



# Jonesboro Kindergarten Center 2018-2019

Becky Shannon, Principal  
Erin Odom, Assistant Principal

**Goal 1: Jonesboro Kindergarten Center will create a positive environment that results in improved student behavior and a decrease in discipline referrals by 15% before the end of the year.**

Action Steps:	Data Point/Monitored By: Dec 2018
<p><b>Capturing Kids Hearts</b></p> <ul style="list-style-type: none"> <li>20 members to attend training in the EXCEL model</li> <li>All staff will be trained as quality leaders in the four questions (What are you doing, What are you supposed to be doing? Are you doing it? What are you going to do about it?)</li> <li>Develop a plan to roll out strategies monthly.</li> <li>Used in conjunction with PBIS – supports school wide behaviors.</li> </ul> <p><b>Time to Build Relationships</b></p> <ul style="list-style-type: none"> <li>Increase play time (cooperative play – supported by teaching staff)</li> <li>Add one day each week for yoga instruction.</li> <li>Purchase sensory items to support the emotional need of students.</li> </ul> <p><b>Collaborate with Additional &amp; New District Staff</b></p> <ul style="list-style-type: none"> <li>District Behavior Specialist</li> <li>Director of Mental Health Services</li> <li>New teachers will be supported through peer observation, modeled teaching, administration walk-throughs and feedback.</li> <li>Counselors will use data reports to develop small group topics for specific behavior issues.</li> </ul>	<p>Discipline referrals/ All staff/Starting in August</p> <p>Discipline referrals/ All staff/Starting in August</p> <p>Discipline referrals/ Shannon, Odom, Clem, Berry, Langford/Starting in August</p>
<p><b>Intervention:</b></p> <ul style="list-style-type: none"> <li>Pair students with an adult in our building that can build a stronger relationship and encourage / mentor improved behavior.</li> <li>Create a behavior plan specific to the student's issue</li> <li>Provide specific accommodations (fidgets, carpet spot, cool down place, teach calm down strategies, check in / check out,</li> <li>Bring parents in for observations</li> <li>Assign In-school Suspension</li> <li>Assign Short –Term Success (ALE Placement)</li> </ul>	<p>Discipline referrals/ Shannon, Odom, Clem, Berry, Langford/Starting in August</p> <p>Discipline referrals/ Shannon, Odom, Clem, Berry, Langford/Starting in August</p>
<p><b>Remediation:</b></p> <ul style="list-style-type: none"> <li>Recommendation for mental health services</li> <li>Assign for Long-Term Success</li> </ul>	<p>Discipline referrals/ Shannon, Odom, Clem, Berry, Langford/Starting in August</p>
<p><b>Planned Professional Development and Support:</b></p> <ul style="list-style-type: none"> <li>On-going Capturing Kids Hearts Training</li> </ul>	<p>Shannon/Starting in August</p>



# Jonesboro Kindergarten Center 2018-2019

Becky Shannon, Principal  
Erin Odom, Assistant Principal

**Goal 1: Jonesboro Kindergarten Center will build student learners by increasing student academic level so that 75% of students achieve end of the year benchmark in letter naming fluency. JKC will also increase letter word sound fluency to 65% in AIMSweb Plus.**

Action Steps: Train teachers in Systematic Intentional Initiatives and Programs	Data Point/Monitored By: Monthly 2018-2019 School Year; by teachers, administrators, instructional facilitators, leadership team.
<p><b>Core Curriculum:</b></p> <ul style="list-style-type: none"> <li>Teachers will be trained in the use the RISE Initiative and Implement</li> <li>Emphasis placed on small group reading instruction</li> <li>Entire staff will use Let's Play Learn</li> <li>Teachers will use Lucy Calkins' Writing Strategies</li> <li>Data collection will be done and monitored through the leadership team and administrators.</li> </ul>	<p>Monthly 2018-2019 School Year/District assessments/by teachers, administrators, instructional facilitators, leadership team.</p>
<p><b>Intervention:</b></p> <ul style="list-style-type: none"> <li>Teacher will pull small groups for immediate intervention on specific skill</li> <li>Data is analyzed and discussed during our weekly PLC meetings</li> <li>Assessments will include DRA, AIMSweb Plus, Progress Monitoring, DSA, Rapid Naming Screener, and Renaissance Star 360 Early Literacy state assessment</li> <li>Students will be referred to our I-Team for behavior or academic support, staff will begin the RTI process</li> <li>Intervention logs will be kept by teacher and support staff working with the students</li> </ul>	<p>Monthly 2018-2019 School Year/District assessments/by teachers, administrators, instructional facilitators, leadership team.</p>
<p><b>Remediation:</b></p> <ul style="list-style-type: none"> <li>Interventionists will work one on one with students using Let's Play Learn</li> <li>Interventionists will also pull one on one to work on specific skill deficits</li> <li>Students who fail to progress will be referred to our special education department for observation</li> </ul>	<p>Monthly 2018-2019 School Year/District assessments/by teachers, administrators, instructional facilitators, leadership team, District Sped.</p>

<p><b>Additional Initiatives to support the goal:</b></p> <ul style="list-style-type: none"> <li>• R.I.S.E initiative</li> <li>• All students in the building will be divided into small groups and every adult will work with them to build relationships, improve behavior, and increase student academic achievement.</li> </ul>	<p>Monthly 2018-2019 School Year/District assessments/entire JKC staff</p>
<p><b>Planned Professional Development and Support:</b></p> <ul style="list-style-type: none"> <li>• Capturing Kids’ Hearts</li> <li>• R.I.S.E. training</li> <li>• Let’s Play Learn training</li> <li>• How to Build Meaningful Relationships with Students</li> <li>• Discipline Data Training</li> </ul>	<p>Monthly 2018-2019 School Year/District assessments/entire JKC staff</p>



# International Studies Magnet School 2018-2019

Josh Byard, Principal  
Kari Manis, Assistant Principal

**Goal 1: Increase reading grade level score to 73% (from 59.03%)**

<p><b>Action Steps:</b> Implement iRead, improve classroom libraries, students track own growth (setting goals with teacher feedback), Phonetic Connections implementation (grades 1-3) and small group instruction (grades 4-6), implement Lucy Calkins' Units of study (grades 1-5), instructional facilitator provides support to teachers/leadership team</p>	<p><b>Data Point/Monitored By:</b></p>
<p><b>Core Curriculum:</b></p> <ul style="list-style-type: none"> <li>Phonetic Connections</li> <li>Guided read (below DRA 38)</li> <li>Units of Study in Reading</li> <li>iRead</li> </ul>	<p>AIMSweb Plus, Reading Inventory, ACT Aspire Interims</p> <p>Monitored by Teachers, Instructional Facilitator, Administration</p>
<p><b>Intervention:</b></p> <ul style="list-style-type: none"> <li>iRead, 5 times a week 20-30 mins</li> <li>small group instruction</li> <li>guided reading</li> </ul>	<p>Reading Inventory (grades 3-6)/Teachers, Renaissance 360 (grades 1-2)/Teachers, Aimsweb Plus/</p> <p>Monitored By: Teachers, I-Team members</p>
<p><b>Remediation:</b></p> <ul style="list-style-type: none"> <li>Iread</li> <li>skill based direct instruction</li> <li>Sonday System</li> </ul>	<p>Reading Inventory (grades 3-6)/Teachers, Renaissance 360 (grades 1-2)/Teachers, AIMSweb Plus/ Remediation logs/ Mrs. Gammill (Instructional Facilitator)</p> <p>Monitored By: Teachers, Gammill, Administration</p>
<p><b>Additional Initiatives to support the goal:</b> Scheduled weekly PLC's, instructional facilitator on staff, Leadership team meets bi-weekly to monitor progress, ACT Aspire Interims</p>	<p>ACT Aspire Interims</p>
<p><b>Planned Professional Development and Support:</b></p> <ul style="list-style-type: none"> <li>Attend PLC training</li> <li>Lucy Calkins' Units of Study training</li> <li>Close Reading Training</li> <li>Reading Foundational Training for content teachers</li> </ul>	<p>Grade level reading scores, Reading Inventory, ACT Aspire</p> <p>Monitored By: Instructional Facilitator, Administrators</p>



# International Studies Magnet School 2018-2019

Josh Byard, Principal  
Kari Manis, Assistant Principal

## Goal 2:

- Decrease the percentage of students below benchmark on STAR assessment to 15% in grades 1 and 2.
- Increase the number of African American students scoring “ready or exceeding” from 26.3% to 53% and increase our students with disabilities from 14.3% to 30%.

<b>Action Steps: Implement Eureka Math, provide daily fluency practice, small group instruction, support from instructional facilitator, interventions and remediation</b>	<b>Data Point/Monitored By:</b>
<b>Core Curriculum:</b> <ul style="list-style-type: none"> <li>• Eureka Math</li> <li>• Moby Max</li> <li>• Zearn</li> <li>• IXL</li> <li>• Essential Standards screeners</li> </ul>	Moby Max, ACT Aspire interims, IXL scores/time worked, Essential Standards Screeners.  Monitored by: Teachers, Instructional Facilitator, Administrators
<b>Intervention:</b> <ul style="list-style-type: none"> <li>• Moby Max</li> <li>• Zearn</li> <li>• Small group instruction</li> </ul>	Formative assessments  Monitored By: Teachers, I-Team members
<b>Remediation:</b> <ul style="list-style-type: none"> <li>• Moby Max</li> <li>• Small group instruction</li> </ul>	Moby Max, essential standard screeners, PLC’s, I-Team meetings  Monitored By: Teachers, Instructional Facilitator, Administrators
<b>Additional Initiatives to support the goal:</b> <ul style="list-style-type: none"> <li>• Weekly PLC meetings</li> <li>• Institute of Education Sciences (IES) Practice Guide - All grade levels should devote about 10 minutes to building fluent retrieval or basic arithmetic facts.</li> <li>• STAR Math Assessment - 3 times a year (Collect data using a Growth Proficiency Chart)</li> </ul>	STAR Math Assessment Data, IES Data, Discussions in PLC meetings.  Monitored by: Teachers, Instructional Facilitator, Administrators

**Planned Professional Development and Support:**

- Attend PLC training for facilitator and admin
- Book study of John Hattie's "Visible Learning for Teachers: Maximizing Impact on Learning" - Teachers will provide feedback to students and make adjustments to their teaching.
- Cognitively Guided Instruction - Teachers will learn extensive research in children's thinking about mathematics. They will utilize the practices from the professional development and the leadership team will conduct observations of this teaching style and meet with teachers in their PLC groups.

Lesson Plans, PLC Meetings, Classroom Evaluations, Lesson Evaluations, Overall data collected from assessments.

Monitored By:  
Instructional Facilitator and Administrators



# Health Wellness and Environmental Studies 2018-2019

Cynthia Wright, Principal  
Korillene Flanigan, Assistant Principal

**Goal 1: Students will increase Math proficiency rates by 4% over the previous year's as measured by ACT Aspire summative assessments.**

Action Steps	Data Point/Monitored By:
<p><b>Core Curriculum:</b></p> <p>Eureka Math- All Math teachers in grades 1-6 will continue implementation of the Eureka Math curriculum with special emphasis on computational fluency.</p>	<p>Modules CFAs Classroom Walkthroughs and Observations</p> <p>Cindy Wright, Principal Sharlene Evans, Inst. Facilitator</p>
<p><b>Intervention:</b></p> <p>Classroom teachers will provide point in time/immediate intervention for students displaying misconceptions on grade level material taught during core instruction.</p>	<p>Exit Tickets from students Modules CFAs Aspire Interims Star Testing PLCs</p> <p>Classroom Teacher and Leadership Team</p>
<p><b>Remediation:</b></p> <p>Students will be given online math screenings from Moby Max and AFFIRM to pinpoint deficits for targeted remediation. Students with gaps in learning will receive remediation from classroom teachers, interventionists, and through extended practice using Moby Max, Zearn, and IXL.</p>	<p>Grade level screeners Modules CFAs Aspire Interims Star Testing PLCs</p>
<p><b>Additional Initiatives to support the goal:</b></p> <p>*Before and after school tutors *Family Math Night *Math Clubs *Celebration for growth in Math</p>	<p>Leadership Team</p> <p>Ongoing Monitoring</p>

**Planned Professional Development and Support:**

All teachers, summer of 2017, attended Eureka Math training provided by the district. This was followed by grade level planning sessions after each math module.

During PLCs teachers will analyze data from all assessments to develop plans for intervention, remediation, and adjustments to instruction. Teachers that are new to the school receive ongoing training from the Instructional Facilitator.

Module testing  
CFAs  
Aspire Interims  
Star Testing  
PLCs

Ongoing Monitoring  
Teachers/Leadership





# Health Wellness and Environmental Studies 2018-2019

Cynthia Wright, Principal  
Korillene Flanigan, Assistant Principals

**Goal 2: HWES will increase the percentage of students reading on grade level by 4% over the previous year as determined by Reading Readiness on the 2018 administration of ACT Aspire.**

<b>Action Steps</b> All teachers will begin implementation of the Units of Study for teaching reading.	<b>Data Point/Monitored By:</b>
<b>Core Curriculum:</b>  Units of Study for Teaching Reading by Lucy Calkins  During the 2017-18 school year, five teachers participated in piloting the Reading Units of Study. These five teachers will participate in formal professional development for full implementation as our core reading curriculum.  During the 2018-19 school year the remaining literacy teachers will pilot Lucy Calkins Reading Units and will receive further professional development in the summer of 2019.	Reading Inventory AIMSweb ACT Aspire interims CFAs  Ongoing monitoring by classroom teachers and Leadership Team
<b>Intervention:</b>  Classroom teachers will provide point in time/immediate intervention for students displaying misconceptions on grade level material taught during core instruction using small groups, guided reading, and iRead.	Reading Inventory AIMSweb ACT Aspire CFAs iRead  Ongoing monitoring by leadership team and teacher observations
<b>Remediation:</b>  Students showing reading deficits of two or more grade levels based on the AIMSweb data, DRA, Lexile levels from RI, Star assessment data, and running records will receive targeted remediation from the teacher as well as by using Sunday System and iRead.	RI AIMSweb Star data CFAs iRead Sunday System Data  Ongoing monitoring by teachers and leadership

<p><b>Additional Initiatives to support the goal:</b></p> <ul style="list-style-type: none"> <li>*Morning Tutors</li> <li>*Family Reading Nights through our school library</li> <li>*iRead Time before and after school</li> <li>*Rosie's Reading Challenge for grades 1-3</li> <li>*Extension of classroom libraries</li> <li>*Celebrations for SRI, AIMSweb, and iRead growth</li> </ul>	<p>RI AIMSweb Star data CFAs iRead Sunday System Data</p> <p>Ongoing monitoring by teachers and leadership</p>
<p><b>Planned Professional Development and Support:</b></p> <p>Teachers received, through the 1003 Grant, Close Reading training through Dianne Lapp and Kelly Johnson, consultants. Teachers in grades 1 and 2 also received RISE training.</p> <p>Five literacy teachers will receive training in Reading Units of Study this summer.</p> <p>All literacy and content teachers received professional development in the Theory of Reading with Tim Odigard during 2018 summer professional development.</p> <p>All literacy teachers will have release planning time throughout the 2018-2019 school year to foster the piloting of Lucy Calkins Reading Units of Study.</p>	<p>RI AIMSweb Star data CFAs iRead Sunday System Data</p> <p>Ongoing monitoring by teachers and leadership</p>



# MicroSociety Magnet School

## 2018-2019

Amanda Turner, Principal  
Mandy Zipfel, Assistant Principal

**Goal 1: MicroSociety's goal is to increase the ELA ACT Aspire Value- Added Growth Score to 80 in 2018-2019 for all subgroups.**

Action Steps	Data Point/Monitored By:
<p><b>Core Curriculum:</b></p> <ul style="list-style-type: none"> <li>Phonetic Connections</li> <li>Reading Workshop Model with an emphasis on guided reading groups</li> <li>First and Sixth grade will use district written literacy units</li> <li>Phonetic Connections 1-3 grades</li> <li>Second through fifth grade will use Units of Study in Reading by Lucy Calkins</li> </ul>	<p>Reading Inventory/AIMSweb Plus (WRF and ORF)/Literacy grades/CFAs</p> <p>Classroom Teachers in PLCs Mrs. Turner, Principal Mrs. Zipfel, Asst. Principal Mrs. Murphy, Inst. Facilitator</p>
<p><b>Intervention:</b></p> <ul style="list-style-type: none"> <li>Teachers will focus on identified grade level essential standards for ELA during guided reading groups.</li> <li>Teachers will use 35 minute intervention block to reteach the essential skills to students who did not grasp the concepts during core instruction.</li> <li>iRead for grades 1-2 Tier 2</li> </ul>	<p>RI/AIMSweb Plus (WRF and ORF)/Literacy grades/CFAs</p> <p>Classroom Teachers in PLCs</p> <p>Turner/Murphy/ Zipfel</p>
<p><b>Remediation:</b></p> <ul style="list-style-type: none"> <li>Teachers will use 35 minute intervention block to provide additional support in prerequisites of essential standards.</li> <li>reteach the essential skills to students(not on grade level) iRead will be used for 3rd grade students who are 2 or more grade levels behind</li> <li>Sonday system for Tier 3 students 1-3 grades (2 or more grade levels behind)</li> <li>System 44 for Tier 3 students 4th-6th Grades (2 or more grade levels behind)</li> </ul>	<p>RI/SPI/iRead/AIMSweb (WRF and ORF) Literacy grades/CFAs</p> <p>Classroom Teachers in PLCs</p> <p>Turner/Murphy/Zipfel</p>
<p><b>Additional Initiatives to Support the Goal:</b> 21CC after school program Student growth celebrations</p>	<p>Mrs. Zipfel, Asst. Principal</p>
<p><b>Planned Professional Development and Support:</b> System 44 training R.I.S.E. training Home grown institute (2-5 literacy teachers) Sonday System training</p>	<p>Mrs. Turner, Principal</p>



# MicroSociety Magnet School 2018-2019

Amanda Turner, Principal  
Mandy Zipfel, Assistant Principal

**Goal 1: MicroSociety's goal is to increase the Math ACT Aspire Value- Added Growth Score to 80 in 2018-2019 for all subgroups.**

Action Steps	Data Point/Monitored By:
<b>Core Curriculum:</b> <ul style="list-style-type: none"><li>1st-6th grades Eureka Math</li><li>Number sense using Number Talks</li></ul>	Moby Max placement test/ACT Aspire/Renissance Star Math/ CFAs  Mrs. Turner, Principal Mrs. Zipfel, Asst. Principal Mrs. Murphy, Inst. Facilitator
<b>Intervention:</b> <ul style="list-style-type: none"><li>Teachers will focus on essential standards to re-teach students who did not grasp the concept during core instruction in a small group setting.</li></ul>	Zearn/MobyMax  Classroom Teachers in PLCs  Turner/Murphy/Zipfel
<b>Remediation:</b> <ul style="list-style-type: none"><li>1st-6th grade students who are 2 or more years behind will receive remediation during a 35 minute intervention block using the Do the Math curriculum.</li></ul>	MobyMax placement assessment/ math grade/ CFAs  Classroom Teachers in PLCs  Turner/Murphy/Zipfel Turner/Murphy/ Zipfel
<b>Additional Initiatives to support the goal:</b> 21CC After School Program Student Growth Celebrations	Mrs. Zipfel, Asst. Principal
<b>Planned Professional Development and Support:</b> Training and support for Number Talks. Eureka Math curriculum map training (4-6)	Mrs. Turner, Principal



# MicroSociety Magnet School

## 2018-2019

Amanda Turner, Principal  
Mandy Zipfel, Assistant Principal

**Goal 1: MicroSociety will reduce the number of office referrals by 5% within each staff identified and categorized in the year training of Capturing Kids Hearts.**

Action Steps	Data Point/Monitored By:
<p><b>Core Curriculum:</b></p> <ul style="list-style-type: none"> <li>Capturing Kids Hearts</li> </ul>	<p>Discipline referrals/quarterly</p> <p>Monitored: Rob Donner, Building School Improvement Specialist</p>
<p><b>Intervention:</b></p> <ul style="list-style-type: none"> <li>Focus walks from administration to observe teachers implementing CKH in the classrooms and provide feedback.</li> <li>Check In/Check Out for those students who are struggling with meeting expectations.</li> </ul>	<p>Focus walks data</p> <p>Number of CI/CO students</p> <p>Monitored: Rob Donner</p>
<p><b>Remediation:</b></p> <ul style="list-style-type: none"> <li>Check In/Check out program for those struggling significantly with meeting expectations.</li> <li>Students with major behavior issues will be placed in Behavior Intervention Groups with the School Improvement Specialist.</li> </ul>	<p>Reduced number of students in the CI/CO system</p> <p>Reduced number of disciplinary referrals for those students with chronic misbehavior</p> <p>Monitored: Rob Donner</p>
<p><b>Additional Initiatives to support the goal:</b></p> <ul style="list-style-type: none"> <li>Micro will better utilize our Process Champions to work with new staff and those staff members who are struggling with the CKH process.</li> </ul>	<p>A core group of teachers and administrators identified as mentors for grade level staff</p> <p>Monitored: Rob Donner</p>
<p><b>Planned Professional Development and Support:</b></p> <ul style="list-style-type: none"> <li>CKH Recharge</li> <li>CKH TrAction Plans PD provided by The Flippen Group</li> </ul>	<p>PD set for August 8, 2018</p> <p>PD planned for February 25, 2019</p> <p>PD provided by The Flippen Group</p> <p>Monitored: Rob Donner</p>



# MicroSociety Magnet School 2018-2019

Amanda Turner, Principal  
Mandy Zipfel, Assistant Principal

**Goal 1: MicroSociety will reduce the number of students with 15 or more absences per year by 5%.**

Action Steps	Data Point/Monitored By:
<b>Core Curriculum:</b> <ul style="list-style-type: none"><li>Attendance Works: Why Teach About Absenteeism.</li></ul>	Weekly Attendance Reports  Julie Morgan, Counselor Rob Donner, Building School Improvement Specialist
<b>Intervention:</b> <ul style="list-style-type: none"><li>Weekly calls to the parents/guardians of students who are absent each week</li><li>Parent/Guidance Education on the importance of attendance during open house and parent events</li><li>Home visits for students who reach their 5/10/15 absence marks</li></ul>	Attendance Numbers for All Micro Students Monitored by Julie Morgan & Rob Donner
<b>Remediation:</b> <ul style="list-style-type: none"><li>The parents/guardians of students who have consistent, frequent absences will have a FINS filed with the Craighead County Juvenile Office</li></ul>	Number of FINS Filed Monitored by Rob Donner
<b>Additional Initiatives to support the goal:</b> <ul style="list-style-type: none"><li>Dojo Celebrations will now include absences as a requirement for attending the quarterly celebrations</li><li>Students will be paid for coming to school on time with Micro Bucks</li></ul>	Number of students not qualifying for Dojo Celebrations due to attendance by quarter Monitored by Julie Morgan, Counselor
<b>Planned Professional Development and Support:</b> <ul style="list-style-type: none"><li>Monthly attendance education for teachers using the Attendance Works Curriculum during teacher grade level meetings</li></ul>	Sign in Sheets for Attendance Education Lessons with Teachers Monitored by Julie Morgan



# Visual and Performing Arts Magnet School 2018-2019

Dale Case, Principal  
Lee Caldwell, Assistant Principal  
Wes Swift, Assistant Principal

**Goal 1: To see a 5% increase on the readiness level in math on the 2018-19 ACT Aspire. Additionally, African-American and Students with Disabilities subgroups will be at or above the 80% mark in the value-added growth score in ESSA.**

Action Steps	Data Point/Monitored By:
<b>Core Curriculum:</b> Teachers will use curriculum maps to implement Eureka Math.	Moby Max, Eureka Math-Essentials Tests/  Classroom Teachers in PLCs Dale Case, Principal
<b>Intervention:</b> Students' foundational deficits are pinpointed through multiple screening instruments and Moby Max is one tool that we use to fill deficit areas.	Moby Max, lesson plans, focus walks/ Classroom Teachers in PLCs Dale Case, Principal
<b>Remediation:</b> Students with foundational deficits are screened to determine need, if necessary, they will be placed in remediation.	Moby Max, weekly assessments, lesson plans, focus walks/ Classroom Teachers in PLCs Dale Case, Principal
<b>Additional Initiatives to support the goal:</b>  After School Tutoring, Goal Tracking, Mentoring, Study Buddies, Family Night, Community Partnerships, Ambassadors, Potential Groups	Sign-In sheets, surveys, goal sheets/Dale Case
<b>Planned Professional Development and Support:</b> Eureka Alignment and CFA/Essentials planning with district math specialist, Collaborative Teams through Professional Learning Communities.	Sign-In Sheets, Agendas/Dale Case



# Visual and Performing Arts Magnet School 2018-2019

Dale Case, Principal  
Lee Caldwell, Assistant Principal  
Wes Swift, Assistant Principal

**Goal 2: To see a 5% increase on the readiness level in literacy on the 2018-19 ACT Aspire. Additionally, African-American and Students with Disabilities subgroups will be at or above the 80% mark in the value-added growth score in ESSA.**

Action Steps	Data Point/Monitored By:
<p><b>Core Curriculum:</b> Teachers will use curriculum maps to implement Units of Study-Reading .</p> <p>RISE Academy will provide teachers knowledge of the science of teaching reading so that they will be better prepared to implement their curriculum.</p> <p>iRead a parallel core for 1<sup>st</sup> and 2<sup>nd</sup> grade students.</p>	<p>Reading Inventory, AimswebPlus, lesson plans, focus walks/ Classroom Teachers in PLCs Dale Case, Principal</p>
<p><b>Intervention:</b> Students' foundational deficits are pinpointed through multiple screening instruments and iRead is one tool that we use to fill deficit areas.</p>	<p>Reading Inventory, AimswebPlus, lesson plans, focus walks/ Classroom Teachers in PLCs Dale Case, Principal</p>
<p><b>Remediation:</b> Students with foundational deficits or characteristics of dyslexia are screened to determine need, if necessary, they will be placed in Sondag System or other remediation.</p>	<p>Reading Inventory, AimswebPlus, lesson plans, focus walks/ Classroom Teachers in PLCs Dale Case, Principal</p>
<p><b>Additional Initiatives to support the goal:</b></p> <p>Sondag System, After School Tutoring, Goal Tracking, Mentoring, Study Buddies, Family Night, Community Partnerships, Ambassadors, Potential Groups</p>	<p>Sign-In sheets, surveys, goal sheets/Dale Case, Amanda Mirafuentes</p>
<p><b>Planned Professional Development and Support:</b> RISE Academy Homegrown Reading Institute Collaborative Teams through Professional Learning Communities</p>	<p>Sign-In Sheets, Agendas/Dale Case</p>





# Math and Science Magnet School 2018-2019

Rickey Greer, Principal  
Shalon Tate, Assistant Principal

**Goal 1: Math and Science will increase the percentage of students meeting growth goals (proficiency) of all students by 5% (32 students) as determined by Reading Inventory pre and post testing.**

Action Steps: <b>READING</b>	Data Point/Monitored By:
<b>Core Curriculum:</b> <ul style="list-style-type: none"> <li>• Phonetic Connections</li> <li>• Daily small group instruction</li> <li>• Guided Reading Group within literacy block</li> <li>• Close Reading and Greek &amp; Latin roots implemented in Grades 4 to 6</li> <li>• Lucy Calkins Reading and Writing</li> </ul>	Rickey Greer Shalon Tate Shakia Young Teachers
<b>Intervention:</b> <ul style="list-style-type: none"> <li>• iRead (Grades 1 &amp; 2)</li> <li>• Raz-Kids online (grade 3)</li> <li>• Daily small intervention groups (Grade 1st-6th)</li> <li>• Interventionist maintain detailed logs of strategies, resources and the amount of time spent with each student (Grade 1st-6th)</li> </ul>	Time logged into system Growth data reports Google documents with progress monitoring results
<b>Remediation:</b> <ul style="list-style-type: none"> <li>• Sonday System</li> <li>• Multi-sensory approaches for phonics and fluency</li> <li>• Guided reading groups</li> </ul>	Interventionist Teachers Young Student level of growth
<b>Additional Initiatives to support the goal:</b> <ul style="list-style-type: none"> <li>• Managing tier levels of students through the RTI process</li> <li>• Progress Monitoring utilizing AIMSweb, (CFAs) Common Formative Assessments, (RI) Reading Inventory, and STAR Reading interim assessments</li> <li>• Teacher providing evidence of relevance and rigor in lesson plans that focus on the essential standards.</li> <li>• CFAs, Essential standards, Act Aspire interim assessments</li> <li>• Established schoolwide intervention time in the master schedule</li> <li>• Focus on Greek &amp; Latin Roots in science in collaboration with reading</li> </ul>	Interim assessment results
<b>Planned Professional Development (PD) and Support:</b> <ul style="list-style-type: none"> <li>• Collaborative planning between core teacher, SPED, and interventionist</li> <li>• RISE PD</li> <li>• Lucy Calkins Reading</li> <li>• Weekly PLC/CTM meetings to address students' progress</li> </ul>	1. Calendar of PD



# Math and Science Magnet School 2018-2019

Rickey Greer, Principal  
Shalon Tate, Assistant Principal

**Goal 2: During the 2017-2018 school year, 80% of M&S students will show one full year's growth in math. Math and Science I-Team documented 136 students as Tier 2 or Tier 3 during 2016-2017 school year. Our hope is that we will reduce that number by 10% or 13 students**

Action Steps: MATH	Data Point/Monitored By:
<p><b>Core Curriculum:</b></p> <ul style="list-style-type: none"> <li>Implementation of Eureka Math grades 1-6</li> <li>Moby Math placement assessment</li> <li>Core instruction on the essential standards at each grade level</li> </ul>	<p>Rickey Greer Shalon Tate Shakia Young Teachers</p>
<p><b>Intervention:</b></p> <ul style="list-style-type: none"> <li>Moby Math to progress monitor (students assigned 15-20 minutes online to address individual growth)</li> <li>Small groups to address gaps by the classroom teacher</li> <li>Small group intervention provided by grade level interventionist</li> <li>CFAs to determine mastery of skills</li> </ul>	<p>Classroom and student individual Moby results Google document with progress monitoring results</p>
<p><b>Remediation:</b></p> <ul style="list-style-type: none"> <li>Weekly CTM/PLC meetings to address progress monitoring through the RTi process</li> <li>Interventionist will target at risk students in small group settings.</li> </ul>	<p>Interventionist Teachers Young</p> <p>Student level of growth</p>
<p><b>Additional Initiatives to support the goal:</b></p> <ul style="list-style-type: none"> <li>30 min intervention as part of master schedule</li> <li>ACT Aspire interim assessments used to guide instruction, to determine interventions, and to assess progress throughout the year.</li> </ul>	<p>Interim assessment results</p>
<p><b>Planned Professional Development and Support:</b></p> <ul style="list-style-type: none"> <li>Weekly PLC/CTM meetings collaborating on CFAs, Essential Standards, Moby, and Eureka Math implementation</li> <li>Quarterly ½ day curriculum module meetings</li> <li>Data will be shared using google docs</li> </ul>	<p>PD Calendar</p>



# Math and Science Magnet School 2018-2019

Rickey Greer, Principal  
Shalon Tate, Assistant Principal

**Goal 3: Math and Science will decrease by 10% the number of office referrals by designing a school-wide discipline plan to increase instructional capacity of students as well as implementing small group behavior interventions focused on increasing instructional time. Our previous monitoring software did not have a way to filter out multiple referrals for a singular student. Discipline referrals are done based on number of minor offenses documented by teachers and sent to the office as a major offense follow 3 attempts to correct behavior by the teacher including parental contacts.**

<b>Action Steps: DISCIPLINE</b>	<b>Data Point/Monitored By:</b>
<b>Core Curriculum:</b> <ul style="list-style-type: none"> <li>• Character Education</li> <li>• CKH (Capturing Kids Hearts)</li> </ul>	Discipline Referrals/ Gabriel Rhynes, Counselor Deborah Agnew, Counselor Shalon Tate, Asst. Principal
<b>Intervention:</b> <ul style="list-style-type: none"> <li>• CICO (Check In/Check Out)</li> <li>• Community and staff volunteer Lunch Buddies, mentors and club sponsors</li> <li>• Counselor, therapist, and administration conducting small group support</li> </ul>	Number of students in program Volunteer hours logged
<b>Remediation:</b> <ul style="list-style-type: none"> <li>• Counselor, therapist, and administration implement small group</li> <li>• Referrals made to Mid-south Health (MSHS)</li> <li>• Parental conferences</li> </ul>	Group log and number of students participating
<b>Additional Initiatives to support the goal:</b> <ul style="list-style-type: none"> <li>• Behavior and Social Intervention Groups</li> <li>• Teachers monitor behavior with Class Dojo to enhance parent communication.</li> <li>• Book clubs supported by local stakeholders</li> </ul>	Number of office behavior referrals
<b>Planned Professional Development and Support:</b> <ul style="list-style-type: none"> <li>• Family Service Meetings to staff students needs with administration, counselor, Midsouth Health' therapist and case manager, district behavior specialist on a weekly basis.</li> <li>• Individual student behavior plans developed and monitored</li> </ul>	The weekly number of students staffed The number of mental health referrals



# Annie Camp Jr. High 2018-2019

Reginald Murphy, Principal  
Keith Evans & Kevin Ryan, Assistant Principals

**Goal 1:** Lexile levels will increase 10% on the Reading Inventory and the School Value-Added Growth score will increase to 80.00 on the ACT Aspire.

Action Steps	Data Point/Monitored By:
<p><b>Core Curriculum:</b> District created units will be utilized as the core curriculum</p> <ol style="list-style-type: none"> <li>The school Instructional Facilitator and District Literacy Specialist will observe the implementation of close reading and debrief with content area teachers.</li> <li>Lead Teachers will be trained in Close Reading in order to train individual teachers within departments.</li> </ol>	<p>Interim Assessments, Reading Inventory Read 180 data, System 44 data</p> <p>Instructional Facilitator, Principal, English Department</p>
<p><b>Intervention:</b></p> <ol style="list-style-type: none"> <li>USA Test Prep will be incorporated into classes to aid students in deficit standards. Teachers, through the online program, can assign individual assessments and goals for students in order for mastery to occur within standards.</li> <li>USA Test Prep will be incorporated into classes to aid students in deficit standards. Teachers, through the online program, can assign individual assessments and goals for students in order for mastery to occur within standards.</li> </ol>	<p>USA Test Prep data, Interim Assessments</p> <p>Instructional Facilitator, Principal, English Department</p>
<p><b>Remediation:</b></p> <ol style="list-style-type: none"> <li>System 44 and Read 180 will be utilized as intervention programs. Students will receive 225 classroom minutes within the intervention programs. Student will rotate through small group, independent read group, and computer group. Students will test periodically to check for growth using the Reading Inventory and the Phonics Inventory.</li> <li>The DREAM program will be mandatory for students who are not up to par academically. Parents will consent to having their students be placed with a mentor who will check on students weekly making sure students know what assignments they need to work on throughout the week. Students will log 60 minutes a week before or after school improving their grades. Teachers and</li> </ol>	<p>Read 180 data, System 44 data I-Team</p> <p>IF, Principal, ELA Department, I-Team</p>

<p>students will sign off each week showing the time has been met and students are improving.</p> <p>3. Subgroups on the ESSA index will be monitored through the DREAM program and Bonus periods to gage achievement and growth. Subgroups of Black or African American scored 75.66, White scored 79.14, and Economically Disadvantaged scored 77.83. These subgroups will be monitored through teachers and administration.</p>	
<p><b>Additional Initiatives to support the goal:</b></p> <ol style="list-style-type: none"> <li>1. The Instructional Facilitator will work closely with teachers in coaching cycles to improve Tier I instruction. If approved through the 1003 grant, the Instructional Facilitators will attend Jim Knight's Institute in January and learn six domains of effective coaching. Instructional Facilitators need deep knowledge and skills in at least six essential domains: (1) adult learning (2) an instructional coaching cycle, (3) using video recordings to gather data, (4) instructional practices described in an instructional playbook, (5) communication skills, and (6) leadership skills.</li> <li>2. Implementation of the One School, One Book program</li> </ol>	<p>Cassandra Sabbatini, Instructional Faciliator</p>
<p><b>Planned Professional Development and Support:</b> Professional Development on Close Reading and Common Formative Assessments</p>	<p>Mr. Murphy, Principal</p>



# Annie Camp Junior High 2018-2019

Reginald Murphy, Principal  
Keith Evans & Kevin Ryan, Assistant Principals

**Goal 2:** Of 7th-9th grade level students taking the ACT Aspire, 30% will score in the math readiness range of the ACT Aspire given during the 2017-18 school year and 80.00 on the ESSA School Index.

Action Steps	Data Point/Monitored By:
<p><b>Core Curriculum:</b></p> <ol style="list-style-type: none"> <li>Eureka Math will be implemented as the core curriculum for mathematics. Teachers will receive job-embedded professional development by Great Minds consultants during the Spring of 2018.</li> <li>Teachers will choose essential standards within their PLCs. Essential standards will be used to create CFAs. Teachers will meet and review CFAs and design a plan of remediation.</li> </ol>	<p>Interim Assessments, CFAs, Math 180</p> <p>Teachers, Instructional Facilitator</p>
<p><b>Intervention:</b></p> <ol style="list-style-type: none"> <li>USA Test Prep will be incorporated into classes to aid students in deficit standards. Teachers, through the online program, can assign individual assessments and goals for students in order for mastery to occur within standards.</li> <li>Bonus Period will occur weekly for 30 minutes school wide for students to focus on reading and math. Teachers will look at CFA data as well as ACT Interim Aspire data to see where breakdown is occurring. Teachers will use the 30 minutes to focus on particular standards.</li> </ol>	<p>Interim Assessments, CFAs, USA Test PREP data</p> <p>Lead Teachers Instructional Facilitator, Leadership Team</p>
<p><b>Remediation:</b></p> <ol style="list-style-type: none"> <li>The DREAM program will be mandatory for students who are not up to par academically. Parents will consent to having their students be placed with a mentor who will check on students weekly making sure students know what assignments they need to work on throughout the week. Students will log 60 minutes a week before or after school improving their grades. Teachers and students will sign off each week showing the time has been met and students are improving.</li> </ol>	<p>Grades</p> <p>Grade-level PLCs, IF, I-Team</p>
<p><b>Additional Initiatives to support the goal:</b> Math 180 program will be piloted for struggling math students.</p>	<p>Cassandra Sabbatini, Instructional Facilitator</p>
<p><b>Planned Professional Development and Support:</b> Ongoing training and support for Eureka Math will be provided for math teachers.</p>	<p>Mr. Murphy, Principal</p>



# Annie Camp Junior High 2018-2019

Reginald Murphy, Principal  
Keith Evans & Kevin Ryan, Assistant Principals

**Goal 3: Parent involvement will increase by at least 10% in the 2018/2019 school year.**

Action Steps	Data Point/Monitored By:
<p><b>Core Curriculum:</b></p> <ol style="list-style-type: none"> <li>Parents are invited to take part in Open House events (Back to School Night)</li> <li>Departments will host a Project Based Learning Parent Night to showcase student work.</li> <li>Bi-weekly progress reports are sent at regular and scheduled intervals</li> <li>Administration and Teachers use websites to communicate with parents.</li> <li>Parents can access the online gradebook software (eSchool)</li> </ol>	<p>Parent Contact Logs, Sign-in Sheets, Blackboard records</p> <p>Leadership Team Grade Level PLCs</p>
<p><b>Intervention:</b></p> <ol style="list-style-type: none"> <li>Teacher mentor program that pairs students with teachers through the Grade Level PLC's</li> <li>Conference with Administrators and Parents</li> <li>Parents sign up for alerts through Learning Management Systems (Google Classroom)</li> </ol>	<p>Parent Contact Logs, Sign-in Sheets, Blackboard records</p> <p>Leadership Team Grade Level PLCs</p>
<p><b>Remediation:</b></p> <ol style="list-style-type: none"> <li>Character Education program Parent Meetings and contact, student Rubrics</li> <li>Triple-A program for chronic absenteeism.</li> </ol>	<p>Parent Contact Logs, Sign-in Sheets, Blackboard records</p> <p>Leadership Team Grade Level PLCs</p>
<p><b>Additional Initiatives to support the goal:</b></p> <ol style="list-style-type: none"> <li>Blackboard will be used to create automated messages to parents via phone calls, emails, and text messages.</li> <li>The administration will check parent contact logs monthly</li> </ol>	<p>Administration</p>
<p><b>Planned Professional Development and Support:</b> The counselors will facilitate a state mandated training on parental involvement.</p>	<p>Mr. Murphy, Principal</p>



# Annie Camp Junior High School 2018-2019

Reginald Murphy, Principal  
Keith Evans & Kevin Ryan, Assistant Principals

**Goal 4: Student absentees will decrease to 20% in the 2018/2019.**

Action Steps	Data Point/Monitored By:
<p><b>Core Curriculum:</b></p> <ol style="list-style-type: none"> <li>The Intervention team will meet and discuss student absences.</li> <li>Teachers and administration will track student absenteeism using Hero Education Data.</li> </ol>	<p>Absentee data from e-School/ Hero Smart Data</p> <p>I-Team, Family Service Team</p>
<p><b>Intervention:</b></p> <p><b>Level 1: (87.5-89.99%)</b></p> <ol style="list-style-type: none"> <li>Attendance Monitor check is done at Lunch</li> <li>Letter sent home to parents</li> <li>Robo-Call/Text/Email from Building Administration</li> <li>Weekday Computer Usage/ Access</li> </ol> <p><b>Level 2: (83.5-87.49)</b></p> <ol style="list-style-type: none"> <li>Mandatory Parent Conference</li> <li>No Extracurricular Activities</li> </ol>	<p>Absentee data from e-School/ Hero Smart Data</p> <p>I-Team, Family Service Team</p>
<p><b>Remediation:</b></p> <p><b>Level 3:</b></p> <ol style="list-style-type: none"> <li>Day user computer usage/ access</li> <li>DREAM Program enrollment</li> <li>Home Visit by SRO and Administration</li> <li>Robo Call from Officer Davis from Juvenile Corrections</li> </ol> <p><b>Level 4:</b></p> <ol style="list-style-type: none"> <li>Daily Robo-Call/Text/Email</li> <li>Desktop computer usage status</li> <li>File FINS through court system</li> <li>Enrolled in DREAM Program continued</li> </ol>	<p>Absentee data from E-School/ Hero Smart Data</p> <p>I-Team, Family Service Team</p>
<p><b>Additional Initiatives to support the goal:</b></p> <p>The Triple-A initiative will be implemented to support this goal. This initiative includes quarterly and end of the year incentives to promote regular attendance.</p>	<p>Kevin Ryan, Assistant Principal</p>
<p><b>Planned Professional Development and Support:</b></p> <p>Mr. Murphy will lead a segment during 2018 professional development week to illustrate how attendance affects a school's index report. He will also introduce the Triple-A (Arise-Attend-Achieve) initiative to combat high absenteeism. Triple-A is a systematic, building-wide program to address students/parents for chronic absences.</p>	





# Douglas MacArthur Junior High

## 2018-2019

Brad Faught, Principal  
 Bryan Jenkins, Assistant Principal  
 Russell Stokes, Assistant Principal

**Goal 1: By the end of 2017-2018, students at MacArthur Junior High School will increase proficiency in Reading by 10% by May to May ACT-Aspire Results.**

<b>Action Steps</b> Taking part in PLC Pilot project Providing supplemental instruction through SYSTEM 44 and READ 180 Our elective teachers will be implementing close reading strategies and annotation in our classes (recommended by Dr. Sharon Kramer)	<b>Data Point/Monitored By:</b>
<b>Core Curriculum:</b> Standards will be unpacked in team meetings by subject area teams. Ten day cycles of instruction, CFA's, intervention, and extension will be developed in team meetings by subject area teams.	Lesson plans on 10 day cycles are written during two 90 minute subject area planning meetings  Classroom Teachers during PLCs Instructional Facilitator Building Administration
<b>Intervention:</b> Intervention and extension activities will be built into our ten day cycles of instruction based on our CFA results.	CFA data  Every 10 days  Monitored by the subject area team
<b>Remediation:</b> Students who are not on grade level in reading will be placed in SYSTEM 44 or READ 180 based on their test scores.	Students are placed for the year and their progress is tracked quarterly
<b>Planned Professional Development and Support:</b> MacArthur will continue with the PLC Pilot Project with the ADE and Solution Tree.	Dr. Brad Faught, Principal



# Douglas MacArthur Junior High School

## 2018-2019

Brad Faught, Principal  
Bryan Jenkins, Assistant Principal  
Russell Stokes, Assistant Principal

**Goal 2: By the end of 2017-2018, students at MacArthur Junior High School will increase proficiency in Math by 10% by May to May ACT-Aspire Results.**

Action Steps	Data Point/Monitored By:
<b>Taking part in PLC Pilot project</b> <b>Utilizing Eureka Math in 7th and 8th grades</b>	
<b>Core Curriculum:</b> Standards will be unpacked in team meetings by subject area teams. Ten day cycles of instruction, CFA's, intervention, and extension will be developed in team meetings by subject area teams.	Lesson plans on 10 day cycles are written during two 90 minute subject area planning meetings
<b>Intervention:</b> Intervention and extension activities will be built into our ten day cycles of instruction based on our CFA results.	CFA data Every 10 days Monitored by the subject area team
<b>Remediation:</b> Math 180 for 2 classes. Up to 60 students	Students are placed for the year and their progress is tracked quarterly
<b>Additional Initiatives to support the goal:</b> Continuation of the PLC pilot with support from Solution Tree	Dr. Brad Faught, Principal
<b>Planned Professional Development and Support:</b> PD will be provided by Solution Tree on the PLC process. The emphasis for next year will be implementing the RTI model.	Dr. Brad Faught, Principal



# The Academies at Jonesboro High School 2018-2019

Dr. Shannon Lewis, Executive Principal  
Matthew Still, Dr. Jeff Flanigan, Heath Roberts, Assistant Principals

**Goal 1:** The Academies at Jonesboro High School will improve ACT Aspire reading scores by 20% during the 2018-2019 school year.

Action Steps	Data Point/Monitored By:
<p><b>Core Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Teachers of each discipline will choose a set of essential standards to guide their instruction</li> <li>• Teachers will create skill-based units, which focus on essential standards, and contain formative and summative assessments               <ul style="list-style-type: none"> <li>○ Teachers will utilize formative assessments on a weekly basis</li> <li>○ Teachers will utilize summative assessments on a bi-weekly basis</li> <li>○ Teachers will utilize Common Formative Assessments on a monthly basis</li> </ul> </li> <li>• Teachers of all content areas will incorporate close reading strategies within their units of study               <ul style="list-style-type: none"> <li>○ Teachers of all content areas will create and utilize assessments that focus on close reading skills</li> </ul> </li> </ul>	<p>PLC Facilitators Academy Principals</p>
<p><b>Intervention:</b> Teachers will modify instruction in response to CFA data through a variety of means, such as:</p> <ul style="list-style-type: none"> <li>• One-on-one instruction</li> <li>• Small group instruction</li> <li>• Providing additional practice</li> <li>• Use of technology-infused programs and instruction</li> <li>• Providing for retakes, revisions, etc.</li> </ul> <p>Teachers will maintain student portfolios, which</p> <ul style="list-style-type: none"> <li>• Contain student assessment data</li> <li>• Document Interventions</li> <li>• Track Academic Growth</li> </ul> <p>Seminar will be offered on Monday, Wednesday, and Friday</p> <ul style="list-style-type: none"> <li>• Wednesday Seminars will be focused on Reading intervention</li> </ul>	<p>PLC Facilitators Academy Principals</p>
<p><b>Remediation:</b> Seminar will be used as a time to facilitate remediation, particularly on Fridays Read 180 will also be offered during the instructional day</p> <ul style="list-style-type: none"> <li>• Up to 120 students</li> <li>• Four class periods</li> </ul>	<p>Master Schedule/ Student</p>
<p><b>Additional Initiatives to support the goal:</b> The Academies at Jonesboro High School will be implementing a PLC process, which will facilitate the following within all departments:</p> <ul style="list-style-type: none"> <li>• Creation of formative, summative, and common formative assessments</li> <li>• Discussion of student assessment data</li> <li>• Discussion of instructional practices</li> </ul>	<p>PLC Facilitators Academy Principals</p>

<ul style="list-style-type: none"> <li>• Reflection on best practice</li> <li>• Creation and discussion of intervention strategies</li> <li>• Development of standards-based units</li> </ul>	
<p><b>Planned Professional Development and Support:</b>  Teachers will be trained in close reading practices by the Literacy Specialist prior to the beginning of the school year.</p> <ul style="list-style-type: none"> <li>• The Literacy Specialist will provide ongoing support during the year</li> </ul> <p>Staff will begin the year with extensive training concerning the PLC process, which includes the following:</p> <ul style="list-style-type: none"> <li>• Selecting and planning around Essential Skills</li> <li>• Creating Formative and Common Formative Assessments</li> <li>• Skills-based and/or mastery teaching and grading practices</li> <li>• Intervention Strategies</li> <li>• PLC protocols and norms</li> </ul> <p>Sharon Kramer, Solution Tree Consultant, will be working with the high school staff throughout the year as well</p>	<p>SRI Administrator</p> <p>Literacy Specialist</p>



# The Academies at Jonesboro High School 2018-2019

Dr. Shannon Lewis, Executive Principal  
Matthew Still, Dr. Jeff Flanigan, Heath Roberts, Assistant Principals

**Goal 2:** The Academies at Jonesboro High School will improve ACT Aspire math scores by 20% during the 2018-2019 school year.

Action Steps	Data Point/Monitored By:
<p><b>Core Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Teachers of each discipline will choose a set of essential standards to guide their instruction</li> <li>• Teachers will create skill-based units, which focus on essential standards, and contain formative and summative assessments               <ul style="list-style-type: none"> <li>○ Teachers will utilize formative assessments on a weekly basis</li> <li>○ Teachers will utilize summative assessments on a bi-weekly basis</li> <li>○ Teachers will utilize Common Formative Assessments on a monthly basis</li> </ul> </li> </ul>	PLC Facilitators Academy Principals
<p><b>Intervention:</b> Teachers will modify instruction in response to CFA data through a variety of means, such as:</p> <ul style="list-style-type: none"> <li>• One-on-one instruction</li> <li>• Small group instruction</li> <li>• Providing additional practice</li> <li>• Use of technology-infused programs and instruction</li> <li>• Providing for retakes, revisions, etc.</li> </ul> <p>Teachers will maintain student portfolios, which</p> <ul style="list-style-type: none"> <li>• Contain student assessment data</li> <li>• Document Interventions</li> <li>• Track Academic Growth</li> </ul> <p>Seminar will be offered on Monday, Wednesday, and Friday</p> <ul style="list-style-type: none"> <li>• Monday Seminars will be focused on Math intervention</li> </ul>	PLC Facilitators Academy Principals
<p><b>Remediation:</b> Seminar will be used as a time to facilitate remediation, particularly on Fridays Math 180 will also be offered during the instructional day</p> <ul style="list-style-type: none"> <li>• Up to 60 students</li> <li>• Two class periods</li> </ul>	Master Schedule/ Academy Principals
<p><b>Additional Initiatives to support the goal:</b> The Academies at Jonesboro High School will be implementing a PLC process, which will facilitate the following within all departments:</p> <ul style="list-style-type: none"> <li>• Creation of formative, summative, and common formative assessments</li> <li>• Discussion of student assessment data</li> <li>• Discussion of instructional practices</li> <li>• Reflection on best practice</li> <li>• Creation and discussion of intervention strategies</li> <li>• Development of standards-based units</li> </ul>	PLC Facilitators Academy Principals

<p><b>Planned Professional Development and Support:</b> The Math Specialist will provide ongoing support during the year Staff will also begin the year with extensive training concerning the PLC process, which includes the following:</p> <ul style="list-style-type: none"><li>• Selecting and planning around Essential Skills</li><li>• Creating Formative and Common Formative Assessments</li><li>• Skills-based and/or mastery teaching and grading practices</li><li>• Intervention Strategies</li><li>• PLC protocols and norms</li></ul> <p>Sharon Kramer, Solution Tree Consultant, will be working with the high school staff throughout the year as well.</p>	<p>SRI Administrator</p> <p>Math Specialist</p>
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