>
<p>AMENDMENT #3. Funds set aside for Mr. Corbit's and Mrs. Armer's professional development. As new teachers, each will be asked to</p>	<p>Sebrina Otts, Counselor</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<p>Title II-A - Materials &amp; Supplies \$6513.46</p> <hr/> <p>ACTION BUDGET: \$6513.46</p>

attend seminars to help them with his/her teaching skills. These items may be in the form of binders, pens, markers, and books. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development				
Employ a certified math teacher, Onva Turner, to teach math in summer school. Action Type: Alignment	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	NSLA (State-281) - \$1201.50 Employee Benefits: NSLA (State-281) - \$5652.00 Employee Salaries: <hr/> ACTION BUDGET: \$6853.5
Subs for the Math Coach, Sarah Burkett, will be funded out of PD. The Math Coach will attend several workshops throughout the year. Action Type: Collaboration	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	PD (State-223) - \$1485.39 Employee Benefits: PD (State-223) - \$5498.00 Employee Salaries: <hr/> ACTION BUDGET: \$6983.39
AMENDMENT #2. PLATO will be used for credit recovery in math and language arts. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Sabrina Otts, Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	Title VI Federal - Purchased Services: \$5850.00 <hr/> ACTION BUDGET: \$5850
Total Budget:				\$77192.13
Intervention: Implement critical thinking/problem solving activities that help students with Constructed Response with written responses incorporated into the curriculum of each class.				
Scientific Based Research: <a href="http://www.centerforpubliceducation.org">www.centerforpubliceducation.org</a> The nature of assessment. A guide to standardized testing. 2005 'Total Instructional Alignment' by Lisa Carter 2007				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>Students will be required weekly to complete a critical thinking/problem solving activity. 100% of math teachers will participate in this action. Action Type: Alignment Action Type: Technology Inclusion</p>	<p>Onva Turner, Math Chair</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The teachers will compare norm-referenced and criterion-referenced test scores each year to determine improvement in problem solving. Action Type: Alignment Action Type: Collaboration</p>	<p>Math Department</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Parent/Teacher conferences will be held at the midpoint of the first and third nine weeks. At this time the parents will be given a progress report on their children. This will give parents their children's progress at that point. If the progress is below the parent expectation, there will be ample time for the student to bring up grade. If parents do not attend the Parent/Teacher Conferences, a progress report will be mailed to the parents. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	<p>Rick Wood, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>If a student's progress is below expectations at any</p>	<p>Rick Wood, Principal</p>	<p>Start: 07/01/2012 End:</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

time during a grading period, the student's parents will be notified by mail or by phone to inform the parent of the student's progress. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education		06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
EVALUATION: Teachers will use the formative assessment results from the TLI taken throughout the year to evaluate student progress on constructed response. The results from the TLI test taken throughout the year last year showed a slight improvement in constructed response, but the Economically Disadvantaged and the Students with Disabilities were having the greatest trouble and did not see any improvement. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Arthur Dunn, superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Students in grades 7-11 will TLI test five times per year. This includes a pretest and a post-test. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Arthur Dunn	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
EVALUATION: This intervention will be evaluated by the teachers and administrators	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$

through the teachers' lesson plans, Classroom Walk Throughs, Target Tests, and End of Course tests. This is the baseline year to use all of these evaluations. Action Type: Program Evaluation			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
Employ a math teacher (Bradley J Corbit) (.5 FTE) for class-size reduction in Math 8 to reduce the ratio from 22:1 to 11:1. The Math 8 scores were the lowest math scores. We anticipate that the employment of another math teacher will help raise the math scores. Algebra I students also go to Math 8 classes for a review of basic skills used on the Benchmark tests. Also, needed supplies will be purchased. Action Type: Alignment Action Type: Collaboration	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	Title II-A - Employee Salaries: \$15240.00 Title II-A - Employee Benefits: \$4114.80 <hr/> ACTION BUDGET: \$19354.8
Total Budget:				\$19354.8

Intervention: Incorporate probability and statistical concepts throughout the mathematical curriculum. The concepts will be linked to Constructed Response.

Scientific Based Research: Thinking and Reasoning with Data and Chance: 68th NCTM Yearbook. 2006

Actions	Person Responsible	Timeline	Resources	Source of Funds
Compare Norm-referenced and criterion-referenced test scores each year for improvement in probability and statistical concepts. Action Type: Program Evaluation	Onva Turner, Math Chair	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	<hr/> ACTION BUDGET: \$
EVALUATION: Teachers will use the formative assessment results from	Arthur Dunn, Superintendent	Start: 07/01/2012 End:	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance</li> </ul>	<hr/> ACTION \$

the TLI tests to evaluate student progress on constructed response. These tests will be given 5 times per year in grades 7-11. Action Type: Alignment Action Type: Collaboration Action Type: Equity		06/30/2013	<ul style="list-style-type: none"> <li>Assessments</li> <li>Teachers</li> </ul>	BUDGET:
Teachers will implement Probability and Statistical Constructed Response items within their discipline. Action Type: Alignment Action Type: Collaboration	Thurman Smith, Geometry Teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Math teachers will collaborate by looking at the TLI tests results for Probability and Statistics to see if the students are comprehending the concepts prior to the End of Course Test for each discipline. Action Type: Alignment Action Type: Collaboration	Math Department	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
This intervention will be evaluated by the principal, Rick Wood, and the curriculum coordinator, Sarah Burkett, through the teachers' lesson plans and Classroom Walk Throughs. The teachers' lesson plans and the Classroom Walk Throughs from last year showed that one hundred percent of the math teachers were using the intervention. Action Type: Program Evaluation	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Amendment #4. For ALE, we are using a cooperative approach to ALE to meet the social, emotional, and academic needs of students that do not experience success within a regular classroom setting or they are not on pace to graduate with the district required credits.

Scientific Based Research: Dr. Janet Allen, It's Never Too Late, 1995 John Franklin, Education Update, December 2003 Rick Allen, Education Update, December 2002

Actions	Person Responsible	Timeline	Resources	Source of Funds
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<p>We are co-oping with Bald Knob for our ALE program. The ALE program name is Bulldog Academy, and it is for Grades 9, 10, 11, and 12. The Director's name is Brad Roberts. Students are placed based on identified need developed to address the emotional and academic concerns. A student's progress will be monitored to see if progression toward the plan components that addresses the key skill need for success in the general education environment has been met.</p> <p>Action Type: Equity Action Type: Technology Inclusion</p>	<p>Rick Wood, High School Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Each quarter, or more frequently if necessary, a student's progress will be monitored and evaluated to determine if the student is making progress.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	<p>Rick Wood, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The teacher/student ratios for the Bulldog academy will have a maximum of one teacher and one aide to 18 students each period.</p> <p>Action Type: Collaboration Action Type: Equity</p>	<p>Rick Wood, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Bald Knob Academy has purchased APEX software for credit recovery for all high school subjects that they have available. The completed classes are accepted as credit for the NCAA There is a certified teacher and paraprofessional available for assistance.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	<p>Brad Roberts, Academy Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>SPED students will be monitored on a weekly basis. All modifications will be followed by the staff.</p> <p>Action Type: Equity</p>	<p>Brad Roberts, Academy Director</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Special Education			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
The evaluation of this program will be made by the Director, test results, progress reports, Bradford High School Principal, and parent. The student(s) must meet all required of the transition criteria before leaving the Academy. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Brad Roberts, Academy Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

- Priority 2: To improve all students' scores in the Constructed Responses in the Reading section of the Benchmark and End of Course Exams will improve across the curriculum.
1. A Literacy ACSIP Leadership Team was formed to analyze Benchmark scores, Target Test scores, and EOC scores. Over the past three years, literacy scores have increased across the board. The economically disadvantaged students made the most gains (12%). The EOC Literacy scores for the combined population improved 5.10% and the economically disadvantaged students improved 7.10%. The students with disabilities stayed basically the same. The lowest identified area for all populations was the open constructed response. The students did not understand the vocabulary used in the prompts. The graduation rate has increased .8% over the last three years. Benchmark-7th Grade Literacy Exam 2010-Number and Percent of Students Scoring Proficient or Advanced: 40 Students: 38% of Combined Students . N/A% of African American Students . Students: N/A% of Hispanic Students 40 Students: 38% of Caucasian Students 11 Students: 28% of Economically Disadvantaged Students . Students: N/A% of LEP Students 2 Students: 0% of Students with Disabilities 2011-Number and Percent of Students Scoring Proficient or Advanced: 38 Students: 80% of Combined Students . N/A% of African American Students . Students: N/A% of Hispanic Students 38 Students: 80% of Caucasian Students 30 Students: 78% of Economically Disadvantaged Students . Students: N/A% of LEP Students 1 Students: 50% of Students with Disabilities 2012-Number and Percent of Students Scoring Proficient or Advanced: 33 Students: 85% of Combined Students . N/A% of African American Students . Students: N/A% of Hispanic Students 33 Students: 85% of Caucasian Students 28 Students: 81% of Economically Disadvantaged Students . Students: N/A% of LEP Students 1 Students: 0% of Students with Disabilities
  2. Benchmark-8th Grade Literacy Exam 2010-Number and Percent of Students Scoring Proficient or Advanced: 41 Students: 81%% of Combined Students . Students: N/A% of African American Students . N/A% of Hispanic Students 41 Students: 81% of Caucasian Students 18 Students: 43% of Economically Disadvantaged Students . Students: N/A% of LEP Students 4 Students: 25% of Students with Disabilities 2011 Literacy Exam- Number of Students scoring Proficient or advanced 68% 39 students 18 Students: 43% of Economically Disadvantaged Students . Students: N/A% of LEP Students 4 Students: 25% of Students with Disabilities 2012-Number and Percent of Students Scoring Proficient or Advanced: 35 Students: 82% of Combined Students . Students: N/A% of African American Students . N/A% of Hispanic Students 35 Students: 82% of Caucasian Students 18 Students: 77% of Economically Disadvantaged Students . Students: N/A% of LEP Students 1 Students: 0% of Students with Disabilities
  3. Literacy-11th Exam 2010-Number and Percent of Students Scoring Proficient
- Supporting Data:

or Advanced: 32 Students: 56% of Combined Students . Students: N/A% of African American Students . Students: N/A% of Hispanic Students 32 Students: 56% of Caucasian Students 15 Students: 47% of Economically Disadvantaged Students . Students: N/A% of LEP Students 4 Students: 0% of Students with Disabilities 2011 EOC Exam- 77% of Combined Population students scored Advanced or Proficient. 17 Students: 47% of Economically Disadvantaged Students . Students: N/A% of LEP Students 4 Students: 0% of Students with Disabilities 2012-Number and Percent of Students Scoring Proficient or Advanced: 34 Students: 77% of Combined Students . Students: N/A% of African American Students . Students: N/A% of Hispanic Students 34 Students: 77% of Caucasian Students 17 Students: 74% of Economically Disadvantaged Students . Students: N/A% of LEP Students 1 Students: 0% of Students with Disabilities

4. Seventh Grade Iowa- In 2007 the 7th grade Iowa Literacy Test results are as follows: In Reading Comprehension 32.5% of students scored below the fiftieth percentile. 40% scored below 50% in Spelling; 20% scored below 50% in Capitalization; and 22.5% scored below 50% in Punctuation. 34% of the female students scored below 50% in Reading Comprehension and 37% of the male students scored below 50% in Reading Comprehension. 42.1% of the Socio-Economically Deprived students scored below 50% in Reading Comprehension. The lowest identified areas for combined population were: Spelling and Reading Comprehension. The lowest identified areas for Caucasian students were: Spelling and Reading Comprehension. The lowest identified areas for the Economically Disadvantaged students were: Spelling and Reading Comprehension. In 2008 the Augmented Benchmark was given which included the SAT 10. The results were as follows: 2008 SAT 10- In Reading Comprehension, 55% scored below the fiftieth percentile. In Comprehensive Language, 60% scored below the fiftieth percentile. The lowest identified area for all students tested was: Comprehensive Language 2009 7th SAT 10 Results from the Augmented Benchmark- Literacy: In Reading Comprehension 49% of the students scored below the fiftieth percentile. 45% of the students scored below the fiftieth percentile in Language.
5. Eighth Grade Iowa- In 2007, the 8th Iowa Test results are as follows: In Reading Comprehension, 29.3% of the students scored below 50%. 51.2% scored below 50% in Spelling; 46.3% scored below 50% in Capitalization; and 41.5% scored below 50% in Punctuation. 32% of the females and 51% of the males scored below 50% in Reading Comprehension. 0% of the students with Disabilities scored below 50% in Reading Comprehension; and 43.7% of the Socio-Economically Deprived students scored below 50% in Reading Comprehension. The lowest identified areas for combined population were: Spelling and Capitalization. The lowest identified areas for Caucasian students were: Spelling and Capitalization. The lowest identified areas for the Socio-Economically Deprived students were: Spelling, Capitalization, and Vocabulary. The lowest identified areas for Students with Disabilities were: Spelling, Capitalization, and Vocabulary. In 2008 the Augmented Benchmark was given which included the SAT 10. The results were as follows: 2008 SAT 10- In Reading Comprehension, 41% scored below the fiftieth percentile. In Comprehensive Language, 45% scored below the fiftieth percentile. The lowest identified area for all students tested was: Comprehensive Language 2009 8th SAT 10 Results from the Augmented Benchmark- Literacy: In Reading Comprehension 55% of the students scored below the fiftieth percentile.
6. Ninth Grade Iowa Test of Basic Skills (ITBS)/ SAT-10 In 2008 the SAT 10 test was given. The results were as follows: 2008 SAT 10- In Reading Comprehension, 57% scored below the fiftieth percentile. In Comprehensive Language, 65% scored below the fiftieth percentile. The lowest identified area for all students tested was: Comprehensive Language 2009 9th SAT 10 Results - Literacy: In Reading Comprehension 44% of the students scored below the fiftieth percentile. 42% of the students scored below the fiftieth percentile in Language. 2010 9th SAT 10 Results- Literacy: 45 students

tested. In Reading Comprehension 68% of the students scored below the fiftieth percentile. 64% of the students scored below the fiftieth percentile in overall Language. The lowest identified area for all students was Language Expression where 68% of the students scored below the fiftieth percentile. 2010 9th SAT 10 Results- Literacy: 41 students tested. In Reading Comprehension 57% of the students scored below the fiftieth percentile. 64% of the students scored below the fiftieth percentile in overall Language. The lowest identified area for all students was Language Expression where 63% of the students scored below the fiftieth percentile.

7. Graduation Rate: In 2008, the graduation rate was 96.6%. In 2009, the graduation rate was 97.4%. In 2010, the graduation rate was 100%. In 2011, the graduation rate was 97.4%. In 2012, the graduation rate was 100%

Goal To improve all student responses in the Constructed Responses in the Reading section of the Benchmark and End of Course Exams across the curriculum.

Benchmark The percentage of students scoring below proficient on the Constructed Response in the Reading sections of the Benchmark and End of Course Exams will decrease by 3%.

Intervention: Utilize the Accelerated Reading Program/Renaissance Learning, TLI assessments, and/or local target test results to improve the Constructed Response in the Reading section of the Benchmark and End of Course Exams. Student performance on the Accelerated Reading Program will be evaluated in December 2012 and May 2013 to help monitor student progress. Results from the TLI assessments will be evaluated at the end of each of module. Local target test scores will be evaluated at the end of each interim assessment and again at the end of the year by comparing the scores of the pretest and posttest.

Scientific Based Research: Biancarosa, C., and Snow, C.E. Reading next-A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education, 2006. Forget, Mark, Ph.D. MAX Teaching With Reading and Writing: Classroom activities for helping students learn new subject matter while acquiring Literacy skills. 2004. Goodman, Gregory, The Reading Renaissance/Accelerated Reader Program, 1999; Rainski, Timothy, Parents and Teachers: Helping Children Learn to Read and Write. Harcourt Brace and Co., 1995. Vollands, S.R., K.J. Topping, and H.M. Evans. "Computerized Self-Assessment of Reading Comprehension with the Accelerated Reader: Impact on Reading Achievement and Attitude." Reading and Writing Quarterly. (1999). 15 (2).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students of all ability levels in grades 7 and 8 will have access to the Accelerated Reading/Renaissance Learning Program. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Karen Sanford; Patti Stevens	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
SmartBoards will be used in grades 7-12. Action Type: Technology Inclusion	Arthur Dunn	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	ACTION BUDGET: \$
EVALUATION: This	Patti Stevens,	Start:	<ul style="list-style-type: none"> <li>• Administrative</li> </ul>	

<p>intervention will be evaluated by the Literacy Chair, Patti Stevens, the High School Principal, Rick Wood, and/or the Curriculum Coordinator, Sarah Burkett, by comparing scores on summative assessments (Benchmarks or End-of-Course tests) from one year to the next to see if the scores have improved. Components of this intervention will also be evaluated by the administration through teachers' lesson plans, Classroom walk-throughs, and observations. Action Type: Equity Action Type: Program Evaluation</p>	<p>Literacy Chair</p>	<p>07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Staff</li> <li>Performance Assessments</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Students who score below proficient on the summative assessments, Benchmarks, or End of Course tests, will be remediated. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Rick Wood, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Parent-teacher conferences will be held at the midpoint of the first and third quarters. Parents will be sent a progress report by mail if they do not attend parent-teacher conferences. Action Type: Parental Engagement Action Type: Special Education</p>	<p>Rick Wood, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Professional</p>	<p>Rick Wood,</p>	<p>Start:</p>	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>Development will be provided for all certified staff in order to meet the sixty hours required by ADE. The school district has five required days of professional development. The staff will select five flex days of professional development. The flex days must meet the rules and regs of professional development set forth by the State. The staff will select the flex days from the offerings made by Wilbur D. Mills Co-op or by college courses taken during the summer. Any other type of professional development must be authorized by the staff member's administrator and must meet the rules and regs of professional development set forth by the State.  Action Type: Professional Development  Action Type: Title I Schoolwide</p>	Principal	07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>Using the latest data, the plan was evaluated to decide which parts to keep, which parts to delete, and what needed to be added.  Action Type: Collaboration</p>	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>Strategies are used to recruit and retain highly qualified teachers in order to meet our goals in literacy.  Action Type: Title I Schoolwide</p>	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION BUDGET: \$

Computers in high school will be updated when money becomes available. Action Type: Technology Inclusion	Helen McGee, Federal Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
Certified personnel were trained by specialists from The Learning Institute upon implementation of this program. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Arthur Dunn	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
Teachers will use the formative assessment results from the local assessments and The Learning Institute assessments to evaluate student progress on Constructed Responses. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
Integration of Federal, State, and local services and programs will be used throughout this priority. Action Type: Title I Schoolwide	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
Using the data from the formative and summative assessments and input from the committee, the committee arrived at the needs assessments for the priority. Action Type: Alignment Action Type: Collaboration	Patti Stevens, Committee Chair	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$

Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide				
Faculty selected by the administration are qualified to teach Advanced Placement courses. Action Type: Alignment Action Type: Professional Development	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will participate in Planned Learning Committees in grades 7-12. 100% of teachers in grades 7-12 will participate in Planned Learning Committees. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Study buddies purchased from Jedhi are available for remediation of students who scored below proficient in Literacy. This is above what is required by the State. Action Type: Collaboration Action Type: Equity	Helen McGee, Federal Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Students in grades 7-8 will have the opportunity to participate in Safe Smart Afterschool, a before school or after school tutoring program funded by a 21st Century Grant. Tutoring will be provided. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Sarah Burkett	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>Students in grades 7 and 8 will STAR test, and the results of the STAR test will be shared with seventh and eighth grade teachers.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	Patti Stevens	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Funds are set aside for an after-school tutoring program for students in Grades 9-12 to help bridge the achievement gap between the combined population and the economically disadvantaged population. The tutor is a HQT literacy teacher, Jill Hedler. The teacher will be paid \$25 an hour for tutoring.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	Arthur Dunn, Superintendent	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>NSLA (State-281) - \$1202.00 Employee Benefits:</p> <p>NSLA (State-281) - \$4450.00 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$5652</p>
<p>Faculty teaching seventh and eighth grade literacy classes will meet regularly to coordinate lesson plans using data from STAR testing, Renaissance Learning testing, and other assessments.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	Patti Stevens, Literacy Chair	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will be provided with sample PARCC assessment practice items as they become available. They will also be</p>	Patti Stevens, Literacy Chair	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

provided Benchmark and End-of-Course Released Items in the grades that will continue taking these assessments. Action Type: Collaboration Action Type: Equity				
The Learning Institute Specialists will train selected faculty on how to interpret results from the TLI assessments and Benchmark scores and how to use this data to drive instruction. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Sarah Burkett, Curriculum Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Purchased Services: \$6890.75 <hr/> ACTION BUDGET: \$6890.75
Mrs. Jennifer Woodell, a highly qualified 1.0 FTE aide, is available to help students who are struggling in literacy in Grades 7 and 8. Action Type: Collaboration Action Type: Equity	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	Title I - Employee Salaries: \$16374.00 Title I - Employee Benefits: \$5773.00 <hr/> ACTION BUDGET: \$22147
Computers will continue to be upgraded. Action Type: Equity Action Type: Technology Inclusion	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
Students in grades 7-8, 11 will be assessed using four TLI modules. These assessments will include both reading and writing components. Action Type: Equity Action Type: Program Evaluation	Sarah Burkett	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Purchasing wireless access so that the high school will be	Arthur Dunn, Superintendent	Start: 07/01/2012 End:	<ul style="list-style-type: none"> <li>Central Office</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>able to have wireless computer carts brought into the classroom to do testing on Target Tests and preparing for future testing has been an excellent investment. The teachers and the students are taking advantage of this project. Action Type: Collaboration Action Type: Technology Inclusion</p>		06/30/2013		
<p>Professional development with Mr. Harry Dickens was required for our high school teachers to help them learn how to use the iPads so they could help their students in preparing for future testing. The teachers will be able to use the devices while walking around the room and demonstrating how the students are to use the devices, and they will be able to devise practices and tests for their students. The teachers are optimistic about raising test scores with this technology. iPads with all attachments have been purchased for each classroom teacher. The teachers and the students are enjoying using the iPads. The tests at the end of the year will determine if the iPads help in increasing student scores. Action Type: Technology Inclusion</p>	Rick Wood, High School Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>The PD money will be used to purchase the supplies and materials for each workshop. Binders, pens, pencils, markers, paper for each member of each team will be purchased so that the teachers will have something to keep all relevant papers in the same place.</p> <p>Action Type: Professional Development</p>	<p>Rick Wood, High School Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>ADMENTMENT #1. Employ a .50 FTE certified class size reduction teacher, Casey Armer, for two classes of English 7 and two classes of English 8. The ratio will be 15:1 instead of 30:1 in each of the classes. This is for second semester.</p> <p>Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> </ul>	<p>Title II-A - Employee Salaries: \$7688.00 Title II-A - Employee Benefits: \$1537.00</p> <hr/> <p>ACTION BUDGET: \$9225</p>
<p>Purchasing a portable computer lab for Grades 7-12 will aid in student research and in testing.</p> <p>Action Type: Technology Inclusion</p>	<p>Cindy Armstrong, Technology Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Computers</li> </ul>	<p>Title VI Federal - Capital Outlay: \$25623.00</p> <hr/> <p>ACTION BUDGET: \$25623</p>
<p>A teacher selected by the administration attended the MAX Training (Training to be a Trainer) week-long professional development opportunity during the summer. The information gained from this training will be shared with certified staff throughout the school year.</p>	<p>Patti Stevens</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Collaboration Action Type: Equity Action Type: Professional Development				
Supplies will be purchased to help Literacy carry out actions. Action Type: Collaboration	Helen McGee, Federal Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	NSLA (State-281) - Materials & \$692.65 Supplies: <hr/> ACTION BUDGET: \$692.65
Workshops were held on July 6 and 7 on Curriculum Alignment. Action Type: Collaboration	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	PD (State-223) - \$500.00 Materials & Supplies: <hr/> ACTION BUDGET: \$500
Workshop on iPads was August 13. Action Type: Collaboration	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teaching Aids</li> </ul>	PD (State-223) - \$500.00 Materials & Supplies: <hr/> ACTION BUDGET: \$500
Workshop on August 16 was on Legal Aspects, Legislative and Update/AR History. Action Type: Collaboration	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	PD (State-223) - \$250.00 Materials & Supplies: <hr/> ACTION BUDGET: \$250
Conferences for Administrators, Curriculum Coordinator, Literacy and Math Coaches throughout the year will be funded by PD. Action Type: Collaboration	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> <li>Teachers</li> </ul>	PD (State-223) - \$10000.00 Purchased Services: <hr/> ACTION BUDGET: \$10000
Subs for the Literacy Coach will be funded by PD. The Literacy Coach will be attending several workshops during the year. Action Type: Collaboration	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	PD (State-223) - \$5498.00 Employee Salaries: PD (State-223) - \$1458.39 Employee Benefits: <hr/> ACTION BUDGET: \$6956.39

<p>A certified teacher, Sabrina Otts, will be an English 7 and English 8 class size reduction teacher for first semester. The ratio of teacher to students will reduce from 20:1 to 10:1.          Action Type: Collaboration          Action Type: Title I Schoolwide</p>	<p>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2012          End: 01/04/2013</p>	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<p>Title VI Federal - Employee Salaries: \$4702.00          Title VI Federal - Employee Benefits: \$1089.47  <hr/>         ACTION BUDGET: \$5791.47</p>
<p>Total Budget:</p>				<p>\$94228.26</p>

Intervention: Continue Writing Across the Curriculum. Evaluation of this intervention is ongoing in the classrooms and will be monitored in the Professional Learning Committees.

Scientific Based Research: Graham, Steve and Delores Perin. Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools. Washington, D.C.: Alliance for Excellent Education, 2007. Aiman, Maureen. Step Up to Writing, Sopris West, 2002. Fletcher, Ralph, and JoAnn Portalupi. Writing Workshop: The Essential Guide. New Hampshire: Heinemann, 2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers will incorporate writing across the curriculum in the classroom. Samples of this will be shared in PLC meetings.          Action Type: Alignment          Action Type: Collaboration</p>	<p>Rick Wood, Principal</p>	<p>Start: 07/01/2012          End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Step Up to Writing materials will be available for teachers to use in their classroom.          Action Type: Alignment</p>	<p>Rick Wood, Principal</p>	<p>Start: 07/01/2012          End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Supplies for the literacy program will be purchased and distributed as needed.          Action Type: Equity          Action Type: Special Education</p>	<p>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2012          End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Content teachers will incorporate Constructed Responses in class. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
The Literacy Chair, Patti Stevens, and the Curriculum Coordinator, Sarah Burkett, will evaluate this intervention by comparing literacy scores on formative and summative assessments, End of Course, and Benchmark tests, to determine if the intervention was successful. This intervention will also be evaluated by administrative observations, Classroom Walk-throughs, and teachers' lesson plans. Classroom Walk-Throughs and teachers' lesson plans from last year were used to decide to continue this intervention. One hundred percent of the teachers were practicing Writing Across the Curriculum. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Patti Stevens, Literacy Chair	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
Funds will be available for the purchase of supplies needed to fund the actions of this intervention. Action Type: Collaboration Action Type: Equity	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
Teachers will participate in Planned	Rick Wood, Principal	Start: 07/01/2012	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$

Learning Committees in grades 7-12. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education		End: 06/30/2013	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	
Parent-Teacher conferences will be held at the midpoint of the first and third grading periods. Action Type: Parental Engagement	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	=====
Faculty selected by the administration are qualified to teach Advanced Placement courses. Action Type: Professional Development	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	=====
Students in grades 7-8,11 will be assessed four times during the year using TLI assessments. The assessments will include a constructed response. Action Type: Alignment Action Type: Collaboration	Arthur Dunn	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	=====
Teachers will use the formative assessment results from the TLI assessments and local assessments to evaluate student progress. Action Type: Collaboration Action Type: Equity	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	=====
Students in grades 7-8 will have the opportunity to participate in Safe Smart Afterschool, a before school or after school tutoring program. This action is funded by a special grant from a 21st Century Grant.	Sarah Burkett	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	=====

Action Type: Collaboration Action Type: Equity				
Student dictionaries and thesauruses previously purchased are available for students to use in conjunction with the writing across the curriculum activities. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
During the summer, faculty administering the TLI assessments updated pacing guides for future TLI assessments. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
Teachers will be provided with sample PARCC assessment practice items as they become available. They will also be provided Benchmark and End-of-Course Released Items in the grades that will continue taking these assessments. Action Type: Collaboration	Patti Stevens, Literacy Chair	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
A certified Literacy Teacher, Unknown at this time, who will be paid \$25.00 an hour for 19 days, 7 hours each day will be employed for summer school. Summer School allows students to make up failing grades. Action Type: Collaboration	Arthur Dunn Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	NSLA (State-281) - \$1201.50 Employee Benefits: NSLA (State-281) - \$5652.00 Employee Salaries: <hr/> ACTION BUDGET: \$6853.5
Research in California	Rick Wood,	Start:	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<hr/> <hr/>

<p>shows that students in all grades have success using IPad2's. High School wants to purchase 30 IPad2's for Grades 7/8 Students and three teachers. The IPad2's will be shared by both classrooms, rotating the usage. The rotation will be scheduled by the teachers and the high school principal. This project will be another access point for future testing. This will allow the capability of using another unit for taking the tests and more students will be able to take the tests at the same time. The amount includes all attachments: cases, Apple TV, Apple care, Cables, screen protectors. Action Type: Collaboration Action Type: Technology Inclusion</p>	Principal	07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>A teacher selected by the administration attended the MAX Training (Training to be a Trainer) week-long professional development opportunity during the summer. The information gained from this training will be shared with certified staff throughout the school year. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Patti Stevens	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Supplementary reading materials for	Patti Stevens, Literacy Chair	Start: 07/01/2012	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> </ul>	Title VI Federal - \$132.56

the Literacy Program will be funded by REAP. Action Type: Collaboration		End: 06/30/2013	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	Materials & Supplies: <hr/> ACTION BUDGET: \$132.56
Total Budget:				\$6986.06

Intervention: Parent Involvement Plan  
Scientific Based Research: Act 603 of 2003 Fulton, Janie. Parental Involvement Detnews.com, 2003.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Designate a Parent Involvement Center for parents of High School students. The Center is located on the Elementary Campus in the house vacated by the school nurse.	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Designate a certified teacher, Mary Eary, as coordinator. Action Type: Equity Action Type: Parental Engagement	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title I - Employee \$500.00 Salaries: Title I - Employee \$135.00 Benefits: <hr/> ACTION BUDGET: \$635
August 11, teachers and administrators will complete 3 hours of staff development on parent involvement. The professional development will give teachers suggestions on how to involve parents in the education of their children. Action Type: Professional Development	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Establish a parental involvement plan including programs and practices that enhance parental involvement and reflect the specific needs of students and their families. Action Type: Collaboration Action Type: Equity	Mary Eary, Parent Involvement Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> </ul>	<hr/> ACTION BUDGET: \$

Action Type: Parental Engagement				
Parent Teacher Conferences will be held at the midpoint of the first and third quarters. This will give the parents time to encourage their children to do better before the quarter grade is established. Action Type: Parental Engagement	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Purchase parenting books, magazines, and other informative materials regarding responsible parenting. This is above what is required by the State. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Dennis Mannon, High School Media Specialist	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>School Library</li> </ul>	Title I - Materials & Supplies: \$500.00 <hr/> ACTION BUDGET: \$500
Prepare Information Packets to provide relevant information to parents. Action Type: Parental Engagement	Mary Eary, Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Schedule Seminars to inform the parents of high school students about how to be involved in decisions about courses to take to complete high school graduation requirements and how to investigate colleges for their graduates. These seminars will be scheduled at the end of January and the first part of February f2013. Action Type: Equity Action Type: Parental Engagement	Sebrina Otts, Counselor.	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
The district shall review and update the district's parental involvement plan and file a copy of the plan with the Department of Education. This has	Mary Eary, Coordinator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>been done and will continue to be part of the plan. Action Type: Program Evaluation</p>				
<p>The Parent Center Coordinator, Mary Eary, will evaluate this intervention by the number of parents who visit the center and the number of parents who attend the parent/teacher conferences at the midpoints of the first and third quarter. Only about ten percent of the parents used the parent center in 2011-2012 school year. Action Type: Program Evaluation</p>	<p>Mary Eary, Coordinator</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>An active PTO has been established and is supported by the parents of our school's students. The PTO meets monthly and has a program that includes students, which encourages parents to attend each meeting. The PTO raises money each year to do a project for the school. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Karen Sanford, PTO President</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Each year a parent, along with an administrator, a counselor, and a student edits the student handbook to see if additions or deletions should be made. This committee will ensure that the school's process for resolving parental concerns are in the handbook. Action Type:</p>	<p>Rick Wood, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Special Education  Action Type: Title I Schoolwide</p>				
<p>Prepare Volunteer Resource Book containing reproducible tips, games, and worksheets that parents can take home to help their children become successful in school. There will be helpful websites included for those who have computers at home.  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Special Education  Action Type: Title I Schoolwide</p>	<p>Mary Eary, Parent Facilitator</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Open House is held one week before school starts. Parents and students are encouraged to attend.  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement</p>	<p>Arthur Dunn, Superintendent</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Career Orientation class invites parents to speak to students during class about careers.  Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement</p>	<p>Gloria Wood</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>A School-Parent Compact will be given to each student. This compact will be given to the students at a scheduled meeting</p>	<p>Helen McGee, Federal Coordinator</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

before Open House. Action Type: Parental Engagement				
Volunteers who assist in an instructional program for parents will be held in conjunction with parent/teacher conferences on August 16, 2012. Evidence of the training will be sign-in sheets. This will be conducted by the Parent Coordinator. Action Type: Equity Action Type: Parental Engagement	Mary Eary, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Parents are encouraged to ask for any support needed to increase their students' achievement. Without the parents' backing, some of the students will not achieve as much as they would if they knew their parents cared. Action Type: Equity Action Type: Parental Engagement	Mary Eary, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	ACTION BUDGET: \$
At the beginning of the year and all through the year, teachers, principals, and other staff will be made aware of the importance of effective communication. They will be instructed the importance of using the same language as the parents use. Action Type: Equity Action Type: Parental Engagement	Mary Eary, Parent Facilitator	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$1135

Goal To improve Content and Style on the Writing section on the Benchmark and End of Course Exams for all students across the curriculum.

Benchmark The number of students who scored below proficient in Content and Style on the Writing section of the Benchmark and End of Course Exams will decrease by 3%.

Intervention: Continue Writing Across the Curriculum. Evaluation of this intervention is ongoing in the classrooms and will be monitored in the Professional Learning Committees.

Scientific Based Research: Graham, Steve and Delores Perin. Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools. Washington, D.C.: Alliance for Excellent Education, 2007. Aiman, Maureen E. Step Up to Writing, Sopris West, 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers will incorporate writing across the curriculum in their classroom. This will be evaluated through administration evaluations, Classroom Walk-throughs, and informal observations. Action Type: Alignment Action Type: Collaboration</p>	<p>Rick Wood, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will document activities used for Writing Across the Curriculum in their lesson plans. Action Type: Alignment Action Type: Collaboration</p>	<p>Rick Wood, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Students who score below proficient on the Benchmark or End of Course Literacy tests will be remediated. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Rick Wood, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will use the formative assessment results from the local assessments and results from TLI modules to evaluate student progress. These will be reviewed during PLC meetings to help target strengths and</p>	<p>Rick Wood, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

weaknesses during the year. Action Type: Alignment Action Type: Collaboration Action Type: Equity				
Funds are set aside by the district for the purchase of supplies needed to fund the actions of this intervention. Action Type: Collaboration Action Type: Equity	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	ACTION BUDGET: \$
Step Up to Writing materials will be available for teachers to use in their classroom. Action Type: Collaboration Action Type: Equity	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Teachers will participate in Planned Learning Committees in grades 7-12. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Supplies for the literacy program will be purchased and distributed as needed. Action Type: Equity Action Type: Special Education	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	ACTION BUDGET: \$
This intervention will be evaluated by the Literacy Chair and the Curriculum Coordinator by comparing literacy scores on summative assessments, End of Course and Benchmark tests, to determine if the intervention was successful.	Patti Stevens, Literacy Chair	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Collaboration				
Selected faculty are qualified to teach Advanced Placement courses. Action Type: Professional Development	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
Parent-Teacher conferences will be held at the midpoint of the first and third grading periods. Action Type: Parental Engagement	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
Students in grades 7-8,11 will be assessed four times during the year using TLI assessments. These will also include writing prompts. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
Students in grades 7-8 will have the opportunity to participate in Safe Smart Afterschool, a before school or after school tutoring program funded by a 21st Century Grant. Action Type: Equity Action Type: Parental Engagement	Sarah Burkett; Sabrina Otts	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
During the summer, faculty administering the TLI assessments updated pacing guides for future TLI assessments. Action Type: Collaboration Action Type: Professional Development	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$

Teachers will be provided with Benchmark and End-of-Course Released Items. Action Type: Collaboration	Patti Stevens, Literacy Chair	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Student dictionaries and thesauruses previously purchased are available to use in conjunction with the writing across the curriculum activities. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Central Office</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Using the latest data, the plan was evaluated to decide which parts to keep, which parts to delete, and what needed to be added. Action Type: Program Evaluation	Patti Stevens, Literacy Chair	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
A Literacy Coach, Patti Stevens, is employed to help literacy teachers in reading comprehension and writing skills. She has a Master's Degree in reading and has a high degree of teaching skills and in people skills. Action Type: Alignment Action Type: Collaboration	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$9658.00 Title I - Employee Benefits: \$4179.66 <hr/> ACTION BUDGET: \$13837.66
DSL will be purchased to obtain more bandwidth in order for the students to have enough bandwidth for the DL classes and the portable labs purchased for student use. Action Type:	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Outside Consultants</li> </ul>	Title VI Federal - Purchased Services: \$2160.00 <hr/> ACTION BUDGET: \$2160

Collaboration Action Type: Special Education Action Type: Technology Inclusion				
Total Budget:				\$15997.66

Intervention: Transition programs are used for Grade 7 students and Students with Disabilities.

Scientific Based Research: Storms, J., O'Leary, E., & Williams, J., (May 2000). The IDEA of 1997: Transition requirements: A guide for states, districts, schools, universities, and families. Minneapolis: University of Minnesota, Institute on Community Integration. (ERIC Number ED 441 324. (Phone: 800-443-3742.) Anne Marie Mills. Transition Jitters Last Beyond Kindergarten,2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The high school counselor, in conjunction with the elementary counselor, plans a night with Grade 7 students and their parents. The students have a guided tour of the classrooms. In addition, the parents decide if their children will waiver the Smart Core, which is explained to them by the counselor. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Paula Cossey, High School Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
When a Student with Disabilities reaches the age of 16, the Resource Teacher prepares a transition program to be included in the IEP of the student. This helps prepare the student for his/her future. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Karen Sanford, Special Education Teacher	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Outside Consultants</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
EVALUATION: Evaluation for this intervention will be feedback that the counselor gets from the students. The counselor will ask each student in Grade 7 how well the meeting met the student's transition from elementary atmosphere to high school	Paula Cossey, High School Counselor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$

atmosphere. Last year the feedback from the students was positive. Ninety-five percent of the students stated they were more at ease when school started and did not get lost very much. Action Type: Program Evaluation				
Total Budget:				\$0

Intervention: For ALE, we are using a cooperative approach to ALE to meet the social, emotional, and academic needs of students that do not experience success within a regular classroom setting or they are not on pace to graduate with the district required credits.

Scientific Based Research: Dr. Janet Allen, It's Never Too Late, 1995 John Franklin, Education Update, December 2003 Rick Allen, Education Update, December 2002

Actions	Person Responsible	Timeline	Resources	Source of Funds
We are co-oping with Bald Knob for our ALE program. The ALE program name is Bulldog Academy, and it is for Grades 9, 10, 11, and 12. The Director's name is Brad Roberts. Students are placed based on identified need developed to address the emotional and academic concerns. A student's progress will be monitored to see if progression toward the plan components that addresses the key skill need for success in the general education environment has been met. Action Type: Collaboration Action Type: Equity	Rick Wood, High School Principal	Start: 07/01/2012 End: 06/30/2013		ACTION BUDGET: \$
The evaluation of this program will be made by the Director, test results, progress reports, Bradford High School Principal, and parent. The student(s) must meet all required of the transition criteria before leaving the Academy. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Rick Wood, Principal and Brad Roberts Academy Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Each quarter, or more frequently if necessary, a student's progress will be monitored and evaluated	Brad Roberts, Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$

to determine if the student is making progress. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
The teacher/student ratios for the Bulldog academy will have a maximum of one teacher and one aide to 18 students each period. Action Type: Equity	Brad Roberts, Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
SPED students will be monitored on a weekly basis. All modifications will be followed by the staff. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Brad Roberts, Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Bald Knob Academy has purchased APEX software for credit recovery for all high school subjects that they have available. The completed classes are accepted as credit for the NCAA There is a certified teacher and paraprofessional available for assistance Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Brad Roberts, Director	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: The district did not trigger in any of the categories last school year. Special Education Trigger in Child Find, Percentage of Participation, and Least Restrictive Environment.

Supporting Data:

Goal Provide comprehensive coordinated early intervening services to serve students who are not currently identified as in need of special education and related services but are experiencing difficulties which may result in them being referred for special education or receiving education settings in more restrictive environments.

Benchmark The district will provide comprehensive coordinated early intervening services to include all students who are at risk of not being identified as in need of special education services.

Intervention: Provide comprehensive coordinated intervening services for all students who are identified at risk of being suspended/expelled across the curriculum. We did not trigger.

Scientific Based Research: Bowe, Frank. Making Inclusion Work. 2005. Leal, Dorothy; Smith, Sean; Shank, Marilyn; Turnbull, Ann; & Turnbull, Rud Exceptional Lives: Special Education in Today's Schools, 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
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<p>The intervention will be evaluated by the success of getting the LRE to within acceptable range of what is acceptable by the State.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	<p>Garrie Massengale, LEA Supervisor</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Special Education Teachers will be included in the decision making of how to get the LRE to within the range that is acceptable the the State.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Garrie Massengale, LEA Supervisor</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The counselors in both schools will study the possibility of scheduling the Special Education students in regular classes.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Rick Wood, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The District will scrutinize each referral and see if the student should be placed in the regular classroom with extra help.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Rick Wood, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Principals in the district will study the possibility of team teaching a regular teacher with a special education teacher.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Rick Wood, Principal</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Special Education teachers will be included in the decision making of how to get the LRE to within the range that is acceptable by the State.</p> <p>Action Type: Collaboration</p>	<p>Garrie Massengale, LEA Supervisor</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Equity Action Type: Special Education				
After reviewing the data from the Special Education Focused Monitoring, the school did not trigger in LRE for the 2007-2008 school year. The LRE was 29.82%, which is .10% above the trigger level. The Special Education Teachers consider this a successful intervention. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Garrie Massengale, LEA Supervisor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Goal The District will meet the 60-day Child Find timeline across the curriculum.  
Benchmark The District will report all appropriate child-find students within the sixty-day timeframe. We did not trigger.

Intervention: Provide comprehensive coordinated child find services for all students who are identified in need of service. We did not trigger.				
Scientific Based Research: Buller K., & Nelson, N. Responsiveness to Intervention and the Speech-language Pathologist, 2005. Strangman, N. Hitchcock, C. Hall, T. Meo, G. & Coyne, P, Response to Instruction and Universal Design for Learning. 2006				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Timelines will be monitored more closely in order to make sure the district is not going over the appropriate time. Should the district be out of time lines, the district will ask the question: "Is it out of our control?" If it is out of our control, a Separate Programming Conference will be held to address the reasons and to extend time lines. Referral Tracking will be checked to see the "acceptable" reasons that time lines can be extended. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Garrie Massengale, LEA Supervisor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Evaluators will be trained in appropriate child find procedures. Vision and	Garrie Massengale, LEA	Start: 07/01/2012 End:	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$

hearing will be addressed before an informed consent is obtained. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion	Supervisor	06/30/2013		
The intervention will be evaluated by the success of getting all evaluations conducted within an acceptable range of what is required by the State. Evaluators will be given the opportunity and time to implement appropriate child find timelines and give periodic feedback concerning the evaluations to the building principal. Action Type: Program Evaluation Action Type: Special Education	Garrie Massengale, LEA Supervisor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Goal The district will strive to meet the percentage of participation in Statewide Benchmark Exam.

Benchmark The district will meet or exceed the State percentage of 95% participaion in the statewide benchmark exams. We did not trigger.

Intervention: The district will meet the percentage of participation in the statewide benchmark exam. We did not trigger.				
Scientific Based Research: Bowe, Frank. Making Inclusion Work. 2005. Leal, Dorothy; Smith, Sean; Shank, Marilyn; Turnbull, Ann; & Turnbull, Rud Exceptional Lives: Special Education in Today's Schools, 2002.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Counselors, the Special educaton Staff, and the LEA Supervisor will evaluate the success of this intervention by the percent of participation in the benchmark exams. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Garrie Massengale, LEA Supervisor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
The district will monitor the coding of the special	Paula Cossey, High School	Start: 07/01/2012	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION \$

education students before the exams take place. Action Type: Equity Action Type: Special Education	Counselor	End: 06/30/2013		BUDGET:
The number of special education students in the district and special day schools will be compared to the number of students protfolioed and/or tested. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Garrie Massengale, LEA Supervisor	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

- Priority 4: In their cardiovascular, muscular Students at Bradford Schools will show improvement strength/endurance, and flexibility activity.
1. In 2010, the School Health Index showed a rating of the following: School Health policies and environment: 93% Health Education: 100% Physical Education and other physical activity programs: 100% Nutrition Services: 94% School Health Services: 100% School Counseling Psychological and Social Services: 100% Health Promotion for staff: 71% Family and Community Involvement: 100% Areas of Concern were programs for staff on Physical, eating, and weight management, programs for staff for physical fitness and stress management for staff. The School Index has increased for Bradford High School over the last three years. The area of Nutrition has gone from 90% to 95%. The other areas have also increased. The BMIs continue to be higher than the nurse would like for them to be, but they are improving slowly. The percentage of males and females at risk for overweight or being overweight have decrease 1.5%. In 2009, 28% of the males and 45% of females were at risk for overweight or ovserweight. In 2008, 29.0% of the males and 46.7% of females were at risk for overweight or overweight. In 2007, 49.8% of the males and 48.8% of the females were at risk for overweight or overweight. In 2006, 45.4% of the males and 40.9% of the females were at risk for overweight or overweight. In 2005, 45.3% of the males and 47.0% of the females were at risk of overweight or overweight.
  2. In 2008-2009, School Health Index indicated a district of 93% in the ara of School Health and Safety Policies and Environment. Areas in need of improvement include Safe physical enironment, staff development, access to physical activity facilities outside school hours, fundraising efforts supportive of healthy eating, and written crisis response plan. Health Education had a score of 100%. Physical Education and Other Physical Activity Programs had a score of 100%. Nutrition Services had a score of 94%. School Health Services had a score of 100%. In 2007-2008, School Health Index indicated a district of 91% in the ara of School Health and Safety Policies and Environment. Areas in need of improvement include Safe phYsical environment, written crisis response plan, facilities outside school hours, and tobacco-use cessation services. Health Education had a score of 100%. Ohysical Education and Other Physical Activity Programs had a score of 93%. The area in need of improvement was individualized phusical activity/fitness plans. Nutrition Services had a score of 94%. School Health Services had a score of 91%. There was no screen for tobacco use. Sschool Counseling, Psychological, and Social Services had a score of 86%. Health Promotion for Staff had a score of 66%. Family and Community Involvement had a score of 100%. In 2006-07, School Health Index indicated a district rating of 98% in
- Supporting Data:

the area of Nutrition Services. Areas in need of improvement included "Sites outside cafeteria offer appealing, low-fat items" and "Degree and certification of food service manager." The SHI also indicted a school rating of 100% in the area of Family and Community Involvement. Areas in need of improvement included "Educate Families," "Promote Community based Programs," and "Student and Family Involvement in Planning Meals." The school received a 90% rating in School Health and Safety Policies and Environment. The areas of concern were "Access to physical activity facilities outside school hours" and "Fundraising efforts supportive of healthy eating." The school received a 58% rating for Health Promotion for Staff. The areas of concern were "Stress management programs for staff," "Promote staff participation," "Training staff on conflict resolution," "Programs for staff on physical activity/fitness," and Programs for staff on healthy eating/weight management." In 2005-06, School Health Index indicated a disstrict rating of 90% in the area of Nutrition Serives. Areas in need of improvement included "Sites outside cafeteria offer appealing, low-fat items" and "Degree and certification of food service manager." The SHI also indicted a school rating of 78% in the area of Family and Community Involvement. Areas in need of improvement included "Educate Families," "Promote Community based Programs," and "Student and Family Involvement in Planning Meals." The school received a 94% rating in School Health and Safety Policies and Environment. The areas of concern were "Access to physical activity facilities outside school hours" and "Fundraising efforts supportive of healthy eating." The school received a 33% rating for Health Promotion for Staff. The areas of concern were "Stress management programs for staff," "Promote staff participation," "Training staff on conflict resolution," "Programs for staff on physical activity/fitness," and Programs for staff on healthy eating/weight management."

3. In 2009, 69% of the students in Bradford High School Qualified for free and reduced lunch services. An area of concern is still that quite a few of the students who are eligible for free and reduced lunch services do not apply. In 2008, 62% of the students in Bradford High School Qualified for free and reduced lunch services. An area of concern is still that quite a few of the students who are eligible for free and reduced lunch services do not apply. In 2007, 50% of the students in Bradford High School qualified for free and reduced lunch services. In 2006, 56.3% of the students in Bradford High School qualified for free and reduced lunch services. In 2005, 52.5% of students qualified for free and reduced lunch services. In 2004, 53% of students in the school qualified for free and reduced lunch servies. An area of concern is that children who are eligible for free and reduced lunches do not apply.

**Goal** Students participating in the BMI activity will show improvement in their cardiovascular, muscular strength/endurance, and flexibility activity as well as advocating that physical activity not be used as punishment, encouraging fundraising efforts supportive of healthy eating, providing professional development on stress management, healthy eating and weight management, implementing indoor air quality practices, and encouraging children who are eligible to apply for free and reduced lunches.

**Benchmark** Healthier BMI results will be shown by June 30, 2013. There will be a 2% difference in the 2011-2012 BMI results indicating healthier lifestyles are being practiced.

Intervention: Intervention: Bradford High School will encourage students to use strategies and activities that promote a non-sedentary lifestyle.				
Scientific Based Research: Let's Get Physical--Promotion and educatiion Strategies by Dr. Hal Wechslet. <a href="http://fns.usda.gov/oane/menue/NNEC/files?2003/LetsGetPhysical.pdf">http://fns.usda.gov/oane/menue/NNEC/files?2003/LetsGetPhysical.pdf</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>Provide materials for students on stress management and healthy eating habits in health classes.  Action Type: Collaboration  Action Type: Equity  Action Type: Title I  Schoolwide  Action Type: Wellness</p>	<p>Leslie Ladd, RN</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Provide physical activity each week for all students 7-12 and encourage teachers not to use physical activities as punishment.  Action Type: Collaboration  Action Type: Equity  Action Type: Wellness</p>	<p>Rick Wood, Principal</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Bradford School District Wellness Policy Adopted April 3, 2006. Bradford High School also adopted the Policy and is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Bradford High School that • The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies. • All students in grades K-6 will have opportunities, support, and encouragement to be physically active on a regular basis. • Foods and beverages sold or served at school will meet the nutrition recommendations of the</p>	<p>Leslie Ladd, RN</p>	<p>Start: 07/01/2012  End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>U.S. Dietary Guidelines for Americans. • Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat. • To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program and National School Lunch Program). • Schools will provide nutrition education and physical education to foster lifelong habits of health eating and physical activity, and will establish linkages between health education and school meal programs, and with related community activities. Action Type: Collaboration Action Type: Equity Action Type: Wellness</p>				
<p>Promote reduction of time students spend engaged in sedentary activities such as watching television and playing video games. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness</p>	Leslie Ladd, RN	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Encourage participation in family oriented, community-based</p>	Leslie Ladd, RN	<p>Start: 07/01/2012 End:</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

physical activity programs. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Wellness		06/30/2013		
Conduct BMI assessemnt of each student that the State mandates to be assessed. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Wellness	Leslie Ladd, RN	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Complete the School Health Index. The School Health Index showed an improvement in all areas. Action Type: Collaboration Action Type: Equity	Leslie Ladd, RN	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Post weapon free school signs. Action Type: Wellness	Leslie Ladd, RN	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
A person will walk athletic field daily to ensure there are no safety hazards. Action Type: Equity Action Type: Wellness	Josh Grimes, Coach	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Announce upcoming events at school events. Action Type: Equity Action Type: Wellness	Rick Wood, Principal	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Bus drivers will stop letting buses idle while loading and unloading. Action Type: Wellness	Arthur Dunn, Superintendent	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Develop a policy to screen for tobacco use. Action Type: Collaboration Action Type: Wellness	Leslie Ladd, RN	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Develop a health promotion for Staff. Action Type: Wellness	Leslie Ladd, RN	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$

<p>This intervention was evaluated by the Wellness Committee by using the BMI data from previous years to see if the BMIs have decreased. Participation of students and staff in activities that promote a non-sedentary lifestyle was evaluated by surveys of both students and staff to determine if the intervention is doing well. There was an improvement from last year by 3%. Action Type: Program Evaluation</p>	<p>Leslie Ladd, RN</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>4.1.1 EVALUATION: This intervention will be evaluated by the Wellness Committee by using the BMI data from previous years to see if the BMIs have decreased. Participation of students and staff in activities that promote a non-sedentary lifestyle will be evaluated by surveys of both students and staff to determine if the intervention is doing well. There was improvement from last year, so the intervention will be kept in place. Action Type: Program Evaluation</p>	<p>Leslie Ladd, RN School Nurse</p>	<p>Start: 07/01/2012 End: 06/30/2013</p>	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

• Planning Team

Classification	Name	Position	Committee
Business Representative	Bill Burruss	Grocer	Math
Classroom Teacher	Brian Mannon	teacher	Literacy
Classroom Teacher	Donna Hammett	High School Science	Math
Classroom Teacher	Elizabeth Mote	History	Literacy
Classroom Teacher	Gloria Woods	Family and Consumer Sciences Teacher	Literacy
Classroom Teacher	Jeremy Robertson	Vocational Agriculture	Math
Classroom Teacher	Jill Hedler	High School English	Literacy
Classroom Teacher	Josh Grimes	High School History	Literacy
Classroom Teacher	Karen Sanford	High School Resource	Math
Classroom Teacher	Loretta Myles	Art Teacher	Literacy
Classroom Teacher	Matt Watson	Instrumental Music	Math
Classroom Teacher	Onva Turner, Chair	High School Math/Science	Math

Classroom Teacher	Patti Stevens, Chair	English Teacher	Literacy
Classroom Teacher	Regina Jones	Business Technology Teacher	Math
Classroom Teacher	Salli Kirby	Science	Math
Classroom Teacher	Thurman Smith	High School Math Teacher	Math
Community Representative	Tom Wunningham	Pharmacist	Literacy
District-Level Professional	Helen McGee	Federal Coordinator	Literacy and Math
Non-Classroom Professional Staff	Dennis Mannon	Media Specialist	Literacy
Non-Classroom Professional Staff	Sabrina Otts	Counselor	Literacy
Parent	Jennifer Woodell	Member	Math
Principal	Rick Wood	High School Coordinator	Math and Literacy

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