

**MANN MAGNET MIDDLE SCHOOL
1000 E. ROOSEVELT RD.,LITTLE ROCK, AR 72206**

Arkansas Comprehensive School Improvement Plan

2011-2012

MISSION STATEMENT:

The primary outcome of Horace Mann Arts and Science Magnet Middle School is to promote high achievement for all students, maintain a quality school environment, and incorporate technology. Mann Magnet recognizes that young people need to broaden their experiences aside from their home, community, and school. This can best be attained by fostering a global outlook to increase their awareness of their international links and interdependence with the world.

The administration, teachers, and counselors of this school will put forth a unified effort to enhance the education of each student. We will work cooperatively with parents to achieve and improve parent-teacher relationships. Community organizations and agencies will be encouraged to become extensively involved in the welfare of the students of this school. Working together, Mann Magnet will strive to maintain a climate conducive to the academic, cultural, and social enrichment of all students.

Grade Span: 6-8 Title I: Not Applicable

School Improvement: SI_3

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Priority 1: Literacy

Goal: All students will score at or above proficient level on the 6th, 7th and 8th grade benchmark exam, Stanford Test of Basic Skills, and the TLI (The Learning Institute) Assessment for all students and subgroups (High Priority Students) = Students with Disabilities, Limited English Proficient Students, African American, Hispanic and Economically Disadvantaged Students.

Priority 2: Math

Goal: All students will score at or above the proficient level on the 6th, 7th, and 8th grade benchmark test, Stanford Test of Basic Skills, TLI (The Learning Institute) Assessment and EOC (End of Course) Algebra I and Geometry Exam for all students and all subgroups.

Priority 3: School environment/parent community

Goal: The school will link family and community involvement with students' academic, life skills and instructional successes.

Priority 4: Wellness Program

Goal: The school will provide and maintain the appropriate health services for students in a safe school environment.

Priority 1: All students will show improved achievement in Literacy

1. In the 2008-2009 school year, 69.1% of students who completed the Augmented Benchmark exams scored proficient or above. Subpopulations achieved the following: 58.9% of African American students scored proficient or above, 76.2% of Hispanic students scored proficient or above, 56.8% of Economically Disadvantaged students scored proficient or above, and 5.6% of Students with Disabilities scored proficient or above.
2. In the 2009-2010 school year, 74.1% of students who completed the Augmented Benchmark exams scored proficient or above. Subpopulations achieved the following: 67.1% of African American students scored proficient or above, 64.7% of Hispanic students scored proficient or above, 63% of Economically Disadvantaged students scored proficient or above, and 26.1% of Students with Disabilities scored proficient or above.
3. In the 2010-2011 school year, 74.9% of students who completed the Augmented Benchmark exams scored proficient or above. Subpopulations achieved the following: 68.4% of African American students scored proficient or above, 55.9% of Hispanic students scored proficient or above, 65.5% of Economically Disadvantaged students scored proficient or above, and 35.9% of Students with Disabilities scored proficient or above.

Supporting
Data:

4. The building level review of data included but was not limited to state mandated assessments, Benchmark, and Stanford 10, and Little Rock School District mandated assessment SOAR; our analyses suggested areas of strengths were 6th Grade Reading Literary passages and writing mechanics ; 7th grade strengths were Reading Practical passage/Writing Mechanics Domain; 8th grade was Writing Sentence Formation and weaknesses in our building was 6th Grade Open Response content domain and Writing Multiple Choice; 7th grade Reading-Literary Passage/writing-style domain and Multiple Choice Literary Passage; and 8th grade Writing Content Domain and Writing-Multiple Choice. To assist us in realizing building level improvement goals, Mann's instructional leaders will provide meaningful guidance by incorporating daily classroom walkthroughs, employing teacher conferencing or debriefings and having input from parents and community stakeholders. All staff will have the necessary instructional support with on-site, ongoing professional development and mentoring from our building's leadership team that will include the principal, building level coaches and others as identified. The leadership team will support teachers' content area needs and in the development and use of effective instructional literacy strategies. We

will all be accountable for the implementation of the building's selected interventions that will ensure student and staff learning targets with our effective use of weekly and quarterly data.

The area of weakness of greatest concern across our combined student population is the Writing-Style Domain. Although our scores surpassed the state's, our students have not met the required learning targets in the Writing-Style Domain. Also, our various subpopulations have additional deficiencies. Our African American, Hispanic, Economically Disadvantaged, and Students with Disabilities students are weaker in the 6th grade Writing Content Domain; 7th grade Reading Literary Passages, and 8th grade Writing-Style domain. Again, it is important to note that our identified subpopulations' scores exceed both the District and the State. For example, our sixth grade Combined population scored higher in the Writing Content Domain 3.0/3.0 than other Combined Populations in the Little Rock School District 2.7/2.8 and the State of Arkansas 2.9/2.9. There remains, however, a significant achievement gap between our African American (68.4%) and Hispanic (55.9%) students as compared to their Caucasian peers (86.8%) which is most troubling to us and will be addressed through our core curriculum and utilizing the appropriate targeted and intensive literacy interventions.

The Little Rock School District's Language Arts Core Curriculum is rigorous, standards-based, appropriately paced, regularly assessed and aligned to the Arkansas Curriculum Frameworks. Our student data along with our professional development surveys revealed the following areas were our weakest within our combined population: writing content domain in open responses and literary passages in multiple choice. These weaknesses indicate that there are CORE LITERACY INSTRUCTIONAL weaknesses in these domains. We will address those needs by (a) aligning our professional development needs to support this area; (b) realigning human resources (literacy/instructional coaches or department chairs) to support those individual teachers who are experiencing the most difficulty in delivering instruction in reading and writing as evidenced by student scores on common formative assessments, classroom walkthroughs and/or focus walks, and (c) ensure targeted planning to make sure that the fidelity of CORE LITERACY INSTRUCTIONAL PRACTICES are in place.

The Little Rock School District's Language Arts Core Curriculum is rigorous, standards-based, appropriately paced, regularly assessed and aligned to the Arkansas Curriculum Frameworks. Our student data along with our professional development surveys revealed the

following areas were our weakest within our combined population: writing content domain in open responses and literary passages in multiple choice. These weaknesses indicate that there are CORE LITERACY INSTRUCTIONAL weaknesses in these domains. We will address those needs by (a) aligning our professional development needs to support these areas; (b) realigning human resources (i.e. department chairs) to support those individual teachers who are experiencing the most difficulty in delivering instruction in reading and writing as evidenced by student scores on common formative or SOAR assessments, classroom walkthroughs and/or focus walks, and (c) ensure targeted planning to make sure that the fidelity of CORE LITERACY INSTRUCTIONAL PRACTICES are in place. We will further address our students’ needs by (a) having designated student learning targets; (b) implementing grade level “best instructional practices” (i.e., utilizing Literacy/instructional coaches or department chairs); and (c) when students have difficulty reaching their designated learning targets based on progress, monitoring those students will receive supplemental, tiered instructional interventions.

5. All students will score at or above proficient level on the 6th, 7th and 8th grade benchmark exam, Stanford Test of Basic Skills, and the TLI (The Learning Institute) Assessment for all students and subgroups (High Priority Students) = Students with Disabilities, Limited English Proficient Students, Hispanic and Economically disadvantaged Students and to meet or exceed the average daily attendance (ADA) of 93.6%.

Goal	All students will score at or above proficient level on the 6th, 7th and 8th grade benchmark exam, Stanford Test of Basic Skills, and the TLI (The Learning Institute) Assessment for all students and subgroups (High Priority Students) = Students with Disabilities, Limited English Proficient Students, African American, Hispanic and Economically Disadvantaged Students.
Benchmark	To meet or exceed the State Annual Yearly Progress (AYP) goal of 83.8% in Literacy for all students and all subgroups.
Benchmark	Each subgroup of students will show the state required growth toward proficiency in 6-8 Literacy (8.9%): African-American (15.4%), Hispanic (27.9%), Causcasian has met growth, Economically Disadvantaged (18.3%), Limited English Proficiency – LEP (31.4%), Students with Disabilities (47.9%). The overall school performance for 2010-2011 was 74.9%.

Intervention: Intervention (Tier 1) CORE CURRICULUM –All students attending Horace Mann Science Arts Magnet School will have access to and engaged with a rigorous, standards-based Language Arts Core Curriculum that is appropriately paced and regularly assessed. Students will have designated learning targets, and teachers will provide grade level instruction built on “best instructional practices” (i.e., differentiated instruction). The

LRSD CORE Literacy Curriculum is designed to meet the needs of approximately 80% of the students we teach. When students have difficulty reaching their designated learning targets, our instructional staff at will support those students with supplemental, tiered instructional interventions. Our targeted and/or intensive interventions will support approximately 20% of our students who struggle with the content in the core curriculum. Intermittent Evaluation: Effectiveness of the core literacy program will be determined by 80% of students having a composite score of 70% or greater on the quarterly SOAR assessment. Summative Evaluation: Benchmark and SOAR results are positively correlated; therefore, we expect that approximately 80% of our students will be proficient on the Augmented Benchmark assessment.

Scientific Based Research: Scientific Based Research: Paratore, J.R., and McCormack, R.L. (2007). Classroom Literacy Assessment: Making Sense of What Students Do. Guilford Press: New York. Marzano, R. J., Pickering, D. J., & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: ASCD. "Boys and Girls Learn Differently", Michael Gurian; "Reading Comprehension Mosaic of Thought" Dr. Tommy Boley; Keene, O.E. & S. Zimmerman (1997); Mosaic of Thought: Teaching Comprehension in a Reader's Workshop.; Ambe, E. (2007, May); Inviting Reluctant Adolescent Readers Into the Literacy Club.; Zwiers, J. (2004). Building Reading Comprehension Habits in Grades 6-12: A Toolkit of Classroom Activities. Newark, DE: International Reading Association. "Strategies for Improving Instruction for Black & Hispanic Male Students" found at <https://ocps.net/cs/services/initatives/Documents/Strategies%20Document.pdf> and Marzano's High Yield Strageties found at www.schools.manatee.k12.fl.us/3160MARZANO/3160Marzano/

Actions	Person Responsible	Timeline	Resources	Source of Funds
All general education and special education literacy teachers will have a copy of the LRSD Language Arts grade level core curriculum, Arkansas Frameworks, pacing guides and the necessary resources to support teachers' instructional needs. These materials and accompanying resources are online (https://ar.thelearninginstitute.net).	Dr. Jeanne Huddle and Suzi Davis - District Level Resources, Patricia Bokin, Principal, Lorraine Johnson, Dept. Chair	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET \$:
All teachers will utilize grade level pacing guides	Lorraine Johnson, Dept. Chair, All	Start: 07/01/20	<ul style="list-style-type: none"> • Administrative Staff 	ACTION \$

<p>and regularly (daily/weekly) monitor students for academic progress. Based on student progress (or lack thereof), teachers will monitor and, where necessary, adjust their instructional practices (differentiated learning instruction/strategies as needed.</p>	<p>language arts/literacy Teachers</p>	<p>11 End: 06/30/20 12</p>	<ul style="list-style-type: none"> Teachers 	<p>BUDGET :</p>
<p>Student Conferences on State Learning Targets (Benchmark Exams): Literacy teachers will confer with students to identify and record benchmark scores on form and provide motivation for improvement.</p>	<p>Lorraine Johnson, Dept. Chair, Yvonne Bolden, Cassandra Harding</p>	<p>Start: 08/19/20 11 End: 06/30/20 12</p>	<ul style="list-style-type: none"> Performance Assessments Teachers 	<p>ACTION BUDGET \$:</p>
<p>Teachers will design and share Literacy Units appropriately enhanced with technology that reflect the core curriculum pacing guide. In order to deliver instruction to meet the needs of all students, and (a) Check for their personal understanding of the content in the unit; (b) Request training (professional dev.) or support from the principal or department chair if needed; (c) Develop or select Standards based lessons for the unit; and (d) Select the appropriate formative assessments for lessons within the unit and/or a summative assessment as well.</p>	<p>Lorraine Johnson, Dept. Chair, All English Teachers, Patricia Boykin, Principal</p>	<p>Start: 07/01/20 11 End: 06/30/20 12</p>	<ul style="list-style-type: none"> District Staff Teachers 	<p>ACTION BUDGET \$:</p>

<p>Professional Development: Staff will have on file the Marzano Text: Marzano, R. J., Pickering, D. J., & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: ASCD and Marzano's High Yield Strategies. Strategies from these will be kept on the data form in the teachers' data notebook to be used for reference in designing lesson plans.</p>	<p>Patricia Boykin, Principal, All Staff</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>————— ACTION BUDGET \$:</p>
<p>Professional Development: Collaborative Staff meetings will focus on Marzano's and Gurian's strategies and the staff will share the strategies that they are implementing.</p>	<p>Patricia Boykin, Principal, All Staff, Dept. Chairs</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>————— ACTION BUDGET \$:</p>
<p>To ensure the SCIENCE of Teaching/Learning is implemented in a standardized format to meet student learning needs, teachers are expected to use an appropriate "best practice" approach such as the following: (a) Introduce Unit/Concepts with identified SLEs; (b) Check for current level of student understanding; (c) Establish Learning Goals and Learning Targets; (d) Teach explicitly using Higher Order Thinking and questioning skills such as those highlighted in</p>	<p>All Teachers</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<p>————— ACTION BUDGET \$:</p>

<p>Marzano (2001- Chap 10 – Cues, Questions . . .) incorporate technology appropriately; (e) Provide for guided practice with scaffold learning and progress checks for student understanding (RETEACH if necessary); (f) Allow for independent practice and progress check for student understanding; (g) RETEACH (Differentiate Instruction) or provide more independent practice, and (i) assess student learning for Mastery. This practice should be repeated for every instructional unit. Teachers are strongly encouraged to review Marzano (2001 - Chapter 12).</p>				
<p>Teachers will explicitly instruct reading and writing skills development and practice in all areas by emphasizing reading comprehension, vocabulary, reinforcement of writing skills and open response prompts/questions.</p>	<p>All Teachers</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> Teachers 	<p>ACTION BUDGET \$:</p>
<p>PROFESSIONAL LEARNING COMMUNITIES (PLCs): Twice a month for 45 minutes, teachers will meet in Professional Learning Communities to interpret data, incorporate student data into lessons and make data driven decisions.</p>	<p>Heather Jenkins, Math Coach, All Teachers</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<p>ACTION BUDGET \$:</p>

Incorporate learning activities and incentive programs into academics as an extrinsic reinforcement for engaging students in the learning process (i.e., early lunch release for being proficient or advanced).	Heather Jenkins, Math Coach, All Staff, Patricia Boykin, P	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET \$:
Accelerated Reader and STAR Assessments will be used to support strategies to increase independent reading such as (a) student book club; (b)incentives for reading growth; (c) recognition of student reading growth (d) in-depth novel study, and (e) student's awareness of teacher's independent reading.	Christy Ray, Media Specialist, Pam Williams, Media Clerk, Lorraine Johnson, Dept. Chair, Barbara Wise, ESL Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers School Library Teachers 	ACTION BUDGET \$:
Develop and use benchmark-like materials, Project TLI and appropriate rubrics on literacy assignments across the curriculum	English Teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET \$:
Evaluating for student learning mastery: All teachers will give and score their first common formative assessment or Intermittent Assessment (ex., SOAR). Based on the outcome of the assessment, students who did not meet their learning targets will receive support with a Tier II (Targeted) or Tier III (Intensive) Intervention. Approximately 15% but no	English Teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET \$:

<p>more than 20% of our general education students will receive additional support in the form of a Tier 2 or Tier 3 intervention.</p>				
<p>Building Level Guidance and Support: The Instructional Leadership team will monitor the implementation of the ACSIP plan as it pertains to implementation of the Core Curriculum and the building level School Improvement plan by (a) reviewing, sharing and discussing the results of the SOAR data; (b) surveying students and staff regarding the implementation of the curriculum; (c) Conducting classroom walkthroughs, entering CWT data into the appropriate database, reviewing the data, and sharing the information with all staff (d)Based on the information from the CWTs, the instructional leadership team will identify focus areas and share with the staff. Focus Walks will then be used to check for appropriate curricular pacing, identification of teachers' needs and to support teachers' instructional practices.</p>	<p>Patricia Boykin, Principal, Instructional/Leadership Team, Darryl Powell, Sherry Rogers, Samuel Loya, Assistant Principa</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<p>————— ACTION BUDGET \$:</p>
<p>The Administration will use a yearlong schedule to</p>	<p>Patricia Boykin, Principal.</p>	<p>Start: 07/01/20</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>————— ACTION \$</p>

walk through each classroom and observe and document teacher/student accountability.	Instructional/ Leadership Team, Darryl Powell, Sherry Rogers, and Samuel Loya, Assistant Pri	11 End: 06/30/20 12	<ul style="list-style-type: none"> District Staff 	BUDGET :
All teachers have met the 60 hour professional development requirement mandated by the state which included but was not limited to parent involvement, technology, and Arkansas History for those who will teach it.	Sherry Rogers, Assistant Principal	Start: 07/01/20 11 End: 06/30/20 12	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET \$:
Professional Growth and Development: In Faculty Meetings, (45 Minutes) each month, the faculty will increase student achievement by focusing on areas such as but not limited to: Differentiated learning Strategies, Bloom's Taxonomy and Bloom's questions and strategies to promote thinking, and Classroom Instruction That Works.	Patricia Boykin, Principal, Instructional/Leadership Team. Darryl Powell, Sherry Rogers, and Samuel Loya, Assistant Prin	Start: 07/01/20 11 End: 06/30/20 12	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET \$:
Implement the use of the Data Form for teachers to record and use for classroom instruction that will list specific grade level intervention focus areas. Each teacher will document this in his/her Lesson Plans and send examples of student work to the Math Coach.	Wilma Sutton, DeeAnn Holt, Teachers, Debbie Desjardin, Lorraine Johnson, Dept. Chairs, Heather Jenkins, Math Coach	Start: 07/01/20 11 End: 06/30/20 12	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET \$:
Design and implement a Data Needs Assessment.	Wilma Sutton, DeeAnn Holt, Lorraine Johnson,	Start: 07/01/20 11	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET \$

	Teachers, Heather Jenkins, Math Coach	End: 06/30/2012		:
ESL Coordinator will provide teachers with updated list of ELL students.	Barbara Wise, ESL Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET \$:
LPAC confirms LEP student placement with ESL trained teachers.	Pat Boykin, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET \$:
GT Coordinator will monitor assessed data for core classes of GT students using SOAR tests, ACTAAP, and quarterly grades. GT Coordinator will also hold parent conferences for underachieving students.	Kellie Smith, GT Facilitator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> ACTION BUDGET \$:
GT Coordinator accumulates quarterly evidence of differentiated learning in core class lesson plans for GT students.	Kellie Smith, GT Coordinator, Teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	<hr/> ACTION BUDGET \$:
Annual evaluation of GT students' progress based on teachers' recommendations and accumulated data.	Kellie Smith, GT Facilitator, Teachers, GT District Coordinator, Laurie Altschul	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET \$:
Meet with GT students to provide additional enrichment.	Kellie Smith, GT Facilitator	Start: 07/01/2011 End:	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> ACTION BUDGET \$:

		06/30/2012		
Total Budget:				\$0

Intervention: Intervention (Tier 2 “Targeted”): Before-School Tutoring as a Tier 2 intervention is intended to serve those students who require additional support to meet the designated learning targets in our core literacy curriculum. Approximately 15% but no more than 20% of our general education students will have a need for this intervention. All students receiving Before-school Tutoring as a Tier 2 intervention will be closely progress monitored. Evaluation: We will determine that our T2I is effective if 80% of the 20% students identified for a T2I meets the literacy learning target based on the SOAR assessment.

Scientific Based Research: Scientific Based Research: Hart, P. D. (2008). “Key findings on attitudes toward education and learning”. Research conducted on behalf of the Charles Steward Mott Foundation: Washington, DC. Author, FI. MI., (Year). Some Comprehension Strategies to Tutor Individuals or Small Groups of Reluctant Readers. Journal of Adolescent & Adult Literacy, 50(8), 632–639. Vandell, D., Reisner, E., & Pierce, K. (2007). Outcomes linked to high-quality afterschool programs: Longitudinal findings from the study of promising afterschool programs. University of California.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Based on SOAR, Academic Improvement Plans and other relevant building level data, students who failed to make 70% but made at least 60% on the quarterly SOAR Assessment will receive a Targeted Intervention (T2) for at least four weeks.	Patricia Boykin, Principal, Lorraine Johnson, Dept. Chair	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Title Teachers 	<hr/> ACTION BUDGET: \$
Students will attend before-school tutoring 2 days per week for 60 minutes per	Lorraine Johnson, Before School Tutoring Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$

<p>day. Students will be progress monitored weekly and are expected to remain in Before-School tutoring for a minimum of 4 weeks.</p>				
<p>When there is appropriate evidence that students have not sufficiently improved in their area(s) of deficiency, students must remain in Before-School Tutoring or the Tier 2 intervention for an additional time period or the student may be placed into a Tier 3 or "Intensive Intervention,"</p>	<p>Lorraine Johnson, Dept. Chair, Before School Tutoring Teachers</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>When there is appropriate evidence that students have sufficiently improved in their area(s) of deficiency, students should be able to exit Before-School Tutoring.</p>	<p>Lorraine Johnson, Before School Tutoring Teachers, Patricia Boykin, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>All students who meet this criterion will be</p>	<p>Before School Tutoring Teacher,</p>	<p>Start: 07/01/2011 End:</p>	<ul style="list-style-type: none"> Administrative Staff 	<p>ACTION BUDGET: \$</p>

recommended to the Before-School tutorial services by teachers and counselors.	Lorraine Johnson, Counselors, Ruby Washington, Robin Zimmer	06/30/2012	• Teachers	
Literacy teachers shall provide tutorial lessons to the Before-School tutoring teacher for individualized instruction.	English Teachers	Start: 07/01/2011 End: 06/30/2012	• Teachers	ACTION BUDGET: \$
Counselors will contact the parents of students deficient in areas of Literacy to advise them of the student's need for tutorial services.	Ruby Brooks, Robin Zimmer, Counselors, Pat Boykin, Principal	Start: 07/01/2011 End: 06/30/2012	• Administrative Staff	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Intervention (Tier 3 “Intensive”): Before-School Tutoring as a Tier 3 intervention is intended to serve those students who require significant support to meet the designated learning targets in our core literacy curriculum. Between 10 and 15% but no more than 20% of our general education students will require an Intensive intervention. All students receiving Before-School Tutoring as a Tier 3 intervention will remain in Before-School tutoring for a longer duration (no less than 10 weeks) and will be more frequently progress monitored. Evaluation: We will determine that our T3I is effective if 80% of the 10% to 15% of students identified for a T3I meets the literacy learning target based on the SOAR assessment.

Scientific Based Research: Scientific Based Research: Hart, P. D. (2008). “Key findings on attitudes toward education and learning”. Research conducted on behalf of the Charles Steward Mott Foundation: Washington, DC. Author, FI. MI., (Year). Some Comprehension Strategies to Tutor Individuals or Small Groups of Reluctant Readers. Journal of Adolescent & Adult Literacy, 50(8), 632–639. Vandell, D., Reisner, E., & Pierce, K. (2007). Outcomes linked to high-quality afterschool programs: Longitudinal findings from the study of promising afterschool programs. University of California.

Actions	Person Responsible	Timeline	Resources	Source of Funds
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<p>Based on SOAR, Academic Improvement Plans and other relevant building level data, students who made 59% or less on the quarterly SOAR Assessment will receive an Intensive Intervention (T3I) for no less than 10 weeks.</p>	<p>Patricia Boykin, Principal, , Lorraine Johnson, Dept. Chair</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The teacher assisted by the Literacy teachers will review the data to identify the gaps or areas that caused the student not to meet the literacy learning target.</p>	<p>Before School Tutoring Teacher, Lorraine Johnson, Dept. Chair, Patricia Boykin, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Students will attend Before-School tutoring 3 days per week for 60 minutes per day. Students will be progress monitored twice weekly and are expected to remain in before-school tutoring for a minimum of 10 weeks.</p>	<p>Lorraine Johnson, Before School Tutoring Teacher, Pat Boykin, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>When there is appropriate evidence that</p>	<p>Patricia Boykin, Principal, Building</p>	<p>Start: 07/01/2011 End:</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION BUDGET: \$</p>

<p>students have not sufficiently improved in their area(s) of deficiency, students must remain in Before-School Tutoring for an additional time period at the Intensive Intervention. Additionally, the student's progress will be reviewed and it may be determined that the student may require additional resources. (i.e. private tutoring, PARK, SPED tutoring, summer programs)</p>	<p>Counselors, Before School Teacher, Lorraine Johnson, Dept. Chair, Cynthia Fuller SP</p>	<p>06/30/2012</p>	<ul style="list-style-type: none"> Teachers 	
<p>When there is appropriate evidence that students have sufficiently improved in their area(s) of deficiency, students should be able to exit Before-School Tutoring.</p>	<p>Lorraine Johnson, Dept. Chair, BeforeSchool Tutoring Teachers</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>_____ \$ ACTION BUDGET:</p>
<p>Literacy teachers shall provide tutorial lessons in the area(s) of difficulty to the tutorial teacher for individualized</p>	<p>Pat Boykin, Principal, English Teachers</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>_____ \$ ACTION BUDGET:</p>

instruction.				
Counselors will contact the parents of students deficient in areas of Literacy to advise them of the students' need for tutorial services.	Ruby Washington, Robin Zimmer, Counselors, Cynthia Fuller, SPED Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: All students will show improved achievement in Mathematics.

- In the 2008-2009 school year, 72.8% of students who completed the Augmented Benchmark exams scored proficient or above. Subpopulations achieved the following: 61.6% of African American students scored proficient or above, 65.1% of Hispanic students scored proficient or above, 59.5% of Economically Disadvantaged students scored proficient or above, and 11.1% of Students with Disabilities scored proficient or above.
- In the 2009-2010 school year, 69.1% of students who completed the Augmented Benchmark exams scored proficient or above. Subpopulations achieved the following: 56.8% of African American students scored proficient or above, 58.2% of Hispanic students scored proficient or above, 51.7% of Economically Disadvantaged students scored proficient or above, and 20.8% of Students with Disabilities scored proficient or above.
- In the 2010-2011 school year, 71.8% of students who completed the Augmented Benchmark exams scored proficient or above. Subpopulations achieved the following: 61.7% of African American students scored proficient or above, 65.1% of Hispanic students scored proficient or above, 60.6% of Economically Disadvantaged students scored proficient or above, and 20.5% of Students with Disabilities scored proficient or above.
- The building level review of data included but was not limited to state mandated assessments Benchmark and Stanford 10, and Little Rock School District mandated assessment SOAR; our analyses suggested areas of strengths were 6th Grade Open Response, Algebra, Multiple Choice, Algebra; 7th grade strengths were Open Response Algebra and Multiple Choice Numbers Operations; 8th grade was Open

Supporting Data:

Response Numbers Operations and Multiple Choice Numbers Operations and weaknesses in our building was 6th Grade Open Response Measurement and Multiple Choice Geometry; 7th grade Open Response Measurement and Geometry and Multiple Choice Measurement; and 8th grade Open Response in Measurement and Multiple Choice Measurement .

To assist us in realizing building level improvement goals, Mann's instructional leaders will provide meaningful guidance by incorporating daily classroom walkthroughs, employing teacher conferencing or debriefings and having input from parents and community stakeholders. All staff will have the necessary instructional support with on-site, ongoing professional development and mentoring from our building's leadership team that will include the principal, building level coaches and others as identified. The leadership team will support teachers' content area needs and in the development and use of effective instructional math strategies. We will all be accountable for the implementation of the building's selected interventions that will ensure student and staff learning targets with our effective use of weekly and quarterly data.

The area of weakness of greatest concern across our combined student population is the Open Response. Also, our various subpopulations have additional deficiencies. Our African American, Hispanic, Economically Disadvantaged, and Students with Disabilities students are weaker in the 6th,7th and 8th grade Open Response. In the area of 6th grade Open Response measurement, our combined student population scored higher 3.0 of 8 than similar groups within the district 2.3 of 8; In the area of 7th grade Open Response measurement and geometry, our combined student population scored higher measurement 1.2 of 8 and geometry 1.3 of 8 than similar groups within the district 1.0 of 8 and 1.2 of 8 respectively; In the area of 8th grade Open Response measurement, our combined student population scored higher 1.0 of 8 than similar groups within the district 0.7 of 8;(2b.) There is also a significant achievement gap between our African American 61.7%, economically disadvantaged students 60.6%, student's with disabilities 20.5% and Hispanic 65.1% students as compared to their Caucasian peers 84.8%.

The Little Rock School District's Math Core Curriculum is rigorous, standards-based, appropriately paced, regularly assessed and aligned to the Arkansas Curriculum Frameworks. Our student data along with our professional development surveys revealed the following Open Response weakness within our combined population. This weakness indicates that there are CORE MATHEMATICAL INSTRUCTIONAL

weaknesses in Open Response questions. We will address our weakness in Open Response questions by (a) aligning our professional development needs to support this area; (b) realigning human resources (math/instructional coaches or department chairs) to support those individual teachers who are experiencing the most difficulty in delivering instruction in open response questions as evidenced by student scores on common formative assessments, classroom walkthroughs and/or focus walks, and (c) ensure targeted planning to make sure that the fidelity of CORE MATH INSTRUCTIONAL PRACTICES are in place.

The Little Rock School District's Math Core Curriculum is rigorous, standards-based, appropriately paced, regularly assessed and aligned to the Arkansas Curriculum Frameworks. Our student data along with our professional development surveys revealed the following area was our weakest within our combined population: Open Response. We will address those needs by (a) aligning our professional development needs to support these areas; (b) realigning human resources (i.e., literacy/instructional coaches or department chairs) to support those individual teachers who are experiencing the most difficulty in delivering instruction in reading and writing as evidenced by student scores on common formative or SOAR assessments, classroom walkthroughs and/or focus walks, and (c) ensure targeted planning to make sure that the fidelity of CORE MATH INSTRUCTIONAL PRACTICES are in place. We will further address our students' needs by (a) having designated student learning targets; (b) implementing grade level "best instructional practices" (i.e., utilizing Math/instructional coaches or department chairs); and (c) when students have difficulty reaching their designated learning targets based on progress, monitoring those students will receive supplemental, tiered instructional interventions.

5. All students will score at or above proficient level on the 6th, 7th and 8th grade benchmark exam, Stanford Test of Basic Skills, and the TLI (The Learning Institute) Assessment for all students and subgroups (High Priority Students) = Students with Disabilities, Limited English Proficient Students, Hispanic and Economically disadvantaged Students and to meet or exceed the average daily attendance (ADA) of 93.6%.

Goal	All students will score at or above the proficient level on the 6th, 7th, and 8th grade benchmark test, Stanford Test of Basic Skills, TLI (The Learning Institute) Assessment and EOC (End of Course) Algebra I and Geometry Exam for all students and all subgroups.
Benchmark	Meet the State AYP goal of 82.28% proficient in Math for all students and all

subgroups.
 Each subgroup of students will show the state required growth toward proficiency in 6-8 Mathematics (10.48%): African American (20.58%), Hispanic (17.18%), Caucasian has met growth, Economically Disadvantaged (21.68%), Limited English Proficiency – LEP (21.78%), Students with Disabilities (61.78%). The overall school performance for 2010-2011 was 71.8%.

Benchmark

Intervention: Intervention (Tier 1) CORE CURRICULUM –All students attending Horace Mann Science Arts Magnet School will have access to and engaged with a rigorous, standards-based Mathematics Core Curriculum that is appropriately paced and regularly assessed. Students will have designated learning targets, and teachers will provide grade level instruction built on “best instructional practices” (i.e., differentiated instruction). The LRSD CORE Mathmatics Curriculum is designed to meet the needs of approximately 80% of the students we teach. When students have difficulty reaching their designated learning targets, our instructional staff at Mann will support those students with supplemental, tiered instructional interventions. Our targeted and/or intensive interventions will support approximately 20% of our students who struggle with the content in the core curriculum. Intermittent Evaluation: Effectiveness of the core mathmatics program will be determined by 80% of students having a composite score of 70% or greater on the quarterly SOAR assessment. Summative Evaluation: Benchmark and SOAR results are positively correlated; therefore, we expect that approximately 80% of our students will be proficient on the Augmented Benchmark assessment.

Scientific Based Research: Scientific Based Research: "Classroom Instruction That Works" Robert Marzano; Differentiating Math Instruction: A large-scale study of Accelerated Math (Final report). Madison, WI:Renaissance Learning, Inc. Available online - <http://research.renlearn.com/research/pdfs>; "The Motivation Breakthrough: 6 Secrets to Turning On the Tuned-Out Child" by Richard BlaLavoie; "Strategies for Improving Instruction for Black & Hispanic Male Students", Available online - <https://www.ocps.net/cs/servicies/initatives/Documents/Strategies%20Document.pdf> and Marzano's High Yield Strageties found at www.schools.manatee.k12.fl.us/3160MARZANO/3160Marzano/

Actions	Person Responsible	Timeline	Resources	Source of Funds
All general education and special education math teachers will have a copy of the LRSD math grade level core curriculum, Arkansas Frameworks, pacing guides and the necessary resources to support teachers' instructional needs. These	Vanessa Cleaver and Carl Romaine, District Level Resources, Patricia Boykin, Principal, Debbie Desjardin, Dept. Chair	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET \$:

materials and accompanying resources are online (https://ar.thelearninginstitute.net).				
All teachers will utilize grade level pacing guides and regularly (daily/weekly) monitor students for academic progress. Based on student progress (or lack thereof), teachers will monitor and, where necessary, adjust their instructional practices (differentiated learning instruction/strategies as needed).	Debbie Desjardin, Dept. Chair, All Math Teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET \$:
Student Conferences on State Learning Targets (Benchmark Exams): Math teachers will confer with students to identify and record benchmark scores on form and provide motivation for improvement.	Debbie Desjardin, Dept. Chair, Yvonne Bolden, Cassandra Harding	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET \$:
Teachers will design and share Math Units appropriately enhanced with technology that reflect the core curriculum pacing guide. In order to deliver instruction to meet the needs of all students, teachers will (a) Check for their personal understanding of the content in the unit; (b) Request training (professional dev.) or support from the principal, department chair or math	Debbie Desjardin, Dept. Chair, Heather Jenkins, Math Coach, All Math Teachers, Patricia Boykin, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET \$:

<p>coach if needed; (c) Develop or select Standards based lessons for the unit; and (d) Select the appropriate formative assessments for lessons within the unit and/or a summative assessment as well.</p>				
<p>Professional Development: Staff will have on file the Marzano Text: Marzano, R. J., Pickering, D. J., & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: ASCD and Marzano's High Yield Strategies. Strategies from the text will be kept on the data form in the teachers' data notebook to be used for reference in designing lesson plans and instructional strategies.</p>	<p>Patricia Boykin, Principal, All Staff</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>————— ACTION BUDGET \$:</p>
<p>Professional Development: Collaborative Staff meetings will focus on Marzano's and Gurian's strategies and the staff will share the strategies that they are implementing.</p>	<p>Patricia Boykin, Principal, All Staff, Debbie Desjardin, Dept. Chair, Heather Jenkins, Math Coach</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>————— ACTION BUDGET \$:</p>
<p>To ensure the SCIENCE of Teaching/Learning is implemented in a standardized format to meet student learning needs, teachers are expected to use an appropriate "best practice" approach such as the</p>	<p>All Teachers</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<p>————— ACTION BUDGET \$:</p>

<p>following: (a) Introduce Unit/Concepts with identified SLEs; (b) Check for current level of student understanding; (c) Establish Learning Goals and Learning Targets; (d) Teach explicitly using Higher Order Thinking and questioning skills such as those highlighted in Marzano (2001- Chap 10 – Cues, Questions . . .) incorporate technology appropriately; (e) Provide for guided practice with scaffold learning and progress checks for student understanding (RETEACH if necessary); (f) Allow for independent practice and progress check for student understanding; (g) RETEACH (Differentiate Instruction) or provide more independent practice, and (i) assess student learning for Mastery. This practice should be repeated for every instructional unit. Teachers are strongly encouraged to review Marzano (2001 - Chapter 12).</p>				
<p>PROFESSIONAL LEARNING COMMUNITIES (PLCs): Twice a month for 45 minutes, teachers will meet in Professional Learning Communities to interpret data, incorporate student data into lessons, make data driven</p>	<p>All Teachers, Heather Jenkins, Math Coach</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET \$:</p>

decisions.				
Incorporate learning activities and incentive programs into academics as an extrinsic reinforcement for engaging students in the learning process (i.e., early lunch release for being proficient and advanced)	Annita Paul, Math Coach, Tonya Johnson, Literacy Coach, All Staff, Patricia Boykin, P	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET \$:
Evaluating for student learning mastery: All teachers will give and score their first common formative assessment or Intermittent Assessment (ex., SOAR). Based on the outcome of the assessment, students who did not meet their learning targets will receive support with a Tier II (Targeted) or Tier III (Intensive) Intervention. Approximately 15% but no more than 20% of our general education students will receive additional support in the form of a Tier 2 or Tier 3 intervention.	Math Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET \$:
Building Level Guidance and Support: The Administration will monitor the implementation of the ACSIP plan as it pertains to implementation of the Core Curriculum and the building level School Improvement plan by (a) reviewing, sharing and discussing the results of	Patricia Boykin, Principal, Instructional/Leadership Team, Darryl Powell, Sherry Rogers, and Samuel Loya, Assistant Princ	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET \$:

<p>the SOAR data; (b) surveying students and staff regarding the implementation of the curriculum; (c) Conducting classroom walkthroughs, entering CWT data into the appropriate database, reviewing the data, and sharing the information with all staff (d)Based on the information from the CWTs, the instructional leadership team will identify focus areas and share with the staff. Focus Walks will then be used to check for appropriate curricular pacing, identification of teachers' needs and to support teachers' instructional practices.</p>				
<p>The Administration will use a yearlong schedule to walk through each classroom and observe and document teacher/student accountability.</p>	<p>Patricia Boykin, Principal, Darryl Powell, Sherry Rogers, and Samuel Loya, Assistant Princi</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>————— ACTION BUDGET \$:</p>
<p>All teachers have met the 60 hour professional development requirement mandated by the state which included but was not limited to parent involvement, technology, and Arkansas History for those who will teach it.</p>	<p>Sherry Rogers. Assistant Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>————— ACTION BUDGET \$:</p>
<p>Professional Growth and Development: In Faculty Meetings, (45 Minutes) each month, the faculty</p>	<p>Patricia Boykin, Principal, Darryl Powell, Sherry Rogers, Samuel</p>	<p>Start: 07/01/2011 End:</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>————— ACTION BUDGET \$:</p>

will increase student achievement by focusing on areas such as but not limited to: Differentiated learning Strategies; Bloom's Taxonomy and Bloom's questions and strategies to promote thinking; and Classroom Instruction That Works.	Loya, Assistant Principals	06/30/2012		
Implement the use of the Data Form for teachers to record and use for classroom instruction that will list specific grade level intervention focus areas. Each teacher will document this in his/her Lesson Plans and send sample of student work to Math Coach.	Wilma Sutton and DeeAnn Holt, All Teachers, Debbie Desjardin and Lorraine Johnson, Dept. Chairs, Heather Jenkins, Math	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET \$:
ESL Coordinator will provide teachers with updated list of ELL students.	Barbara Wise, ESL Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET \$:
LPAC confirms LEP student placement with ESL trained teachers.	Pat Boykin, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET \$:
GT Coordinator will monitor assessed data for core classes of GT students using SOAR tests, ACTAAP, and quarterly grades. coordinator will also hold parent conferences for underachieving students.	Kellie Smith, GT Facilitator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments Teachers 	ACTION BUDGET \$:
GT Coordinator	Kellie Smith, GT	Start:		

accumulates quarterly evidence of differentiated learning in core class lesson plans for GT students.	Facilitator, Teachers	07/01/2011 End: 06/30/2012		ACTION BUDGET \$: _____
Annual evaluation of GT students' progress based on teachers' recommendations and accumulated data.	Kellie Smith, GT Facilitator, Teachers, GT District Coordinator, Laurie Altschul	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET \$: _____
Meet with GT students to provide additional enrichment.	Kellie Smith, GT Facilitator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Computers 	ACTION BUDGET \$: _____
Design and implement a Data Needs Assessment.	Wilma sutton, DeeAnn Holt, Lorraine Johnson, Teachers, Heather Jenkins, Math Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET \$: _____
Total Budget:				\$0

Intervention: Intervention (Tier 2 “Targeted”): Before-School Tutoring as a Tier 2 intervention is intended to serve those students who require additional support to meet the designated learning targets in our core math curriculum. Approximately 15% but no more than 20% of our general education students will have a need for this intervention. All students receiving Before-School Tutoring as a Tier 2 intervention will be closely progress monitored. Evaluation: We will determine that our T2I is effective if 80% of the 20% students identified for a T2I meets the math learning target based on the SOAR assessment.

Scientific Based Research: Scientific Based Research: Hart, P. D. (2008). “Key findings on attitudes toward education and learning”. Research conducted on behalf of the Charles Steward Mott Foundation: Washington, DC. Author, FI. MI., (Year). Some Comprehension Strategies to Tutor Individuals or Small Groups of Reluctant Readers. Journal of Adolescent & Adult Literacy, 50(8), 632–639. Vandell, D., Reisner, E., & Pierce, K. (2007). Outcomes linked to high-quality afterschool programs: Longitudinal findings from the study of promising afterschool programs. University of California.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Based on	Patricia Boykin,	Start:	<ul style="list-style-type: none"> Administrative 	_____

<p>SOAR, Academic Improvement Plans and other relevant building level data, students who failed to make 70% but made at least 60% on the quarterly SOAR Assessment will receive a Targeted Intervention (T2) for at least four weeks.</p>	<p>Principal, Instructional Leadership Team, Debbie Desjardin, Dept. Chair</p>	<p>07/01/2011 End: 06/30/2012</p>	<p>Staff • Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>The teacher assisted by the Math Coach will review the data to identify the gaps or areas that caused the student not to meet the Math learning target.</p>	<p>Before School Tutoring Teacher, Debbie Desjardin, Dept. Chair, Pat Boykin, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<p>• Administrative Staff • Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>Students will be taught about the structure of various problem types, how to categorize</p>	<p>Debbie Desjardin, Dept. Chair, Heather Jenkins, Math Coach, All Math Teachers</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<p>• Computers • Teachers</p>	<p>ACTION BUDGET: \$</p>

<p>problems based on structure, and how to determine appropriate solutions for each problem type.</p>				
<p>Students will be explicitly taught about the salient underlying structural features of each open response problem type. Open Response Problem types are groups of open response problems with similar mathematical structures.</p>	<p>Debbie Desjardin, Dept. Chair, Heather Jenkins, Math Coach, All Math Teachers</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Students will be taught to recognize the common underlying structure between familiar and unfamiliar open response problems and to transfer known</p>	<p>Debbie Desjardin, Dept. Chair, Heather Jenkins, Math Coach, All Math Teachers</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<p>————— ACTION BUDGET: \$</p>

<p>solution methods from familiar and unfamiliar open response problems.</p>				
<p>Students will be taught explicitly that not all pieces of information in the problem are relevant to discerning the underlying problem structure. Students will be provided with opportunities to explain why a piece of information is relevant or irrelevant.</p>	<p>Debbie Desjardin, Dept. Chair, Heather Jenkins, Math Coach, All Math Teachers</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<p>ACTION BUDGET: \$</p>
<p>All students who meet this criterion will be recommended to the Before-School tutorial services by teachers and counselors.</p>	<p>Before-School Tutoring Teacher, Kasey Neal, Counselors, Ruby Washington, Robin Zimmer</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

Students will attend Before-School tutorial sessions for 60 minutes 2 days per week until grades improve.	Pat Boykin, Principal, Kasey Neal, Math Teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Counselors will contact the parents of students deficient in areas of Math to advise them of the student's need for tutorial services.	Ruby Brooks, Robin Zimmer, Counselors	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Math teachers shall provide tutorial lessons in the area(s) of difficulty to the tutorial teacher for individualized instruction.	Pat Boykin, Principal, Math Teachers	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Intervention (Tier 3 “Intensive”): Before-School Tutoring as a Tier 3 intervention is intended to serve those students who require significant support to meet the designated learning targets in our core math curriculum. Between 10 and 15% but no more than 20% of our general education students will require an Intensive intervention. All students receiving Before-School Tutoring as a Tier 3 intervention will remain in Before-School tutoring for a longer duration (no less than 10 weeks) and will be more frequently progress monitored. Evaluation: We will determine that our T3I is effective if 80% of the 10% to 15% of students identified for a T3I meets the math learning target based on the

SOAR assessment.				
<p>Scientific Based Research: Scientific Based Research: Hart, P. D. (2008). “Key findings on attitudes toward education and learning”. Research conducted on behalf of the Charles Steward Mott Foundation: Washington, DC. Author, FI. ML., (Year). Some Comprehension Strategies to Tutor Individuals or Small Groups of Reluctant Readers. Journal of Adolescent & Adult Literacy, 50(8), 632–639. Vandell, D., Reisner, E., & Pierce, K. (2007). Outcomes linked to high-quality afterschool programs: Longitudinal findings from the study of promising afterschool programs. University of California.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Based on SOAR, Academic Improvement Plans and other relevant building level data, students who made 59% or less on the quarterly SOAR Assessment will receive an Intensive Intervention (T3I) for no less than 10 weeks.</p>	<p>Patricia Boykin, Principal, Instructional/Leadership Team, Debbie Desjardin, Dept. Chair</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>Students will be recommended to attend Before-School tutoring 3 days per week for 60 minutes per day. Students will be</p>	<p>Kasey Neal, Before School Tutoring Teacher</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>ACTION BUDGET: \$</p>

<p>progress monitored at interim and are expected to remain in Before-School tutoring for a minimum of 9 weeks.</p>				
<p>When there is appropriate evidence that students have sufficiently improved in their area(s) of deficiency, students should be able to exit Before-School Tutoring.</p>	<p>Debbie Desjardin, Dept. Chair, Kasey Neal, BeforeSchool Tutoring Teachers</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The teacher assisted by the Math Coach will review the data to identify the gaps or areas that caused the student not to meet the math learning target.</p>	<p>Before- School Tutoring Teachers, Debbie Desjardin, Dept. Chair</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>When there is appropriate</p>	<p>Patricia Boykin, Principal, Counselors, Kasey Neal, Before-</p>	<p>Start: 07/01/2011</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION BUDGET: \$</p>

<p>evidence that students have not sufficiently improved in their area(s) of deficiency, students must remain in Before-School Tutoring for an additional time period at the Intensive School Intervention. Additionally, the student's progress will be reviewed and it may be determined that the student may require additional resources. (i.e. private tutoring, PARK, Summer Programs, free online tutoring, SPED tutoring)</p>	<p>School Teacher, Debbie Desjardin, Dept. Chair, Mrs.Green</p>	<p>End: 06/30/2012</p>	<ul style="list-style-type: none"> Teachers 	
<p>Math teachers shall provide tutorial lessons in the</p>	<p>Pat Boykin, Principal, Math Teachers</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>ACTION BUDGET: \$</p>

area(s) of difficulty to the tutorial teacher for individualized instruction.		2		
Counselors will contact the parents of students deficient in areas of Math to advise them of the students' need for tutorial services.	Ruby Washington, Robin Zimmer, Counselors, Qwyla Green, SPED	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
Students will be taught about the structure of various problem types, how to categorize problems based on structure, and how to determine appropriate solutions for each problem type.	Debbie Desjardin, Dept. Chair, Heather Jenkins, Math Coach, All Math Teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$
Students will be explicitly taught about the salient underlying structural features of	Debbie Desjardin, Dept. Chair, Heather Jenkins, Math Coach, All Math Teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$

<p>each open response problem type. Open Response Problem types are groups of open response problems with similar mathematical structures.</p>				
<p>Students will be taught to recognize the common underlying structure between familiar and unfamiliar open response problems and to transfer known solution methods from familiar and unfamiliar open response problems.</p>	<p>Debbie Desjardin, Dept. Chair, Heather Jenkins, Math Coach, All Math Teachers</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Students will be taught explicitly that not all pieces of information in the problem are</p>	<p>Debbie Desjardin, Dept. Chair, Heather Jenkins, Math Coach, All Math Teachers</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

relevant to discerning the underlying problem structure. Students will be provided with opportunities to explain why a piece of information is relevant or irrelevant.				
Total Budget:				\$0

Priority 3: To improve Parent/Community Involvement.

1. A review of data available to support increased parental involvement is derived from a look at the evidentiary reports including the number of mentor tutoring hours, hours tallied in the Volunteers in Public School program (VIPS) and the record of parent/guardian and others' participation in the Parent, Teacher, Student Association Memberships. The data suggest the following: COMPILED MEMBERSHIPS/HOURS PTA/PTO VIPS SPECIAL EVENTS MENTORING PROGRAMS In 2008-2009 / In 2009-2010 / In 2010-2011. The findings, though less than formal but still meaningful, provides critical support that is critical or sufficient for evaluating what does or does not happen with parental involvement and engagement is high. A distinct difference in the compiled hours occurs as you look from year-to-year or from category to category. Still, the numbers have had a profound effect upon how we interpret the quality of parent involvement at Mann Magnet Middle School. We, for example, could begin to see an even more dramatic effect if we should consider a look at special events and activities that also occur during the course of each school year. The conclusions of the reported documents provide clues to the emphasis to be addressed within the actions and strategies addressed in this priority. Programs and other behaviors and actions should serve to facilitate and increase in the support of the academic program. Indeed, providing such a deliberate approach to increasing parent involvement through wide and varied experiences should help all parents to achieve a role of participation and involvement in the lives of their children. Taking a more advanced look at the results

Supporting Data:

should allow the faculty, staff and other stakeholders to learn more about what produces more success for both students and the school community.

- Goal** The school will link family and community involvement with students' academic, life skills and instructional successes.
- Benchmark** Increase the number of volunteer hours by 10%. Increase the number of PTSA memberships by 10.

<p>Intervention: The following actions by teachers will encourage and promote parental and community involvement by utilizing materials and research from www.eric.ed.gov/PDFS/ED464156.pdf - Connect for Success- "Building a teacher, parent and teen alliance."</p>				
<p>Scientific Based Research: A Toolkit for Middle School Teachers, pp. 8, 9, 35 & 83, www.nisma.org, Recruiting New Teacher, Inc. 2001; Richardson, M.V., & Sacks, M. (2003); Making a Future for the Adolescent Through Literacy: Family, School, and Community. In A. DeBruin-Parecki, & B. Krol-Sinclair (Eds.), Family Literacy (pp. 68-85). Newark, DE: International Reading Association.; Paratore, J.R. (2002). Home and School Together: Helping Beginning Readers Succeed. In A.E. Farstrup, & S. Samuels (Eds.), What Research Has to Say About Reading Instruction (pp. 48-68). Newark, DE: International Reading Association.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>(SCHOOL COMMUNITY SUPPORT)Engage the entire school community's support for academic excellence in all students by establishing and maintaining an environment where instruction is strongly connected to the Arkansas Frameworks. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Patricia Boykin, Principal & Virgil Miller, Business Representative</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	<p>ACTION BUDGET: \$ T:</p>
<p>(MANN MAGNET SCIENCE FAIR)Implement and promote the Horace Mann Science Magnet Science Fair as a supportive intervention for promoting parental involvement by the following actions: a)Involve the PTSA in seeking volunteers b)Promote parental involvement by</p>	<p>Daryl Newcomb, Sci. Dept. Chair, Yvonne Bolden, Kim Washington, Wendy</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> Administrative Staff Community Leaders Computers School Library Teachers Teaching 	<p>ACTION BUDGET: \$ T:</p>

collaboration between the child and parent in the development of science projects throughout the year. c)Providing opportunities for parents and community members to assist with the science fair event (guest speakers with information in regard to developing projects). Action Type: Collaboration Action Type: Parental Engagement	Welch, Science Teachers		Aids	
(PTSA MEETINGS) Utilize PTSA meetings as a medium for informing parents regarding performance assessments consistent with local and state standards. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Susan Merry, Parent Coordinator: Daryl Newcomb: Science Dept. Chair	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET \$ T:
(BENCHMARK DATA) Review data to determine if benchmark was achieved, as well as utilizing the gathered information to improve student exposures and opportunities to learn standards consistent with the Arkansas Frameworks. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Ruby Washington, Robin Zimmer, Counselors, Principal, All Staff	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants Performance Assessments Teachers 	ACTION BUDGET \$ T:
(WEB-PAGE FOR MANN MAGNET)Develop, maintain and monitor a web-page for Horace Mann Magnet Middle School. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Brittney Choat, Tech Specialist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers School Library Teachers 	ACTION BUDGET \$ T:
(VOLUNTEERS/TUTORS/MENTORS)Promote and encourage parents and members of the community to volunteer as tutors/mentors addressing the specific standards associated with	Susan Merry, Parent Coordinator & Ruby Washington	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Community Leaders 	ACTION BUDGET \$ T:

<p>the Arkansas Frameworks and utilizing available technology when appropriate. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>n, Lead Counselor</p>			
<p>(QUARTERLY COMMUNICATION NEWSLETTER) Implement a quarterly communication newsletter as a medium for focusing on priorities, goals, and roles of the parent, student, teacher and school, ways for parents to become involved, student achievements, and school activities calendar. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Patricia Boykin, Principal & Susan Johnson, PTSA President</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>		<p>ACTION BUDGE \$ T:</p>
<p>(SHOWCASE STUDENTS' TALENTS) Provide the following opportunities for students to showcase their talents to their parents and community: 1)Piano Recital - recruitment 2)Choir Concert - competition participation 3)Band Concert - performance during sports events, competition participation 4)Orchestra Concert - competition participation 5)Visual Art - Young artist exhibits, competition participation 6)Winter production 7)Dance performance 8)Spelling Bee 9)Geography Bee Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Patricia Boykin, Principal ,Traci Presley, Fine Arts Dept. Chair. and Teachers, Lorraine Johnson, Dee Ann Holt, Dept. C</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<p>ACTION BUDGE \$ T:</p>
<p>(HONORS CONVOCATION) Organize an honors convocation to highlight student successes important to local and state standards development. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Traci Presley, Fine Arts Dept. Chair, Teachers, Ruby Washington, Robin Zimmer</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGE \$ T:</p>

	Counselor			
(PARENT CONFERENCES/AIP) Schedule parent conference days to discuss student achievement/progress using Academic Improvement Plans (AIP)that will be developed for each eligible student, identifying those elements of the plan that address factors that contribute to students' acquisition of local and state development. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Program Evaluation	Patricia Boykin, Principal & Ruby Washington, Lead Counselor, Teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$ T:
(PARENT INFORMATION PACKETS(HARD COPIES and ELECTRONIC) provided during "Student Check-in", "New Student Orientation/6th Grade Orientation" the week before students report to school, and available on the Office Counter during the school year. Action Type: Collaboration Action Type: Parental Engagement	Patricia Boykin, Principal & Susan Merry, English Teacher and Parent Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$ T:
Work with members of the staff, district leaders, and the community (PTA/PTO) to provide notification about the school improvement status via letters, phone calls, newsletters, memorandum, open discussion meetings, etc. Action Type: Collaboration Action Type: Parental Engagement	Patricia Boykins, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$ T:
(TOOLKIT PACKET)Provide teachers with access to a packet from the toolkit for Middle School Teachers that includes a focus on parental involvement and instruction--conducting learning activities with children at home and school, assisting with homework, and monitoring and encouraging	Patricia Boykin, Principal & DeeAnn Holt, Social Studies Chair	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$ T:

learning activities for students. Action Type: Collaboration Action Type: Professional Development				
Total Budget:				\$0
Intervention: Promote and encourage parental involvement/engagement activities as dictated by Act 307 of the Arkansas Legislature to facilitate student success in literacy and math through resources and information that allow parents the opportunity to actively participate in their children's school activities and events. Encourage partnership with other parents, teachers, administrators, community agencies and community leaders through the following actions:				
Scientific Based Research: Popkin, M.H., Youngs, B.B., & Healy, J.M. (2005). Parents on Board Building Academic Success Through Parent Involvement.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(PARENT CENTER)Engage the entire school and Mann Parents by maintaining a parent center with informative resources and parent packets for review and parental checkout. Action Type: Collaboration Action Type: Parental Engagement	Susan Merry, Parent Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Community Leaders Public Library School Library Teachers Teaching Aids 	ACTION BUDGET: \$
(ALUMNI ADVISORY COMMISSION)Maintain an advisory alumni commission. Action Type: Collaboration Action Type: Parental Engagement	Raymond Frazier, Community Member	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Community Leaders Outside Consultants 	ACTION BUDGET: \$
(PARENT FACILITATOR) Designate a certified staff member to serve as parent facilitator. Action Type: Collaboration	Robin Zimmer, Ruby Washington, Counselors & Susan Merry, Parent Coordinantor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

Action Type: Parental Engagement				
(EMAIL DATABASE) Maintain an email database to be used for two-way communication with parents and school staff. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Wilma Sutton, Tech Specialist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
(VOLUNTEER RESOURCE BOOK) Publish and distribute a volunteer resource book that includes a focus on parental involvement in instruction-conducting learning activities in the home and school, assisting with homework, and monitoring and encouraging the learning activities of students. Action Type: Collaboration Action Type: Parental Engagement	Patricia Boykin, Principal & Susan Merry, Parent Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
(STUDENT RIGHTS/RESPONSIBILITIES HANDBOOK) Distribute and teach the "Student Rights and Responsibilities Handbook" that includes information and process to contact appropriate school personnel for assistance. Action Type: Collaboration	Patricia Boykin, Principal & Assistant Principals and Teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$

Action Type: Equity Action Type: Parental Engagement				
(PARENT INVOLVEMENT WORKSHOPS)Provide professional development opportunities (two hours for teachers and three hours for administrators) to enhance knowledge of parental involvement. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Patricia Boykin,Principal & Susan Merry, Parent Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
(PARENT NIGHT) Develop Parent Night activities to increase their children's academic success in Math & Science. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Patricia Boykin, Daryl Newcomb, Debbie Desjardin, Yvonne Bolden, Cassandra Harding	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

- Priority 4: To support a healthy school environment
1. In 2010-2011 at Mann Magnet School, various students were assessed for illness, injury, and health maintenance. Some students received health and physicals at school, and other students were referred to their personal primary care doctor.
 2. In 2011-2012 at Mann Magnet,health education and physical education classes are provided by certified teachers/specialists as required by ADE.
- Supporting Data:
- Goal The school will provide and maintain the appropriate health services for students in a safe school environment.

Benchmark To complete the Annual Health Services Report-Nurse's Data

Intervention: To provide health education, physical assessments, and make health referrals as needed				
Scientific Based Research: School Health Index Report; Kaplan JP, Liverman CT, Kraak VI, Wisham SL. Progress in Preventing Childhood Obesity: How Do We Measure Up? Institute of Medicine. Washington, DC, National Academies Press, 2007. pp 27, 35.; GAO. Childhood Obesity: Most Experts Identified Physical Activity and the Use of Best Practices as Key Successful Programs, GAO-06-127R (Washington, DC, October 7, 2005).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
(STUDENT WELLNESS) Promote student wellness to support academic performance by providing the following: whole group guidance, nutrition education, guidelines, health topics, school health services, Body Mass Index, and texts that support health education. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Cathy Haynie, School Nurse & Physical Education/Health Teacher	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
(PHYSICAL & HEALTH EDUCATION) Provide required physical and health education instruction for students in 6th,7th and 8th grades. Action Type: Alignment Action Type: Equity Action Type: Wellness	Health/Physical Education Teachers Danny Woods, Tavoris Uzoigwe & Joan Tollette, PE/Health Teacher	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
(HEALTHY DRINKS & SNACKS) Provide more healthy drinks and snacks in the vending machines for students and staff members. Action Type: Collaboration Action Type: Wellness	Patricia Boykin, Principal & Assistant Principals	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Business Representative	Miller, Virgil	Business Representative	School Improvement Team
Classroom Teacher	Desjardin, Deborah	Mathematics Department Chairperson	School Improvement Team
Classroom Teacher	Holt, DeeAnn	Social Studies Department Chairperson	School Improvement Team
Classroom Teacher	Jenkins, Heather	Math Coach	School Improvement Team
Classroom Teacher	Johnson, Lorraine	English Department Chairperson	School Improvement Team
Classroom Teacher	Newcomb, Daryl	Science Department Chairperson	School Improvement Team
Classroom Teacher	Presley, Traci	Fine Arts Department Chairperson	School Improvement Team
Classroom Teacher	Sutton, Wilma	Social Studies Dept.	School Improvement Team
Classroom Teacher	Wise, Barbara	Spanish Teacher / ESL Coordinator	School Improvement Team
Community Representative	Frazier, Raymond	Mann Alumni Association	School Improvement Team
Community Representative	Johnson, Susan	PTSA President and Parent	School Improvement Team
Community Representative	Robinson, James	Student Council President	School Improvement Team
District-Level Professional	Fletcher, Danny J.	Curriculum Supervisor	School Improvement Team
Non-Classroom Professional Staff	Haynie, Kathey	School Nurse	School Improvement Team
Non-Classroom Professional Staff	Loya, Samuel	Assistant Principal	School Improvement Team
Non-Classroom Professional Staff	Merry, Susan	Parent Co-ordinator	School Improvement Team
Principal	Boykin, Patricia F.	Principal	School Improvement Team