



School Plan

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FAYETTEVILLE HIGH SCHOOL EAST

Arkansas Comprehensive School Improvement Plan

2014-2015

Mission Statement: Fayetteville High School provides a learning environment with opportunities for all individuals to develop the knowledge, skills, and values needed to realize their potential.

Vision Statement: Fayetteville High School is a diverse, collaborative learning community committed to serving students' needs while empowering all individuals to reach their highest potential.

Core Values: We value others as individuals. We value learning for its own sake. We value personal freedom and the responsibility that attends it. We value the future and our role in shaping it. We value character.

Grade Span: 9-12

Title I: Not Applicable

School Improvement: MS

Table of Contents

Priority 1: Literacy

Goal: To increase the growth of proficient and non-proficient learners by improving reading (comprehension & vocabulary in context skills) and written expression in literary passage through rigorous instruction and enrichment experiences, especially in our lower performing learners.

Priority 2: Mathematics

Goal: All students will improve in conceptual understanding and procedural skills exhibiting mathematics proficiency by demonstrating the Common Core State Standards mathematical practices

Priority 3: Professional Development

Goal: To provide high-quality professional development [to all faculty and teacher support personnel] which is classroom and student focused.

Priority 5: Wellness

Goal:

Provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 6: Safety and Security

Goal:

To continue and to augment the provision of a safe and secure educational environment for all students, faculty, staff, and administrators.

Priority 7: Parent Engagement

Goal:

To create parent/school relationships which occur in an atmosphere of trust, where confidentiality is ensured and parents and teachers treat each other with respect, and in which students may view their parents and teachers working together cooperatively.

Priority 8: Personalization

Goal:

Increase personalization for all high school students at FHS through wall to wall implementation of Small Learning Communities(SLC), SLC advisory program and SLC Collaborative Student Intervention (RTI) program.

Priority 9: English Language Learners

Goal:

All students who are English Language Learners will improve in reading comprehension, vocabulary in context skills, and written expression in English with additional attention to Literary, Content, and Practical reading passages, and Mechanics and Sentence Formation writing domains.

Priority 11: Targeted Improvement Plan for Math and ELA

Goal:

Fayetteville High School will meet or exceed ESEA Flexibility Annual Measureable Objectives, as well as Interim Measureable Objectives included in this Targeted Improvement Plan.

1. Thirty-one percent of students received free or reduced-price meals during the 2012-2013 school year. This rate reflects an 11% increase in the number of students who received free or reduced meals in 2010-2011.
 2. The third-quarter average student attendance rate for 2013 was 94.56%. This rate reflects an 1.17% increase from third-quarter data for 2012.
 3. FHS students exceeded the ESEA AMO for Graduation Rate, with 86.75% of All Students and 74.36% of Targeted Achievement Gap Group students graduating on time in 2012. Graduation rates for 2011 also exceeded the ESEA AMO, with 84.94 of All Students and 71.12% of Targeted Achievement Gap Group students graduating on time.
 4. 11th Grade Literacy Exam Results: All Students did not meet the 2013 AMO of 84.48% with only 82.34% of 11th graders Proficient/Advanced. Targeted Achievement Gap Groups also missed the 2013 AMO of 65.72% with 64% Proficient/Advanced. All Students and Targeted Achievement Gap Group exceeded 2012 ESEA AMO in literacy with 87.14% and 68.85% Proficient/Advanced, respectively. In 2011, 81.4% of the Combined Population scored Proficient/Advanced. Percent of subgroups scoring Proficient/Advanced follow: Economically disadvantaged=59.8%. Students with Disabilities=40.9%. Limited English Proficient=34.5%.
 5. End of Course Geometry Exam Results: All Students met the 2013 AMO of 83.52%, with 83.53% Proficient/Advanced. Targeted Achievement Gap Groups also met the 2013 AMO Target of 71.87% at 73.63% Proficient/Advanced. All Students did not meet the 2012 AMO of 81.87% with 72.89% scoring Proficient/Advanced. Targeted Achievement Gap Groups also fell short of the 2012 AMO of 69.05% with 58.96% scoring Proficient/Advanced. Seventy-nine and two-tenths percent of the combined population scored Proficient/Advanced, which exceeded the 2011 Annual Yearly Progress requirement of 73.45% Proficient/Advanced.
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Priority 1: Improving Literacy

1. Iowa Test of Basic Skills:

1. Combined (Total) Population: Reading Comprehension, Grade 9.

In 2010, zero students were tests. In 2009 zero students were tested. In 2008, zero students were tested.

2. Economically Disadvantaged (SES) Grade 9:

3. Caucasian, Grade 9:

2. Literacy Priority

1. Grade 11 Benchmark Exam:

Non-TAGG population: In 2012, 560 students were tested and 87.14% scored proficient or advanced.

Combined Population:

Grade 11 Benchmark Exam: In 2011, 542 students were tested and 81.4% scored proficient or advanced. In 2010, 563 students were tests and 77.4% scored proficient or advanced. In 2009, 549 students were tested and 71.22%. In 2008, 549 students were tested and 71.4% scored proficient or advanced.

In 2012, the trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was Practical passage and in multiple choice was Practical. The trend analysis in writing domain was content and style.

In 2011, the trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was literary passage and in multiple choice was content. The trend analysis in writing domain was content and style.

In 2010, the trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was practical passage and in multiple choice was practical. The trend analysis of the writing domains revealed that the lowest identified area were content and style.

In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest Identified area in open response was content passage and in multiple-choice was also

content passage. The trend analysis of the writing domains revealed that the lowest identified areas were content domain.

In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was content passage and in multiple-choice questions was also content passage. The trend analysis of the writing domains revealed that the lowest identified areas were content passage and content.

2. Students with Disabilities (IEP):

Grade 11 Benchmark Exam: In 2012, 46 students were tested and 34.78% scored proficient or advanced. In 2011, 44 students were tested and 40.9% scored proficient or advanced. In 2010, 56 students were tested and 19.6% scored proficient or advanced. In 2009, 55 students were tested and 14.55% scored proficient or advanced. In 2008, 50 students were tested and 18% scored proficient or advanced.

In 2011, the trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was literary and in multiple choice questions was content. The trend analysis of the open response questions in the five writing domains revealed the lowest identified was in content and style.

In 2010, the trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was _____ and in multiple choice questions was _____. The trend analysis of the open response questions in the five writing domains revealed the lowest identified areas were _____.

In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was content passage and in multiple-choice questions was literary passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were style and content passage.

In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was literary passage and in multiple-choice questions was content passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were style and content passage.

3. Limited English Proficient (LEP):

Grade 11 Benchmark Exam: In 2012, 28 students were tested and 46.43% scored proficient or advanced. In 2011, 28 were tested and 33% scored proficient or advanced. In 2010, 32 students were tested and 50% scored proficient or advanced. In 2009, 30 students were tested and 16.67% scored proficient or advanced. In 2008, 27 students were tested and 11.1% scored proficient or advanced.

In 2011, the trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified areas in open response was literary passages and in multiple choice was practical. In the writing domain, the lowest identified area were content and style.

In 2010, the trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was Practical and in multiple choice was Literacy. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were Content and Style.

In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was content passage and in multiple-choice questions was content passage. The trend analysis of the open response questions in the five

writing domains revealed that the lowest identified areas were style and content passage.

In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was content passage and in multiple-choice questions was also content passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were content passage and style.

4. Economically Disadvantaged (SES):

Grade 11 Benchmark Exam: In 2012, 158 students were tested and 70.25% scored proficient or advanced. In 2011, 129 were tested and 61.2% scored proficient or advanced. We failed to test the required minimum 95% with only 90% tested, so we are on ALERT status. In 2010, 128 students were tested and 52.3% scored proficient or advanced. In 2009, 240 students were tested and 30.83% scored proficient or advanced. In 2008, 105 students were tested and 41.9% were proficient or advanced.

In 2011, the trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was literary passage and in multiple choice questions was content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were content and style.

In 2010, the trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was literary passage and in multiple choice questions was literary. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were content and style.

Supporting
Data:

In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was content passage and in multiple-choice questions was content passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were style and content passage.

In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was content passage and in multiple-choice questions was also content passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were content passage and style.

5. Caucasian:

Grade 11 Benchmark Exam: In 2012, 416 students were tested and 91.35% scored proficient or advanced. In 2011, 428 were tested and 88.1% scored proficient or advanced. In 2010, 425 students were tested and 81.9% scored proficient or advanced. In 2009, 435 students were tested and 77.93% scored proficient or advanced. In 2008, 427 students were tested and 78.2% scored proficient or advanced.

In 2011, the trend analysis of the open response and multiple choice questions, in the three types of reading domains, revealed that the lowest identified area in open response was literary and in multiple choice questions was content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were content and style.

In 2010, the trend analysis of the open response and multiple choice questions, in the three types of reading domains, revealed that the lowest identified area in open response was _____ and in multiple choice questions was _____. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were _____.

In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified

area in open response was content passage and in multiple-choice questions was content passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were style and content passage.

In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in open response questions was content passage and in multiple-choice questions was also content passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were content passage and style and content.

6. African American:

Grade 11 Benchmark Exam: In 2012, 47 students were tested and 61.70% scored proficient or advanced. In 2011, 48 students were tested and 58% scored proficient or advanced. In 2010, 48 students were tested and 54.2% scored proficient or advanced. In 2009, 47 students were tested and 36.17% scored proficient or advanced. In 2008, 41 students were tested and 39% scored proficient or advanced.

In 2011, the trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area in the open response was literary and in the multiple choice was content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were writing and style.

In 2010 the trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area in the open response was _____ and in the multiple choice was _____. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were _____.

In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was content passage and in multiple-choice questions was content passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were style and content passage.

In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in the open response questions was content passage and in multiple-choice questions was also content passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were content passage and content.

7. Hispanic:

Grade 11 Benchmark Exam: In 2012, 59 students were tested and 74.58% scored proficient or advanced. In 2011, 43 students tested and 58% scored proficient or advanced. In 2010, 47 students were tested and 59.6% scored proficient or advanced. In 2009, 36 students were tested and 36.11% scored proficient or advanced. In 2008, 44 students were tested and 34.1% scored proficient or advanced.

In 2011, the trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area in the open response questions was literary and in the multiple choice questions was content. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were content and style.

In 2010, the trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area in the open response questions was _____ and in the multiple choice questions was _____. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were _____.

In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was content passage and in multiple-choice questions was content passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were style and content passage.

In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in the open response questions was content passage and in multiple-choice questions was also content passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were content passage and style.

3. AVERAGE DAILY ATTENDANCE RATE:

Based upon the 2011-2012 Report Card, Enrollment was 1824 and Attendance Rate was reported as 93.39%.

In 2010, the attendance rate was 92.5% In 2009, the attendance rate was 92.82%.

In 2008, the attendance rate was 95.14%.

4. ACT:

In 2012, the average score for the English portion of the ACT was 24.9.

In 2011, the average score for the English portion of the ACT was 24.9. In 2010, the average score for the English portion of the ACT was 24.3. In 2009, the average score for the English portion of the ACT was 24.1% In 2008, 484 students took the ACT and the average score for the English portion was 23.9.

5. GRADUATION RATE:

In 2011, the graduation rate was 84.85.

In 2010, the graduation rate was 80.9. In 2009, the graduation rate was 80.5%.

In 2008, the graduation rate was 81%. In 2007, the graduation rate was 86.6%.

Goal	<p>To increase the growth of proficient and non-proficient learners by improving reading (comprehension & vocabulary in context skills) and written expression in literary passage through rigorous instruction and enrichment experiences, especially in our lower performing learners.</p>
Benchmark	<p>The Combined population will meet or exceed the 2015 AMO of 87.58% Proficient/Advanced and the TAGG population will meet or exceed the 2015 AMO of 72.57% Proficient/Advanced. The focus of the interventions will extend to all TAGG.</p> <p>We will test a minimum or 95% of both TAGG and combined populations. The following 2013-2014 data contributes to our "needs improvement" status for the 2014-2015 school year: •The Combined population did not meet the 2014 AMO of 86.03% Proficient/Advanced at 83.15%. •The TAGG population did not meet the 2014 AMO of 69.15% Proficient/Advanced at 65.01%. •Identified as an ESEA Sub-group, the sub population of students with disabilities (SPED) did not meet the 55.68% AMO with 33.33% proficient or advanced. • The ELL subgroup did not meet the 50.86% AMO with only 41.18% student's proficient. • The Economically Disadvantaged sub-group did not meet the AMO of 69.89% with 62.26% proficient or advanced. The following 2012-2013 data contributes to our new 2013-2014 "needs improvement" focus for literacy. • The combined population did not meet the 2013 AMO target of 84.48% with only 82.34% of 11th graders proficient or advanced. • The TAGG group also missed the AMO of 65.72% with 64% proficient or advanced. (65.3% if pending appeal is approved) • Identified as an ESEA Sub-group, the sub population of students with disabilities (SPED) did not meet the 50.76% AMO with 42.86% proficient or advanced. • The ELL subgroup did not meet the 45.4% AMO with only 34.62% student's proficient. • The Economically Disadvantaged sub-group met the AMO of 66.54% with 66.67% proficient or advanced.</p>

Intervention:
To increase reading and writing in all the content areas.

Scientific Based Research: Wagner, Tony. The Global Achievement Gap. 2008. Fisher, Douglas, and Nancy Frey. Better Learning Through Structured Teaching. 2008. Popham, W. James. Transformative Assessment. 2008. Bender, William, and Cara Shores. Response to Intervention. 2007. Schlechty, Philip. Working on the Work. 2002. Sisserson, Kendra et.al. "Authentic Intellectual Achievement in Writing." English Journal. July

2002. Jolliffe, David. "Criteria for Measuring Authentic Intellectual Achievement in Writing." Practice in Context: Situating the Work of Writing Teachers. 2002. Newmann, Fred. Et.al. A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring. 1995. Strickland, Cindy. Tools for High-Quality Differentiated Instruction. 2007. Tomlinson, Carol Ann. How to Differentiate Instruction in Mixed-Ability Classrooms. 2001. Tomlinson, Carol Ann. Leadership for Differentiating Schools and Classrooms. 2000. Garner, Betty K. Getting It to Got It: How Struggling Students Learn How to Learn. 2007. Strickland, Cindy and Carol Ann Tomlinson. Differentiation in Practice: A Resource Guide for Differentiating Curriculum. 2005. Payne, Ruby. Framework for Understanding Poverty, 2005. Payne, Ruby. Under-Resourced Learners, 2008. Lubrano, Alfred. Limbo: Blue-Collar Roots, White-Collar Dreams, 2004. Educational Leadership, "Poverty & Learning," Apr. 2008, vol. 65, No.7. Brynildssen, Shawna. Vocabulary's Influence on Successful Writing, 2000. Fisher, Douglas and Nancy Frey. Improving Adolescent Literacy, 2003. Jacobs, Vicki A. Reading, Writing, and Understanding, 2002. Brandenburg, Sister M. Luka, Advanced Math? Write!, 2002. Irvin, Judith L. Assisting Struggling Readers in Building Vocabulary and Background Knowledge, 2001. Kezar, Adrianna. Summer Bridge Programs, Supporting All Students, 2000. Downey, Carolyn J. Leaving No Child Behind: 50 Ways to Close the Achievement Gap, 2003. Popham, W. James. Transformative Assessment. 2008. Beers, Kyleen. When Kids Can't Read. 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Plan Evaluation: All subject areas will incorporate at least one literacy based project/assignment with a focus on writing each quarter. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Steve Jacoby, Building Principal, ACSIP Steering Committee, Leadership Committee</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Annual plan evaluation of the ACSIP document will be accomplished as directed by the ACSIP steering committee and building principal. □ Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Steve Jacoby, Building Principal; ACSIP steering committee</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Literacy Remediation: Students who score below proficient on any end-of-course exam may be required by governing state regulations to complete a program of remediation. Action Type: AIP/IRI Action Type: Equity</p>	<p>Steve Jacoby, Building Principal; ACSIP Literacy Goal Chair, David F. Young, Literacy Administrator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Professional development designed to enhance teacher understanding of low socio-economic sub-population will be offered to teachers of all curriculum areas to enhance writing scores on the 11th grade literacy exam. In addition, professional development will be offered for teachers to relate better with parents of low socio-economic students. Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Steve Jacoby, Building Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>English teachers will develop, administer and score common assessments of students' performance on an individual basis to identify the weakness of each student and target instruction accordingly. Comprehensive Needs Assessment: • 2013-2014: 11th grade Literacy Exam 83.15% of combined population were proficient or</p>	<p>Steve Jacoby, Building Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>

<p>advanced. Subpopulation of African American students met target of 67% with 73.44% proficient or advanced Subpopulation of Hispanic students met target of 58.14% with 60.81% proficient or advanced Subpopulation of TAGG did not meet target of 69.15% with 62.76% of scoring proficient or advanced. Subpopulation of Students with Disabilities to did not meet target of 55.68% with 33.33% scoring proficient or advanced • 2012-2013:11th grade Literacy Exam 82.34% of combined population were proficient or advanced. Subpopulation of Economically Disadvantaged met target of 66.54% with 66.67% proficient or advanced Subpopulation of TAGG did not meet target of 65.72% with 64% of scoring proficient or advanced. Subpopulation of Students with Disabilities to did not meet target of 51% with 42.86% scoring proficient or advanced • 2011-2012:Fall 2011: All 10th grade took MAP, 59% (313 students) scored at or above 50th percentile Winter 2012: All 10th grade took MAP, 56% (284) scored at or above 50th Percentile Spring 2012: kids enrolled in 10th grade geometry (139) were tested and 39% (54) scored at or above the 50th percentile 11th grade Literacy Exam Non TAGG population met the AMO of 82.92%with 87.14% proficient of advanced TAGG population met 62.29% target with 68.85% proficient or advanced Action Type: Program Evaluation</p>				
<p>Comprehensive Needs Assessment • 2014-2015:Review 11th grade Literacy Exam TAGG students • 2013-2014:11th grade TLI Assessments Scholastic Reading Inventory data was reviewed for 11th grade students • 2012-2013:11th grade MAPS data: 22% were below the 50% percentile; 16% of these kids as sophomores were low in Foundations of Reading • 2011-2012:11th grade Literacy Exam TAGG and Non-TAGG within practical passages for both Open- response and multiple- choice in reading; Content and Style were lowest in Writing Domain; Fall 2011: All 10th grade took MAP, 59% (313 students) scored above 50th Winter 2012: All 10th grade took MAP, 56% (284 students) scored at or above 50th percentile Spring 2012: kids enrolled in 10th grade geometry (139) were tested and 39% (54) scored at or above the 50th percentile • 2010-2011:Combined population's greatest need with Literacy Priority Reading Domain: Content and Literacy Passage Writing Domain: Content and Style Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Steve Jacoby, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Beginning in September 2014, an Advisory Literacy Remediation program will be enhanced. Students will be identified based on prior benchmark, TLI and MAP performance as well as</p>	<p>Steve Jacoby, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<p>ACTION BUDGET: \$</p>

<p>teacher recommendations. We are embedding practice PARCC assessments into curriculum and instruction. Program Evaluation: • 2013-2014:101 students were identified; 63 signed up; 99 students attended four or more sessions 65% were proficient or advanced • 2012-2013:120 students were identified; 63 signed up 41 students attended four or more sessions; 57% of these students were Economically Disadvantaged 56% were proficient or advanced; 48% of ED were proficient or advanced; 61% non ED were proficient or advanced • 2011-2012: Over 100 students were identified; 67 signed up; 50% of these students were Economically Disadvantaged; 56 students attended four or more sessions; 67% of the 56 were proficient or advanced;</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>			<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	
<p>All ELA teachers will continue to align curriculum to common core standards during collaboration. Teachers will ensure that common assessment data drives instructional practices that will increase student performance</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Steve Jacoby Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants 	ACTION BUDGET: \$
<p>MAP scores and previous EOC test results of current sophomore and junior students are available through the CIAA Assessment Portal and are being evaluated to identify areas of need and provide targeted instruction.</p> <p>Action Type: Collaboration Action Type: Equity</p>	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
<p>10th, 11th, and 12th grade English teachers will continue to meet to align curriculum with the common core and identify essential knowledge and skills their students must possess. The teachers will continue to collaborate to design common learner assessments of the essential knowledge and skills, administer those common assessments, analyze students' performance and identify best practices.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Steve Jacoby, Principal; Melody Jones and Katie Stueart, instructional facilitators	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
<p>Analysis of data from assessments of student learning (PARCC assessment and district common assessments) with a greater focus on needs to occur in the areas of curriculum implementation, formative assessment practices, and common quarterly assessment design so that student learning outcomes are increased and more consistent across the district. In addition, we will continue to focus on curriculum maps aligned with the common core and common assessments. Teachers have built in collaboration time for this purpose.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	ACTION BUDGET: \$

<p>Karen Fuller, our high school instructional facilitator, will collaborate with classroom teachers and small learning communities to develop strategies for all children who are below grade level in literacy. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Melody Jones and Katie Stueart</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Public Library 	<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Intervention:
Reading in the Content Areas: Students will learn to read critically and analytically in all core classes.

Scientific Based Research: Wagner, Tony. The Global Achievement Gap. 2008. Fisher, Douglas, and Nancy Frey. Better Learning Through Structured Teaching. 2008. Popham, W. James. Transformative Assessment. 2008. Bender, William, and Cara Shores. Response to Intervention. 2007. Strickland, Cindy. Tools for High-Quality Differentiated Instruction. 2007. Tomlinson, Carol Ann. How to Differentiate Instruction in Mixed-Ability Classrooms. 2001. Tomlinson, Carol Ann. Leadership for Differentiating Schools and Classrooms. 2000. Garner, Betty K. Getting It to Got It: How Struggling Students Learn How to Learn. 2007. Strickland, Cindy and Carol Ann Tomlinson. Differentiation in Practice: A Resource Guide for Differentiating Curriculum. 2005. Payne, Ruby. Framework for Understanding Poverty, 2005. Payne, Ruby. Under-Resourced Learners, 2008. Lubrano, Alfred. Limbo: Blue-Collar Roots, White-Collar Dreams, 2004. Educational Leadership, "Poverty & Learning," Apr. 2008, vol. 65, No.7. Billmeyer, Rachel & Mary Lee Barton. Teaching Reading in the Content Areas, If Not Me, Then Who? McREL,1998. Hall, L.A. Teachers and Content Area Reading: Attitudes, Beliefs, and Change, 2005. National Endowment for the Arts, Reading at Risk: A Survey of Literary Reading in America, 2004. Barton, Mary Lee and Clare Heidema, et al. Teaching Reading in Mathematics and Science, 2002. Morgan, Katherine R. Using Primary Sources to Build a Community of Thinkers, 2002. Suhor, Charles. Contemplative Reading--The Experience, the Idea, the Applications, 2002. Hirth, Paul. What's the Truth about Nonfiction?, 2002. Smith, Michael and Jeffrey D. Wilhelm. Title: "I just like being good at it": The importance of competence in the literate lives of young men - Data from this study suggest that boys pursue activities outside school, including literacy activities, in which they feel competent. Literacy activities are often rejected in school because boys do not feel competent in them. 2004. Popham, W. James. TransFormative Assessment. 2008. Beers, Kyleen. When Kids Can't Read. 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Research-based reading strategies for assisting struggling readers through content areas professional development will be provided to all faculty by the instructional facilitator during SLC collaboration time. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Steve Jacoby, Principal; Language Arts/Soc. Studies/Humanities Dept. Chairs, Literacy Facilitators and SLC Lead Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Classroom teachers, special education teachers, and other support staff will collaborate to implement differentiated strategies for students with Academic Improvement Plans and/or special needs to improve reading and writing skills. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>	<p>Special Education Designee, Mr. Steven Jacoby, Building Principal, Byron Zeagler, 504 coordinator, Literacy Goal Chair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Communicate reading, writing, and course expectations to parents through various combinations of the following methods: classroom assignment sheets, parent-teacher conferences, graded work with accompanying rubric, newsletters, web access to district curriculum and state frameworks, course syllabi, parent letters,</p>	<p>Steve Jacoby, Building Principal, Parent Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>

<p>interactive assignments, department/classroom teacher web-sites. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion</p>				
<p>Plan Evaluation: Annual faculty evaluation of the ACSIP document will be accomplished as directed by the ACSIP steering committee and building principal. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness</p>	<p>Steve Jacoby, Building Principal; ACSIP steering committee</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Public Library • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>During the 2013-2014 school year, we will follow students' progress on the common assessments developed by our teachers and target our instruction to meet the needs of the individual students. We will use the data/information from the PARCC diagnostic exam to determine whether objectives were achieved and whether success has been measured in obtaining the anticipated participant outcomes/objectives. We will use those evaluation results in making decisions that impact our future instructional program and report them in our 2014-2015 document. Program Evaluation: • 2013-2014:101 students were identified; 63 signed up; 99 students attended four or more sessions; 65% were proficient or advanced • 2012-2013:120 students were identified; 63 signed up; 41 students attended four or more sessions; 57% of these students were Economically Disadvantaged; 56% were proficient or advanced; 48% of ED were proficient or advanced; 61% non ED were proficient or advanced • 2011-2012:Over 100 students were identified; 67 signed up; 50% of these students were Economically Disadvantaged; 56 students attended four or more sessions; 67% of the 56 were proficient or advanced 10th Grade MAP test 59% (313) of students scored at or above 50th percentile Winter 2012: 10th Grade MAP test 56% (284) scored at or above 50th percentile Spring 2012: Students enrolled in 10th grade geometry (139) were tested and 39% (54) scored at or above the 50th percentile; of kids enrolled in Lunchtime Literacy Program, percentage of proficient or advanced rose to 67 percent Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Steve Jacoby, Building Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>In the ALLPs program, Literacy remediation will occur after school and at lunch. The students will complete online lessons that target deficient areas. M.A.P. exams will be given to special population students and other students that we identify as needing an academic</p>	<p>Jon Gheen, Asst. Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments 	<p>————— ACTION BUDGET: \$</p>

assessment. Staff will receive professional development for assistance with literacy intervention strategies. There will be a satellite library media center where students can access via online. A critical reading and creative writing class is provided for all sophomore and junior level students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development			<ul style="list-style-type: none"> School Library Teachers 	
We will explore the following: all teachers will identify content vocabulary and a language/literacy objectives in the lessons they teach. Action Type: Alignment Action Type: Collaboration	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teacher evaluations and classroom walk-throughs will be based, in part, on the observation of research-based literacy practices.. Action Type: Alignment Action Type: Collaboration	Evaluators and Melody Jones and Katie Stueart, Instructional Facilitators	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Our instructional facilitator will work with biology teachers to integrate best practices literacy strategies into biology instruction. They will observe research-based strategies to aid in improving our students' achievement on the biology end-of-course exams. In addition, they will work with social studies to improve student achievement on open response in historical and practical content passages. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Melody Jones and Katie Stueart, Instructional Facilitators	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention:
Library Media Program: The Library will serve as an academic and research hub for all courses, teachers, and students.

Scientific Based Research: Aronson, Marc. Exploding the Myths: the Truth about Teenagers and Reading, 2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Library faculty will teach information literacy skills and strategies in lessons integrated with classroom learning to enable students to find, access, evaluate and use information in any subject area. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers School Library Teachers 	ACTION BUDGET: \$
Continue to provide access to a rich collection of diverse and up-to-date resources through the school library, using the district selection policy. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Media Specialist	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$
Purchase and maintain audio visual equipment to	Media & Technology	Start: 07/01/2014	<ul style="list-style-type: none"> Central 	

support instruction, following district purchase procedures. Action Type: Collaboration Action Type: Technology Inclusion	Specialist	End: 06/30/2015	Office • Computers	ACTION \$ BUDGET:
Use technology to access information, develop reading skills, and publish student work. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Media & Technology Specialist	Start: 07/01/2014 End: 06/30/2015	• Computers • District Staff • School Library	ACTION \$ BUDGET:
Provide opportunities for a variety of reading experiences for all students (e.g., library instructional units, story times, shared reading experiences, reading motivation programs, reading contests, sustained silent reading). Action Type: Collaboration Action Type: Equity	Media Specialists	Start: 07/01/2014 End: 06/30/2015	• District Staff • School Library • Teachers	ACTION \$ BUDGET:
Collaborate with teachers to develop lessons integrated with classroom instructional units that implement research-based information literacy strategies according to the district curriculum and the identified needs of students based on formative tests. Action Type: Alignment Action Type: Collaboration	Media Specialists	Start: 07/01/2014 End: 06/30/2015	• Performance Assessments • School Library • Teachers	ACTION \$ BUDGET:
Plan Evaluation: Librarians will assist teachers in preparation of End of Course and PARCC Exams. Action Type: Program Evaluation	Steve Jacoby, Building Principal	Start: 07/01/2014 End: 06/30/2015	• School Library • Teachers	ACTION \$ BUDGET:
Professional Learning Community. The high school librarians will participate in a program assessment that will be used to gather data for an annual report and for comparisons from year to year. The librarians will be using this data to participate in the American Association of School Librarians "School Libraries Count," which is a longitudinal study of the state of school libraries nationwide. The following year, librarians will be required to participate in the "School Librarians Count." Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	• Central Office • Computers • School Library	ACTION \$ BUDGET:
Provide opportunities for independent and group library research projects that are integrated with classroom instruction and that result in demonstrations that show reading comprehension skills, and the ability to communicate content knowledge in writing. Action Type: Alignment Action Type: Collaboration	Cassandra Barnett and Sarah Roberson	Start: 07/01/2014 End: 06/30/2015	• School Library • Teachers	ACTION \$ BUDGET:
Librarians offer professional development in technology to facilitate the incorporation of common core standards in all courses in the high school. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Cassandra Barnett and Sarah Roberson, librarians	Start: 07/01/2014 End: 06/30/2015	• Computers • School Library • Teachers	ACTION \$ BUDGET:
Librarians will conduct informal end of the year surveys with teachers to assess role of media in the classroom and intervention needs.	Cassandra Barnett	Start: 07/01/2014 End: 06/30/2015		ACTION \$ BUDGET:

Total Budget:	\$0
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Intervention:
Curriculum Mapping: Implementation collaboration at all levels in every course

Scientific Based Research: Schlechty, Philip. Working on the Work. 2002. Sisserson, Kendra et.al. "Authentic Intellectual Achievement in Writing." English Journal. July 2002. Jolliffe, David. "Criteria for Measuring Authentic Intellectual Achievement in Writing." Practice in Context: Situating the Work of Writing Teachers. 2002. Newmann, Fred. et.al. A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring. 1995. Carter, Lisa. Total Instructional Alignment. 2007. Drake, Susan. Creating Standards-Based Integrated Curriculum. 2007. Jacobs, Heidi Hayes. Mapping the Big Picture: Integrating Curriculum and Assessment. 1997. Aligning Curriculum, Standards, and Assessments: Fulfilling the Promise of School Reform. CSE Report 645, 2004. "Developing Knowledgeable Teachers: A Framework for Standards-Based Teacher Education Supported by Institutional Collaboration. The STEP reports." Garvin, Patty. American Association of Colleges for Teacher Education, 2007. "Curriculum Mapping: Building Collaboration and Communication." Koppang, Angela. 2004.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>FHS will have professional development for teachers and administrative staff that specifically targets the success of our English-Language-Learners and our socioeconomically disadvantaged students. The school leadership team and central office are developing a comprehensive plan that will include formative and summative evaluations and designated resources along with allocation of resources to address the needs of this subpopulation.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>	Steve Jacoby	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
<p>Data will be used to determine whether the objective of our intervention/program was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results of our 2014-2015 plan and use those evaluation results to impact our future instructional programs. Program Evaluation:</p> <ul style="list-style-type: none"> 2013-2014: <ul style="list-style-type: none"> <input type="checkbox"/> 101 students were identified; 63 signed up <input type="checkbox"/> 99 students attended four or more sessions <input type="checkbox"/> 65% were proficient or advanced 2012-2013: <ul style="list-style-type: none"> <input type="checkbox"/> 120 students were identified; 63 signed up <input type="checkbox"/> 41 students attended four or more sessions <input type="checkbox"/> 57% of these students were Economically Disadvantaged <input type="checkbox"/> 56% were proficient or advanced <input type="checkbox"/> 48% of ED were proficient or advanced <input type="checkbox"/> 61% non ED were proficient or advanced 2011-2012 <ul style="list-style-type: none"> <input type="checkbox"/> Over 100 students were identified; 67 signed up <input type="checkbox"/> 50% of these students were Economically Disadvantaged <input type="checkbox"/> 56 students attended four or more sessions <input type="checkbox"/> 67% of the 56 were proficient or advanced <input type="checkbox"/> 10th Grade MAP test 59% (313) of students scored at or above 50th percentile <input type="checkbox"/> Winter 2012: 10th Grade MAP test 56% (284) scored at or above 50th percentile <input type="checkbox"/> Spring 2012: kids enrolled in 10th grade geometry (139) were tested and 39% (54) scored at or above the 50th percentile; of kids enrolled in Lunchtime Literacy Program, percentage of proficient or advanced rose to 67 percent 2010-2011 	Steve Jacoby, Building Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments School Library Teachers 	ACTION BUDGET: \$

<input type="checkbox"/> 130 students were identified; 65 signed up <input type="checkbox"/> 53% of these students were Economically Disadvantaged <input type="checkbox"/> 56 students attended four or more sessions <input type="checkbox"/> 41% of the 56 were proficient or advanced <input type="checkbox"/> 11th grade Literacy EOC: 81.4% combined population scored proficient or higher, minimum requirement was 74.81% <input type="checkbox"/> 61.2% of the low SED scored proficient or higher which brought us to safe harbor <input type="checkbox"/> Placed on alert status for failure to test 95% of students <input type="checkbox"/> MAP test: 22% failed to score achieve 50% or higher Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation				
A focus of the district and the faculty at FHS is implementation and evaluation of PARCC like common assessments. Faculty will meet in their departments throughout the year to align the vocabulary, content and skills with the common core and state frameworks and develop and administer common assessments. Teachers will analyze students' results of these assessments to identify students' strenghts and weaknesses and modify instruction accordingly. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • School Library • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: Improving Mathematics

1. 1. Combined Population:

Algebra I End of Course Exam: In 2012, 18 students were tested and only 1 scored proficient or advanced. In 2011, 14 students were tested and ___% scored proficient or advanced. In 2010, 11 students were tested and 27.27% scored proficient or advanced. In 2009, 19 students were tested and 17.65% scored proficient or advanced. In 2008, 22 students were tested and 31.8% scored proficient or advanced.

In 2011, the lowest identified area (based on the trend analysis of the open response questions in the five mathematics strands, revealed weaknesses in Language of Algebra and Non-linear Functions. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands, reveal weaknesses in the Language of Algebra and Data Interpretation and Problems.

In 2010, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Language of Algebra. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands, revealed weaknesses in Nonlinear Functions.

In 2009, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Data Interpretation and Probability. The lowest identified area (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Data Interpretation and Probability.

In 2008, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Sovling Equations and Inequalities and Linear Functions. The lowest identified area (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Language of Algebra.

2. Students with Disabilities (IEP):

Algebra End of Course Exam: In 2011, 0 students were tested. In 2010, 2 students were tested and 50% scored proficient or advanced. In 2009, fewer than 10 students were tested. In 2008, fewer than 10 students were tested.

In 2011, the number of students tested did not comprise a significant subpopulation.

In 2010, the number of students tested did not comprise a significant subpopulation.

In 2009, the number of Students with Disabilities taking the Algebra End of Course exam did not comprise a significant sub-population.

In 2008, the number of Students with Disabilities taking the Algebra End of Course exam did not comprise a significant sub-population.

3. Limited English Proficient (LEP):

Algebra End of Course Exam: In 2011, 0 LEP students were tested.

In 2011, no LEP students were tested. In 2010, no LEP students were tested. In 2009, fewer than 10 students were tested. In 2008, fewer than 10 students were tested.

In 2011, the number of Limited English Proficient students taking the Algebra End of Course exam did not comprise a significant sub-population.

In 2010, no LEP students were tested.

In 2009, the number of Limited English Proficient Students taking the Algebra End of Course exam did not comprise a significant sub-population.

In 2008, the number of Limited English Proficient Students taking the Algebra End of Course exam did not comprise a significant sub-population.

4. Economically Disadvantaged (SES):

Algebra End of Course Exam: In 2011, 5 students were tested and 0% scores proficient or advanced. In 2010, 10 students were tested. In 2009, fewer than 10 students were tested. In 2008, 14 students were tested and 14/3% scored proficient or advanced.

In 2011, the number of Economically Disadvantaged Students tested did not comprise a significant subpopulation.

In 2010, the number of students tested did not comprise a significant subpopulation.

In 2009, the number of Economically Disadvantaged Students taking the Algebra End of Course exam did not comprise a significant sub-population.

In 2008, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Solving Equations and Inequalities and Linear Functions. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Language of Algebra.

5. Caucasian:

Algebra End of Course Exam: In 2011, 6 students were tested and 33% scored proficient or advanced. In 2010, 5 students were tested. In 2009, 13 students were tested and 16.67% were proficient or advanced. In 2008, 14 students were tested and 42.9% scored proficient or advanced.

In 2011, the number taking the test did not comprise a significant population.

In 2010, the number of students tested did not comprise a significant subpopulation.

In 2009, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Linear Functions. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Data Interpretation and Probability.

In 2008, the lowest identified area (based on the trend analysis of the open

response questions) in the five mathematics strands revealed weaknesses in Linear Functions. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Language of Algebra.

6. African-American:

Algebra End of Course Exam: In 2011, 0 students were tested. In 2010, fewer than 10 students were tested. In 2009, fewer than 10 students were tested. In 2008, fewer than 10 students were tested.

In 2011 no students took the test.

In 2010, 2009 and 2008, the number of African American Students taking the Algebra End of Course exam did not comprise a significant sub-population.

7. Hispanic:

Algebra End of Course Exam: In 2011, 1 student was tested and 0% scored proficient or advanced. In 2010, fewer than 10 students were tested. In 2009, fewer than 10 students were tested. In 2008, fewer than 10 students were tested.

In 2011, 2010, 2009 and 2008, the number of Hispanic Students taking the Algebra End of Course exam did not comprise a significant sub-population.

2. 1.

Math: Needs Improvement School in Math

Non-TAGG population: In 2012, 371 students were tested and 72.78% scored proficient or advanced. For the TAGG population 173 students were tested and 58.96 were proficient or advanced.

Combined Population:

Geometry End of Course Exam: In 2011, 366 students were tested and 79.2% scored proficient or advanced. In 2010, 355 students were tested and 74.65% scored proficient or advanced. In 2009, 384 students were tested and 69.61% scored proficient or advanced. In 2008, 345 students were tested and 71.6% scored proficient or advanced.

In 2011, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformation. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformation.

In 2010, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Triangles.

In 2009, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Triangles.

In 2008, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Triangles. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations.

2. Students with Disabilities (IEP):

Math: Needs Improvement School in Math

In 2012, 29 students were tested and 72.41% scored proficient or advanced. Geometry End of Course Exam: In 2011, 24 students were tested and 58% scored proficient or advanced. In 2010, 34 students were tested and 52.94% scored proficient or advanced. In 2009, 36 students were tested and 41.67% scored proficient or advanced. In 2008, 29 students were tested and 48.3% scored proficient or advanced.

In 2011, the number of students tested did not comprise a significant subpopulation. The lowest areas in the open ended questions was coordinate

geometry and transformations. In multiple choice, the lowest areas were coordinate geometry and transformations.

In 2010, the number of students tested did not comprise a significant subpopulation.

In 2009, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Relationships Between Two & Three Dimensions. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Triangles.

In 2008, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Triangles. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations.

3. Limited English Proficient (LEP):

Math: Needs Improvement School in Math

In 2012, 32 students were tested and 37.50% scored proficient or advanced.

Geometry End of Course Exam: In 2011, 33 LEP students were tested and 45% scored proficient or advanced.

In 2010, 34 students were tested. In 2009, fewer than 10 students were tested.

In 2008, 25 students were tested and 44% scored proficient or advanced.

In 2011, the number of students tested did not comprise a significant subpopulation. However, the lowest area in open ended questions was coordinate geometry and transformations. In multiple choice, the lowest area was coordinate geometry and transformations.

In 2010, the number of students tested did not comprise a significant subpopulation.

In 2009, the number of Limited English Proficient Students taking the Geometry End of Course exam did not comprise a significant sub-population.

In 2008, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Triangles. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations.

4. Economically Disadvantaged (SES):

Math: Needs Improvement School in Math

In 2012, 153 students were tested and 57.52% scored proficient or advanced.

Geometry End of Course Exam: In 2011, 137 students were tested and 70% scored proficient or advanced.

In 2010, 129 students were tested and 60.47% scored proficient or advanced.

In 2009, 131 students were tested and 51.13% scored proficient or advanced. In

2008, 101 students were tested and 52.5% scored proficient or advanced.

In 2011, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in coordinate geometry and transformations. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in triangles and coordinate geometry and transformations.

In 2010, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in _____. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in _____.

In 2009, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations.

Supporting
Data:

In 2008, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Triangles. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations and Measurement.

5. Caucasian:

Math: Needs Improvement School in Math

In 2012, 255 students were tested and 78.04% scored proficient or advanced.

Geometry End of Course Exam: In 2011, 246 students were tested and 88% scored proficient or advanced.

In 2010, 253 students were tested and 84.19% scored proficient or advanced..

In 2009, 276 students were tested and 74.18% scored proficient or advanced. In 2008, 266 students were tested and 77.8% scored proficient or advanced.

In 2011, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations.

In 2010, _____.

In 2009, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations.

In 2008, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Triangles. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations and Measurement.

6. African-American:

Math: Needs Improvement School in Math

In 2012, 57 students were tested and 63.16% scored proficient or advanced.

Geometry End of Course Exam: In 2011, 29 students were tested and 72% scored proficient or advanced. In 2010, 52 students were tested and 55.77% scored proficient or advanced.

In 2009, 45 students were tested and 48.89% scored proficient or advanced. In 2008, 33 students were tested and 45.5% scored proficient or advanced.

In 2011, In 2009, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in relationships between 2 and 3 dimensions and in Coordinate Geometry and Transformations. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations.

In 2010, _____.

In 2009, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations.

In 2008, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Triangles. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Triangles

7. Hispanic:

Math: Needs Improvement School in Math

In 2012, 42 students were tested and 54.76% scored proficient or advanced.

Geometry End of Course Exam: In 2011, 57 students were tested and 70% scored proficient or advanced. In 2010, 38 students were tested and 36.84% were

scored proficient or advanced.

In 2009, 47 students were tested and 61.22% scored proficient or advanced. In 2008, 32 students were tested and 50% scored proficient or advanced.

In 2011, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in relationships between 2 and 3 dimensions. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in triangles and coordinate geometry and transformations.

In 2010, _____

In 2009, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Non-Linear Functions. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Relationships Between Two & Three Dimensions.

In 2008, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Triangles. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations.

3. Grade 9-Iowa Test of Basic Skills (ITBS)

In 2010, zero students were tested.

2009: Combined Population: Zero students were tested.

Grade 9-Iowa Test of Basic Skills (ITBS) 2008: Combined Population: 0 Students were tested.

Grade 9-Iowa Test of Basic Skills (ITBS) 2007: Combined Population: 21 students were tested and 5.3% scored above the 50th percentile. Analysis of data indicates weakness in the area of math computation.

In 2007 13 Economically Disadvantaged students took the ITBS and 9.1% scored above the 50th percentile with a weakness in math computation.

4. GRADUATION RATE:

2009--80.5%

2010--80.5%

2011--80.9%

2012--84.85%

5. AVERAGE DAILY ATTENDANCE RATE:

2012--93.39%

2011--92.5%

2010--92.8%

2009--92.82%

6. ACT SCORES:

2008 ACT -- MATHEMATICS--23.0

2009 ACT -- MATHEMATICS--23.4%

2010 ACT -- MATHEMATICS--23.4%

Goal All students will improve in conceptual understanding and procedural skills exhibiting mathematics proficiency by demonstrating the Common Core State Standards mathematical practices

It is expected that the Combined population will meet the 2015 AMO of 86.81% Proficient/Advanced, as well as the TAGG population meeting the target of 77.49% Proficient/Advanced. 2013-2014 The following 2013-2014 data contributes to our new 2014-2015 "needs improvement" focus for math.

Benchmark The Combined population did not meet the 2014 AMO of 85.17% Proficient/Advanced at 82.10%. The TAGG population did not meet the 2014 AMO of 74.68% Proficient/Advanced at 74.32%. 2012-2013 The Combined population met the 2013 AYP target of 83.52% with 84% scoring proficient or advanced. The TAGG population met the 2013 AMO of 71.85% with 75.74% scoring Proficient or Advanced.

<p>Intervention: Common Core State Standards Math Program: In each course instruction will effectively lead all students through the content standards for mathematics instruction to an effective level of understanding and application.</p>				
<p>Scientific Based Research: Wagner, Tony. The Global Achievement Gap. 2008. Fisher, Douglas, and Nancy Frey. Better Learning Through Structured Teaching. 2008. Popham, W. James. Transformative Assessment. 2008. Bender, William, and Cara Shores. Response to Intervention. 2007. Strickland, Cindy. Tools for High-Quality Differentiated Instruction. 2007. Tomlinson, Carol Ann. How to Differentiate Instruction in Mixed-Ability Classrooms. 2001. Tomlinson, Carol Ann. Leadership for Differentiating Schools and Classrooms. 2000. Garner, Betty K. Getting It to Got It: How Struggling Students Learn How to Learn. 2007. Strickland, Cindy and Carol Ann Tomlinson. Differentiation in Practice: A Resource Guide for Differentiating Curriculum. 2005. The Thomas B. Fordham Foundation, Klein, David, et.al. The State of State Math Standards, 2005. Popham, W. James. TransFormative Assessment. 2008.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Implement Common Core standards-based mathematics strategies using lessons and assessments appropriate for 10 - 12 grade math. Action Type: Alignment Action Type: Collaboration</p>	<p>Steve Jacoby, Building Principal, Math Committee, Math Goal Chair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Common subject area teachers will continue to meet weekly to review student work, share effective teaching and formative/summative assessment strategies, and align curriculum, instruction, and summative assessment to state frameworks as well as benchmark and end of course testing to assist all students to achieve proficiency in mathematics. Teams will be grouped based on courses taught (Geometry, Algebra II, Pre-Calculus, Algebra III, Bridge to Algebra II and Linear Systems & Statistics). Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Pam Baker, Math Department Chair, Math Committee, Math Goal Chair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Classroom teachers, special education teachers, and other support staff will collaborate to implement differentiated strategies for students with Academic Improvement Plans and/or special needs to</p>	<p>Special Education Designee, Math Committee, Math Goal Chair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>

<p>improve mathematics skills including, but not limited to, Teacher Guided Study (SMART Lunch), tutorial sessions, make-up sessions and the use of mathematics tutorial software. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>				
<p>Use district technology resources to pool and aggregate data results from 8th grade benchmarks (including the Algebra I and Geometry End of Course Exams) to address specific needs of incoming sophomore students' progress in math achievement. Give Mathematics teachers access to this data and previous math grades. We will use this information to make predictions and appropriate placement for sophomores and transfer students. Ninth grade teachers will provide placement advice to all students and families prior to the CAP conferences. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p>	<p>Math Dept. Chair, Math Committee, Math Goal Chair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office • Computers • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Help students improve test-taking skills by simulating the types of questions that will appear on the PARCC exams at every opportunity. District Quarterly Assessments using MDC concepts will be given. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Math Dept. Chair, Math Committee, Math Goal Chair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office • Outside Consultants • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Use EOC exams to evaluate teaching strategies and student progress. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Math Dept. Chair, Math Committee, Math Goal Chair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Teachers will implement mathematics problem-solving strategies utilizing standards for mathematic practice similar to those on the PARCC exams into appropriate math classes. Action Type: Alignment Action Type: Collaboration</p>	<p>Math Dept. Chair, Math Committee, Math Goal Chair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Continue to evaluate the effectiveness of problem-solving strategies using performance assessments, open-ended math prompts, etc. Share results with parents through either grade reports, progress reports, parent/teacher conference, e-mail, etc. or a combination of the above. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Math Department Chair, Math Committee, Math Goal Chair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Central Office • Performance Assessments 	<p>ACTION BUDGET: \$</p>
<p>Align the use of integrated technology with mathematics standards. Once a year, new software and technology equipment will be evaluated and plans for acquiring will be made as needed. Action Type: Professional Development</p>	<p>Steve Jacoby, Building Principal, Math Goal Chair, Math Committee</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Technology Inclusion				
Continue to implement the use of integrated technology in classroom instruction and evaluate the effectiveness through teacher input and subjective individual evaluations of students. Action Type: Technology Inclusion	Math Committee, Math Goal Chair, Math Dept. Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office Community Leaders Computers Teachers 	ACTION BUDGET: \$
PARCC Remediation: Students who score below proficient on any PARCC exam may be required to complete a program of remedial activities ranging from regularly scheduled tutorial sessions to enrollment in a non-credit remedial course. Placement will be based upon the student's score on the PARCC exam. Action Type: AIP/IRI Action Type: Equity	Steve Jacoby, Principal; Steve Jacoby, Building Principal, Math Goal Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Formative Assessments: teacher and department collaborated to produced formative and quarterly assessments, as well as semester exams. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Math Department Chair, Math Committee, Math Goal Chair, Steve Jacoby, Building Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Offer math tutoring to students outside class time. Mr. Colbert is exploring the use of community tutors, especially those who are members of the struggling subpopulations, to tutor our basic and below basic students. Action Type: Collaboration Action Type: Equity	Math Dept. Chair; Mr. Colbert, Assistant Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
Make assignments, Power Point presentations, worksheets, and the timeline for tests and quizzes available on the team websiteS for Geometry and Algebra II. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Math Dept. Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Students who are identified as at-risk will be placed in an alternative learning environment (ALE) with access to services of a school counselor/mental health professional, a nurse, and support services, all provided by the district. The ALE will employ sufficient personnel in the core academic content areas in order to meet the student/teacher ratios (as outlined in section 4.02-Rules Governing the Distribution of Student Special Needs Funding-September, 2007) and allow students to secure enough credits for graduation. Any student eligible for special education services will continue to receive services while in the ALE. Students will not be placed in the ALE based on academic problems alone. Students placed, otherwise intelligent and capable, may have one or more of the following characteristics: Disruptive behavior, potential drop out, personal or family problems, recurring absenteeism, transition to or from residential programs or conditions that negatively affect the student's academic progress. (Abuse-	Jon Gheen, Asst. Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$

physical, mental, sexual, frequent relocation of residency, homelessness, inadequate emotional support, mental/physical health problems, pregnancy, single parenting) Documentation shall be maintained as to placement decisions made by the Alternative Education Placement Team. All ALE teachers will receive professional development pursuant to ADE Rules and Regulations. The Alternative Learning Environment will have as its goal to increase attendance of at-risk students and to graduate them. Parent conferences will be required for placement in the program and school personnel will be in frequent contact with parents. The placement conference will include the principal, counselor, teachers, parents, and other appropriate personnel in order to make good decisions about what services will be available while in the ALE. If the student makes significant academic and/or behavioral progress while in the ALE, the student may be exited from the program. The ALE Placement Team will develop exit criteria. The ALE will meet all guidelines required by the ADE and state laws. The counselor for the ALE, who is also the homeless liaison, will work directly with the FIT (families in transition) director to provide food, clothing, school supplies and sometimes rental reimbursement for students in need.

Action Type: AIP/IRI
 Action Type: Alignment
 Action Type: Collaboration
 Action Type: Equity
 Action Type: Parental Engagement
 Action Type: Professional Development
 Action Type: Special Education
 Action Type: Technology Inclusion
 Action Type: Wellness

In 2014-2015, all students will take the quarterly performance tasks developed by the geometry team to identify proficiency status. Struggling students will attend the lunch remediation and/or after school remediation program. PROGRAM EVALUATION:

- 2013-2014: (Year 2 of Targeted Improvement Plan)
 Geometry EOC Spring of 2014, 324 students tested, 85.17% target with 82.10% scoring proficient or advanced for the combined population.
 TAGG population did not meet the target of 74.68% with a 74.32%.
- 2012-2013: (Year 1 of Targeted Improvement Plan)>
 - Geometry EOC Spring of 2013, 419 students tested, 83.52% target with 83.76% scoring proficient or advanced for combined population
 - TAGG population far exceeded 71.87% target scoring 75.74% proficient or advanced
 - Fall 2012 MAP data: 249 of 388 (65%) 10th grade students scored "at" or "above" the 50th percentile
 - Winter 2013 MAP: 198 of 364 (53%) 10th grade students scored "at" or "above" the 50th percentile . Based on TLI and MAP performance winter 2013, 64% students predicted to pass the Geometry EOC
 - Spring 2013 MAP data : 225 of 421 (53%)

Pam Baker,
 Math Chair;
 Steve Jacoby,
 Building
 Principal

Start:
 07/01/2014
 End:
 06/30/2015

- Administrative Staff
- Central Office
- Computers
- District Staff
- Performance Assessments
- Teachers

ACTION BUDGET: \$

<p>10th grade students scored "at" or "above" the 50th percentile</p> <ul style="list-style-type: none"> • 2011-2012: Based on new AYP system, identified as "Needs Improvement" school <input type="checkbox"/> Combined population did not meet 81.87% AYP target with 72.89% scoring proficient or advanced <input type="checkbox"/> Non-TAGG population did not meet the 2012 AYP target of 81.87% with 72.78% scoring proficient or advanced <input type="checkbox"/> TAGG population fell short of 2012 AMO of 69.05% with 58.96% scoring Proficient/Advanced <input type="checkbox"/> Fall 2011 MAP data: 389 students or 68% of 10th graders scored at or above the 50th percentile <input type="checkbox"/> Winter 2012 MAP data: 351 or 65% of 10th graders scored at or above the 50th percentile <input type="checkbox"/> Spring 2012 MAP data: 139 enrolled in 10th Grade Geometry, 41% (64) scored at or above the 50th percentile; We did not meet our goal of 75% at or above the 50th percentile on MAP. <p>Action Type: Collaboration Action Type: Program Evaluation</p>				
<p>Closing the Achievement Gap (Math): Regular meetings of our math team will continue to be held. The intent is that each Intervention, and Action, is carefully monitored...through the collection of Formative and Summative Data....so that those strategies that prove ineffective can be revised, or abandoned. Our ACSIP Plan will be revised each spring, and fall, in order to keep it timely and valid in our efforts to improve teaching and learning. The following Core Principles will be a focus:</p> <ul style="list-style-type: none"> • The selection, and continuous evaluation, of research-based, scientifically validated, Interventions designed to improve our ability to improve student performance on the Literacy portion of all Assessments. • The ongoing monitoring of student progress in order to influence classroom instruction. • The utilization of Formative and Summative Assessment Data to make decisions that impact: Curriculum, Instruction, Assessment and Professional Development. • Coordination of resources in order to better meet the needs of all students. Written minutes of each meeting, along with a sign-in sheet, will be kept and made available upon request. <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Steve Jacoby, Building Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>COMPREHENSIVE NEEDS ASSESSMENT:</p> <ul style="list-style-type: none"> • Based on our Data Analysis of the 2013-2014 Geometry EOC results, we came to the conclusion that the following areas reflect our greatest need within the Math Priority: GEOMETRY--COORDINATE GEOMETRY and TRANSFORMATION BETWEEN 2 AND 3 DIMENSIONS. • This Strand has remained our greatest weakness for 4 years. • For the Algebra I EOC exam, students taking Algebra I or re-taking the EOC are largely 	<p>Steve Jacoby, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Performance Assessments 	<p>ACTION BUDGET: \$</p>

<p>served in the ALE program: ALGEBRA I-LANGUAGE OF ALGEBRA AND NON-LINEAR FUNCTIONS. In 2010-2011 the greatest need in Algebra I was Linear Functions and coordinate geometry and transformation. During the 2009-2010, the greatest need was LANGUAGE OF ALGEBRA</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>				
<p>The Geometry team will meet one time a week during lunch to design lessons or tasks based on the students' understanding in their CCSS unit of study. They will discuss instructional strategies and procedural skill practice needed to prepare students for the Geometry PARCC assessment.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
<p>The fall PARCC data will be utilized to predict 10th graders success on the Geometry spring PARCC assessment. Quarterly performance tasks will be utilized to monitor students' progress. Intervention plans will be developed for students lacking in skills.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
<p>We will incorporate teacher mentoring activities and programs (other than AIMM) that are connected to the professional development and may include a quality coaching model with trained math interventionists providing assistance to the math teachers in the school.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Steve Jacoby, Buidling Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
<p>The building administration is conducting classroom walk throughs and implementing the new TESS evaluation system. They are examining and gathering data on the instruction, the learning environment, the learning strategies, and best practices.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	Steve Jacoby, Buidling Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
<p>Remediation will exist for students who failed to achieve proficient or advanced on the Geometry and Algebra I PARCC assessments.</p> <p>Action Type: Collaboration Action Type: Equity</p>	Byron Zeagler, Asst. Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
<p>Teachers will employ research-based best practices and include approaches that are identified as assisting socioeconomically disadvantaged students, ELL students, and special education students.</p> <p>Action Type: Equity Action Type: Professional Development</p>	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$

<p>Predicting success on the PARCC Geometry assessments will be limited to teacher forecasting based on classroom performance on PARCC like evaluations. Measures will be put into place to provide additional support and intervention for most at risk including: SMART Lunch Teacher Guided Study and in before and after-school tutoring.</p> <p>Program Evaluation:</p> <ul style="list-style-type: none"> • 2013-2014 SMART lunch year two <input type="checkbox"/> 784 students utilized intervention <input type="checkbox"/> 2445 Teacher Guided Study sessions were completed • 2012-2013 SMART lunch benchmark year <input type="checkbox"/> 773 students utilized intervention <input type="checkbox"/> 2343 Teacher Guided Study sessions were completed <p>Action Type: Collaboration Action Type: Equity</p>	<p>Deanna Easton, Michelle Miller, Mark White, Boyd Logan, Lead Teachers and RTI, Steve Jacoby, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Math teachers will attend seminars to improve their math knowledge and usage.</p> <p>Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Pam Baker, Chair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Grade level teams within the Small Learning Communities provide school structure. All teams have collaborative student intervention time with students. In addition, each collaborative team will produce a document outlining proposed collaboration. SLC lead teachers prepare an agenda for each meeting and maintain minutes of their meetings.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Ellen Johnston, Math Facilitator; Susan King, math chair, Steve Jacoby, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>We are exploring computer-based programs in math to improve the skills and performance of our special education students.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	<p>Ellen Johnston, Math Facilitator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Assistant Superintendent J.L. Colbert has contacted University of Arkansas for community tutors, many of whom are from minorities, to assist our struggling students in the after school sessions. All actions are listed as a priority in our TIP.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Steve Jacoby, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Students who did not score proficient or advanced on the Algebra I, Algebra II or Geometry PARCC assessment may be enrolled in after school remediation.</p> <p>Action Type: Equity</p>	<p>Steve Jacoby, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>We have been notified by the Arkansas</p>	<p>Steve Jacoby, Principal</p>	<p>Start: 07/01/2014</p>	<ul style="list-style-type: none"> • Administrative 	<p>————— ACTION \$</p>

<p>Department of Education that our school has been designated a "needs improvement" because we did not meet the 2014 targets for % Proficient & Advanced in Math for both our Combined and TAGG populations. More specifically, the only group that met the "achieving" status were the Students with Disabilities. TARGETED IMPROVEMENT PLAN has been amended to continue progress. Action Type: Collaboration</p>		<p>End: 06/30/2015</p>	<p>Staff</p> <ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	<p>BUDGET:</p>
<p>We are exploring the following actions: a. Hosting parent nights to inform about the importance of assessments, and the programs and services our school offers to assist students. b. Making home visits to parents who are unable to attend these sessions. \$ [Modify] [Delete] <input type="checkbox"/> Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Steve Jacoby, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>The principal, assistant principals and instructional facilitators conduct walkthroughs to maintain a focus on instructional improvement and student learning outcomes. Those conducting the walkthroughs work with teachers to improve instruction. The evaluators, leadership and geometry teams review these reports and plan future professional development. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Steve Jacoby, Principal; Leadership Team; Kristy Scott</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	<p>ACTION BUDGET: \$</p>
<p>FHS has a leadership team consisting of the principal and other key professional staff. Action Type: Collaboration</p>	<p>Steve Jacoby, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Teachers are developing common assessments, including pre-tests and post-tests to assess students' mastery of standards-based objectives. Teachers are guided by the curriculum maps created in 2012-2013 and continue to develop lesson plans and common assessments. Lesson plans are being submitted to evaluators weekly and work is being used as student artifacts for the TESS teacher evaluations. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Steve Jacoby, Principal; Department Chairs; Assistant Principals</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	<p>ACTION BUDGET: \$</p>
<p>The high school principal, chairs from special education, ELL teacher, ACSIP co-chairs, Director of Mathematics and Geometry Lead Teacher will aide in the development and implementation of the TIP (Targeted Improvement Plan) Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Deanna Easton and Kristy Scott, ACSIP cochairs</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Students who did not score proficient on Algebra I test will be provided focused instruction through Teacher Guided Study</p>	<p>Kristy Scott</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>

during lunch or computer based intervention programs. Program Evaluation: • 2013-2014 SMART lunch year two <input type="checkbox"/> 784 students utilized intervention <input type="checkbox"/> 2445 Teacher Guided Study sessions were completed • 2012-2013 SMART lunch benchmark year <input type="checkbox"/> 773 students utilized intervention <input type="checkbox"/> 2343 Teacher Guided Study sessions were completed				
Total Budget:				\$0

Priority 3: Develop meaningful job-embedded professional development

Supporting

Data:

Goal To provide high-quality professional development [to all faculty and teacher support personnel] which is classroom and student focused.

Benchmark Evaluation of professional development activities will be based on student growth (documented improvement on standardized tests, class assignments and performance assessments) annually.

Intervention: Professional Development Design: Meeting professional development mandates by fulfilling teacher and student needs.				
Scientific Based Research: Wagner, Tony. The Global Achievement Gap. 2008. Fisher, Douglas, and Nancy Frey. Better Learning Through Structured Teaching. 2008. Popham, W. James. Transformative Assessment. 2008. Erkens, Cassandr. et.al. The Collaborative Teacher. 2008. DuFour, R., and Eaker, R. Professional Learning Communities at Work. 1998. DuFour, R., et.al. Learning by Doing. 2006. Bender, William, and Cara Shores. Response to Intervention. 2007. Schlechty, Philip. Working on the Work. 2002. Sisserson, Kendra, et.al. "Authentic Intellectual Achievement in Writing." English Journal. July 2002. Jolliffe, David. "Criteria for Measuring Authentic Intellectual Achievement in Writing." Practice in Context: Situating the Work of Writing Teachers. 2002. Newmann, Fred, et.al. A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring. 1995. Payne, Ruby. Framework for Understanding Poverty, 2005. Payne, Ruby. Under-Resourced Learners, 2008. Lubrano, Alfred. Limbo: Blue-Collar Roots, White-Collar Dreams, 2004. Educational Leadership, "Poverty & Learning," Apr. 2008, vol. 65, No.7. Strickland, Cindy. Tools for High-Quality Differentiated Instruction. 2007. Tomlinson, Carol Ann. How to Differentiate Instruction in Mixed-Ability Classrooms. 2001. Tomlinson, Carol Ann. Leadership for Differentiating Schools and Classrooms. 2000. Garner, Betty K. Getting It to Got It: How Struggling Students Learn How to Learn. 2007. Strickland, Cindy and Carol Ann Tomlinson. Differentiation in Practice: A Resource Guide for Differentiating Curriculum. 2005. Cumming, Jim and Christine Owen. Reforming Schools through Innovative Teaching, 2001. Sandholtz, Judith Haymore. Inservice Training or Professional Development: Contrasting Opportunities in a School/University Partnership, 2002. Mendler, Brian, et.al. Strategies for Successful Classroom Management. 2008. Boynton, Mark and Christine Boynton. Assessing and Improving School Discipline Programs. 2007. Rothstein-Fisch, Carrie and Elise Trumbell. Managing Diverse Classrooms: How to Build on Students' Cultural Strengths. 2008. Kohn, Alfie. Beyond Discipline: From Compliance to Community. 1996. Hall, Philip and Nancy Hall. Educating Oppositional and Defiant Children. 2003. Di Martino, Joseph. Personalizing the High School Experience. 2008. Sullo, Mark. Activating the Desire to Learn. 2007. Goldberg, Mark. How to Design an Advisory. 1998. Dillow, Roger. Mission-Based Adisory. 2006.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<ul style="list-style-type: none"> We are exploring converting to a Google School. We are receiving PD from Lory Hall on the use of technology to plan, deliver, and streamline communication at FHS. Action Type: Professional Development Action Type: Technology Inclusion	Steve Jacoby, Building Principal; Professional Development Committee Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
<ul style="list-style-type: none"> Use community resources to provide additional expertise in meeting the professional development needs of teachers. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion Action Type: Wellness	Steve Jacoby, Building Principal; PD Committee, ACSIP Steering Committee	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders Computers District Staff Outside Consultants 	ACTION BUDGET: \$

			<ul style="list-style-type: none"> Public Library School Library Teachers 	
<ul style="list-style-type: none"> A minimum of 60 PD hours are required including three hours of educational technology and two hours of parental involvement. All administrators are required two hours of parental involvement. <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion</p>	Steve Jacoby, Building Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants School Library Teachers 	ACTION BUDGET: \$
<p>COMPREHENSIVE NEEDS ASSESSMENT: 2013-2014</p> <ul style="list-style-type: none"> Our district chose not to give the "We Lead, We Teach" survey during the 2013-2014 school year. <p>2012-2013 •We will use the "We Lead, We Teach" surveys and professional development surveys to indicate our greatest need, and we will select Interventions and coordinate our various state and federal funding sources to address these areas. Results will be reported in the 2014-2015 ACSIP plan.</p> <ul style="list-style-type: none"> 2012-2013: <ul style="list-style-type: none"> <input type="checkbox"/> 66% of school faculty reporting seeing themselves as a school leader <input type="checkbox"/> 51% of school faculty report knowing their responsibilities <input type="checkbox"/> 26% of school faculty report bullying as being a problem at FHS <input type="checkbox"/> 69% of students report working with students in class to solve problems <input type="checkbox"/> 61% of students report that their teachers care about them <input type="checkbox"/> 25% of students report bullying as a problem at FHS 2011-2012: <ul style="list-style-type: none"> <input type="checkbox"/> Faculty members completed a PD Needs Assessment Survey in Spring 2012 <input type="checkbox"/> Greatest need in PD was training in SLC and technology training including access to student achievement data 2010-2011: <ul style="list-style-type: none"> <input type="checkbox"/> Faculty members completed a PD Needs Assessment Survey in Spring 2011 <input type="checkbox"/> 60% of teachers felt the greatest need in professional development was regarding personalization for our students in advisory and SLC. <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>	Marianne Hauser, Professional Development	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Performance Assessments School Library Teachers 	ACTION BUDGET: \$
<ul style="list-style-type: none"> Through SLC collaboration, teachers will receive professional development training on response to intervention in order to implement tier one and tier two interventions. <p>Action Type: Collaboration</p>	Sallie Langford, RTI Lead; Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	ACTION BUDGET: \$

<p>Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>				
<ul style="list-style-type: none"> Professional development for teachers will be available through Small Learning Community (SLC) collaborative periods to provide increased RTI interventions for all students <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Steve Jacoby, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Outside Consultants School Library Teachers 	<p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> All teachers will have the opportunity to participate in the school district professional development plan. Teachers and administrative staff may propose professional development and submit needs based on the professional growth needs All new 'traditional program' teachers will be assigned a mentor for one year. All 'non-traditional program' teachers will be assigned a mentor for two years. Teachers in need of assistance will be assigned a mentor to focus on their professional development goals. All teachers will have the opportunity to input regarding the district and building level professional development plan. The district will provide all teachers and administrators with no less than 60 hours of professional development to include: 3 hours of educational technology and 2 hours of parental involvement (2 hours of parental involvement for administrators) Teachers will have the opportunity to evaluate the benefit of professional development activities and provide the feedback on needed changes. <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Steve Jacoby, Building Principal; building pd committee, district professional development coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff School Library Teachers 	<p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> Any non core teacher will attend two training sessions led by the instructional facilitator of that building in literacy during 2014-2015 <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Steve Jacoby Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Teachers 	<p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> SLC will encourage professional development which enhances teacher knowledge and skills including content, literacy intervention skills, strong foundation in pedagogy, knowledge on teaching, school culture, library services and technology <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Michelle Miller, Mark White and Steve Jacoby, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	<p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> Advisory is SLC and grade pure. Counselors and outside resources are made available during advisory. Advisory will meet one day a week for 35 	<p>Dr. Evelyn Marbury</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	<p>ACTION BUDGET: \$</p>

<p>minutes.</p> <ul style="list-style-type: none"> • 2013-2014: The advisory steering committee consists of SLC specific teachers who meet during their common collaborative time. They work to create lessons that match the elective interest areas of their SLC. • 2012-2013: □ The advisory steering committee met throughout the summer and created lessons that were grade and SLC specific. <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>			<ul style="list-style-type: none"> • Teachers 	
<ul style="list-style-type: none"> • Professional development courses will be offered which are related to our district and high school focus. For example, content area trainings, common core curriculum training, cross-curricular training, Smaller Learning Communities (SLC) Training. <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>	Mr. Steve Jacoby, principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
<ul style="list-style-type: none"> • Teachers will be offered professional development in order to learn about Common Core Standards and assessments. • In addition, we will align our instruction and assessment to common core. <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	ACTION BUDGET: \$
<ul style="list-style-type: none"> • Teachers may be offered professional development training through SLC collaboration on the following topics: blood-borne pathogens, autism, bullying, professional ethics, crisis response, IT security, code of ethics, suicide prevention, and how to report alleged abuse. <p>Action Type: Collaboration Action Type: Professional Development</p>	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
<ul style="list-style-type: none"> • Consistent with out district and building focus, by May 2015 all common assessments will be given quarterly in all subjects. • Writing is the focus for all courses and weekly lesson plans must reflect this. • SLC will be exploring the implementation of one cross-curricular unit plan. <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Evelyn Marbury, Assistant Principal; Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Public Library • School Library • Teachers 	ACTION BUDGET: \$
<ul style="list-style-type: none"> • Every teacher and administrator have been assigned to a curriculum mapping team in order to accomplish the district's written curriculum goal for the current school year. • Each teacher has designated on Bloomboard at least one professional growth goal for at least one of the Teacher Excellence Support System (TESS) 	Evelyn Marbury, Assistant Principal; Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Public Library • School Library • Teachers 	ACTION BUDGET: \$

domains. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development				
• Teachers will be provided with a "SOAR score" along with the formative and summative assessment results of their students, receive training on how to access each of their student's test file online, and how to interpret the information in order to provide remediation for each student.	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
2014-2015 Teachers will receive 3 hours of Bloomboard Training to prepare for their PGP and Tess Evaluations. 2013-2014 • Teachers will receive 9 hours of professional development TESS training to prepare for the 2013-2014 school year. • 2012-2013: <input type="checkbox"/> Administrators attended and lead T.E.S.S. sessions to prepare for the state-mandated TESS evaluation process. <input type="checkbox"/> Teachers attended 12 hours of required TESS professional development during the summer Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Mr. Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: To increase student awareness and knowledge of the effects of good nutrition and physical activity.

1. Body Mass Index Data 2008-2009: of the 1810 student population, only 254 10th grade students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight or overweight: Grade 10: Males 29.3%, Females 15% Body Mass Index Data 2007-2008: of the 1877 student population, only 306 10th grade students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight or overweight: Grade 10: Males 36.0%, 22.2% Females Body Mass Index Data 2006-07: of the 1940 student population, 383 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and overweight: Grade 10: Males 34.1%, 9.5% Females Grade 11: Males 28.2%, 11.8% Females Grade 12: Males 19.6%, 14.0% Females
2. National Youth Risk Behavior Survey (YRBS):2005 The percentage of 9-12 grade students that did not participate in any vigorous or moderate physical activity has not significantly changed since 1999.

The number of students who attended physical education classes on one or more days in an average week when they were in school has not significantly changed since 1995.

Supporting Data:

The number of students who watched television on an average school day for three or more hours per day has significantly decreased (5.6%) since 1999.

3. Free/Reduced Rate: In 2009 the percentage of free and reduced lunch was 23%. In 2008 the percentage of free and reduced lunch was 28%. In 2007 the percentage of free and reduced lunch was 22%.
4. COMPREHENSIVE NEEDS ASSESSMENT: The two lowest areas on our health index

Goal Provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark Decrease the number of students at risk of being overweight and obese 5% annually.

Intervention: Increase awareness and knowledge of the benefits of physical activity for lifelong health and wellness.				
Scientific Based Research: Morrow, James R., Jr. and Allen W. Jackson, et. al. Physical Activity Promotion and School Physical Education, 1999. Weiss, Maureen R. Motivating Kids in Physical Activity, 2000.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Assert efforts to increase and/or maintain the current approximate 50% of student population involved in courses and/or school activities which require daily physical activity. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Steve Jacoby, Building Principal, Tim Miller, Chair FHS Child Health Advisory Committee, Daryl Patton, SIP provi	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
Monitor student participation in both school coursework/activities and after-school activities which require daily/weekly physical activity. Action Type: Parental Engagement Action Type: Wellness	Steve Jacoby, Building Principal, Sarah McKenzie	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	ACTION BUDGET: \$
Implement and encourage participation in physical education program taught by a highly qualified teacher that supports physical activity. Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Steve Jacoby, Building Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games by sending home informational packages that include tips for parents/caregivers. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Steve Jacoby, Building Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Encourage participation in family oriented, community-based physical activity program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Steve Jacoby, Building Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$

<p>We are exploring the idea of creating a 'healthy lifestyle information link' managed by the school nurse, where students, teachers and parents can access relevant data regarding healthy lifestyle, injury and disease prevention as well as Asthma management strategies. Currently, we have flyers with this information posted in the hallways and in the nurses office. Action Type: Parental Engagement</p>	<p>Parent Involvement Committee</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • School Library • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Program Evaluation: 10th grade BMI screening and The School Health Index Survey are evaluation tools used to adjust programs, processes and activities that make up the action descriptions within our intervention programs. We will report, evaluate and use results from 2014-2015 in making decisions that impact our future instructional programs.</p> <p>Evaluation Results: 2013-2014: <input type="checkbox"/> 14.4% of males, 15.1% females considered overweight; <input type="checkbox"/> 13.9% of males and 12.3% of females considered obese <input type="checkbox"/> Combined, 13.2% considered obese <input type="checkbox"/> SHIS percent of 9-12 grade students not participating in any vigorous or moderate physical activity has not change since 1999</p> <ul style="list-style-type: none"> • 2012-2013: <input type="checkbox"/> 12.6% of males, 2.1% females considered overweight; <input type="checkbox"/> 17.6% of males and 4.5% of females considered obese <input type="checkbox"/> Combined, 12.4% considered obese <input type="checkbox"/> SHIS percent of 9-12 grade students not participating in any vigorous or moderate physical activity has not change since 1999 • 2011-2012: <input type="checkbox"/> 20.6% Males, 18.8% Females of assessed students considered to have high body mass index <input type="checkbox"/> Combined, 8.7% considered obese <input type="checkbox"/> SHIS percent of 9-12 grade students not participating in any vigorous or moderate physical activity has not change since 1999 • 2010-2011: <input type="checkbox"/> 11.6% Males, 13.1% Females of our assessed students considered to have high body mass index <input type="checkbox"/> SHIS percent of 9-12 grade students not participating in any vigorous or moderate physical activity has not change since 1999 <p>Action Type: Program Evaluation Action Type: Wellness</p>	<p>Byron Zeagler</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Administer the AR Prevention Needs Assessment Student Survey. Action Type: Program Evaluation Action Type: Wellness</p>	<p>Steve Jacoby, Building Principal; Byron Zeagler, Assistant Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>

Total Budget:	\$0
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Intervention:
Increase awareness and knowledge of the benefits of sound nutritional practices and habits for lifelong health and wellness.

Scientific Based Research: Food, Nutrition, and Consumer Services (USDA), Washington, DC. Center for Nutrition Policy and Promotion, Breakfast and Learning in Children. Symposium Proceedings (Washington, DC, April 22, 1999). Schlosser, Eric. Fast food nation : the dark side of the all-American meal,2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Specific nutrition standards pertain to all foods and beverages served or made available to students on our campus and to their parents (school meals are governed by USDA regulations). Maximum portion size restrictions pertain to all foods and beverages served, sold, or made available to students on our campus.</p> <p>Action Type: Parental Engagement Action Type: Wellness</p>	<p>Food Service Manager; teve Jacoby, Building Principal, Arlene Davis, Food Service Manager</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	<p>ACTION BUDGET: \$</p>
<p>Program Evaluation: 10th grade BMI screening and The School Health Index Survey are evaluation tools used to adjust programs, processes and activities that make up the action descriptions within our intervention programs. We will report, evaluate and use results from 2013-2014 in making decisions that impact our future instructional programs.</p> <p>Evaluation Results: 2013-2014: <input type="checkbox"/> 14.4% of males, 15.1% females considered overweight; <input type="checkbox"/> 13.9% of males and 12.3% of females considered obese <input type="checkbox"/> Combined, 13.2% considered obese <input type="checkbox"/> SHIS percent of 9-12 grade students not participating in any vigorous or moderate physical activity has not change since 1999</p> <p>• 2012-2013: <input type="checkbox"/> 12.6% of males, 2.1% females considered overweight; <input type="checkbox"/> 17.6% of males and 4.5% of females considered obese <input type="checkbox"/> Combined, 12.4% considered obese <input type="checkbox"/> SHIS percent of 9-12 grade students not participating in any vigorous or moderate physical activity has not change since 1999</p> <p>• 2011-2012: <input type="checkbox"/> 20.6% Males, 18.8% Females of assessed students considered to have high body mass index <input type="checkbox"/> Combined, 8.7% considered obese <input type="checkbox"/> SHIS percent of 9-12 grade students not participating in any vigorous or moderate physical activity has not change since 1999</p> <p>• 2010-2011: <input type="checkbox"/> 11.6% Males, 13.1% Females of our assessed students considered to have high body mass index</p>	<p>Steve Jacoby, Building Principal; Sarah McKenzie</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<input type="checkbox"/> SHIS percent of 9-12 grade students not participating in any vigorous or moderate physical activity has not change since 1999 Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Wellness				
Information will be available in the parent information center for parents on the USDA nutrition pyramid and portion sizes Action Type: Parental Engagement Action Type: Wellness	Libby Combs, Parent Involvement; Tim Miller, Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • School Library • Teachers 	ACTION BUDGET: \$
Administer the AR Prevention Needs Assessment Student Survey. Action Type: Program Evaluation Action Type: Wellness	Steve Jacoby, Building Principal; Tim Miller, Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	ACTION BUDGET: \$
COMPREHENSIVE NEEDS ASSESSMENT: Strengths and weaknesses will continue to be assessed using the School Health Index Survey. The plan for improvement consists of monthly emailed student and faculty health updates, and partnering with our School Resource Officers to analyze alcohol, tobacco and drug abuse at FHS. Evaluation Results: 2013-2014: <input type="checkbox"/> Data analysis concludes greatest needs within the Wellness Priority: School Health, Safety Policies and Environment; Counseling, Psychological and Social Services; Health Promotion for staff <input type="checkbox"/> 42 reports to SRO and 37 arrests: 4 alcohol related, 7 drug related • 2012-2013: <input type="checkbox"/> Data analysis concludes greatest needs within the Wellness Priority: School Health, Safety Policies and Environment; Counseling, Psychological and Social Services; Health Promotion for staff <input type="checkbox"/> 50 reports to SRO and 21 arrests: 2 alcohol related, 8 drug related • 2011-2012: <input type="checkbox"/> Data analysis concludes greatest need within the Wellness Priority: ASTHMA EDUCATION FOR STUDENTS and ASTHMA INFORMATION FOR THE PARENT CENTER <input type="checkbox"/> 65 reports to SRO and 52 arrests: 8 alcohol related, 12 drug related • 2010-2011: <input type="checkbox"/> Data analysis concludes greatest need within the Wellness Priority: Nutrition Services, Health Services and Health Promotion for Staff; <input type="checkbox"/> 85 reports to SRO and 48 arrests Action Type: Parental Engagement Action Type: Wellness	Steve Jacoby, Building Principal; Byron Zeagler, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	ACTION BUDGET: \$
The Wellness Committee will collaborate to	Tim Miller, Chair; Steve Jacoby,	Start: 07/01/2014	<ul style="list-style-type: none"> • Administrative 	

develop and offer professional development on healthy lifestyle choices and sound nutritional practices. Action Type: Professional Development Action Type: Wellness	PrIncipal;	End: 06/30/2015	Staff • Central Office • Teachers	ACTION \$ BUDGET:
The A.L.L.P.S Program is a partner in a coordinated school health initiative including the wellness center at Owl Creek and efforts are being made to reduce the number of students smoking. A dental clinic is on campus to provide dental services to free and reduced lunch students free of charge up to 20 times per year. Action Type: Collaboration Action Type: Equity	Jon Gheen, Asst. Principal; Tim Miller, Chair	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers	ACTION \$ BUDGET:
Physical testing of all students in Health, and Strength/Nutrition courses. Action Type: Alignment Action Type: Wellness	Timothy Miller, Department Chair	Start: 07/01/2014 End: 06/30/2015		ACTION \$ BUDGET:
Advisory teachers make students aware of district health clinic that provides medical care to students and their parents, whether they have insurance or not. The clinic which is housed at Owl Creek School operates on extended hours. Information is provided on the website for parents as well. Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Evelyn Marbury, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Community Leaders • District Staff	ACTION \$ BUDGET:
Our high school encourages an active lifestyle and interest in physical exercise by offering an organized intramural program, including competitions, during lunch. Action Type: Wellness	Bobby Smith, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION \$ BUDGET:
Vending machines have been installed in our new facility that only include healthy options. By 2015, vending machines housing traditional junk food will be limited on our campus. Student can only access them after 1:30 pm.	Bobby Smith	Start: 07/01/2014 End: 06/30/2015		ACTION \$ BUDGET:
We will select interventions and coordinate our various state and federal funding sources to address these areas identified on the School Health Index Survey	Jeb Huckeba	Start: 07/01/2014 End: 06/30/2015		ACTION \$ BUDGET:
Sara Laughinghouse is an Ozark Guidance Counselor who is housed on our campus full time.	Sara Laughinghouse	Start: 07/01/2014 End: 06/30/2015		ACTION \$ BUDGET:
Total Budget:				\$0

Priority 6: Maintain a safe and secure environment

Supporting Data:

Goal To continue and to augment the provision of a safe and secure educational environment for all students, faculty, staff, and administrators.

Benchmark The faculty will be trained in A.L.I.C.E.

Intervention:

Implement training, education, and practice required by the effective execution of FHS CRISIS plan in the event of emergencies. Consider innovations in our current handling of safety/security problems as new technology, data, and situations arise.

Scientific Based Research: Wide Scope, Questionable Quality: Three Reports from the Study on School Violence and Prevention Executive Summary. U.S. Dept. of Education, 2002. A Comprehensive Framework for School Violence Prevention. Hamilton Fish Institute, 2001. NASRO School Resource Office Survey, 2002:Final Report on the 2nd Annual National Survey of School-Based Police Officers. Trump, Kenneth S. 2002. School Resource Officers and School Administrators: "Talking and Walking" Together to Make Safer Schools. Research Bulletin. Center for the Prevention of School Violence North Carolina Department of Juvenile Justice and Delinquency Prevention, 2002. Violence in U.S. Public Schools: A Summary of Findings. ERIC development team, 2003. Brian Mendler. et.al. Strategies for Successful Classroom Management.2008. Boynton, Mark and Christine Boynton. Assessing and Improving School Discipline Programs. 2007. Rothstein-Fisch, Carrie and Elise Trumbell. Managing Diverse Classrooms: How to Build on Students' Cultural Strengths. 2008. Kohn, Alfie. BeyondDiscipline: From Compliance to Community.. 1996. Hall, Philip and Nancy Hall. Educating Oppositional and Defiant Children. 2003. Mendler, Brian. et.al. Strategies for Successful Classroom Management.2008. Boynton, Mark and Christine Boynton. Assessing and Improving School Discipline Programs. 2007. Rothstein-Fisch, Carrie and Elise Trumbell. Managing Diverse Classrooms: How to Build on Students' Cultural Strengths. 2008. Kohn, Alfie. Beyond Discipline: From Compliance to Community.. 1996. Hall, Philip and Nancy Hall. Educating Oppositional and Defiant Children. 2003.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>A copy of the FHS Crisis Plan will be in every classroom, within reach of the teaching professional or substitute teacher, on the desks of administrators, and all support staff, as well as located online, all of the time. Action Type: Wellness</p>	<p>Bobby Smith, Asst. Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Use Resource Officers as security consultants to work with students and faculty/staff to prepare for possible crises. Action Type: Collaboration Action Type: Wellness</p>	<p>Bobby Smith, Asst. Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Explore spending professional development inservice time to cover the building CRISIS plan carefully. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness</p>	<p>Bobby Smith, Asst. Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Conduct 12-16 CRISIS drills of various sorts throughout the year to train students about their responsibilities in the event of a CRISIS. Action Type: Collaboration Action Type: Wellness</p>	<p>Bobby Smith, Asst. Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Students train to be fire marshals who will be able to respond effectively in the event of fire. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	<p>Bobby Smith, Asst. Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: 2014-2015 A district level decision was made not to complete the We Lead, We Learn, We Teach survey in 2013-2014 school year as stated in the 2013-2014</p>	<p>Bobby Smith, Assistant Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

ACSIP document.

For the upcoming school year, we have adjusted schedules to increase security during school hours by:

- *increasing supervision throughout the day by hiring 4 Dean of Students
- *Increasing supervision during classes by creating a supervision task force with rotating assignments
- *Creating one point of entrance and exit from Bulldog Blvd following construction completion
- *Adding a Full Time Resource Officer at ALLPS campus

2013-2014

we plan to use the "We Lead, We Learn, We Teach Survey" to evaluate and adjust the programs, processes, and activities that make up the action descriptions within the intervention program. We will evaluate average daily attendance and student, parent, and faculty surveys of advisory as it has as a goal to improve students' sense of community at school and to engage them in ethical behavior. We will use this data/information to determine whether the objectives of the 2013-2014 ACSIP Plan have been met.

• 2012-2013:

- To increase security during school hours
- All teachers assigned hall duty four weeks per year
- Additional staff available for monitoring of hallways
- Open campus lunch was shut down for sophomores and juniors
- 66% of school faculty reporting seeing themselves as a school leader
- 51% of school faculty report knowing their responsibilities
- 26% of school faculty report bullying as being a problem at FHS
- 69% of students report working with students in class to solve problems
- 61% of students report that their teachers care about them
- 25% of students report bullying as a problem at FHS
- Year 3 of advisory, majority of students have same advisor for two years in a row

• 2011-2012:

- To improve student sense of community and ethical behavior
- Year 2 of advisory, grade and Small Learning Community Specific
- SLC community volunteer opportunities
- Greatest need: participation in clubs and school activities and improved communication between teachers, advisors and parents.

Action Type: Collaboration

Action Type: Program Evaluation

Action Type: Wellness

The Crisis Team will collaborate to develop and offer professional development for the staff and faculty on how to enhance the safety and security for our campus. The resource officers have trained all certified employees for the 2014-2015

Bobby Smith, Asst. Principal; Steve Jacoby,

Start: 07/01/2014
End: 06/30/2015

- Administrative Staff
- Outside Consultants
- Teachers

ACTION BUDGET: \$

year in ALICE. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Principal			
The A.L.L.P.S. Program engages in fire marshal training. It requires identification of individuals wishing to visit campus. Faculty, staff, and student sign in and out. Faculty engage in duty and wear picture identification. Action Type: Wellness	Jon Gheen, Asst. Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
At the high school, faculty wear picture identification. If they leave campus during the school day, students, faculty, and staff sign-in and out. Students are trained as fire marshals. Students, faculty, and staff practice drills for safety. The school resource officers present information to classes on how to respond in the event of a crisis. In addition, they let students know they are available to assist them with problems whether they occur at or away from school. Action Type: Wellness	Bobby , Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
School resource officers join the administrative team during the administrative team meetings. Action Type: Collaboration Action Type: Wellness	Mr. Steve Jacoby	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$
Students now possess and are required to carry a picture student identification card at school and at all school related events. Action Type: Wellness	Mr. Steve Jacoby	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
Staff will receive training related to preventing and stopping bullying.	Bobby Smith, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
Administration and teachers maintain a school environment conducive to learning. Teachers display classroom guidelines and procedures in their classrooms. Action Type: Collaboration Action Type: Parental Engagement	Steve Jacoby, Principal; Bobby Smith, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
The Hallpass Visitor Management System is used at the main check-in office. All visitors are required to show picture ID and a background check is ran before anyone is granted access to student areas. Visitors receive a printed self adhesive tag to wear that clearly identifies them by picture and name.	Bobby Smith	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Administrators are utilizing a new Small Learning Community Toolkit data system which provides immediate communication and specific feedback for attendance, referrals and over-all discipline.	John S. Jacoby	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Priority 7: Foster quality parent/school relationships

Supporting
Data:

To create parent/school relationships which occur in an atmosphere of trust, where confidentiality is

Goal ensured and parents and teachers treat each other with respect, and in which students may view their parents and teachers working together cooperatively.

Benchmark Teachers, administrators, and students will complete a climate survey annually and use data to evaluate current practice and evaluation of programs. Parent surveys will also be available during CAP and/or Parent Teacher Conferences.

Intervention: Encouraging effective parent communication and interaction with their students, students' teachers, and administrators.				
Scientific Based Research: Henderson, A. and Mapp, K. "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement." 2002. Yonezawa, Susan and Jeannie Oakes. "Making Parents Partners in the Placement Process." 1999. White-Hood, Marian. "Mapping the Road to High School." 2001. Rosenzweig, Charlotte. "A Meta-Analysis of Parenting and School Success: The Role of Parents in Promoting Students' Academic Performance." 2001. Henderson, A. and K. Mapp. "A new wave of evidence. The impact of school, family, and community connections on student achievement." 2002.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will maintain a parental involvement committee of teachers, administrators, students, parents, and school alumni to provide advice and guidance for school improvement. Current students and recent graduates will be placed in appropriate existing advisory capacities. School alumni on the committee will be asked to help evaluate academic progress as well as the amount of parental participation within the school and identification of barriers that exist that hinder greater participation by parents. Action Type: Collaboration Action Type: Parental Engagement	Steve Jacoby, School Principal; Parent Involvement Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff School Library Teachers 	ACTION BUDGET: \$
In order to encourage communication with parents our school will prepare an information packet in the form of a student handbook to be distributed annually to the parents of each child in the school. These handbooks will describe: The school's parental involvement program; The recommended role of the parent, student, teacher and school; Ways for parents to become involved in the school and their child's education; An opportunity will be available for the parent to express interest in volunteering at the school; A schedule of activities planned throughout the school year to encourage parental involvement; and a system to allow the parents and teachers to communicate in a regular, two-way, and meaningful manner with the child's teacher and principal. Action Type: Collaboration Action Type: Parental Engagement	Steve Jacoby, Building Principal; Parent Involvement Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff School Library Teachers 	ACTION BUDGET: \$
The school will sponsor Small Learning Community information nights to inform the parents of high school students about how to be involved in decisions affecting course selection, career planning, and preparation for post-secondary opportunities. A.L.L.P.S. will host a parent-student night with representatives from local colleges and technical institutes and provide information on scholarships, how to complete required paperwork, and careers. Action Type: Collaboration Action Type: Parental Engagement	Jon Gheen, Asst. Principal; Steve Jacoby, Building Principal; Parent Involvement Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff School Library Teachers 	ACTION BUDGET: \$
The school will maintain a designated area to be	Steve Jacoby,	Start: 07/01/2014	<ul style="list-style-type: none"> Administrative 	

<p>used as the Parent Center. Parenting books, magazines and other informative material regarding responsive parenting will be available for parents to borrow for review. Parent Center materials, which may include, but are not limited to brochures, pamphlets, and computers for use on site. The school will publicize the center on the school's website, at Parent/Teacher conferences and through the Parent Teacher Student Organization.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Building Principal; Parental Involvement Coordinator</p>	<p>End: 06/30/2015</p>	<ul style="list-style-type: none"> • Staff • Community Leaders • Computers • District Staff • School Library • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Faculty, including administrators, will have the option of receiving training that specifically addresses how to hold effective and appropriate conferences with parents, conflict resolution, and communicating effectively with parents.</p> <p>Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Steve Jacoby, Building Principal; Building Professional Development Committee</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • School Library • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Each department will engage parents through various means including, but not limited to, newsletters, email, web pages and progress reports</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Steve Jacoby, Building Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • School Library • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The building principal will designate one certified administrator (Byron Zeagler) to serve as a parent facilitator to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. The district will ensure that parental participation is recognized as an asset to the school. The district will pay the parent facilitator a stipend for assuming duties as required by ACT 603 of 2003. Effectiveness will be documented by results of parental involvement survey.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Steve Jacoby, Building Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The school will use the Career and Academic Plan (CAP) process to help students develop a six-year academic plan based on their Career Focus and state graduation requirements and to assist students in choosing an SLC for the 2014-2015 school year.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Steve Jacoby, Building Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The school will provide parents with information concerning the CAP process through a variety of means such as letters, flyers, information packets, parent nights, website postings, telephone messages, email, radio, television, and newspapers</p> <p>Action Type: Parental Engagement</p>	<p>Steve Jacoby, Building Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • School Library 	<p>ACTION BUDGET: \$</p>
<p>The school will provide CAP Advisors with training and information on state laws dealing with parent involvement in academic planning,</p>	<p>Steve Jacoby, Building Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<p>ACTION BUDGET: \$</p>

<p>graduation requirements, and the CAP process through professional development at faculty meetings and other training sessions. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>			<ul style="list-style-type: none"> District Staff Teachers 	
<p>The school will conduct Open House in August, parent-teacher conferences in the fall and include parent conferences in the spring CAP conferences each year with parents and students in order to make decisions concerning class schedules based on students' six-year plans. These conferences will be widely advertised and scheduled in such a manner that as many parents as possible may visit our campus and interact with the students' faculty. In August, at the conclusion of open house, Mr. Steve Jacoby, Principal, delivers the "state of the school" report. Action Type: Collaboration Action Type: Parental Engagement</p>	Steve Jacoby, Building Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff School Library Teachers 	ACTION BUDGET: \$
<p>The school will form a committee made up of certified staff representing all disciplines to coordinate all activities relating to the CAP process. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	Steve Jacoby, Building Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
<p>In order to encourage parents to participate as a full partner in the decisions that affect their child and family, our school will include in our school's student handbook the school's process for resolving parental concerns, including how to define a problem, who to approach first and how to develop solutions. The handbook is on the school website as well. Action Type: Collaboration Action Type: Parental Engagement</p>	Steve Jacoby, Building Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
<p>In order to take advantage of community resources our school will enable the formation of a parent teacher association, or organization, that will foster parental and community involvement within the school. Action Type: Collaboration Action Type: Parental Engagement</p>	Steve Jacoby, Building Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff School Library Teachers 	ACTION BUDGET: \$
<p>Parents and teachers are encouraged to join the Parent-Teacher-Student Organization. Action Type: Collaboration Action Type: Parental Engagement</p>	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders School Library Teachers 	ACTION BUDGET: \$
<p>During the 2013-2014 school year, we will conduct a climate survey of students, parents, and staff and report the results in our 2014-2015 ACSIP Plan. We will use this data/information to determine whether the objective of this intervention was achieved and whether it has been successful in attaining the anticipated participant outcome objectives.</p>	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

<p>PROGRAM EVALUATION: 2012-2013:</p> <ul style="list-style-type: none"> • Advisory parent survey was not completed • Parents are contacted a minimum of four times per year through advisory teacher • Administration revealed area of greatest concern is maintaining current information on the school web-site • 9th grade transition team met six times and consisted of parents, teachers and administrators from across the district • Two presentations were made to the Rotary Club • The Small Learning Community developed a Community Business Partnership • Small Learning Community pathways and design were presented to the Chamber of Commerce <p>2011-2012:</p> <ul style="list-style-type: none"> • Advisory Parent Survey revealed our greatest needs: a support group for parents of students with autism spectrum disorder and for more communication from the school to the parents. <p>2010-2011:</p> <ul style="list-style-type: none"> • Parent Advisory Survey revealed Parent Engagement Priority: Communication with Parents as a priority <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>The high school will administer a climate survey to parents, students, and faculty and the results of the survey will be shared with faculty and be reported in the later ACSIP document. has developed and will administer a high school parent survey and the advisory steering committee have developed advisory evaluations for parents to complete during the 2012/2013 school year. The assessment results will be reported in the 2013/2014 ACSIP report. Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Steve Jacoby, Building Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>COMPREHENSIVE NEEDS ASSESSMENT: During the 2013-2014 school year, we will survey students, parents, and staff using the "We Teach, We Lead Survey" and report the results in our 2014-2015 ACSIP Plan. We will use this data/information to determine whether the objective of this intervention was achieved and whether it has been successful in attaining the anticipated participant outcome objectives.</p> <p>2012-2013:</p> <ul style="list-style-type: none"> • Advisory parent survey was not completed • Parents are contacted a minimum of four times per year through advisory teacher • Administration revealed area of greatest concern is maintaining current information on the school web-site • 9th grade transition team met six times and consisted of parents, teachers and administrators from across the district • Two presentations were made to the Rotary 	<p>Steve Jacoby, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>Club</p> <ul style="list-style-type: none"> The Small Learning Community developed a Community Business Partnership Small Learning Community pathways and design were presented to the Chamber of Commerce <p>2011-2012:</p> <ul style="list-style-type: none"> Advisory Parent Survey revealed our greatest needs: a support group for parents of students with autism spectrum disorder and for more communication from the school to the parents. <p>2010-2011:</p> <ul style="list-style-type: none"> Parent Advisory Survey revealed Parent Engagement Priority: Communication with Parents as a priority <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>Our school will provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment through parent conferences and materials available in the parent library.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff School Library Teachers 	ACTION BUDGET: \$
<p>The Parent Involvement Committee will lead a professional development session for the faculty on parental involvement and communication with parents.</p> <p>Action Type: Collaboration Action Type: Professional Development</p>	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff School Library Teachers 	ACTION BUDGET: \$
<p>Professional development sessions are being offered during the school year and the summer on how to conduct a home visit. We will pair off, conduct a home visit, and return to school to share our experiences and reflect.</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development</p>	Mr. Steve Jacoby	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
<p>We have a parental involvement committee of teachers to facilitate greater parental involvement. We are in year three of our advisory program. Our main goal is to increase our knowledge of each student in our school. Each advisor will have a minimum of 4 parent contacts outside of open house, parent-teacher conferences, and CAP.</p> <p>Action Type: Parental Engagement</p>	Susan Colvin, ACSIP chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
<p>Our parental involvement plan will be on the school's website.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Steve Jacoby, Principal and Libby Combs, parental engagement designee	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$
<p>Because we realize that community resources strengthen school programs, family practices, and student learning, as a Small Learning Community, teachers and administrators will</p>	SLC Coordinator; Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders 	ACTION BUDGET: \$

collaborate with students and the community in community projects. Action Type: Collaboration			<ul style="list-style-type: none"> Teachers 	
We will explore offering parent nights for the parents of students who are not proficient on quarterly assessments. The sessions for parents would inform them of the tests, their importance and the support programs our school is offering to help the students. In addition, we will educate them on college entrance tests, the CPEP program, and community resources, including our public library. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Public Library Teachers 	ACTION BUDGET: \$
Our school has a behavioral intervention specialist and a psychological evaluator, and among their other duties, they assist in disseminating information about our district level autism spectrum parent support groups. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Patty Thomas	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention:
Parental Involvement: The district will ensure that each school will implement an effective means of outreach to parents of ELL students to involve parents in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging state academic standards as all other children are expected to meet.

Scientific Based Research: Echevarria, Jana; Vogt, Mary Ellen; Short, Deborah. "Making Content Comprehensive for English Learners: The SIOP Model." 2007. Echevarria, Jana; Vogt, Mary Ellen. "99 Ideas and Activities for Teaching English Language Learners with the SIOP Model." 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will provide professional development to district staff to substantially increase the knowledge and understanding of ELL students, and to enhance teaching skills of classroom teachers, principals, administrators, and other school personnel. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	district pd coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Schools will hold meetings with teachers and ELL parents at the beginning of each school year to interpret language assessment scores and to determine the educational plan for each student. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Steve Jacoby, Building Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Interpreters will be available as needed to provide translations for parent/teacher conferences and meetings to assist parents in helping their children improve their academic achievement and in becoming active participants in the education of their children. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	district ESL coordinator; Steve Jacoby, Building Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Each year we host a ELL parent night in August	Steve	Start:		

with the following representation: District Translator, District Families in Transition (FIT) Coordinator, Outback, Police Officer, Librarian, Owl Creek Wellness Center, Probation Officer, ESL teachers, District Superintendent, Principal and Vice Principals. Families are mailed invitations as well as being personally contacted by our District Translator. We will report the participation in our 2014-2015 Plan and use feedback to determine whether the objectives of this intervention were reached. PROGRAM EVALUATION: • 2013-2014: <input type="checkbox"/> 23 families participated • 2012-2013: <input type="checkbox"/> 5 families participated • 2011-2012: <input type="checkbox"/> 11 families participated • 2010-2011: <input type="checkbox"/> 27 families participated Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	Jacoby, Principal	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
Teachers will be offered professional development on how to best relate to ELL/ESL parents. Action Type: Equity Action Type: Parental Engagement	Mr. Steve Jacoby	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
We will explore offering ELL parent nights, in order to disseminate information about college entrance tests, PSAT, EOCs, TLI, the Common Core State Frameworks and their relationship to students' future success. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 8: District personnel will work with high school personnel to personalize the high school experience for all FHS students. We will implement a school-wide advisory program and small learning communities.

Supporting Data: 1. 1. Drop Out Rate: In the 2009-2010 the drop rate was 3.69%. The 2008-2009 drop out rate for the for the high school was 6%. In 2007-2008 the drop out rate for the district was 9.1%.

Goal Increase personalization for all high school students at FHS through wall to wall implementation of Small Learning Communities(SLC), SLC advisory program and SLC Collaborative Student Intervention (RTI) program.

The 2013-2014 drop-out rate at Fayetteville High School will be 2.99% or lower through a combined effort to identify and locate students through SLC, and the advisory program.

Benchmark

- 2013-2014: 2.7% drop-out rate
- 2012-2013: 3.19% drop-out rate
- 2011-2012: 3.5% drop-out rate
- 2010-2011: 3.69% drop-out rate
- 2009-2010: 6% drop-out rate

Intervention: Implement Collaborative Student Intervention (CSI or RTI) through Small Learning Community and advisory task forces to increase personalization and facilitate reduction in the drop- out rate of students.
Scientific Based Research: Price, Hugh. Mobilizing the Community to Help Students Succeed. 2008. Bender, William, and Cara Shores. Response to Intervention. 2007. Scientific Based Research: Moving Beyond Dropout Towards School Completion: An Integrative Review of Data-Based Interventions. School Psychology Review 2003. Di Martino, Joseph. Personalizing the High School Experience. 2008. Sullo, Mark. Activating the Desire to Learn. 2007. Mendler, Brian, et.al. Strategies for Successful Classroom Management.2008. Boynton, Mark and

Christine Boynton. Assessing and Improving School Discipline Programs. 2007. Rothstein-Fisch, Carrie and Elise Trumbell. Managing Diverse Classrooms: How to Build on Students' Cultural Strengths. 2008. Kohn, Alfie. Beyond Discipline: From Compliance to Community.. 1996. Hall, Philip and Nancy Hall. Educating Oppositional and Defiant Children. 2003. Goldberg, Mark. How to Design an Advisory. 1998. Dillow, Roger. Mission-Based Adisory. 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Data collection and follow up procedures regarding students who have left Fayetteville schools will be more clearly defined between administrative personnel, and APSCN personnel. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff 	ACTION BUDGET: \$
We will identify commonalities in students who have dropped out of school. Analysis of this information will be used to inform teachers, assisting them to identify at-risk students, and the analysis will help us to determine goals and professional development offerings. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Steve Jacoby, Buidling Principal; Sarah McKenzie and Kristy Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff 	ACTION BUDGET: \$
Provide additional and more intensive professional development opportunities for teachers in the following areas: dealing with issues of lower socioeconomic background, small learning communities, advisory, response to intervention, learning styles, differentiated instruction and how to make home visits. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Steve Jacoby, Principal,	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
All teachers, administrators and counselors belong to one of the three Small Learning Communities and participate in various PD through common collaborative periods. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Wellness	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Outside Consultants School Library Teachers 	ACTION BUDGET: \$
Analyze annual drop out rate of the high school student body in general and subpopulations to determine interventions to help prevent, retain and recover students at risk of dropping out of school. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Steve Jacoby, Building Principal; Sarah McKenzie and Kristy Scott	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Individual teachers are assigned to create advisory lessons that are differentiated for each Small Learning Community and grade-	Evelyn Marbury, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

<p>level. Advisory is held each Friday and goals of the SLC advisory program are facilitated through the lessons. As a tier one RTI intervention, advisors check the attendance and grades of their advisees weekly and are a contact source for parents.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>				
<p>A.L.L.P.S. conducts attendance intervention meetings and works in conjunction with FINS officers and the truancy court. Dr.Denise Hoy makes home visits for chronic non-attenders.</p> <p>Action Type: Collaboration Action Type: Wellness</p>	Denise Hoy, Asst. Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
<p>Counselors,teachers and administrators are contacting every student who has dropped out since the beginning of this school year to determine their current educational status. They are also making home visits.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	ACTION BUDGET: \$
<p>Each of the three SLC have an administrator and counselor assigned to them.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Mr. Steve Jacoby	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
<p>Three Small Learning Communities have been designed based on student academic interest areas. The purpose of SLC is to create a smaller and more personalized learning community within the large high school setting. Every teacher, administrator, counselor and student belongs to one of the three SLC. Teachers in each SLC have common collaborative periods to discuss and identify student needs. Teachers will get to know each of their students, personally and academically. Teachers will begin to implement cross curricular units in the 2014-2015 school year.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion</p>	Mr. Steve Jacoby	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$
<p>Teams of teachers during SLC Collaborative Student Intervention (CSI) time, analyze data , provide interventions, and conduct conferences with the at-risk/failing student and his or her parent and provide scaffolds for those who are in danger of failing or being denied credit due to lack of attendance.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development</p>	Deanna Easton, Michelle Miller, Mark White and boyd Logan, RTI Lead; Bobby Smith, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
	Kelli Doss,	Start:		

<p>AVID [Advancement Via Individual Determination] is a program for our students who have academic promise but do not have support systems in place at home to help them graduate high school and get them to college. The goal is facilitate their graduation from high school and entry into college. Measurement will be taken by following the students and collecting data on standardized test scores, graduation rates, college enrollment and graduation. Action Type: Equity</p>	<p>AVID teacher, Mr. Steve Jacoby, Principal</p>	<p>07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Collaborative Student Intervention (CSI) occurs two days a week where counselors, principals and teachers evaluate student success utilizing grade and attendance reports to determine intervention needs. Action Type: Collaboration Action Type: Equity</p>	<p>Sallie Langford, RTI Lead; Steve Jacoby, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>A.L.L.P.S has a homeroom that meets 15 minutes daily at the beginning of school, 8:20-8:35. This focus is on communicating daily school information, providing academic support and follow-up, character education topics, as well as, various mental and social health topics. Action Type: Collaboration Action Type: Equity</p>	<p>Denise Hoy, Assistant Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>FHS conducts a college night in conjunction with the agriculture teachers' presentation for parents and students. It is a one-stop show-- we have admissions officers, financial aid officers, and along with their schools' and various school programs' representatives. This helps engage students in school and promotes graduation and the relevance of high school. ALLPS hosts a job fair annually in conjunction with the Chamber of Commerce. Students receive feedback and potential job offers from area employers Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Joh Gheen, Assistant Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>As a tier one intervention, we have a required Teacher Guided Study program through SMART lunch for students with absences, in need of tutoring and/or for students who have low grades. Action Type: Equity</p>	<p>Bobby Smith, Assistant Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>At ALLPS, struggling students receive remediation and additional academic support is available during lunch and after school. Students are able to access ACT prep programs, as well, after school. Teachers are available from 3:15 - 4:00 PM and four days a week, staff is available until 6:00 PM to assist students who has to work during the normal school day hours, have daycare issues, or the over-aged student who need a small number of credits to graduate. Action Type: Collaboration Action Type: Equity</p>	<p>Denise Hoy, Assistant Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
	<p>Dr. Denise</p>	<p>Start:</p>		<p>_____</p>

We have credit recovery classes offered through SLC CSI as well as summer school and night school. Action Type: Equity	Hoy, Assistant Principal; Dawn Norman, CPEP	07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
To increase student participation, our school is offering clubs, activities and intramurals at lunch which is being promoted through the SLC advisory program. Action Type: Equity	Bobby Smith, Assistant Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Students who have been identified as needing tier 3 RTI interventions may be placed in a study hall grade where a certified teacher assists them academically to get back on track for graduation. The SLC study hall occurs at the same time his or her core teachers have collaboration. This allows teacher intervention to occur throughout the day without students being pulled from classes.	SLC Lead Teachers: Michelle Miller, Mark White and Boyd Logan	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
FHS has a CPEP program that begins during the Summer and extends to lunch and after-school sessions throughout the Fall.	Counselor Dawn Norman	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
An Ozark Guidance Center school-based counselor is on our campus full-time providing services to students and families to address emotional and social issues.	Sara Laughinghouse	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
The SLC program will offer a half-day career expo in October that will provide students an opportunity to sign up for speakers based on their interest areas. It is anticipated that over forty speakers will be in attendance.	Deanna Easton, SLC Director	Start: 10/15/2014 End: 10/15/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 9: Improve in reading comprehension, vocabulary in context skills, and written expression in English for ELL students

Supporting Data:

1. Current data has the following: 20 students who are levels 1, 2, or 3 who receive no direct services 27 students who are level 4 who receive no direct services Only 6 teachers at the high school are or are seeking endorsement in ESL/ELL (3 of the 6 are English certified, one foreign language certified and one special ed certified)
2. In 2010, 50% of the Limited English Proficient scored proficient or advanced on the 11th grade literacy exam. In 2009, 27% of Limited English Proficient Students scored proficient or advanced on the 11th Grade Literacy Exam. In 2008, 11% of Limited English Proficient Students scored proficient or advanced on the 11th Grade Literacy Exam.
3. In 2010, 43.35% of Limited English Proficient students scored proficient or advanced on the Math End of Course Exams. In 2009, 53.1% of Limited English Proficient Students scored proficient or advanced on the Math End of Course Exams. In 2008, 39.3% of Limited English Proficient Students scored proficient or advanced on the Math End of Course Exams.
4. The building has three ELL endorsed teachers who work with all Limited English Proficient students: Gail DeWitt, Christen Hall, and Cindy Willis. In addition we have Diana Bonilla in our building, one of the district interpreters, who aids teachers in parental contact both by telephone and in writing.

Goal All students who are English Language Learners will improve in reading comprehension, vocabulary in context skills, and written expression in English with additional attention to Literary, Content, and Practical reading passages, and Mechanics and Sentence Formation writing domains.

It is expected that the ELL population will help to meet the overall TAGG AMO of 72.57%, as well as the 2014-2015 ELL target of 56.32% Proficient/Advanced on the 11th Grade Literacy Exam.

•2013-2014: 11th Grade Literacy Exam

□ TAGG population did not meet the overall TAGG AMO of 69.15% at 62.76%.

- Benchmark ELL population did not meet the target of 50.86% Proficient/Advanced at 41.18%. •2012-2013: 11th Grade Literacy Exam
 TAGG population did not meet the overall TAGG AMO of 65.72% at 64.71%.
 ELL population did not meet target of 45.40% Proficient/Advanced with 34.62%.
 •2011-2012: 11th Grade Literacy Exam
 TAGG population met the overall TAGG AMO of 62.29% at 68.85%.
 ELL population exceeded the target of 39.94% Proficient/Advanced with 51.61%.

Intervention: Students will write in the content areas.

Scientific Based Research: Lubrana, Alfred. Limbo Blue-Collar Roots, White-Collar Dreams. 2004. Bender, William, and Cara Shores. Response to Intervention. 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The school will host at least one ESL/ELL parent nights to increase parental involvement and knowledge of student achievement. We will provide parents with information about school and community resources to facilitate student achievement.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Steve Jacoby Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Public Library • School Library • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>During the 2014-2015 school year, we plan to use Literacy PARCC scores of the ELL subpopulation as the evaluation tool to determine whether interventions are effective in improving student achievement. We will report the results in our 2014-2015 ACSIP document.</p> <p>PROGRAM EVALUATION:</p> <p>2013-2014: 11th Grade Literacy Exam <input type="checkbox"/> ELL population did not meet the target of 50.86% Proficient/Advanced with a 41.18%. <input type="checkbox"/> Lunchtime Literacy Program, 41% of regular participants were Proficient/Advanced on the EOC suggesting that the program was most beneficial to English Language Learners. • 2012-2013: 11th Grade Literacy Exam <input type="checkbox"/> ELL population did not meet target of 45.40% Proficient/Advanced with 34.62%. <input type="checkbox"/> Lunchtime Literacy Program, 56% of regular participants were Proficient/Advanced on the EOC. Overall, 20% of participants were ELL and 30% of those students were Proficient/Advanced on the EOC.</p> <p>• 2011-2012: 11th Grade Literacy Exam <input type="checkbox"/> ELL population exceeded the target of 39.94% Proficient/Advanced with 51.61%. <input type="checkbox"/> Lunchtime Literacy Program, 67% of regular participants were Proficient/Advanced on the EOC. Overall, 21% of participants were ELL and 50% of those students were Proficient/Advanced on the EOC.</p> <p>• 2010-2011: 11th Grade Literacy Exam <input type="checkbox"/> ELL population set the baseline target 34.48% Proficient/Advanced. <input type="checkbox"/> Lunchtime Literacy Program, 41% of regular participants were Proficient/Advanced on the EOC suggesting that the program was most beneficial to English Language Learners. <input type="checkbox"/> ELL scoring proficient on the 11th Grade Literacy EOC declined from 50% in 2010 to 34.48% in 2011.</p>	<p>Steve Jacoby, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>

Action Type: Equity Action Type: Program Evaluation					
Total Budget:					\$0
Intervention: Students will read in the content areas.					
Scientific Based Research: Billmeyer, Rachel, and Mary Lee Barton. Teaching Reading in the Content Areas If Not Me, Then Who? 1998. Bender, William, and Cara Shores. Response to Intervention. 2007. Strickland, Cindy. Tools for High-Quality Differentiated Instruction. 2007. Tomlinson, Carol Ann. How to Differentiate Instruction in Mixed-Ability Classrooms. 2001.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
The school will host at least one ESL/ELL parent nights to increase parental involvement and knowledge of student achievement. We will provide parents with information about school and community resources to facilitate student achievement. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Public Library School Library Teachers 	ACTION BUDGET: \$	
The ESL Professional Learning Community has created a handbook of ESL procedures. It is available for parents and community members as well as faculty. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$	
The ELL Committee will create a professional development session for our faculty to enable them to better enhance student achievement. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff School Library Teachers 	ACTION BUDGET: \$	
The ELL/ESL Department currently have sheltered classes for newcomers and struggling ELL's in English, English language development and social studies. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Rita Gilmeister, District ESL; Mr. Steve Jacoby, Building Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Teachers 	ACTION BUDGET: \$	
We are offering professional development on how to better relate to the parents of ELL/ESL students, including how to make home visits. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Mr. Steve Jacoby	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$	
The teachers are exploring the incorporation of content vocabulary as student learner objectives in the lessons taught. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Steve Jacoby	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$	
Total Budget:					\$0
Intervention:					

We will develop a Standards-Based Math Program in which course instruction will effectively lead all students through the state frameworks and standards for mathematics instruction to an effective level of understanding and application.

Scientific Based Research: Better Learning Through Structured Teaching. 2008. Popham, W. James. Transformative Assessment. 2008. Bender, William, and Cara Shores. Response to Intervention. 2007. Strickland, Cindy. Tools for High-Quality Differentiated Instruction. 2007. Tomlinson, Carol Ann. How to Differentiate Instruction in Mixed-Ability Classrooms. 2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The ESL/ELL teachers now electronically file LPAC documentation. Action Type: Collaboration Action Type: Equity	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Teachers 	ACTION BUDGET: \$
ELL students may take at least 3 MAP Tests in Reading and each students' performance will be evaluated to identify weaknesses so teachers can target instruction for each student. Action Type: Collaboration Action Type: Equity	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Computers District Staff Teachers 	ACTION BUDGET: \$
Since vocabulary is a major reason why many ELL students do not do well on the EOCs, the high school has hired an outside consultant [Judy Hobson] to work with geometry teachers on how to incorporate vocabulary for ELL students. This will assist all students. In addition, the school will explore the outside consultant working with the instructional facilitators to incorporate strategies throughout the courses taught. Action Type: Collaboration Action Type: Equity	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
We have a lunch tutoring program for students, including ELL students, who are struggling in geometry as well. In addition, Assistant Superintendent J. L. Colbert is working to find people in the ELL community who will tutor students in math.	Steve Jacoby	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Through SLC collaboration, teachers are being provided accommodations for students that are appropriate for each individual's English Language Acquisition level. This is determined by the LPAC committee in accordance with the students ELDA scores.	Steve Jacoby	Start: 07/21/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Fayetteville High School earned FOCUS Overall School Status for 2013. The school earned Priority 11: ACHIEVING status for Percent Tested, Student Performance in Mathematics, and 2012 Graduation Rate. Student Performance in Literacy status is Needs Improvement.

Supporting Data:

Fayetteville High School will meet or exceed ESEA Flexibility Annual Measureable Objectives, as well as Interim Measureable Objectives included in this Targeted Improvement Plan.

1. Thirty-one percent of students received free or reduced-price meals during the 2012-2013 school year. This rate reflects an 11% increase in the number of students who received free or reduced meals in 2010-2011.
2. The third-quarter average student attendance rate for 2013 was 94.56%. This rate reflects an 1.17% increase from third-quarter data for 2012.
3. FHS students exceeded the ESEA AMO for Graduation Rate, with 86.75% of All Students and

Goal	<p>74.36% of Targeted Achievement Gap Group students graduating on time in 2012. Graduation rates for 2011 also exceeded the ESEA AMO, with 84.94 of All Students and 71.12% of Targeted Achievement Gap Group students graduating on time.</p> <p>4. 11th Grade Literacy Exam Results: All Students did not meet the 2013 AMO of 84.48% with only 82.34% of 11th graders Proficient/Advanced. Targeted Achievement Gap Groups also missed the 2013 AMO of 65.72% with 64% Proficient/Advanced. All Students and Targeted Achievement Gap Group exceeded 2012 ESEA AMO in literacy with 87.14% and 68.85% Proficient/Advanced, respectively. In 2011, 81.4% of the Combined Population scored Proficient/Advanced. Percent of subgroups scoring Proficient/Advanced follow: Economically disadvantaged=59.8%. Students with Disabilities=40.9%. Limited English Proficient=34.5%.</p> <p>5. End of Course Geometry Exam Results: All Students met the 2013 AMO of 83.52%, with 83.53% Proficient/Advanced. Targeted Achievement Gap Groups also met the 2013 AMO Target of 71.87% at 73.63% Proficient/Advanced. All Students did not meet the 2012 AMO of 81.87% with 72.89% scoring Proficient/Advanced. Targeted Achievement Gap Groups also fell short of the 2012 AMO of 69.05% with 58.96% scoring Proficient/Advanced. Seventy-nine and two-tenths percent of the combined population scored Proficient/Advanced, which exceeded the 2011 Annual Yearly Progress requirement of 73.45% Proficient/Advanced.</p>
Benchmark	<p>IMO 1: By the end of the first semester, classroom observation data will indicate all teachers implement components identified in DOMAINS 2 and 3 of Arkansas's Teacher Excellence Support System at least 45 percent of the lesson observation.</p> <p>IMO 2: By the end of the third quarter, classroom observation data will indicate all teachers implement components identified in DOMAINS 2 and 3 of Arkansas's Teacher Excellence Support System at least 70 percent of the lesson observation.</p> <p>IMO 3: By the end of the fourth quarter, classroom observation data will indicate all teachers implement components identified in DOMAINS 2 and 3 of Arkansas's Teacher Excellence Support System at least 95 percent of the lesson observation.</p> <p>IMO 4: By the end of the first quarter, 35% of all 10th and 11th grade math and literacy assessments will mirror the rigor and format of PARCC released sample exams.</p> <p>IMO 5: By the end of the first semester, 55% of all 10th and 11th grade math and literacy assessments will mirror the rigor and format of PARCC released sample exams.</p> <p>IMO 6: By the end of the second semester, 75% of all 10th and 11th grade math and literacy assessments will mirror the rigor and format of PARCC released sample exams.</p>
Benchmark	<p>IMO 7: By the end of the second quarter, a minimum of 57% of all tested students will be predicted to score Proficient/Advanced on the PARCC practice Exam.</p> <p>IMO 8: By the end of the third quarter, a minimum of 87.58% of all students will be predicted to score Proficient/Advanced on the PARCC PBA exam.</p> <p>IMO 9: By the end of the fourth quarter, 87.58% of all students will be predicted to score Proficient/Advanced on the PARCC EOY exam.</p> <p>IMO 10: By the end of the second quarter, a minimum of 56% of all geometry students will be predicted to score Proficient/Advanced on the PARCC practice exam.</p> <p>IMO 11: By the end of the third quarter, a minimum of 86.81% of all geometry students will be predicted to score Proficient/Advanced on the PARCC PBA exam.</p> <p>IMO 12: By the end of the third quarter, 86.81% of all geometry students will be predicted to score at Proficient/Advanced on the PARCC EOY exam.</p>
Benchmark	<p>IMO 13: By the end of the first semester, responses on family surveys will indicate at least 25% of respondents "agree" or "strongly agree" that the school provides reports to families regarding its progress toward reaching school improvement goals.</p> <p>IMO 14: By the end of the second semester, responses on family surveys will indicate at least 50% of respondents "agree" or "strongly agree" that the school provides reports to families regarding its progress toward reaching school improvement goals.</p> <p>IMO 15: Attendance at ESL Nights will increase by 20% from attendance rates during the 2012-2013 school year.</p> <p>IMO 16: Eighty percent of all parents/guardians of students with special needs will participate on the Individual Education Plan Committee for their students.</p> <p>IMO 17: Results from The Arkansas Special Education School Age Family Outcomes Survey will indicate that at least 70% of respondents "agree," "strongly agree," or "very strongly agree" that services provided to them and/or their students are satisfactory.</p>

Intervention:

CHANGE IN TEACHER AND LEADER PRACTICE – School leadership will facilitate change in teacher and leader practice and district/school/team structures to improve instructional and organizational effectiveness and increase student achievement.

Scientific Based Research: Scientific Based Research: Reeves, D. (2006). The Learning Leader: How to Focus School Improvement for better results. Alexandria, VA: Association for Supervision and Curriculum Development. Schlechty, P. (2002). Working on the Work: An Action Plan for Teachers, Principals, and Superintendents. San Francisco, CA: Jossey-Bass. Schmoker, M. (2006). Results Now: How We Can Achieve

Unprecedented Improvements In Teaching and Learning. Alexandria, VA: Association for Supervision and Curriculum Development. Lezotte, L. (2002). Assembly Required: A Continuous School Improvement System. Okemos, Michigan: Effective School Products, Ltd. Schlechty, Philip. Working on the Work. 2002. Sisseron, Kendra et.al. "Authentic Intellectual Achievement in Writing." English Journal. July 2002. Jolliffe, David. "Criteria for Measuring Authentic Intellectual Achievement in Writing." Practice in Context: Situating the Work of Writing Teachers. 2002. Newmann, Fred. et.al. A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring. 1995. Carter, Lisa. Total Instructional Alignment. 2007. Drake, Susan. Creating Standards-Based Integrated Curriculum. 2007. Jacobs, Heidi Hayes. Mapping the Big Picture: Integrating Curriculum and Assessment. 1997. Aligning Curriculum, Standards, and Assessments: Fulfilling the Promise of School Reform. CSE Report 645, 2004. "Developing Knowledgeable Teachers: A Framework for Standards-Based Teacher Education Supported by Institutional Collaboration. The STEP reports." Garvin, Patty. American Association of Colleges for Teacher Education, 2007. "Curriculum Mapping: Building Collaboration and Communication." Koppang, Angela. 2004.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The master schedule and teaching assignments will be revised to include a geometry class designed to scaffold instruction for struggling learners, reduce the number of geometry teachers to three highly-qualified staff members and eliminate their additional course responsibilities, and include daily common planning time for geometry teachers. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Central Office • District Staff 	ACTION BUDGET: \$
<p>Geometry and 11th Grade Literacy Focus Teams will be created to facilitate a comprehensive needs assessment and the development and implementation of the Targeted Improvement Plan. Action Type: Collaboration</p>	Steve Jacoby	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Central Office • District Staff 	ACTION BUDGET: \$
<p>District Leadership Team members (Kay Jacoby, Christie Jay, Sarah McKenzie, J.L. Colbert, Ashley Garcia, Steve Jacoby, Ellen Johnston, and Kristy Scott) will provide guidance and support to effectively implement the Targeted Improvement Plan. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Vicki Thomas, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants 	ACTION BUDGET: \$
<p>Lin Kuzmich will be contracted by the district to serve as a school improvement consultant and provide site-based job-embedded professional development to improve teacher and leader practice. Action Type: Alignment Action Type: Collaboration</p>	Vicki Thomas, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants 	ACTION BUDGET: \$
<p>Supplemental materials and supplies to support teaching and learning mathematics include Developing Essential Understanding of Geometry-Grades 6-12 from the National Council of Teachers of Mathematics. Action Type: Alignment</p>	Vicki Thomas, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants 	ACTION BUDGET: \$
<p>Building leadership will conduct walk-through observations of various geometry and 11th grade English classes at least three times weekly. Results will be used to accomplish the following: a. identify trends in teacher practice b. focus reflective conversations regarding instructional practices with English and geometry teachers each week during collaboration meetings c. evaluate implementation levels of professional development</p>	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

d. determine teachers' individual professional growth needs.				
At least one building administrator and/or instructional facilitators will participate in collaboration meetings a minimum of once each week.	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Building administrators will implement Arkansas's Teacher Excellence Support System.	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office District Staff 	ACTION BUDGET: \$
English and/or geometry teachers will participate in professional development activities that support change in professional practice. Activities include, but are not limited to the following: 1. ELA and Mathematics Common Core State Standards curriculum development that includes assessments and learning tasks that authentically engage students 2. AVID literacy strategies 3. Mathematics Design Collaborative 4. Job-embedded coaching provided by outside consultant and instructional facilitators to general and special education teachers 5. Collaborative development of common assessments and analysis of student work to determine instructional next steps that meet the learning needs of all students 6. Collaborative development of differentiated instruction to meet the unique learning needs of the school's diverse student population (IEP, ELL, economically disadvantaged). Action Type: Professional Development Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
All geometry and 11th grade English teachers will develop and administer assessments that mirror the rigor and format of state-mandated tests.	Steve Jacoby, Principal	Start: 07/01/2014 End: 05/30/2104	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
All teachers will plan and implement learning tasks and assessments that require students to practice reading and writing in the content areas.	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: STUDENT PROGRESS AND ACHIEVEMENT – All students will participate in standards-based lessons and intervention sessions that provide differentiated instruction to meet their individual learning needs and improve their achievement.				
Scientific Based Research: Scientific Based Research: Stringfield, S., Milsap, M.A., Winfield, L., Puma, M., Gamse, B. and Randall, B. (1994). Special Strategies for Education of Disadvantaged Children. Washington, DC: U.S. Department of Education. William H. Parrett and Kathleen M. Budge. Turning High-Poverty Schools into High-Performing Schools. Eric Jensen. Teaching with Poverty in Mind: What Being Poor Does to Kid's Brains and What Schools Can Do About It. Kathleen P. Cleveland. Teaching Boys Who Struggle in School: Strategies That Turn Underachievers into Successful Learners.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Classroom teachers, special education teachers, teachers of English learners, and other support staff will collaborate to implement differentiated instruction for struggling students through classroom instruction, voluntary tutoring sessions, and assigned intensive intervention sessions.	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

Geometry and 11th grade English teachers will administer common interim assessments of PARCC released items for Math and Literacy during the months of September and December. Additional classroom assessments each quarter will be given to determine individual students' learning needs and monitor progress toward meeting Interim and Annual Measurable Objectives.	Ellen Johnson, Instructional Facilitator for Math Karen Fuller, Instructional Facilitator for Literacy	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Geometry and 11th grade English teachers will collaboratively analyze student achievement data at least monthly to determine strategies for scaffolding student learning and improving performance.	Ellen Johnston, Instructional Facilitator for Math and Karen Fuller, Instructional Facilitator for Literacy	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Special education teachers will analyze student achievement data with a focus on IEP students' performance levels. Results will be used to determine professional development and coaching needs, as well as staffing decisions.	Kim Cook, SPED Designee	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: PARENT AND COMMUNITY ENGAGEMENT – Representatives from all stakeholder groups will participate in school improvement efforts.

Scientific Based Research: Scientific Based Research: Ferlazzo, Larry and Hammond, Lorie. September 23, 2009. Building Parent Engagement in Schools. National Education Association: Research Spotlight on Parental Involvement in Education (<http://www.nea.org/tools/17360.htm>). National PTA Position Statement on Parent Involvement (http://www.pta.org/topic_pta_position_statement_on_parent_involvement.asp), U.S. Department of Education: National Standards for Parent Family Involvement (http://www.education.com/reference/article/Ref_What_Involvement/). Campos, David et. al. Reaching Out to Latino Families of English Language Learners. Redding, Sam, Murphy, Marilyn, and Sheley, Pam. October 19, 2011. Handbook on Family and Community Engagement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will partner with the Walton Family Foundation, the University of Arkansas's College of Education and Health Professions, the Northwest Arkansas Council, and the Northwest Arkansas Education Service Cooperative to implement the Razor C.O.A.C.H. Program. Razor C.O.A.C.H. provides career coaches to guide high school students and their families in pursuing a diploma and the students' best opportunities after graduation. Coaches work one-on-one with students on a weekly basis to discover interests and set goals. Activities are specific to each student and are guided by individual interests and goals. Developing strong relationships between students and a coach support student success in school and life.	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants 	ACTION BUDGET: \$
IEP Committees will meet with families of students with special needs at least once annually to share information regarding school status, efforts to improve professional practice and increase student achievement, assistance and resources available through the school and community, and tips for supporting students' academic progress.	Kim Cook, SPED Designee	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The school will host ESL Nights to share information regarding school status, efforts to improve professional practice and increase student achievement, assistance and resources available through the school and community, and tips for supporting students' academic progress	Steve Jacoby, Principal and Diana Bonilla, Translator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$

with family members of English learners.				
The school will host at least one parent/teacher conference session each semester to provide family members information on students' individual progress and tips for supporting students' academic progress, as well as school status and the school's efforts to improve professional practice and increase student achievement.	Steve Jacoby, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Aaron Nugent	English	FACE, Collaborative Student Intervention (CSI) Task Force
Classroom Teacher	Adair Middleton	Teacher	ALLPS Initiatives
Classroom Teacher	Amber Pinter	social studies teacher	CREW, Supervision Task Force, SMART Lunch Committee
Classroom Teacher	Amy Matthews	English Teacher	CREW, Response to Intervention (RTI) Task Force, Technology Committee
Classroom Teacher	Amy Redwine	World Language	CREW, CREW Public Relations/Advisory Task Force
Classroom Teacher	Andrew Glade	Math	FACE, Academic Resource Center (ARC) Task Force
Classroom Teacher	Andrew Yoakum	ACE -EAST and Athletics Depts.	GEM, Supervision Task Force, Technology Committee
Classroom Teacher	Andy Milburn	Geometry Teacher;	ALLPS Initiatives
Classroom Teacher	Angie Greiner	English	CREW, CREW 11th grade team, Collaborative Student Intervention (CSI) Task Force
Classroom Teacher	Anna Beaulieu	World Languages Teacher.	FACE, Supervision Task Force, Board Committee;
Classroom Teacher	Ashley Grisso	Social Studies Teacher	CREW, CREW 11th grade team, Collaborative Student Intervention Task Force
Classroom Teacher	Barrett Baber	Fine Arts Teacher	GEM, Public Relations and Advisory Task Force, Crisis Committee
Classroom Teacher	Barry Harper	Fine Arts Dept.	FACE, Public Relations and Advisory Task Force, Parental Involvement Committee
Classroom Teacher	Becky Williams	Special Education	FACE
Classroom Teacher	Benji Mahan	Math Teacher	GEM, 10th grade Collaborative Student Intervention (CSI) Task Force
Classroom Teacher	Betty Brutus	Special EducationTeacher.	CREW
Classroom Teacher	Bill Laney	Arkansas Career Education Dept.	GEM, Public Relations and Advisory Task Force, Parental Involvement Committee
Classroom Teacher	Boyd Logan	GEM Lead Teacher, English teacher	GEM Lead Teacher, GEM Collaborative Student Intervention (RTI), Public Relations and Advisory Task Force, CAP
Classroom Teacher	Bryan Allen	Arkansas Career Education-TV	FACE, Collaborative Student Intervention (CSI) Task Force
Classroom Teacher	Bryant Davis	Social Studies, Coach	GEM, Academic Resource Center (ARC) Task Force
Classroom Teacher	Cameron Simpkins	Science Teacher	CREW, Collaborative Student Intervention (CSI) Task Focce
Classroom Teacher	Carol Acree	ScienceTeacher	GEM, Academic Resource Center (ARC) Task Force
Classroom Teacher	Carolyn Powell	Special Ed. Teacher	FACE
Classroom Teacher	Chris Clarke	ACE Business Education and Leadership	FACE,Supervision Task Force
Classroom			

Teacher	Cindy Willis	ESL/ELL Department	FACE
Classroom Teacher	Clay Morton	science teacher	CREW, Academic Resource Center (ARC) Task Force
Classroom Teacher	Colbi Gossage	English	ALLPS Initiatives
Classroom Teacher	Coty Nichols	Science Teacher	FACE; 11th grade Collaborative Student Intervention (CSI) Task Force
Classroom Teacher	Darin Phelan	Coach/ Physical Education	CREW, Supervision Task Force, Technology Committee, Wellness Coommittee
Classroom Teacher	Darrenlee Branch	Special Education Teacher	ALLPS Initiatives
Classroom Teacher	Daryl Patton	Coach, SIP Coordinator	GEM, Supervision Task Force
Classroom Teacher	Dawnelle Fincher	member/Fine Arts Dept.	FACE, Public Relations Task Force
Classroom Teacher	Debbie McChristian	member/Science Dept. and Alternative Learning Programs	ALLPS Initiatives
Classroom Teacher	Diane Steinebaugh	Arts Teacher	FACE,Public Relations and Advisory Task Force
Classroom Teacher	Emery Faulkner	Arkansas Career Education Department Chair, Technology and Engineering teacher.	GEM,Academic Resource Center (ARC) Task Force
Classroom Teacher	Erica Wortham	Math Teacher	CREW, Academic Resource Center Task Force
Classroom Teacher	Erin Johnson	English Teacher.	FACE, Academic Resource Center (ARC) Task Force
Classroom Teacher	Gail DeWitt	English Teacher.	FACE, Collaborative Student Intervention (CSI) Task Force
Classroom Teacher	Geniece Yates	Arkansas Career Education	FACE, Supervision Task Force, Crisis Committee
Classroom Teacher	George Spencer	Science Teacher.	CREW, Academic Resource Center Task Force
Classroom Teacher	Ginny Swinney	Math Teacher	FACE, FACE 11th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	H.B. Whitaker	Arkansas Career Education	GEM, Supervision Task Force
Classroom Teacher	Isaac Townsend	math teacher	CREW, Academic Resource Center Task Force
Classroom Teacher	Jackie White	Special Ed Teacher	CREW
Classroom Teacher	Jade Cameron	Agri teacher	CREW, CREW Public Relations/Advisory Task Force
Classroom Teacher	Janet Whiddon	Special Education Department	FACE
Classroom Teacher	Jarrod Mattingly	Math	CREW, CREW 10th grade team, Collaborative Student Intervention (CSI) Geometry Committee
Classroom Teacher	Jason McDonald	Special Education Math	GEM
Classroom Teacher	Jeb Huckeba	Coach, Physical Education	CREW, Academic Resource Center Task Force Crisis Committee;
Classroom Teacher	Jeff Jackson	Fine Arts Dept. Chair and Teacher	FACE, Supervision Task Force, Fine Arts Dept. Chair
Classroom Teacher	Jennifer Lowrey	Science Teacher	FACE, Collaborative Student Intervention (CSI) Task Force
Classroom Teacher	Jennifer Ombres	English Teacher	CREW, Academic Resource Center Task Force
Classroom Teacher	Jessica Phelan	Social Studies Teacher and Volleyball Coach.	CREW, Supervision Task Force
Classroom Teacher	Jeter Morse	Dean of Students and ALLPS Teacher	ALLPS Initiatives
Classroom Teacher	Jim Frisby	Arkansas Career Education, Agri teacher	GEM,Supervision Task Force
Classroom		Member/Social Science	

Teacher	Joe Thoma	Department and Soccer Coach	ALLPS Initiatives
Classroom Teacher	Joel Henderson	member/Alternative Education	ALLPS Initiatives
Classroom Teacher	John Delap	Social Studies Teacher.	CREW, CREW 10th grade team, Collaborative Student Intervention (RTI) Task Force, Crisis Committee
Classroom Teacher	Kacie Travis	Math Teacher	FACE, 10th grade Collaborative Student Intervention (CSI) Task Force
Classroom Teacher	Katherine Reynolds	Social Studies Teacher	CREW, CREW 11th grade team, Collaborative Student Intervention (CSI) Task Force
Classroom Teacher	Katie Radewald	ELL Teacher	CREW
Classroom Teacher	Katie Russell	Fine Arts	FACE, Response to Intervention (RTI)
Classroom Teacher	Katie Stueart	English Teacher and Instructional Facilitator, and co-chair of English	FACE, Academic Resource Center (ARC) Task Force, English Dept Co-chair, Technology Committee
Classroom Teacher	Kelli Doss	World language teacher	FACE, Academic Resource Center (ARC) Task Force
Classroom Teacher	Kelly Riley	ALLPS English	ALLPS Initiatives
Classroom Teacher	Kelly Williams-Brown	Math Teacher	CREW, Academic Resource Center Task Force, Math Dept Co-Chair
Classroom Teacher	Kimberly Thomas	Math Dept.	GEM, Response to Intervention (RTI) Task Force, Math Dept. co-chair
Classroom Teacher	Kristy Sykes	Arkansas Career Education FACS	CREW, CREW Public Relations/Advisory Task Force
Classroom Teacher	Kyle Adams	Basketball Coach and Physical Education and Basketball Coach.	GEM, Supervision Task Force, Crisis Committee
Classroom Teacher	Laura Ring	Science Teacher	CREW, CREW 11th grade team, Collaborative Student Intervention (CSI) Task Force
Classroom Teacher	Lesley Allen	Film and TV Teacher	FACE; Supervision Task Force
Classroom Teacher	Leslie Martin	Special Ed Teacher	CREW
Classroom Teacher	Leverett Archer	Guided Study	ALLPS Initiatives
Classroom Teacher	Linda Clay	Arkansas Career Education Business Education Teacher	GEM, Public Relations and Advisory Task Force
Classroom Teacher	Linda Heter	Math Teacher	GEM, GEM 11th grade team, Collaborative Student Intervention (RTI) Task Force,
Classroom Teacher	Linda Martens	Special Ed Teacher	CREW
Classroom Teacher	Linda Stocker	Science Department Chair and Teacher	GEM, GEM 10th grade team, Collaborative Student Intervention (CSI) Task Force, Parental Involvement Committee
Classroom Teacher	Linda Turner	Social Studies Teacher	FACE, Academic Resource Center (ARC) Task Force
Classroom Teacher	Lindsey Wimberly	Math	GEM, v 11th grade Collaborative Student Intervention (CSI) Task Force
Classroom Teacher	Liz Bland	Family and Consumer Science	CREW, CREW Public Relations/Advisory Task Force
Classroom Teacher	Liz Caudle	Science, Basketball, ACSIP CO-Chair	GEM, GEM 10th grade team, Collaborative Student Intervention (CSI) Task Force
Classroom Teacher	Lori Mizanin	English Teacher	GEM, 11th grade team, Collaborative Student Intervention (CSI) Task Force
Classroom Teacher	Lucas Leshe	Biology Teacher	FACE; 10th grade FACE Collaborative Student Intervention (CSI) Task Force
Classroom Teacher	Luke Adams	social studies teacher	ALLPS Initiatives
Classroom Teacher	Mark Reif	ScienceTeacher.	GEM, GEM 12th grade team, Collaborative Student Intervention (RTI) Task Force, Technology Committee
Classroom Teacher	Matthew Peterson	Social Studies	CREW, CREW 10th grade team, Collaborative Student InterventionI (CSI) Task Force

Classroom Teacher	Melissa Mensch	Math	GEM, GEM 10th grade team, Collaborative Student Intervention (RCS) Task Force, Geometry Committee
Classroom Teacher	Melody Jones	English Dept. Co-Chair, English Teacher	FACE, Academic Resource Center (CSI) Task Force, English Dept Co-Chair, Technology Committee
Classroom Teacher	Meredith Asbury	Arkansas Career Education -FACS	CREW, CREW Academic Resource Center Task Force
Classroom Teacher	Michael Kaminski	Science Teacher and Swim Coach	CREW, Academic Resource Center Task Force, Biology Committee
Classroom Teacher	Michelle Fyfe	English Teacher and Dog Crew Sponsor	GEM, Public Relations and Advisory Task Force
Classroom Teacher	Michelle Moore	Dept. Chair World Languages, World Language Teacher	GEM, Supervision Task Force
Classroom Teacher	Mike Johnson	Science Teacher.	CREW, CREW 10th grade team, Collaborative Student Intervention (RTI) Task Force, Technology Committee
Classroom Teacher	Mike Thomas	Teacher	FACE, Public Relations and Advisory Task Force, Parental Involvement
Classroom Teacher	Nate Magre	Social Studies Teacher.	FACE, Academic Resource Center (CIS) Task Force
Classroom Teacher	Nathan Strayhorn	English	GEM, GEM 10th grade team, Collaborative Student Intervention (CSI) Task Force
Classroom Teacher	Neil Norberg	Social Studies Teacher.	GEM, Academic Resource Center (ARC) Task Force
Classroom Teacher	Nicole Ward	Special Ed Teacher	CREW
Classroom Teacher	Pamela Baker	Math Dept Co-Chair Math Teacher.	FACE, FACE, Collaborative Student Intervention (CSI) Task Force, Parental Involvement Committee, Math Dept Co-Chair
Classroom Teacher	Pete Howard	World Languages Teacher	CREW, CREW Public Relations/Advisory Task Force
Classroom Teacher	Randall Dickinson	Arkansas Career Education - Engineering	GEM, Supervision Task Force
Classroom Teacher	Richard Ternes	Arkansas Career Education-Sports Med	CREW, CREW Advisory/Public Relations Task Force
Classroom Teacher	Rita Caver	Social Studies Dept.; AP Department Chair	FACE, Academic Resource Center (ARC), AP Dept. Chair
Classroom Teacher	Sara Bunton	German Teacher	GEM, Supervision Task Force
Classroom Teacher	Sarah Applegate	English Teacher	CREW, Academic Resource Center Task Force
Classroom Teacher	Sarah Roberson	Library Department Chair, Librarian	FACE, Literacy Committee, Technology Committee
Classroom Teacher	Scott Gallagher	Social Studies Teacher and Baseball Coach.	CREW, Supervision Task Force, Crisis Committee
Classroom Teacher	Scott Rainer	Teacher	ALLPS Initiatives
Classroom Teacher	Scott Williams	Science Teacher and Coach	CREW, Supervision Task Force, Technology Committee
Classroom Teacher	Shay Hopper	Social Studies Teacher	FACE, 10th grade Collaborative Student Intervention (CSI) Task Force
Classroom Teacher	Stephanie Sandven	Orchestra Teacher	FACE
Classroom Teacher	Stephen Adams	Social Studies Teacher and Chair	GEM, GEM 10th grade team, Collaborative Student Intervention (CSI) Task Force, Technology Committee, SS Dept. Chair
Classroom Teacher	Stephen Teague	Arkansas Career Education	FACE, Supervision Task Force
Classroom Teacher	Steve Adair	Teacher	ALLPS Initiatives
Classroom Teacher	Steve Janski	member/Health education and Athletic Director.	Wellness Committee
Classroom Teacher	Suki Highers	Social Studies and AVID Teacher	FACE, Academic Resource Center (ARC) Task Force
Classroom Teacher	Susan Golbski	science teacher	FACE, Academic Resource Center (ARC) Task Force

Classroom Teacher	Tanya Evans	World Languages Teacher	GEM, Supervision Task Force
Classroom Teacher	Theodore Farah	social studies teacher and coach	GEM, 11th grade team, Collaborative Student Intervention (CSI) Task Force, Crisis Committee
Classroom Teacher	Thomas Cochran	English Teacher.	FACE, Collaborative Student Intervention (CSI) Task Force
Classroom Teacher	Tim Chitwood	Science Teacher.	GEM, GEM 11th grade team, Collaborative Student Intervention (CSI) Task Force
Classroom Teacher	Tim Miller	Health and PE Dept. Chair, member/Social Studies, Coach	Wellness Committee, ACSIP Committee, Crisis, attendance, behavior/discipline, transition, incentive/celebration, enrollment
Classroom Teacher	Todd Ballinger	English Teacher	GEM, Academic Resource Center (ARC) Task Force
Classroom Teacher	Tom Whitaker	special education teacher	GEM, Technology Committee
Classroom Teacher	Tommi Caston	English History	CREW, CREW 10th grade team, Collaborative Student Intervention (CSI) Task Force
Classroom Teacher	Tommy Deffebaugh	Coach, Health and PE	CREW, CREW Supervision, Intramurals Committee, Wellness Committee
Classroom Teacher	Tracey Holyfield	Family and Consumer Science	ALLPS Initiatives
Classroom Teacher	Tracey Medlock	Business	ALLPS Initiatives
Classroom Teacher	Trever Cooper	Fine Arts- Oral Communications	FACE, Public Relations/Advisory Task Force
Classroom Teacher	Vance Arnold	Social Studies Teacher	CREW, Supervision Task Force
Classroom Teacher	Vic Rimmer	Math and Basketball Coach	FACE, Collaborative Student Intervention (CSI) Task Force, Geometry Committee, CRISIS
Classroom Teacher	Virginia Swinney	member/Math Dept	FACE, Academic Resource Center (ARC) Task Force
Classroom Teacher	Warren Collier	Math	CREW, CREW 11th grade team, Collaborative Student Intervention (CSI) Task Force
Classroom Teacher	Warren Rosenaur	member/Fine Arts Dept.	FACE, Public Relations and Advisory Task Force
Classroom Teacher	Wendell Harris	Science and Athletics Depts.	CREW, Supervision Task Force, Crisis Committee
Classroom Teacher	Zac Clarke	Arkansas Career Education, Football Coach	GEM, Supervision Task Force, Crisis Committee
Community Representative	Carol Borgstadt	community and parent representative	ACSIP Committee
District-Level Professional	Christie Jay	District ACSIP	ACSIP Steering Committee
District-Level Professional	Ellen Johnston	Director of Mathematics	ACSIP, Geometry Committee
District-Level Professional	Karen Fuller	English Instructional Facilitator, Dean of Students	ACSIP
Non-Classroom Professional Staff	Alison Knox	Nurse	ACSIP, Crisis Committee, Wellness Committee
Non-Classroom Professional Staff	Anthony Smith	Resource Officer	Crisis Committee
Non-Classroom Professional Staff	Anthony Smith	School Resource Officer	Crisis Committee
Non-Classroom Professional Staff	Anthony Smith	School Resource Officer	Crisis Committee
Non-			

Classroom Professional Staff	Arlene Davis	Cafeteria Manager	Crisis, Wellness Committee
Non-Classroom Professional Staff	Blake Childers	member/Special Education	Creative Scheduling Committee
Non-Classroom Professional Staff	Curt Champion	Counselor	CREW, CREW 10th, 11th and 12th grade team Collaborative Student Intervention
Non-Classroom Professional Staff	David Williams	ALLPS School Resource Officer	Crisis Committee
Non-Classroom Professional Staff	Dawn Norman	member/School Counselor	GEM, GEM 10, 11 and 12th grade team, CAP, ACSIP Committee
Non-Classroom Professional Staff	Deanna Easton	SLC and Advisory Director, Dean of Students	ACSIP Co-Chair, CCC, CAP
Non-Classroom Professional Staff	DeAnna Medlock	Special Education Designee	ALLPS Initiatives
Non-Classroom Professional Staff	Deborah Griffin	counselor	Behavior and RTI Committee, Crisis, attendance, behavior/discipline, transition, incentive/celebration, enrollment
Non-Classroom Professional Staff	Diana Bonilla	member/Translator	ACSIP Steering Committee
Non-Classroom Professional Staff	Hannah Fleming	ACSIP Assistant	CAP
Non-Classroom Professional Staff	John Foster	Schol Resource Officer	Crisis
Non-Classroom Professional Staff	Kelly Gangluff	Nurse	ACSIP, Crisis Committee, Wellness Committee
Non-Classroom Professional Staff	Lesli Zeagler	member/School Counselor	Creative Scheduling Committee, CAP
Non-Classroom Professional Staff	Lori Hall	Librarian	technology
Non-Classroom Professional Staff	Louise Gamache	Teacher/Study Hall	
Non-Classroom Professional Staff	Mark White	Dean of Students, FACE Lead Teacher, Career Education Teacher and Chair.	FACE Lead Teacher, FACE Collaborative Student Intervention (RTI), Advisory and Public Relations Task Force, CAP, Technology Committee
Non-Classroom Professional Staff	Melissa Thomas	Nurse	ALLPS Initiatives
Non-Classroom	Michelle	Dean of Students CREW Lead	CREW Lead Teacher, CREW Collaborative Student Intervention

Professional Staff	Miller	Teacher, member/Math Dept.	(RTI), Public Relations and Advisory Task Force, CAP, Project Graduation Committee
Non-Classroom Professional Staff	Staci Petrich	Counselor	A-Em Counselor
Principal	Bobby Smith	Assistant Principal	GEM, Crisis Committee, Wellness Committee
Principal	Byron Zeagler	Member/Assistant Principal	CREW, Student/Teacher Handbook Committee
Principal	David F. Young	Assistant Principal	FACE, Technology Committee
Principal	Denise Hoy-Whitfield	Assistant Principal	ALLPS Principal, Student/Teacher Handbook Committee
Principal	Jon Gheen	Assistant Principal, ALLPS	9th grade transition
Principal	Kim Cook	Special Services Designee, Assistant Principal	ACSIP
Principal	Steve Jacoby	principal	Student/Teacher Handbook Committee, Geometry Committee, Biology Committee