

School Plan

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ARMOREL HIGH SCHOOL
#7 SOUTH MAIN, ARMOREL, AR 72310

Arkansas Comprehensive School Improvement Plan

2014-2015

Armored High School is committed to provide a safe environment that promotes active student participation in a rigorous, balanced education that focuses on critical thinking and problem solving skills utilizing technology and collaborative strategies for college and career readiness.

Grade Span: 7-12 Title I: Not Applicable

School Improvement: MS

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Priority 1: Mathematics

Goal: Improve all students' ability to think critically to solve real world application problems and build a deeper understanding of mathematical practices. 7th grade reflects the need to improve open response items in Numbers & Operations and Measurement. 8th grade shows the need to improve in Measurement and Geometry. EOC Algebra scores reflect the need to improve in open response, Non-linear functions, and Linear Functions; and EOC Geometry reflects the need for improvement in Triangle open response assessment items, Measurement/relationships between Two & Three Dimensions.

Priority 2: Literacy

Goal: Improve reading comprehension, vocabulary development, and writing skills across the curriculum for all students. All literacy teachers at Armored have evaluated data and used classroom assessments of the students to set goals for the 2013-2014 school year. The general consensus is that Armored High School students need to work across the curriculum to improve several skills in literacy. The identified areas of concentration for improvement will be to work on essay formatting, to increase reading comprehension, to better use vocabulary in context (including student writings), and to improve student grammar and usage. Percentages that pertain to individual classes will be included with the data.

Priority 3: Wellness

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

Priority 4: Special Education: Early Intervention to Prevent Over Identification of Special Education Students

Goal: The number of minority referrals and placements in special education will be decreased and disproportionality within the special education program will be reduced.

Goal: TO REDUCE DISPROPORTIONALITY OF DISCIPLINE REFERRALS

Priority 5: Parental Involvement

Goal: Improve students academic success by creating effective communication between school and home.

Priority 1: Improve the performance of all students in mathematics.

1. BENCHMARK - 7TH GRADE MATHEMATICS The benchmark test from 2010-2011 correlates with the analysis of the teachers in the department. All of the teachers at Armored High School agree that open response is the major issue we face on a daily basis. 7th grade shows need in numbers and operations, geometry, measurement, and Data Analysis and Probability. Teacher analysis of the 2010-11 data indicate the need for teachers to create problems resembling real world scenarios and requiring students to answer those problems in an open response format. 2012- 7th GRADE BENCHMARK MATHEMATICS Data indicated 79% of the students scored Advanced or proficient with the lowest identified areas in Number and Operation, Algebra, and Geometry.

2.

BENCHMARK □ 8TH GRADE MATHEMATICS

The benchmark test from 2010-2011 correlates with the analysis of the teachers in the department. All of the teachers at Armored An analysis of the 2010-11 data by the teachers indicates our deficiencies are in the areas of Algebra, Geometry, Measurement, and Data Analysis and Probability. 76% of our students were Proficient or Advanced. However, 45 of the 47 students did not receive above a 3 on open response items in the named areas above. 2012- 8th GRADE BENCHMARK MATHEMATICS Data indicates 73% of our students scored Advanced or Proficient with the lowest indicated areas in Algebra, Measurement, and Data Analysis and Probability.

3.

EOC □ ALGEBRA I EXAM

Supporting
Data:

The end of course test from 2010-2011 correlates with the analysis of the teachers in the department. All of the teachers at Armored High School agree that open response is the major issue we face on a daily basis. 94% of the Algebra I students scored Advanced or Proficient, and two students scored Basic. One of those basic students did not pass the exam. 2012 ALGEBRA I END OF COURSE EXAM Data indicates 78% of our students scored Advanced or Proficient with the lowest identified areas in Language of Algebra, Solving Equations and Inequalities, Linear Functions, Non-linear Functions, and Data Interpretation and Probability. Over half of our students fail to make a 4 or better on open response items.

4.

EOC □ GEOMETRY EXAM

Geometry scores show Teacher analysis of the 2009-2010 End of Course exam indicated open response remains an issue. 47 multiple choice items remain below the state average. Our three lowest areas are Coordinate Geometry and Transformations, Triangles, and Measurement. It appears problem solving and deductive reasoning are our biggest problems. Students need more hands- on activities relating to real world application to help deepen understanding. 2010-2011 data indicates 69% of our students scored Advanced or Proficient with the lowest identified areas in Triangles, Relationships between Two and Three Dimensions, and Coordinate Geometry and Transformations. 2012 GOEMETRY END OF COURSE EXAM Data indicates 88% of our students scored Advanced or Proficient with the lowest identified areas in Language of Geometry, and Relationship between Two and Three

Dimensions, and Coordinate Geometry and Transformations.

5. The 2009 average ACT Math Score was 22.1 and Science Score was 23.2. The 2010 average ACT Math Score was 19.1 and Science Score was 22.3 The 2011 average ACT Math Score was 19.1 and Science Score was 23
6. In 2011 the graduation rate for Armorel High School was 91.8%. In 2012 the graduation rate for Armorel High School was 96.3%. The Armorel High School Improvement School Rating is a 1 which represents Schools in Need of Immediate Improvement. In 2012 the graduation rate for Armorel High School was 96.3%. The Armorel High School ESEA Accountability Report indicates we are an Achieving School.

Goal Improve all students' ability to think critically to solve real world application problems and build a deeper understanding of mathematical practices. 7th grade reflects the need to improve open response items in Numbers & Operations and Measurement. 8th grade shows the need to improve in Measurement and Geometry. EOC Algebra scores reflect the need to improve in open response, Non-linear functions, and Linear Functions; and EOC Geometry reflects the need for improvement in Triangle open response assessment items, Measurement/relationships between Two & Three Dimensions.

Benchmark 2013-2014 Benchmark and EOC performance data indicate students scored 75.21% which is 7.17% percentage points below the AMO of 82.38. Growth performance of 75.68% is 6.21% below the AMO of 81.98. The TAGG score of 58.82% is 13.80% below the AMO of 72.62%, and growth percentages of 55.56% are 15.16% below the AMO of 70.72. 2012-2013 Benchmark and EOC Performance data indicate students scored 74.36% which is 8.02% below the AMO of 82.38%. TAGG Performance is 56.86% which is 15.76% below the AMO of 72.62% Growth Performance is 75.68% which is 6.3% below the AMO of 81.96%. The TAGG Growth is 55.56% which is 15.16% below the AMO of 70.72%. Our TAGG in both Performance and Growth are; Hispanics, Economically Disadvantaged, and Students with Disabilities. Armorel High School is a NEEDS IMPROVEMENT School in Mathematics. 2011-2012 Benchmark and EOC Performance Data indicate students scored 80.62% which was on target with our AMO. The TAGG scores were 72.55% which is 2.67% above the AMO of 69.88%. The Growth Performance was 79.31% which was .87% below the AMO of 80.18%. TAGG Growth Performance was 70.37% which is 2.58% above the AMO of 67.79%. Our TAGG group was the Economically Disadvantaged. Armorel High School was an ACIEVING school in Math. 2010-2011 Benchmark data indicates students scored 78.8% proficient or advanced. The Benchmark for 2011-12 will improve by 7%. Armorel High School did meet standards on AYP.

Intervention: Implement a Standards Based math program.				
Scientific Based Research: Doug Reeves "Making Standards Work". John Booth "Math Consortium" - Math Coordinator, Phoenix, AZ High Schools				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Benchmark reports will be analyzed at the beginning of the year, and TLI reports will be analyzed after each interim assessment. Items most frequently missed will be identified by the faculty. A trend analysis will be conducted to determine continued weak areas in teachers and students, so we	Principal, Curriculum Coordinator, and Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers • Title Teachers 	ACTION BUDGET: \$

<p>can make adjustments in teaching and learning. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>				
<p>Math teachers will continue to participate in Math Design Collaborative. They will incorporate open response items on a regular and ongoing basis. Materials and supplies will be purchased to assist teachers in creating and incorporating real world mathematical scenarios into their everyday curriculum. Action Type: Alignment Action Type: Equity Action Type: Professional Development</p>	Principal, and Math teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers • Teaching Aids 	Title II-A - Materials \$400.00 & Supplies: PD (State- 223) - \$617.34 Purchased Services: <hr/> ACTION BUDGET: \$1017.34
<p>All teachers will engage special education students in practical applications of basic math skills in the math class. Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	Principal and Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Outside Consultants • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	<hr/> ACTION BUDGET: \$
<p>Implement alignment of math curriculum and instruction to the Common Core State Standards. Action Type: Alignment Action Type: Collaboration</p>	Math teachers and Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Professional Development				
All teachers in Armored High School will participate on a regular basis in Professional Learning Communities. During these meetings teachers will collaborate on various ways to incorporate other areas of instruction into mathematics instruction. Teachers can take information and materials back to their individual classrooms to improve implementation of an integrated curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Principal, curriculum Coordinator, and High School Faculty	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
Continue an interventions program for instruction during the school day for all identified students. All targeted students will be required to participate in class time activities which are deemed appropriate for student success. This will be addressed at the junior high level for the students identified in elementary school Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation	Principal, Counselor and Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$

Action Type: Technology Inclusion				
Staff will continue to use CHAMPS to improve classroom management. CHAMPS: A Proactive and positive Approach to Classroom Management has been purchased for staff to use. Tammy Winslow, specialist from Crowley's Ridge Educational Cooperative will work with teachers to support implementation of positive behavioral supports. Action Type: Equity Action Type: Professional Development Action Type: Special Education	Superintendent and Principals	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Continue an incentive program to increase student achievement based on students' gradepoint averages, criterion referenced assessments, norm referenced assessments, disciplinary actions and attendance. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Principal, counselors and teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
The highly qualified teachers and administrators will receive a minimum of 60 hours of professional development hours. Action Type: Alignment Action Type: Equity Action Type: Professional	Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$

Development				
Teachers and administrators will participate in 6 hours of professional development relative to technology. Action Type: Professional Development Action Type: Technology Inclusion	Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<hr/> <hr/> ACTION BUDGET: \$
Parent/Teacher conferences will be scheduled for four three hour nights. Two nights of conferences will be held in the fall and two nights of conferences will be held in the spring. Action Type: Parental Engagement	Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <hr/> ACTION BUDGET: \$
PROGRAM EVALUATION (1) Teachers will develop lessons that stress the use of Standards Based math by using a general rubric to evaluate open response items. These open response items will relate to practical application problems. Teachers will select appropriate questions and use rubrics to evaluate classroom activities and assessments. The results will be analyzed by teachers for student improvement. (2) Teachers will continue to practice assessment using open response items and rubrics. They will also continue to develop non-traditional methods to teach practical applications of math and to include mathematics across the curriculum. (3) Teachers will submit three open response	Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<hr/> <hr/> ACTION BUDGET: \$

<p>items each nine weeks. This will be evidenced by the collection of daily activities, lesson plans, and assessments including open response items.</p> <p>2014EVALUATION: All teachers are required to file copies of their lesson plans with the principal. Teachers have developed rubrics to be used in scoring processes of daily assignments and assessments. After various assessment methods have been used with the students, teachers will revisit lesson plans and analyze the degree of student mastery. At that point teachers decide whether students need more time for mastery and/or how to help with mastery retention. Teachers have attempted to use rubrics that work in all classes. Teachers will be using TLI rubrics to score the open response items. The math teachers will be comparing their rubrics and discussing the pros and cons of rubrics used for scoring assessments. TLI testing will ensure data collection.</p> <p>Action Type: Collaboration Action Type: Program Evaluation</p>				
<p>Armored High School will use The Learning Institute for interim data collection to ensure teachers are meeting timelines and following curriculum maps to cover the Common Core State Standards for</p>	<p>Teresa Lawrence</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Performance Assessments • Teachers 	<p>NSLA (State-281) - \$3823.50 Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$3823.5</p>

<p>mathematics and science. Multiple choice items will be scored by the computer and open response items will be scored by the teachers. Action Type: Alignment</p>				
<p>Armored High School is dedicated to the approach that all children will be educated by highly qualified teachers who are striving to teach all students in his/her respective classes. The High School will integrate Federal, State and local services and programs.</p>	Superintendent	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The ACSIP plan will be reviewed, revised and updated annually. Committee meetings will be held periodically for staff interpretation and analysis. Action Type: Professional Development</p>	ACSIP Chairperson	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Continue promoting student academic success by providing Alternative Learning Environment options to address behavioral needs and/or academic needs of those students who require individualized teaching strategies to enhance their performance. Plato Software will be purchased to assist teachers in the facilitation of student learning for those who are struggling and/or are in the ALE classroom. VI Federal and NSLA funds will be used to purchase services.</p>	Teresa Lawrence	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • School Library • Teachers • Teaching Aids 	<p>Title VI Federal - Purchased Services: \$1250.00 NSLA (State-281) - Purchased Services: \$4940.00</p> <hr/> <p>ACTION BUDGET: \$6190</p>

Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion				
Professional development will be provided for the math and science departments (ACC Conference)and (TLI Algebra I and Biology Workshops). Action Type: Professional Development	Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Teaching Aids 	Title II-A - Purchased \$1058.40 Services: <hr/> ACTION BUDGET: \$1058.4
Math teachers are developing their own curriculum focusing on standards based and project based learning. The Crowley's Ridge Educational Cooperative Math Specialist, will work with teachers to develop lessons. Teachers will be paid their hourly rate of pay for after school meetings. Teachers involved in this project are; E. Onnen, and V. Meurer. To Implement standards-based activities materials such as graph paper, compasses, card stock, markers, white boards, etc. will be purchased for students to use in the classroom. The math specialist will also work with the, science, and math teachers to create lessons and align curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Teresa Lawrence	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Teachers • Teaching Aids 	Title II-A - Employee Salaries: \$852.06 Title II-A - Employee Benefits: \$284.07 NSLA (State-281) - Materials & Supplies: \$4126.50 <hr/> ACTION BUDGET: \$5262.63
Professional development will be provided for the high school principal and	Sally Bennett	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff 	Title II-A - Purchased \$2583.44 Services:

gifted and talented coordinator to attend the AAEA conferences. Action Type: Collaboration Action Type: Professional Development			<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$2583.44
Total Budget:				\$19935.31

Intervention: Utilize relevant technologies to enhance teaching and learning in mathematics.

Scientific Based Research: Doug Reeves/Jamie McKenzie - From Now On (FNO) - Journal of Educational Technologies

Actions	Person Responsible	Timeline	Resources	Source of Funds
Review and use software in the Family and Consumer Science classes, General Science classes, Special Education classes, and Business Computer Labs, including software for ACT preparation. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Principal, Math Team and Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Employ a technology coordinator to maintain up to date technology labs and teacher technology. This person needs to be accessible during the regular school day. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff 	<hr/> ACTION BUDGET: \$
Research based intervention strategies will be provided for those students identified as "at risk" to achieve	Principal and teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$

<p>growth in learning. Teachers at all grade levels will be working to help all students be successful at the appropriate grade levels for their ages. Classroom formative and summative assessments and TLI interim assessments will be analyzed at all levels to help teachers determine what skills are lacking in each individual case and to help teachers create a plan for early intervention. The RTI specialists will be involved in all intervention processes. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>			<ul style="list-style-type: none"> Teaching Aids 	
<p>PROGRAM EVALUATION (1) Teachers will be trained in the use of I-Pads, and have been trained in how to incorporate calculators, TI Navigator system, symposiums and other technology as aids in lessons to promote student interaction, exploration, and analysis of mathematics activities. Use of technological equipment will be noted during walkthroughs. (2) Teachers will evaluate student understanding by examining student responses when they are using technology for classroom</p>	Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$

<p>presentations. They will also observe screen capture and individualized response activities. Teachers will also observe students' use of technology during regular classroom activities. Results of traditional assessments and alternative assessments will be evidence of student improvement. 2014 EVALUATION: Classroom walkthrough data indicates a need for better questioning and discussion strategies, student friendly objectives, and time on task/ student engagement.</p> <p>Action Type: Program Evaluation</p>				
<p>To meet the increasing demand for technology inclusion Armored High School will continue to incorporate the I-pad into the classroom. Each teacher has an I-pad to use to implement technology into their lessons and improve student engagement and achievement.</p> <p>Action Type: Professional Development Action Type: Technology Inclusion</p>	Teresa Lawrence	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>To meet the demands of college and career readiness, Armored High School will purchase materials and technology to enhance science instruction by providing activities</p>	Teresa Lawrence	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers • Teaching Aids 	<p>NSLA (State-281) - Materials & Supplies: \$1100.00</p> <hr/> <p>ACTION BUDGET: \$1100</p>

<p>associated with real world exploration. Students will gain an understanding of how math, literacy, and technology is used in specific careers. Materials will be purchased for students to use in the labs. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>				
<p>Armored High School will continue to improve technology by increasing bandwidth, firewall protection, and purchasing additional equipment for I-pads as well as additional technology equipment such as a mobile computer lab(16 lap tops at \$1,100.00 and a mobile cart), 10 desktop computers, additional headphones, and a scanner to help increasing student interaction and learning to prepare them for college and/or career readiness. Action Type: Technology Inclusion</p>	<p>Sally Bennett, Teresa Lawrence,, Ross Harms</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teaching Aids 	<p>Title VI Federal - Materials \$7000.00 & Supplies: NSLA (State- 281) - Materials \$21750.00 & Supplies: <hr/> ACTION BUDGET: \$28750</p>
<p>The Civics/Economics Teacher and the Gifted and Talented Coordinator will attend the Economic Arkansas Professional Development. Teachers will utilized strategies learned in the PD in their classrooms. Action Type: Collaboration Action Type: Equity</p>	<p>Principal, Curriculum Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>Title II-A - Purchased \$800.00 Services: <hr/> ACTION BUDGET: \$800</p>

Action Type: Professional Development				
Action Type: Technology Inclusion				
Total Budget:				\$30650

Priority 2: Improve literacy skills of all students.

1. 7th GRADE BENCHMARK LITERACY 2011- 70% of our students scored Advanced or Proficient with the lowest identified areas in Literary and Content Reading Passages. 2012- 94% of our students scored Advanced or Proficient with the lowest identified area in Practical Passages. 2013- Data indicates our lowest areas are Writing: Content & Style and Reading Literary Passages.
2. BENCHMARK 8TH GRADE LITERACY EXAM

2011- 87% of our students scored Advanced or Proficient with the lowest identified area in Practical Reading Passages. 2012- 79% of our students scored Advanced or Proficient with the lowest identified areas in Literary and Practical Reading Passages. 2013- Data indicates our lowest areas are Writing: Content & Style and Reading Practical Passages.

3. 2011- The major problem continues to be reading comprehension and vocabulary. 2012- 2013- Data indicates reading comprehension and vocabulary continue to be a problem.
4. 2011- The major problem areas at the high school continue to be reading comprehension and vocabulary. 2012-2013- Data indicates reading comprehension and vocabulary continue to be a problem.
- 5.

LITERACY END OF LEVEL EXAM

2011 -In the 11th grade class statistical data for the combined population indicated 53% of our students scored Advanced or Proficient. The lowest area is Content Reading Passages. Students scores only slightly higher in Literary and Practical Reading passages with Content and Style being the lowest identified areas of writing. 2012 11th GRADE BENCHMARK END OF LEVEL EXAM Data indicates 74% of our students scored Advanced or Proficient with the lowest identified area in Practical Passages. 2013- Data indicates the lowest identified areas are Reading: Literary and Practical Passage, and Writing: Content and Style Style

Supporting Data:

6. The average ACT English score in 2011 was 19.1 and the Reading score was 19.3. We do try to get all our students to take the ACT test. This may cause the scores to be skewed somewhat. In 2012 we saw a slight increase in ACT English Scores.
7. In 2011 the graduation rate for Armorel High School was %. In 2012 the graduation rate for Armorel High School was %. In 2013 the graduation rate was The Armorel High School Improvement School Rating is a 1 which represents Schools in Need of Immediate Improvement. 2013- Armorel High School is an Achieving School in the area of Literacy.
8. 2011- Data indicated our lowest areas are in Content and Practical Passages. We will continue to use ReadWriteThink.org, meet to brainstorm for activities and text to use in the classroom to improve scores. 2012- Data indicates our lowest area is in practical Reading Passages. We are implementing The Learning Institute this year and two of the four required texts are non-fiction text. Our teachers are also using the detailed teaching guides provided by TLI.

Goal

Improve reading comprehension, vocabulary development, and writing skills across the curriculum for all students. All literacy teachers at Armorel have evaluated data and used classroom assessments of the students to set goals for the 2013-2014 school year. The general concensus is that Armorel High School students need to work

across the curriculum to improve several skills in literacy. The identified areas of concentration for improvement will be to work on essay formatting, to increase reading comprehension, to better use vocabulary in context (including student writings), and to improve student grammar and usage. Percentages that pertain to individual classes will be included with the data.

2013-2014 Bench mark data and EOC data indicate student performance is 87.61% this is 9.45% above the AMO of 78.16%. Growth performance is 89.19% which is 4.96% above the MO OF 84.23%. OUR TAGG GROUP IS 67.39% which is 1.57% below the AMO of 68.96. and growth percentages are 73.63% which is 1.6% below the AMO of 75.23. EOC literacy has 69% proficient or advanced. 8th grade literacy is at 88% proficient or advanced and 7th grade literacy shows 79% proficient or advanced. 2012-2013 Benchmark and EOC data indicate student Performance is at 87.61% this is 9.45% above the AMO of 78.16% The Growth Performance is 89.19 which is 4.96% above the AMO of 84.23%. The TAGG for literacy is Students with Disabilities. We are ACHIEVING in Literacy. 2011-2012 Benchmark and EOC data indicate student Performance was 84,21% which is 8.24% above the AMO of 75.97% TAGG Performance was 61.54% which is 4.31% below the AMO of 65.85%. Growth Performance for all students was 87.93% which is 5.27% above the AMO of 82.66% TAGG Growth Performance was 74.07% which was 1.32% above the AMO of 72.75%. TAGG for this year is the Economically Disadvantaged. Armorel High School is an ACHIEVING School in Literacy. 2010-2011 proficient and advanced Benchmark results of 73.8% are 1.9% points lower that the 2009-2010 Benchmark results. The Benchmark for 2011-12 will improve by 13.1%. Armorel High School did not meet standards on AYP. We are on Alert status.

Benchmark

Intervention: Students will be given more opportunities to practice critical reading strategies that will develop critical thinking and problem solving skills in all areas of the curriculum.				
Scientific Based Research: Doug Reeve "Making Standards Work"				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Both high school English teachers, a science teacher, and a history teacher will participate in the Literacy Design collaborative. They will receive training in writing high quality open response questions through their particular disciplines. Training will also include student strategies that the entire faculty can utilize with students to help support and reinforce the efforts of the Language Arts teachers. Teachers will be paid their hourly rate of pay for after school professional development. Materials and supplies will be	Teresa Lawrence, literacy, science, and history teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	Title II-A - Employee \$661.69 Benefits: Title II-A - Employee \$1996.63 Salaries: PD (State-223) - Purchased \$1440.32 Services: PD (State-223) - Materials \$125.00 & Supplies: NSLA (State-281) - Materials \$4126.50 & Supplies: <hr/> ACTION BUDGET: \$8350.14

<p>purchased for use in the science lab and nonfiction text will be purchased for the science classrooms.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>				
<p>Teachers in all disciplines will continue to include open response questions on all tests throughout the entire school year.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	High School Faculty	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Maintain intervention programs that allow for students with different needs to receive instruction during the school day for all students scoring below proficient on the Benchmark exams, and EOC exams. Different time intervals will be provided for different levels of remediation required.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Special Education</p>	Principal, Counselor and Teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: Teachers will administer four TLI writing prompts at the end of the first, second, third, and fourth nine weeks, as an outcome based measurement to</p>	Principal	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>determine the writing needs of the students. As a result, students will move toward mastery of literacy through open response items. 2011 EVALUATION: During this school year the TLI was new to our district, however our curriculum maps keep the department on track and allow for consistent data collection. Teachers will use the 6 + 1 Writing Traits rubrics for scoring daily assignments and assessments. After various assessment methods have been used with the students, teachers revisit lesson plans and analyze the degree of student mastery. Action Type: Collaboration Action Type: Program Evaluation</p>				
<p>Research based intervention strategies will be provided for those students identified as "at risk" to achieve growth in learning. Teachers at all grade levels will be working to help all students be successful at the appropriate grade levels for their ages. Classroom formative and summative assessments and TLI interim assessments will be analyzed at all levels to help teachers determine what skills are lacking in each individual case and to help teachers create a plan for early intervention. The RTI specialists will be</p>	<p>Principal, Curriculum Coordinator, and teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

involved in all intervention processes. Action Type: Collaboration Action Type: Equity Action Type: Special Education				
Teachers will incorporate balanced literacy strategies across the curriculum. The District literacy specialist and Literacy specialist from local educational cooperative will advise and assist them at periodic team meetings. This will be the fourth year of implementation of the lit lab program in the junior and senior high school. Action Type: Alignment Action Type: Collaboration	Principal, Literacy Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers • Teaching Aids 	<hr/> <hr/> ACTION BUDGET: \$
Armored High School will use The Learning Institute for interim data collection to ensure teachers are meeting timelines and following curriculum maps to cover standards for literacy. Multiple choice items will be scored on the computer and open response items will be scored by the teachers. Action Type: Alignment	ACSIP Chairperson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	NSLA (State-281) - \$2565.50 Purchased Services: <hr/> ACTION BUDGET: \$2565.5
The Armored High School is dedicated to the approach that all children will be educated by highly qualified teachers who are striving to teach all students in his/her respective	Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <hr/> ACTION BUDGET: \$

class. The High School will integrate Federal, State and local services and programs.				
Continue promoting student academic success by providing Alternative Learning Environment options to address behavioral needs and/or academic needs of those students who require individualized teaching strategies to enhance their performance. Plato Software was purchased to assist teachers in the facilitation of student learning for those who are struggling and/or are in the ALE classroom. The ALE literacy teachers will attend the summer ALE conference. VI Federal and NSLA funds will be used to continue PLATO software. Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Principal,	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	Title VI Federal - Purchased \$1250.00 Services: Title II-A - Purchased \$849.94 Services: NSLA (State-281) - \$4000.00 Purchased Services: <hr/> ACTION BUDGET: \$6099.94
Armored high school will house an EAST Classroom. Professional development will be provided for the facilitator, and the district will provide needed equipment for proper implementation. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Teresa Lawrence and Alicia Bell	Start: 07/01/2014 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Teachers 	PD (State-223) - Purchased \$2500.00 Services: <hr/> ACTION BUDGET: \$2500
Total Budget:				\$19515.58

Intervention: Implement Writing Across the Curriculum

Scientific Based Research: Doug Reeves "Making Standards Work"

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Literacy teachers will offer training and assistance to colleagues in effective writing strategies for all faculty. This will lead to the development of meaningful writing across the curriculum, and will include: training in rubric scoring, collegial scoring of student work and development of a central rubric used by the entire faculty to assure that teacher expectations of students and the criteria by which students are graded are the same across the curriculum.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>	<p>Principal and High School Faculty</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Staff development will be ongoing with many collaborative activities culminating with discipline specific training during the year.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>	<p>Principal and High School Faculty</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The highly qualified teachers and will</p>	<p>Superintendent</p>	<p>Start: 07/01/2014</p>	<ul style="list-style-type: none"> • District Staff • Outside 	<p>Title II-A - Purchased \$1620.22</p>

<p>receive additional professional development hours above state standards. Action Type: Professional Development</p>		<p>End: 06/30/2015</p>	<ul style="list-style-type: none"> Consultants Teachers 	<p>Services: PD (State-223) - Purchased \$1000.00 Services:</p> <hr/> <p>ACTION BUDGET: \$2620.22</p>
<p>Teachers and administrators will participate in 6 hours of professional development relative to technology. Action Type: Professional Development</p>	<p>Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: 1. Faculty will receive ongoing training in all phases needed to develop meaningful, uniform writing across the curriculum including rubric scoring, collegial scoring. The faculty will use the same rubric to assure that teacher expectations of students and the criteria by which students are graded are the same across the disciplines. Trained teachers will incorporate discipline specific writing strategies into the curriculum and collect documentation for students, which may include, but will not be limited to running records, teacher observations, writing samples, reading inventory and other assessments. 2. Teachers will be randomly selected to submit a completed student test, with rubric-scored open response question, to the Literacy</p>	<p>Principal and Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>Committee Chair. Teachers will administer four writing prompts during the school year, an initial prompt and subsequent prompts at the end of the first, second, and third nine weeks, as an outcome based measurement to determine writing needs of the students. 2014 EVALUATION: As a result, 90% of the students will score proficient or above mastery of literacy through open response items. The literacy specialist will analyze data for growth.</p>				
<p>All junior and senior high school history teachers will participate in 2 hours of professional development for Arkansas History. Action Type: Professional Development</p>	Principal	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>To prepare our students for college and career readiness Teachers in all disciplines will submit three pieces of scored writing each nine weeks. One piece of writing will be an analytical piece. Action Type: Alignment</p>	Principal, Literacy Specialist, ACSIP Chair	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Professional development will be provided for the high school principal and gifted and talented coordinator to attend the AAEA conference. Action Type: Collaboration Action Type:</p>	Sally Bennett	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> <p>PD (State-223) - Purchased \$1000.00 Services: Title II-A - Purchased \$2583.44 Services: <hr/>ACTION \$3583.44</p>

Professional Development				BUDGET:
Total Budget:				\$6203.66

Intervention: Map and align the Language Arts curriculum.				
Scientific Based Research: Heidi Hayes Jacobs "Mapping, The Big Picture"				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will receive training in mapping and cross curriculum alignment of the Common Core State Standards Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Principal and Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Language arts teachers will begin to implement project based learning activities in their classrooms on a regular basis. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion	Teresa Lawrence	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
The high school faculty will develop cross curricular alignment using organization methods that will allow for identification of gaps, overlaps and integration or reinforcement opportunities. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Principal and High School Faculty	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Teachers will attend workshops, including but not limited to math, literacy and technology. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Principal and High School Faculty	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$

Action Type: Technology Inclusion				
<p>Teachers, and the principal will use research based strategies to support the implementation of Common Core initiatives.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>	Principal and High School Faculty	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: 1. All teachers will continue receiving training in, but not limited to math, literacy, and technology. They will be trained in mapping and cross curricular alignment of the Common core State Standards and will develop alignment using organizational methods that allow for identification of gaps, overlaps, and integration or reinforcement opportunities. 2. Frequent assessments including formative assessments, pretests and posttests will be administered. The results will be reviewed by individual teachers to determine the needs of students. As a result of aligning and reinforcing, students should achieve improved test scores in all subjects. 2012 EVALUATION: Teachers will continue to review their alignment document and suggestions will be made for building rigor, relevance, and perseverance. At this time decisions have been made for placing specific reading materials at certain grade levels. The ultimate goal is to have set reading materials assigned as appropriate for age and ability. Students will be expected to read	Teachers	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$

challenging material as well as grade level material of both fiction and nonfiction text.				
The principal will work with literacy teachers to help with coordination of curriculum and maintaining alignment from grades 7 through 12. Action Type: Alignment	Teresa Lawrence	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
The ACSIP plan will be reviewed, revised and updated annually. Committee meetings will be held monthly so teachers can meet across grade levels and within subject areas to address gaps within the curriculum and provide a smooth transition from one grade level to another.	Principal, ACSIP Chairperson, and teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
All teachers in Armorel High School will participate in Professional Learning Communities. During these meetings teachers will collaborate on various ways to improve instruction by incorporating research based teaching strategies, formative and summative assessments, and improve students' writing skills . Teachers can take information and materials back to their individual classrooms to improve implementation of an integrated curriculum. Action Type: Alignment Action Type: Collaboration	Teresa Lawrence	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Integrate technology into all classrooms, the school library, and other extra-curricular academic areas such as quiz bowl.

Scientific Based Research: Jaimie McKenzie: From No On (FNO) "Journal of Educational Technologies"

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will demonstrate comprehension of subject material and expand on their knowledge and use of technology by using a	Principal and Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants 	Title VI Federal - Materials \$13786.00 & Supplies: <hr/> ACTION \$13786

<p>digital camera, Photo Shop, powerpoint, etc. to create book talks and expand learning. Additional computers will be purchased to provide even greater access to technology. The purchase of additional computers will be purchased with REAP funds and a \$8234.05 Reward Grant. 16 desktop computers will be purchased..</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>			<ul style="list-style-type: none"> • Teachers 	<p>BUDGET:</p>
<p>Utilize the computers and computer software in the library and research facilities to aid students with academic research.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Principal, High School Faculty and Technology Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • School Library • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: 1. Through explicit instruction, modeling, and student/teacher interaction the Students will demonstrate core knowledge by utilizing computers and other technology for academic research and presentations. 2. Students' use of technology should enhance understanding of subject material and improve scores on standardized tests, and assessment scores in the classroom. 2013EVALUATION: 95% of the students use technology appropriately. They are encouraged to be</p>	<p>Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>

prepared for the world of technology. These students used technology approximately 35% during the last school year. Expectations are that literacy classes will make use of technology for 50% of the time during the 2013-2014 school year.				
Teachers will utilize all technological equipment in classroom presentations to increase interaction with students and to improve the communication of student learning expectations to all students. Action Type: Equity Action Type: Technology Inclusion	Teachers and technology coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Enhance student academic performance through Gifted & Talented program by providing opportunities through Quiz Bowl, Odyssey of the Mind, etc. to challenge students to excel. Action Type: Parental Engagement Action Type: Technology Inclusion	Team Sponsors	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff School Library 	ACTION BUDGET: \$
To meet the increasing demand for technology inclusion Armored High School will continue to incorporate the I-pad into the classroom. Each teacher also has an Apple TV to use in their classroom. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Principal and Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Professional development will be provided for the school	Teresa Lawrence	Start: 07/01/2014 End:	<ul style="list-style-type: none"> Administrative Staff 	Title II-A - Purchased \$1000.00

librarian. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development		06/30/2015	• School Library	Services: <hr/> ACTION BUDGET: \$1000
Total Budget:				\$14786

Priority 3: The district will provide support for students in making healthy lifestyle choices.

1. The Armorel District is composed of 2 schools with a total of 206 students in grades K,2,4,6,8 and 10 for which BMI assessments are mandated. Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance. Body Mass Index Data SY 2007-2008: 186 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and overweight: District: Males - 39.8%, Females - 46.3% Elementary: Males - 46.8%, Females - 52.2% High School: Males - 25.8%, Females - 30.8%
2. Body Mass Index Data SY 2006-2007: of the 433 student population, 403 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and overweight: District: Males - 42.3%, Females - 36.7% Elementary: Males - 41.8%, Females - 38.7% High School: Males - 43.0%, Females - 34.7%
3. Body Mass Index Data SY 2005-06: of the 418 student population, 347 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and overweight: District: Males - 39.8%, Females - 36.4% Elementary: Males - 39.6%, Females - 35.8% High School: Males - 40.1%, Females - 37.1%
4. School Health Index Module 1, School Health and Safety Policies and Environment: High School -Fundraising efforts supportive of healthy eating identified as an area needing improvement. Module 2, Health Education: Elementary - Professional development in health education identified as an area needing improvement. Module 3, Physical Education and Other Physical Activity Programs: Elementary and Middle and High School - Prohibit substitution for physical education identified as an area needing improvement.
5. Free and Reduced Price Meal Eligibility SY 2007-08: District - 71.9% paid, 5.9% reduced, 22.2% free Elementary - 73.2% paid, 4% reduced, 22.8% free High School - 78.1% paid, 3.9% reduced, 18% free
6. Free and Reduced Price Meal Eligibility SY 2006-07: District - 74.4% paid, 7.4% reduced, 18.2% free Elementary - 74.3% paid, 7.6% reduced, 18.1% free High School - 74.5% paid, 7.1% reduced, 18.4% free
7. Free and Reduced Price Meal Eligibility SY 2005-06: District - 75.1% paid, 8.3% reduced, 16.6% free Elementary - 73.3% paid, 9.0% reduced, 17.6% free High School - 77.0% paid, 7.5% reduced, 15.5% free
8. Mississippi County Unemployment Rate: 2008 - 9.7%; 2007 - 7.5%; and 2006 - 8.1%.
9. Mississippi County Percent Population in Poverty, 2007 - 23.9%; 2005 - 24.0%; and 2004 - 22.1%.

Supporting Data:

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

Benchmark By the SY 2011-2012 there will be a decrease of the average Body Mass Index for students by 1/2% as evaluated by the annual Body Mass Index Screening.

Intervention: Administrative Support for Wellness
Scientific Based Research: "Journal of the American Dietetic Association", 103(7): 887-93, 2003 NAL

Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at http://www.nal.usda.gov/fnic/pubs_and_db.html. "Clinical Pediatrics", 40(2): 63-70. 2001.NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Armorel High School will support the alignment and implementation of the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Professional Development Action Type: Wellness</p>	<p>Superintendent/Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>The Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.).</p>	<p>ACSIP Committee Chair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>

<p>ACSIP will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness</p>				
<p>The Armorel High School will provide a pleasant environment and monitor schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be used to evaluate district and school effectiveness. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness</p>	<p>Superintendent/Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	<hr style="border-top: 3px double #000;"/> <p>ACTION BUDGET: \$</p>
<p>The Armorel High School has developed wellness policies in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the district school board. Policies include the five (5) federal requirements: Goals for nutrition</p>	<p>Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants 	<hr style="border-top: 3px double #000;"/> <p>ACTION BUDGET: \$</p>

<p>education, physical activity and other school-based activities, Nutrition guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and Community involvement. The Policy Statement has been submitted to ADE, Child Nutrition Unit, per the required submission deadline of May 15, 2006. Action Type: Collaboration Action Type: Wellness</p>				
<p>The Armorel High School will: (1) ensure successful implementation of the Wellness Policies; (2) provide resources and professional development to District and School staff to improve the overall school nutrition environment; and (3) will promote the health and physical activity curriculum and student health. Action Type: Professional Development Action Type: Wellness</p>	<p>Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting</p>				

in increased academic performance.

Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Armorel High School will ensure that the Wellness Committee will observe and assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program by all students.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Wellness</p>	<p>Child Nutrition Director</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>The Armorel High School will make physical activity and healthy foods widely available in all areas of the school campus and encourage students to make healthy behavior choices outside the school. Action Type: Wellness</p>	<p>Superintendent/Wellness Committee Chair/District Child Nutrition Director</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Armorel High School will exhibit qualities of positive role models for healthy eating and physical activity. Action Type: Collaboration Action Type: Wellness</p>	<p>Superintendent/Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>The Armorel High School will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program by conducting pre and post assessment of School Health Index Module results and surveys given to students and teachers. Results of evaluation will be shared with staff and modifications will be addressed per survey results. Action Type: Program Evaluation Action Type: Wellness</p>	<p>District Wellness Chair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>The Armorel District will support schools offering the students choices of : two (2) entrees offered daily at lunch; two (2) choices of fruit or 100% fruit juice offered daily at lunch; two (2) choices of vegetables offered daily at lunch; and five (5) foods containing whole grain offered weekly. Action Type: Wellness</p>	<p>Child Nutrition Director</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 4: The need to reduce disproportionality in the Special Education program

Supporting Data: 1. In the past, we were triggered for disproportionality. Presently we are not triggered but have kept this priority as a proactive measure for this subpopulation.

2. According to the Arkansas Department of Education Focus Monitoring Data for 2005 □ 2006, the difference between the minority representation, specifically African Americans, in the Armorel School District□s overall student population and the minority representation in Special Education exceeds the state□s 3-year average benchmark plus one standard deviation. Special Education Focus Monitoring District Data show that the number of minority children exceeded the number of minority students in the general population by 6.71% in the 2005□2006 school year; however in school years 2004-2005 and 2003-2004 there was not an over-representation of minority children receiving special education services in the Armorel School District. The evaluation of the disproportionality data indicates consistent stability until last year.
3. Based on district data, there are a total of 44 African American students in the Armorel School District. Of those 44 students 10 have IEPs (7BM and 3BF). Of the 10 students with IEPs, six (6) students transferred into the district with an IEP from another school district. Only one of those students with an IEP has always received special education services from the Armorel School District. Prior to the 2005-2006 school year, the disproportionality trigger did not exist for the Armorel School District
4. Student due process evaluation data show that disproportionality became evident with the influx of special education transfer students.

Goal The number of minority referrals and placements in special education will be decreased and disproportionality within the special education program will be reduced.

Benchmark The Armorel High School will perform within one standard deviation of the state averages in the percentage of African American students identified for placement in Special Education by the end of the 2006-2007 and 2007-2008 school years and the disproportionality within the special education program will be addressed by reducing the number of African American students identified for special education services.

Intervention: Assessment interventions to reduce the need for the referral and placement of students in special education will be implemented in Armorel High School wide. Early intervention services will target and implement interventions for those identified as "at risk".				
Scientific Based Research: Boyd, D. A., Crowley, M. A., Buffington, J., & Hilliard, B. (2004?). A working paper on preventing disproportionality and over-identification in special education. Reynolds, C.R., & Kamphaus, R.W., (2003). Reynolds intellectual assessment scales. Psychological Assessment Resources.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Organize the Academic Success Intervention Team beginning January, 2007. This team will consist of teachers of core courses, the special education teacher(s), and teachers of elective classes. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Special Education	Superintendent and Principal, RTI Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Title Teachers 	ACTION BUDGET: \$
Evaluate and analyze background assessment and academic information for "at risk" students to determine skills needs and	Principal, RTI Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$

<p>the growth amount to expect for that student. Also determine the amount of time to allow for improvement on the identified skills.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>				
<p>The Academic Success Team will meet at regular six week intervals to evaluate the success of the interventions and to monitor the need for new interventions.</p> <p>Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	ASIT Chairperson	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Data will be collected by the classroom teachers on a weekly basis to evaluate progress. This data will be summarized and analyzed at the Academic Success Intervention Team's meetings to help with decisions concerning "At Risk" students.</p> <p>Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Special Education</p>	RTI Coordinator, Teachers	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The "Team" will address deficit skill areas through scientifically based (skill specific probes)/curriculum based (frameworks).</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	Academic Success Intervention Team	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Staff Development will be provided to help teachers revise teaching to assist "At Risk" students.</p> <p>Action Type: Collaboration Action Type: Equity</p>	Principal	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Special Education Action Type: Technology Inclusion				
Total Budget:				\$0

Intervention: A review of student records will be made to determine eligibility of African American students for speech therapy.

Scientific Based Research: The Goldman-Fristo Test of Articulation Disorder, The Arizona-3, The Celf-4, and the Casle

Actions	Person Responsible	Timeline	Resources	Source of Funds
A building-by-building review of data will be made to determine if too many black students are receiving speech-language services. Those students' records will be reviewed to determine if the student should remain in speech. Action Type: Special Education	LEA Supervisor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
All results from norm referenced speech assessments given are reviewed to ensure cultural dialect is not a factor in placement. It must be determined the child has a true language processing disorder before being served in speech-language therapy. Action Type: Special Education	Speech Therapist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Goal TO REDUCE DISPROPORTIONALITY OF DISCIPLINE REFERRALS

Benchmark

Benchmark Armorel High School will perform within one percent of the state average on disproportionality of students identified for discipline referrals.

Intervention: Behavioral interventions to reduce the number of discipline referrals occurring in the High School

Scientific Based Research: AIMSWeb

Actions	Person Responsible	Timeline	Resources	Source of Funds
Staff development will be provided to train all teachers in the techniques of positive behavioral interventions. Action Type: Professional Development Action Type: Special Education	Principal, LEA supervisor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Teachers will utilize the Academic Success Intervention Team to address discipline issues occurring in the classroom. Action Type: Collaboration	Principal, RTI Team Leader	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$

Evaluate and analyze behavior incidences to determine the strategies that are working and which strategies need to be revamped. Action Type: Collaboration Action Type: Special Education	Principal, RTI Team Leader	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
The High School will implement behavioral support systems that provide training for all students, staff, and parents in: Social skills, behavioral expectations, strategic interventions, crisis prevention, interventions, and response approaches. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Principal, RTI Team Leader	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
The Academic Success Intervention Team will meet every six weeks or sooner to review behavior plans and address behavior issues through scientifically based research. Action Type: Alignment Action Type: Collaboration	Principal, RTI Team Leader	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: Improve relations and provide effective communication between school and home.

Supporting Data:

Goal: Improve students academic success by creating effective communication between school and home.

Benchmark: 75% of parent surveys were returned. The results indicate 90% of the parents who responded felt they and their child(ren) were treated with respect by teachers and the principal, open communication is encouraged and high morale is maintained. An area of concern was about a couple of teachers had a lack of commitment to the school vision and maintaining high expectations. All those responding felt their child(ren) were safe and cared for. They reported school web pages are helpful and updated on a regular basis. Parents indicated the best way the school can communicate upcoming events was through the school reach phone system, the school website, and memos or newsletters going home. 5-7 was the best time for parents to attend parent meetings.

Intervention: Develop non academic programs that improve student academic performance, the school climate and culture.				
Scientific Based Research: http://www.ed.gov/policy/elsec/guid/edpicks.jhtml?src=In . (Parental Involvement)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will	Superintendent	Start:	<ul style="list-style-type: none"> District Staff 	<hr/>

<p>participate in 2 hours of professional development concerning Parental Involvement and administrators will participate in 3 hours of professional development concerning Parental Involvement. Action Type: Professional Development</p>		<p>07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Maintain a parent center on the school campus located in the cafeteria building. Employ a parent center coordinator to serve the Armored School District. (FTE: 0.5) The Parent Center Coordinator will be given a budget to purchase materials and supplies for the parent center. Action Type: Parental Engagement</p>	<p>Superintendent, Principal and Parent Center Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Informational Packets developed by the Parent Center Coordinator will be distributed to all students during the first month of school or upon entry into the school system. These packets will include the telephone numbers for key personnel, the school handbook, email addresses of the school and school webpage information, and bookmark size cards listing tips for parents to help their children be successful. Student planners will be purchased for students. This will</p>	<p>Parent Center Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>

also foster communication between parents and teachers.				
Develop a volunteer resource book for school.	Parent Center Coordinator	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Publicize and invite parents to attend Parental Involvement Meetings.	Parent Center Coordinator	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Parent center coordinator will contact building level parent facilitator, who will provide information for resolving parents' concerns on school matters. Action Type: Collaboration Action Type: Parental Engagement	Parent Center Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Evaluate and update the Parent Involvement Plan yearly.	Parent Center Coordinator	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Parents and students will sign computer user contracts. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Technology Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Information will be available in the parent center that addresses different grade levels and any needs of the school requiring parental assistance.	Melissa Booker, Teresa Lawrence	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Parents will be recognized, as a group, for participating with their children in organized school math, science, and literacy nights, extracurricular	Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants 	ACTION BUDGET: \$

activities, grade level activities, and music/art programs. Action Type: Parental Engagement			<ul style="list-style-type: none"> Teachers 	
The local newspaper will be contacted to recognize parental involvement for attending parent conferences.	Principal	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
Parent Center Coordinator will promote parent involvement by facilitating parent/teacher communication.	Parent Center Coordinator	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
6th grade students are invited to walk-through high school classes with Sr. Beta members. They are in the building for approximately three hours of orientation and visiting. 7th graders pre-register in the summer and attend an orientation session to acquaint them with the building. At this meeting the students and parents are invited to tour the building. Parents are invited for open house during the first week of school Action Type: Parental Engagement	Melissa Booker	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: (1) The number of parents who attend meetings concerning the students will be monitored. (2) Comparisons will be made from meeting to meeting to determine parental involvement. (3) Parent volunteers and participation will be noted. 2013	Melissa Booker, Teresa Lawrence	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$

<p>EVALUATION: Logs of parents attending meetings will be maintained and the comparisons will be studied by administrators and the parent center facilitators. A marked increase in parent participation was noticed throughout the 2012-2013 school year. Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>Emphasize a safe and secure school environment with programs and workshops on drug, alcohol, tobacco and bullying awareness. Action Type: Collaboration</p>	Melissa Booker	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Parent Seminars will be available to inform parents of junior high and senior high school students about how to be involved in career/college decisions, to inform parents and students about smart core and core curriculum, and to explain EXPLORE, PLAN, and ACT assessments. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	Counselor	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Parent/Teacher Conferences will be scheduled during the fifth week of school on two different nights for three hours each and also during the spring on</p>	Teresa Lawrence	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>two different nights for three hours each night. This will give parents the opportunity to give the parents to meet the teachers and become focused on helping their child succeed. Action Type: Parental Engagement</p>			<ul style="list-style-type: none"> Teaching Aids 	
<p>Parent orientation and Open-House will be held the first week of school. Parents will be advised of policies on parent visitation, pick-up procedures, classroom visitation, and the school's process for resolving parental concerns as described in the student handbook. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Sally Bennett, Teresa Lawrence</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Provide opportunities for student leaders to be trained to be able to better help their peers to deal with remaining drug free, therefore making Armored High School a safe and drug free school. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Teresa Lawrence, Melissa Booker</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff Outside Consultants School Library 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Maintain a plan for "No Child Left Behind" actions to include homeless students Action Type: Collaboration Action Type: Equity Action Type: Wellness</p>	<p>Melissa Booker</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p>An alumni advisory committee and a parent facilitator will be appointed to address the needs of all students including special education students. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Teresa Lawrence, Melissa Booker</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Enable the formation of a PTO. Action Type: Parental Engagement</p>	<p>Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Enhance student academic performance through extracurricular extension activities such as Quiz Bowl, Odyssey of the Mind and creative projects. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Team Sponsors</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Community Leaders Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Armored High School will employ a part time guidance counselor. The guidance counselor is employed with The local community college, Arkansas Northeastern College, this person will be on campus two days each week to assist our students with college and career decisions, assist the counselor with College Knowledge Night, meet with parents and students about ACT prep classes and assist with signing up for the ACT exam, Chaperone students when they travel to various colleges in</p>	<p>Teresa Lawrence Melissa Booker</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	<p>NSLA (State-281) - \$3921.00 Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$3921</p>

the nearby region. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement				
Armored High School will host Math, literacy and Science Family Nights to foster parental involvement in the high school. Action Type: Parental Engagement	Principal, Parent coordinator, counselor, and teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • School Library • Teachers 	NSLA (State-281) - Materials & Supplies: \$500.00 <hr/> ACTION BUDGET: \$500
Armored High School will host a family night to provide parents with information about the PARCC assessments and Common Core State Standards. Parent resource booklets will be purchased to give to parents during the meeting. Action Type: Parental Engagement	Parent Center Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$4421

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Alayna Duren	Science	Math Committee
Classroom Teacher	Alayna Duren	Science Teacher	Academic Success Intervention Team
Classroom Teacher	Alicia Bell	middle school Math teacher	Math Committee
Classroom Teacher	Angela Deeter	English Teacher	Academic Success Intervention Team
Classroom Teacher	Angela Deeter	Literacy Chairperson	Literacy/Writing Committee
Classroom Teacher	Anthony Byrd	Science	Math Committee
Classroom Teacher	Charles Brown	Social Studies	Literacy/Writing Committee
Classroom Teacher	Deanna Carr	Business	Math Committee
Classroom Teacher	Emily Onnen	Secondary Math	Math Committee
Classroom Teacher	Frank Anderson	Music	Math Committee
Classroom Teacher	Kelley Hopper	Middle School Teacher	Math Committee
Classroom Teacher	Kristine Lee	ALE/English	Literacy/Writing Committee

Classroom Teacher	Lisa Reynolds	P.E./Drivers Ed/Social Studies	Math Committee
Classroom Teacher	Mary Gifford	Middle School	Literacy Committee
Classroom Teacher	Mary Zielinski	Special Education Teacher	Academic Success Intervention Team
Classroom Teacher	Mary Zielinski	Special Education	Literacy/Writing Committee and Special Education Referral Committee
Classroom Teacher	Melissa Tune	Business	Math Committee
Classroom Teacher	Michael Dobbins	Social Studies Teacher	Literacy
Classroom Teacher	Shannon Miller	P.E. Teacher	Literacy Committee
Classroom Teacher	Sharon Spurlock	Art	Math Committee
Classroom Teacher	Theresa Bruce	Family and Consumer Science	Math Committee
Classroom Teacher	Theresa Bruce	Family and Consumer Science Teacher	Wellness Committee
Classroom Teacher	Virginia Meurer	Math Chairperson	Math Committee
Community Representative	Justin Ward	Basketball Coach	Literacy/Writing Committee
Community Representative	Robbie Gallagher	Library Paraprofessional	Literacy/Writing Committee
District-Level Professional	Fathoma Allard	Nurse	Special Education Referral Committee and Wellness Committee
District-Level Professional	Kim Cooper	Special Education Supervisor	District LEA and Special Education Referral Committee
District-Level Professional	Sandra Harrah	Librarian	Literacy/Writing Committee
District-Level Professional	Teresa Lawrence	ACSIP Building Chairperson - Math	Title I, Literacy/Writing/Math Committee
District-Level Professional	Teresa Lawrence	Speech Pathologist	Special Education Referral Committee Academic Success Intervention Team
Non-Classroom Professional Staff	Melissa Booker	Counselor	Title I & Title V
Parent	Crystal Givens	Maintenance	Literacy/Writing Committee
Parent	Debra Huffman	Parent	Math Committee
Parent	Victoria Blaine		Literacy Committee
Principal	Scott Smith	High School Principal	Title I & Wellness Committee