ACSIP
Arkansas Consolidated School Improvement Plan

District Home Page | Work On Your ACSIP | Reports | Federal/State Budgets | School Completion Status | FAQ | Feedback | Logout

2013-2014 ARCHIVE

School Plan

Print Version

FAYETTEVILLE HIGH SCHOOL EAST

Arkansas Comprehensive School Improvement Plan

2013-2014

Mission Statement: Fayetteville High School engages all students in a rigorous, relevant curriculum to inspire a passion for attaining their highest academic and civic potential.
Vision Statement: All learners will engage in challenging, collaborative learning experiences in a personalized environment that prepares them to be continuous learners and successful contributors in their global community.

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 Collarobative 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 10: Prevent Disproportionate Representation (Over-identification) of African American Students
   Goal:
Reduce the relative proportion of African American students to students of other ethnicity identified as Intellectually Disabled.
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.

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 questons, 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 quesitons, 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.

Supporting Data:

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 minimun 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.
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 lowerst 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 lowerst 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	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.
Benchmark	In 2013-2014, the combined population will meet or exceed the AMO target of 86.03% proficient or advanced, and TAGG population will meet or exceed the AMO of 69.15% proficient or advanced. The focus of the interventions will extend to all TAGG. We will test a minimum or 95% of both TAGG and combined populations. 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.

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
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	Steve Jacoby, Building Principal, ACSIP Steering Committee, Leadership Committee	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $
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	Steve Jacoby, Building Principal; ACSIP steering committee	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders • Computers • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Literacy Remediation: Students who score below proficient on any end-of-course exam are required by governing state regulations to complete a program of remediation. Action Type: AIP/IRI Action Type: Equity	Steve Jacoby, Building Principal; ACSIP Literacy Goal Chair, David F. Young, Literacy Administrator	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
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	Steve Jacoby, Building Principal	Start: 07/01/2013 End: 06/30/2014	• Central Office • District Staff • Teachers	ACTION BUDGET: $
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:	Steve Jacoby, Building Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Performance Assessments	ACTION BUDGET: $

• 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 • 2010-2011: ☐ 11th grade Literacy EOC: Combined population exceeded the 75.81% AYP ☐ 61.2% of low SES subpopulation scored proficient or higher ☐ Failed to meet AYP target of 75.81% ☐ Placed on alert status due to not testing minimum number of low SES sub population ☐ 10th grade MAP: 22% scored below the 50% cut-point and were low in Foundations of Reading Action Type: Program Evaluation			• Teachers	
Comprehensive Needs Assessment • 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	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
In February 2014, an Advisory Literacy Remediation program will be established. Students will be identified based on prior	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office	ACTION BUDGET: $

benchmark, TLI and MAP performance as well as teacher recommendations. There will be seven advisory remediation sessions that are thirty minutes in length. Identified students are required to attend. Every English teacher will have approximately ten students. Pre and Post test data will be analyzed to determine student need and success. Program Evaluation: • 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 • 2010-2011 ☐ 130 students were identified; 65 signed up ☐ 53% of these students were Economically Disadvantaged ☐ 56 students attended four or more sessions ☐ 41% of the 56 were proficient or advanced ☐ 11th grade Literacy EOC: 81.4% combined population scored proficient or higher, minimum requirement was 74.81% Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation			• District Staff • Performance Assessments • Teachers	
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 Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Steve Jacoby Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Outside Consultants	ACTION BUDGET: $
2013-2014 test results for each 11th Grade Literacy exam, The Learning Institute (TLI) and the Scholastic Reading Inventory (SRI) tests will be recorded in student's file in CIAA Assessment Portal visible by advisors/teachers to provide targeted instruction. Action Type: Collaboration Action Type: Equity	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
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. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Principal; Melody Jones and Katie Stueart, instructional facilitators	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $

	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Central Office - District Staff - Teachers	ACTION BUDGET: $
Analysis of data from assessments of student learning (MAP, TLI, SRI, End-of-Course and district common assessments) and from surveys administered to faculty (We Survey Suite and district-developed) reveals that a greater focus 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. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development				
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	Melody Jones and Katie Stueart	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - District Staff - Public Library	ACTION BUDGET: $
Total Budget:				$0

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
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	Steve Jacoby, Principal;Language Arts/Soc. Studies/Humanities Dept. Chairs, Literacy Facilitators and SLC Lead Teachers	Start: 07/01/2013 End: 06/30/2014	- Administrative Staff - Outside Consultants - Performance Assessments - Teachers	ACTION BUDGET: $
Classroom teachers, special education	Special Education Designee, Mr.	Start: 07/01/2013	Administrative	ACTION

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	Steven Jacoby, Building Principal, Byron Zeagler, 504 coordinator, Literacy Goal Chair	End: 06/30/2014	• Staff • District Staff • Teachers	BUDGET: $
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, interactive assignments, department/classroom teacher web-sites. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Steve Jacoby,Building Principal, Parent Coordinator	Start: 07/01/2013 End: 06/30/2014	• Computers • District Staff • Teachers	ACTION BUDGET: $
Plan Evaluation: Annual faculty evaluation of the ACSIP document will 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	Steve Jacoby, Building Principal; ACSIP steering committee	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Public Library • Teachers	ACTION BUDGET: $
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 continue the Lunchtime Remediation Program. We will use the data/information from the EOC literacy exam to determine whether the objective was achieved and whether it has been successful in attaining 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: • 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	Steve Jacoby, Building Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $

☐ 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 • 2010-2011 ☐ 130 students were identified; 65 signed up ☐ 53% of these students were Economically Disadvantaged ☐ 56 students attended four or more sessions ☐ 41% of the 56 were proficient or advanced ☐ 11th grade Literacy EOC: 81.4% combined population scored proficient or higher, minimum requirement was 74.81% ☐ 61.2% of the low SED scored proficient or higher which brought us to safe harbor ☐ Placed on alert status for failure to test 95% of students ☐ MAP test: 22% failed to score achieve 50% or higher Action Type: Collaboration Action Type: Program Evaluation				
In the ALLPs program, Literacy remediation will occur at lunch. All teachers will do weekly writing assignments focusing on open response writing. Teachers will develop a common rubric for assessment. and as a team focus calibrating student work to assure consistency in evaluation. Three literacy M.A.P. exams will be given to sophomores. Staff will receive professional development for assistance with struggling readers. Evaluation will be done via Brigance and individual intervention plans will be created for struggling students. Students will receive weekly SSR . There will be a satellite library media center with a part-time librarian. There will be an annual all campus read that is related to a school-wide topic or guest speaker. There will be a critical reading class added this year. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Jon Gheen, Asst. Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • School Library • Teachers	ACTION BUDGET: $
We will explore the following: all teachers will identify content vocabulary and a language/literacy objectives in the lessons they teach. Action Type: Alignment	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $

Action Type: Collaboration

Actions	Person Responsible	Timeline	Resources	Source of Funds
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: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
Our instructional facilitators will work with biology teachers to integrate best practices literacy strategies into biology instruction. They will observe for 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: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• School Library • Teachers	ACTION BUDGET: $
Purchase and maintain audio visual equipment to support instruction, following district purchase procedures. Action Type: Collaboration Action Type: Technology Inclusion	Media & Technology Specialist	Start: 07/01/2013 End: 06/30/2014	• Central 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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• District Staff • School Library • Teachers	ACTION BUDGET: $

Actions	Person Responsible	Timeline	Resources	Source of Funds
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: 07/01/2013 End: 06/30/2014	• Performance Assessments • School Library • Teachers	ACTION BUDGET: $
Plan Evaluation: Librarians will assist teachers in preparation of End of Course Exams. Action Type: Program Evaluation	Steve Jacoby, Building Principal	Start: 07/01/2013 End: 06/30/2014	• 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 reportand for comparisons from year to year. This year librarians will be encouraged to use 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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2013		ACTION BUDGET: $
Total Budget:				$0

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

FHS will have professional development for teachers and administrative staff that specificially targets the success of our English-Language-Learners and our socioconomically 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. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Steve Jacoby	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
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 2013-2014 plan and use those evaluation results to impact our future instructional programs. Program Evaluation: • 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: 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 ☐ 130 students were identified; 65 signed up ☐ 53% of these students were Economically Disadvantaged ☐ 56 students attended four or more sessions ☐ 41% of the 56 were proficient or advanced ☐ 11th grade Literacy EOC: 81.4% combined population scored proficient or higher, minimum requirement was 74.81% ☐ 61.2% of the low SED scored proficient or higher which brought us to safe harbor ☐ Placed on alert status for failure to test 95% of students ☐ MAP test: 22% failed to score achieve 50% or higher Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Steve Jacoby, Building Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Performance Assessments • School Library • Teachers	ACTION BUDGET: $
A focus of the district and the faculty at FHS is curriculum mapping and the development and	Steve Jacoby, Principal	Start: 07/01/2013 End:	• Administrative Staff	ACTION BUDGET: $

implementation of 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	06/30/2014	• Computers • District Staff • Performance Assessments • School Library • Teachers	
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, revelaed 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 signiciant 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 Disadvantages 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 comrise 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 Geometray 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):

Supporting Data:

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 mathetmatics 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 mathetmatics 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.

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%
   2011 ACT -- MATHEMATICS--24.0%
   2012 ACT -- MATHEMATICS--24.0

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

It is expected that both of these groups may meet, or exceed, the 2014 AYP Targets of 85.17% for Combined and 75.68% for TAGG.
We will test a minimum of 95% of the TAGG population

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.

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.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement Common Core standards-based mathematics strategies using lessons and assessments appropriate for 10 - 12 grade math. Action Type: Alignment Action Type: Collaboration	Steve Jacoby, Building Principal, Math Committee, Math Goal Chair	Start: 07/01/2013 End: 06/30/2014	• Performance Assessments • Teachers	ACTION BUDGET: $
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	Pam Baker, Math Department Chair, Math Committee, Math Goal Chair	Start: 07/01/2013 End: 06/30/2014	• Performance Assessments • Teachers	ACTION BUDGET: $
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 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	Special Education Designee, Math Committee, Math Goal Chair	Start: 07/01/2013 End: 06/30/2014	• Performance Assessments • Teachers • Teaching Aids	ACTION BUDGET: $
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	Math Dept. Chair, Math Committee, Math Goal Chair	Start: 07/01/2013 End: 06/30/2014	• Central Office • Computers • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $

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				
Help students improve test-taking skills by simulating the types of questions that will appear on the EOC and PARCC exams at every opportunity. District Quarterly Assessments created by TLI will be given. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Math Dept. Chair, Math Committee, Math Goal Chair	Start: 07/01/2013 End: 06/30/2014	• Central Office • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $
Use EOC exams to evaluate teaching strategies and student progress. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Math Dept. Chair, Math Committee, Math Goal Chair	Start: 07/01/2013 End: 06/30/2014	• Central Office • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Teachers will implement mathematics problem-solving strategies utilizing standards for mathematic practice similar to those on the EOC and PARCC examsinto appropriate math classes. Action Type: Alignment Action Type: Collaboration	Math Dept. Chair, Math Committee, Math Goal Chair	Start: 07/01/2013 End: 06/30/2014	• Performance Assessments • Teachers	ACTION BUDGET: $
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	Math Department Chair, Math Committee, Math Goal Chair	Start: 07/01/2013 End: 06/30/2014	• Central Office • Performance Assessments	ACTION BUDGET: $
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 Action Type: Technology Inclusion	Steve Jacoby, Building Principal, Math Goal Chair, Math Committee	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Computers • District Staff • Teachers	ACTION BUDGET: $
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: 07/01/2013 End: 06/30/2014	• Central Office • Community Leaders • Computers • Teachers	ACTION BUDGET: $
EOC Remediation: Students who score below proficient on any end-of-course exam will 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 EOC exam. Action Type: AIP/IRI Action Type: Equity	Dr. Denise Hoy, Asst. Principal; Steve Jacoby, Building Principal, Math Goal Chair	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $

Formative Assessments: teacher and department collaborated to produced formative and TLI 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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders • Teachers	ACTION BUDGET: $
Make assignments, Geometry Power Point presentations, worksheets, and the timeline for tests and quizzes available on the team website . Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Math Dept. Chair	Start: 07/01/2013 End: 06/30/2014	• 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-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	Jon Gheen, Asst. Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $

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 2013-2014, any student not predicted to be proficient along with ALL new students will take the TLI in order to guide and target instruction. Struggling students will attend the lunch remediation and/or after school remediation program. Additional math classes are being offered such as Bridge to Algebra II, Algebra III and Linear Systems & Statistics are being taught and data will be available regarding the effectiveness of the 2013-2014 plan. PROGRAM EVALUATION: • 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%) 10th grade students scored "at" or "above" the 50th percentile • 2011-2012: Based on new AYP system, identified as "Needs Improvement" school ☐ Combined population did not meet 81.87% AYP target with 72.89% scoring proficient or advanced ☐ Non-TAGG population did not meet the 2012 AYP target of 81.87% with 72.78% scoring proficient or advanced ☐ TAGG population fell short of 2012 AMO of 69.05% with 58.96% scoring Proficient/Advanced ☐ Fall 2011 MAP data: 389 students or 68% of 10th graders scored at or above the 50th percentile ☐ Winter 2012 MAP data: 351 or 65% of 10th graders scored at or above the 50th percentile ☐ Spring 2012 MAP data: 139 enrolled in 10th Grade Geometry, 41% (64) scored at or above	Pam Baker, Math Chair; Steve Jacoby, Building Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $

the 50th percentile; We did not meet our goal of 75% at or above the 50th percentile on MAP. • 2010-2011: Placed on "alert status" due to not testing minimum 95% of low SED ❑ Used Algebra and Geometry EOC as evaluation tools to determine effectiveness of intervention/programs ❑ Algebra I EOC combined population was not enough to trigger status ❑ Geometry EOC combined population 79.2% proficient or higher, exceeding required 73.45% ❑ Low socio-economic subpopulation scored 67.6% proficient or advanced which invoked "Safe Harbor" Action Type: Collaboration Action Type: Program Evaluation				
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: • 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. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Steve Jacoby, Building Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
COMPREHENSIVE NEEDS ASSESSMENT: • Based on our Data Analysis of the 2011-2012 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 3 years and our students performed lower than the state average on this strand in 2011-2012. • A second area of focus will be the consistently low performance in TRIANGLES and Open-Response items across all strands in general. Teachers will be utilizing cross-curricular writing prompts to improve Open-	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Performance Assessments	ACTION BUDGET: $

Responses scores. • For the Algebra I EOC exam, students taking Algebra I or re-taking the EOC are largely 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 Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion				
The Geometry team will meet daily during their common planning period 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 EOC Geometry. On Fridays the geometry team will meet with the director of math and building principal to monitor progress through data and discussion of student needs. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: $
NWEA MAP data will be utilized to predict 10th graders success on the Geometry EOC. TLI assessments will be administered quarterly along with performance task assessments to monitor student' progress. Intervention plans will be developed for students lacking in skills. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
We will incorporate teacher mentoring activities and programs (other than Pathwise) 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. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Steve Jacoby, Buidling Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
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. Action Type: Alignment Action Type: Collaboration	Steve Jacoby, Buidling Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
Remediation will exist for students who failed to achieve proficient or advanced on the Geometry and Algebra I EOCs. There are social workers for the district including interns that work on campus. The FIT [Families in Transition} coordinator is on campus, along with an ALE counselor. The ALLPS program has two elective teachers in addition to its core program.	Jon Gheen, Asst. Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $

Action Type: Collaboration Action Type: Equity				
Teachers will employ research-based best practices and include approaches that are identified as assisting socioeconomically disadvantaged students, ELL students,and special education students. Action Type: Equity Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Students NOT predicted to be Proficient on Geometry EOC,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. Program Evaluation: • 2012-2013 SMART lunch benchmark year ☐ 773 students utilized intervention ☐ 2343 Teacher Guided Study sessions were completed Action Type: Collaboration Action Type: Equity	Deanna Easton, Michelle Miller, Mark White, Boyd Logan, Lead Teachers and RTI, Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Math teachers will attend seminars to improve their math knowledge and usage. Action Type: Professional Development Action Type: Technology Inclusion	Pam Baker, Chair	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Computers • Outside Consultants • Teachers	ACTION BUDGET: $
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. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Ellen Johnston, Math Facilitator; Susan King, math chair, Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
We are exploring computer-based programs in math to improve the skills and performance of our special education students. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Ellen Johnston, Math Facilitator	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Computers • District Staff • Teachers	ACTION BUDGET: $
The following Professional Development actions are scheduled: a. Linda Griffith, UCA Professor. b. Kelly Dugan, NWA Cooperative Mathematics Specialist will lead development of formative assessment lessons to analyze standards, grade to common rubrics, and next instructional strategies. c. Geometry teachers meet every Friday during collaboration analyze student assessment performance based on practices, standards, and skills. 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	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teachers	ACTION BUDGET: $

our TIP. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement				
Students who did not score proficient or advanced on the Algebra I EOC are enrolled in after school remediation for Algebra I. Action Type: Equity	Dr. Denise Hoy, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Computers • Teachers	ACTION BUDGET: $
We have been notified by the Arkansas Department of Education that our school has been designated a "achieving" because we met the 2013 targets for % Proficient & Advanced in Math for both our Combined and TAGG populations. More specifically, both the SPED and ELL subgroups met this mark. TARGETED IMPROVEMENT PLAN has been amended to continue to progress. Action Type: Collaboration	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
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] ☐ Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $
The principal, assistant principals, outside consultants, 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	Steve Jacoby, Principal; Leadership Team; Kristy Scott	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
FHS has a leadership team consisting of the principal and other key professional staff. Action Type: Collaboration	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $
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	Steve Jacoby, Principal; Department Chairs; Assistant Principals	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
The high school principal, chairs from special	Deanna Easton and Kristy	Start: 07/01/2013		

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	Scott, ACSIP cochairs	End: 06/30/2014		ACTION $ BUDGET:
Dr. Kristy Scott has identified students who did not score proficient on Algebra I test to provide focused instruction through Teacher Guided Study during lunch or computer based intervention programs. Program Evaluation: • 2012-2013 SMART lunch benchmark year ☐ 773 students utilized intervention ☐ 2343 Teacher Guided Study sessions were completed	Kristy Scott	Start: 07/01/2012 End: 06/30/2013		ACTION $ BUDGET:
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) anually.

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, Cassandrs. 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
• Teachers from the four core areas will receive 12 hours of professional development through the Advancement via Individual Determination (AVID) program. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Steve Jacoby,Building Principal; Professional Development Committee.	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders • District Staff • Outside Consultants	ACTION $ BUDGET:

			• School Library • Teachers	
• Use technology to plan, deliver, and evaluate professional development, including professional development during collaborative planning time Action Type: Professional Development Action Type: Technology Inclusion	Steve Jacoby, Building Principal; Professional Development Committee Chair	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
• 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: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Community Leaders • Computers • District Staff • Outside Consultants • Public Library • School Library • Teachers	ACTION BUDGET: $
• A minimum of 60 PD hours are equired including six hours of educational technology. All administrators are required three hours of parental involvement. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Steve Jacoby, Building Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Outside Consultants • School Library • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: • During the 2013-2014 school- year we will use the National Staff Development Council's NSDC Standards Assessment Inventory, along with a district climate survey given to staff and students. • 2012-2013: ☐ 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 • 2011-2012: ☐ At conclusion of year we evaluated our intervention programs through surveys regarding usefulness of various professional development sessions and determined that it was effective in support of our professional development. ☐ The following EVALUATION RESUTLS demonstrate that this intervention is valid in support of the teaching and learning that are part of this program: a majority of teachers felt technology training was beneficial in support of teaching and learning.	Steve Jacoby, Building Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Computers • District Staff • Teachers	ACTION BUDGET: $

• 2010-2011: ☐ Completed the National Staff Development Council's NSDC Standards Assessment Inventory. ☐ The Following EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program: 44% OF TEACHERS FELT PD IN TECHNOLGY WAS BENEFICIAL TO OUR SCHOOL'S IMPROVEMENT. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation				
COMPREHENSIVE NEEDS ASSESSMENT: •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. • 2012-2013: ☐ 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 • 2011-2012: ☐ Faculty members completed a PD Needs Assessment Survey in Spring 2012 ☐ Greatest need in PD was training in SLC and technology training including access to student achievement data • 2010-2011: ☐ Faculty members completed a PD Needs Assessment Survey in Spring 2011 ☐ 60% of teachers felt the greatest need in professional development was regarding personalization for our students in advisory and SLC. 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	Marianne Hauser, Professional Develpment	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Performance Assessments • School Library • Teachers	ACTION BUDGET: $
• Through SLC collaboration, teachers will receive professional development training on response to intervention in order to implement tier one and tier two interventions. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Sallie Langford,RTI Lead; Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff	ACTION BUDGET: $
	Steve Jacoby,	Start:		

• Professional development for teachers will be available through Small Learning Community (SLC) collaborative periods to provide increased RTI interventions for all students Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Principal	07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • School Library • Teachers	ACTION BUDGET: $
• 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: 6 hours of educational technology and 2 hours of parental involvement (3 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. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Building Principal; building pd committee, district professional development coordinator	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Computers • District Staff • School Library • Teachers	ACTION BUDGET: $
• Social Studies Teachers, the Principal and Assistant Principals will attend sessions led by Lin Kuzmich TESS and improving student achievement in literacy three times in the 2013-2014 school- year. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Steve Jacoby Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
• 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 Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Michelle Miller, Mark White and Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
• Advisory is SLC and grade pure. • Counselors and outside resources are made available during advisory. • Advisory will meet two days a week for 30 minutes from August to April. Beginning in April,advisory will meet one day a week	Dr. Evelyn Marbury	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $

for 30 minutes. • 2012-2013: ☐ The advisory steering committee met throughout the summer and created lessons that were grade and SLC specific. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development				
• 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. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Mr. Steve Jacoby, principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Computers • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
• 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. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Computers • District Staff • Teachers	ACTION BUDGET: $
• Teachers will be offered professional development training through SLC collaboration in blood-born pathogens, professional ethics, crisis response, suicide prevention, and how to report alleged abuse. Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Computers • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
• Consistent with our district and building focus, by May 2014, all curriculum maps will be completed. 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. • May 2013: Curriculum maps have been completed for core and the majority of electives Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Evelyn Marbury, Assistant Principal; Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Computers • Public Library • School Library • Teachers	ACTION BUDGET: $
• 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 at least one professional growth goal for at least one of the Teacher Excellence Support System (TESS) domains. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Evelyn Marbury, Assistant Principal; Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Computers • District Staff • Public Library • School Library • Teachers	ACTION BUDGET: $

• Teachers will be provided 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: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $
• Teachers will receive 9 hours of professional development TESS training to prepare for the 2013-2014 school year. • 2012-2013: ☐ Administrators attended and lead T.E.S.S. sessions to prepare for the state-mandated TESS evaluation process. ☐ 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: 07/01/2013 End: 07/01/2013	• 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 report were SCHOOL HEALTH POLICIES AND ENVIRONMENT and HEALTH PROMOTION FOR STAFF.

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 Healthier BMI results will be evident by June 30, 2014. There will be a .5% difference in the 2013-2014 BMI results indicating healthier lifestyles are being promoted and practiced.

Benchmark Decrease the number of students at risk of overweight and overweight by 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. Physcial 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: 07/01/2013 End: 06/30/2014	• 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, Buidling Principal, Sarah McKenzie	Start: 07/01/2013 End: 06/30/2014	• 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, Buidling Principal	Start: 07/01/2013 End: 06/30/2014	• 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, Buidling Principal	Start: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders • Teachers	ACTION BUDGET: $
The FHS website will have a 'healthy lifestyle information link' managed by the school nurses. Students, teachers and parents can access relevant data regarding healthy lifestyle, injury and disease prevention as well as Asthma management strategies. Action Type: Parental Engagement	Parent Involvement Committee	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • School Library • Teachers	ACTION BUDGET: $

Actions	Person Responsible	Timeline	Resources	Source of Funds
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. Evaluation Results: • 2012-2013: ☐ 12.6% of males, 2.1% females considered overweight; ☐ 17.6% of males and 4.5% of females considered obese ☐ Combined, 12.4% considered obese ☐ SHIS percent of 9-12 grade students not participating in any vigorous or moderate physical activity has not change since 1999 • 2011-2012: ☐ 20.6% Males, 18.8% Females of assessed students considered to have high body mass index ☐ Combined, 8.7% considered obese ☐ SHIS percent of 9-12 grade students not participating in any vigorous or moderate physical activity has not change since 1999 • 2010-2011: ☐ 11.6% Males, 13.1% Females of our assessed students considered to have high body mass index ☐ SHIS percent of 9-12 grade students not participating in any vigorous or moderate physical activity has not change since 1999 Action Type: Program Evaluation Action Type: Wellness	Byron Zeagler	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Administer the AR Prevention Needs Assessment Student Survey. Action Type: Program Evaluation Action Type: Wellness	Steve Jacoby, Building Principal; Byron Zeagler, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

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
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.	Food Service Manager; teve Jacoby, Building Principal, Arlene Davis, Food Service Manager	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff	ACTION BUDGET: $

Action Type: Parental Engagement Action Type: Wellness				
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. Evaluation Results: • 2012-2013: ☐ 12.6% of males, 2.1% females considered overweight; ☐ 17.6% of males and 4.5% of females considered obese ☐ Combined, 12.4% considered obese ☐ SHIS percent of 9-12 grade students not participating in any vigorous or moderate physical activity has not change since 1999 • 2011-2012: ☐ 20.6% Males, 18.8% Females of assessed students considered to have high body mass index ☐ Combined, 8.7% considered obese ☐ SHIS percent of 9-12 grade students not participating in any vigorous or moderate physical activity has not change since 1999 • 2010-2011: ☐ 11.6% Males, 13.1% Females of our assessed students considered to have high body mass index ☐ 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	Steve Jacoby, Building Principal; Sarah McKenzie	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• 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.	Steve Jacoby, Building Principal; Byron Zeagler, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $

Evaluation Results: • 2012-2013: ☐ Data analysis concludes greatest needs within the Wellness Priority: School Health, Safety Policies and Environment; Counseling, Psychological and Social Services; Health Promotion for staff ☐ 50 reports to SRO and 21 arrests: 2 alcohol related, 8 drug related • 2011-2012: ☐ Data analysis concludes greatest need within the Wellness Priority: ASTHMA EDUCATION FOR STUDENTS and ASTHMA INFORMATION FOR THE PARENT CENTER ☐ 65 reports to SRO and 52 arrests: 8 alcohol related, 12 drug related • 2010-2011: ☐ Data analysis concludes greatest need within the Wellness Priority: Nutrition Services, Health Services and Health Promotion for Staff; ☐ 85 reports to SRO and 48 arrests Action Type: Parental Engagement Action Type: Wellness				$
The Wellness Committee will collaborate to develop and offer professional development on healthy lifestyle choices and sound nutritional practices. Action Type: Professional Development Action Type: Wellness	Tim Miller, Chair; Steve Jacoby, PrIncipal;	Start: 07/01/2013 End: 06/30/2014	• Administrative 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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• 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 no longer exist on our campus.	Bobby Smith	Start: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $
Sara Laughinghouse is an Ozark Guidance Counselor who is housed on our campus full time.	Sara Laughinghouse	Start: 07/01/2013 End: 06/30/2014		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
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, all of the time. Action Type: Wellness	Bobby Smith, Asst. Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Use Resource Officers as security consultants to work with students and faculty/staff to prepare for possible crises. Action Type: Collaboration Action Type: Wellness	Bobby Smith, Asst. Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Explore spending professional development inservice time to cover the building CRISIS plan	Bobby Smith, Asst.	Start: 07/01/2013 End:	• Administrative Staff	ACTION BUDGET: $

carefully. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Principal	06/30/2014	• Central Office • District Staff • Outside Consultants • Teachers	
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	Bobby Smith, Asst. Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
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	Bobby Smith, Asst. Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders	ACTION BUDGET: $
PROGRAM EVALUATION: During the 2013-2014 school year 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.	Bobby Smith, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $

• 2010-2011: ☐ Year 1 of advisory, grade and Small Learning Community specific curriculum ☐ Various presentations and community speakers 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 2013-2014 year in ALICE. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Bobby Smith, Asst. Principal; Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• Administrative Staff	ACTION BUDGET: $
Staff will receive training related to preventing and stopping bullying.	Bobby Smith, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
The Small Learning Community toolkit has information available regarding local community resources for advisors.	Deanna Easton	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $
The Hallpass Visitor Management System is used at the main check-in office. All visitors are	Bobby Smith	Start: 07/01/2013 End:		ACTION BUDGET: $

	06/30/2014		
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 clearlly identifies them by picture and name.			

Total Budget:	$0

Priority 7:   Foster quality parent/school relationships

Supporting
Data:

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.

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. Rosenzwieg, 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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • School Library • Teachers	ACTION BUDGET: $
The school will sponsor Small Learning	Jon Gheen, Asst.	Start: 07/01/2013	• Administrative Staff	ACTION

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	Principal; Steve Jacoby, Building Principal; Parental Invovlement Coordinator	End: 06/30/2014	• Central Office • District Staff • School Library • Teachers	BUDGET: $
The school will maintain a designated area to be 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. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Steve Jacoby, Building Principal; Parental Involvement Coordinator	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders • Computers • District Staff • School Library • Teachers	ACTION BUDGET: $
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. Action Type: Parental Engagement Action Type: Professional Development	Steve Jacoby, Building Principal; Building Professional Development Committee	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Outside Consultants • School Library • Teachers	ACTION BUDGET: $
Each department will engage parents through various means including, but not limited to, newsletters, email, web pages and progress reports Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Steve Jacoby, Building Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Computers • District Staff • School Library • Teachers	ACTION BUDGET: $
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. Action Type: Collaboration Action Type: Parental Engagement	Steve Jacoby, Building Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
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. Action Type: Collaboration	Steve Jacoby, Building Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $

Action Type: Parental Engagement

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 Action Type: Parental Engagement	Steve Jacoby, Building Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Computers • District Staff • School Library	ACTION BUDGET: $
The school will provide CAP Advisors with training and information on state laws dealing with parent involvement in academic planning, 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	Steve Jacoby, Building Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
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	Steve Jacoby, Building Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • School Library • Teachers	ACTION BUDGET: $
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	Steve Jacoby, Building Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
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	Steve Jacoby, Building Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
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	Steve Jacoby, Building Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Community Leaders • District Staff • School Library • Teachers	ACTION BUDGET: $
Parents and teachers are encouraged to join the Parent-Teacher-Student Organization.	Steve Jacoby, Principal	Start: 07/01/2013 End:	• Administrative Staff	ACTION BUDGET: $

		06/30/2014	• Community Leaders • School Library • Teachers	
Action Type: Collaboration Action Type: Parental Engagement				
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. PROGRAM EVALUATION: 2012-2013: • Advisory parent survey was not completetd • Parents are contacted a minimum of four times per year through advisoryteacher • 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 2011-2012: • 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. 2010-2011: • Parent Advisory Survey revealed Parent Engagement Priority: Communication with Parents as a priority Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
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	Steve Jacoby, Building Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
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	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $

anticipated participant outcome objectives. 2012-2013: • 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 2011-2012: • 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. 2010-2011: • Parent Advisory Survey revealed Parent Engagement Priority: Communication with Parents as a priority Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation				
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. Action Type: Collaboration Action Type: Parental Engagement	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • School Library • Teachers	ACTION BUDGET: $
The Parent Involvement Committee will lead a professional development session for the faculty on parental involvement and communication with parents. Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • School Library • Teachers	ACTION BUDGET: $
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. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Mr. Steve Jacoby	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
We have a parental involvement committee of teachers to facilitate greater parental involvment. 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. Action Type: Parental Engagement	Susan Colvin, ACSIP chair	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $

Actions	Person Responsible	Timeline	Resources	Source of Funds
Our parental involvement plan will be on the school's website. Action Type: Collaboration Action Type: Parental Engagement	Steve Jacoby, Principal and Libby Combs, parental engagement designee	Start: 07/01/2013 End: 06/30/2014	• Computers • District Staff • Teachers	ACTION BUDGET: $
Because we realize that community resources strenghten school programs, family practices, and student learning, as a Small Learning Community, teachers and administrators will collaborate with students and the community in community projects. Action Type: Collaboration	SLC Coordinator; Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders • Teachers	ACTION BUDGET: $
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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• 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	Steve Jacoby, Building Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $

Action Type: Equity Action Type: Parental Engagement				
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: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Each year we host a ELL parent night in August 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: ☐ 23 families participated • 2012-2013: ☐ 5 families participated • 2011-2012: ☐ 11 familiies participated • 2010-2011: ☐ 27 families participated Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
We will explore offering ELL parent nights, in order to diseminate 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: 07/01/2013 End: 06/30/2014	• 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 Collarobative 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 • 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. BeyondDiscipline: 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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• 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 intevention, 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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• Administrative Staff • Computers • District Staff • Outside Consultants • School Library • Teachers	ACTION BUDGET: $
An Ozark Guidance Center school-based	Steve Jacoby, Principal	Start: 07/01/2013	• Administrative	

counselor is on our campus full-time providing services to students and families to address emotional and social issues. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness		End: 06/30/2014	Staff • Central Office • District Staff • Outside Consultants • 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: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Teachers	ACTION $ BUDGET:
Parent, student and faculty evaluations will be given administered to determine effectiveness of advisory as an intervention program. Results will be provided in the 2013-2014 ACSIP plan. PROGRAM EVALUATION: • 2012-2013: ☐ No survey was completed as SLC re-designed their advisory program • 2011-2012: ☐ Results reported parents needed more contact with advisors regarding academic progress. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Steve Jacoby, Building Principal, Byron Zeagler,	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION $ BUDGET:
Student, parent and teacher surveys will be given to evaluate the effectiveness of our advisory program. Results will be provided in the 2013-2014 ACSIP document. Program Evaluation • 2012-2013: ☐ No survey was given as SLC re-designed their advisory program • 2011-2012: ☐ Based on data analysis, GREATEST NEED was for more parent-advisor/teacher communication Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Evelyn Marbury, Assistant Principal; Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Teachers	ACTION $ BUDGET:
The Advisory Task Force has created lessons that are differentiated for each Small Learning Community and grade-level. Advisory is held each Tuesday and Thursday and goals of the SLC advisory program are facilitated through the lessons. As a tier one CSI (RTI) intervention, advisors check the attendance and grades of their advisees weekly and make a minimum of 4 parent contacts for each student through-out the school-year. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Evelyn Marbury, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION $ BUDGET:

Action Type: Technology Inclusion

A.L.L.P.S. conducts attendance intervention meetings and works in conjunction with FINS officers and the truancy court. Jon Gheen makes home visits for chronic non-attenders. Action Type: Collaboration Action Type: Wellness	Jon Gheen, Asst. Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
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. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff	ACTION BUDGET: $
Each of the three SLC have an administrator and counselor assigned to them. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Mr. Steve Jacoby	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $
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. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Mr. Steve Jacoby	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $
Teams of teachers during SLC Collaborative Student Intervention (CSI or RTI) 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. Results of the CSI task force effectiveness will be reported in the 2013-2014 ACSIP plan. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Deanna Easton, Michelle Miller, Mark White and boyd Logan, RTI Lead; Bobby Smith, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
AVID [Advancement Via Individual Determination] is a new 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	Suki Highers, AVID teacher, Mr. Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $

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				
Collaborative Student Intervention (CSI or RTI) 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	Sallie Langford, RTI Lead; Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
A.L.L.P.S advisory focuses heavily on character education. Joel Henderson provides aggression replacement training. Our Keystone class utilizes Sean Covey's 7 Habits of Highly Effective Teens. Action Type: Collaboration Action Type: Equity	Jon Gheen, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
ALLPS 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 conjuction 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	Joh Gheen, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders • Outside Consultants • Teachers	ACTION BUDGET: $
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	Bobby Smith, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
At ALLPS,struggling students receive remediation and other academic support daily during lunch. This includes CPEP. Teachers are available from 7:15 till 8:15 a.m. and from 4:00 to 5:30 p.m. three days a week to help struggling students. Action Type: Collaboration Action Type: Equity	Jon Gheen, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
We have credit recovery classes offered through SLC CSI as well as summer school and night school. Action Type: Equity	Dr. Denise Hoy, Assistant Principal; Dawn Norman, CPEP	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Computers • Teachers	ACTION BUDGET: $
To increase student participation, our school is offering clubs, activites and intramurals at lunch which is being promoted the the SLC advisory program. Action Type: Equity	Bobby Smith, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $

Students who have been identified as needing tier 3 CSI (RTI) interventions are placed in a grade specific SLC Study Hall 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 teachers have collaboration. This allows teacher intervention to occur throughout the day without students being pulled from classes.	SLC LeadTeachers: Michelle Miller, Mark White and Boyd Logan	Start: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014		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: 07/01/2013 End: 06/30/2014		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.

br> It is expected that the ELL population will help to meet the overall TAGG AMO of 69.15%, as well as the 2013-2014 ELL target of 50.86% Proficient/Advanced on the 11th Grade Literacy Exam.

Benchmark

•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%.
•2010-2011: 11th Grade Literacy Exam
☐ TAGG population set the overall baseline TAGG AMO at 58.86% Proficient/Advanced.
☐ ELL population set the baseline target 34.48% Proficient/Advanced.

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
The school will host at least one ESL/ELL parent nights to increase parental involvement and knowledge of student achievement. We will	Steve Jacoby Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office	ACTION BUDGET: $

	Person Responsible	Timeline	Resources	Source of Funds
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: Program Evaluation			• Community Leaders • District Staff • Public Library • School Library • Teachers	
During the 2013-2014 school year, we plan to use Literacy EOC scores of the ELL subpopulation as the evaluation tool to determine whether Intervention program was effective in improving student achievement. We will report the results in our 2014-2015 ACSIP document. PROGRAM EVALUATION: • 2012-2013: 11th Grade Literacy Exam ☐ ELL population did not meet target of 45.40% Proficient/Advanced with 34.62%. ☐ 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. • 2011-2012: 11th Grade Literacy Exam ☐ ELL population exceeded the target of 39.94% Proficient/Advanced with 51.61%. ☐ 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. • 2010-2011: 11th Grade Literacy Exam ☐ ELL population set the baseline target 34.48% Proficient/Advanced. ☐ Lunchtime Literacy Program, 41% of regular participants were Proficient/Advanced on the EOC suggesting that the program was most beneficial to English Language Learners. ☐ ELL scoring proficient on the 11th Grade Literacy EOC declined from 50% in 2010 to 34.48% in 2011. Action Type: Equity Action Type: Program Evaluation	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
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	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Computers • District Staff • Public Library • School Library • Teachers	ACTION BUDGET: $

Action Type: Technology Inclusion

Actions	Person Responsible	Timeline	Resources	Source of Funds
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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • District Staff • School Library • Teachers	ACTION BUDGET: $
The ELL/ESL Department currently have sheltered classes for newcomers in English language development and in social studies. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Rita Gilmeister, District ESL; Mr. Steve Jacoby, Building Principal	Start: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
The school hired a part-time ELL person to assist with compliance paperwork. Action Type: Equity	Trey Fairchild, ELL and Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • 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: 07/01/2013 End: 06/30/2014	• 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: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Computers • District Staff • Teachers	ACTION BUDGET: $
ELL students may take at least 3 MAP Tests and	Steve Jacoby,	Start: 07/01/2013	• Administrative	

formative tests [The Learning Institute}in Math and Reading, and each students' performance will be evaluated to identify weaknesses so teachers can target instruction for each student. 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. Action Type: Collaboration Action Type: Equity	Principal	End: 06/30/2014	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: 07/01/2013 End: 06/30/2014	• Administrative Staff • Outside Consultants • Teachers	ACTION $ BUDGET:
Total Budget:				$0

Priority 10: Prevent Disproportionate Representation (Over-identification) of African American Students

Supporting Data:

1. ☐ An analysis of the 2009-2010 data for Fayetteville suggests that there is a possible disproportionate representation of Black students (overrepresented) and White students (underrepresented) within the category of mental retardation. A district identified for dis-proportionality must under Federal regulations ensure that its current policies, procedures and practices used to identify students for SPED are sound and free of bias with regard to a student's race, ethnicity or linguistic diversity.
2. ☐ The comparison between risk rates of African American SPED students to Caucasian students who are labeled Mentally Retarded: ☐ African American:
   ☐ 2007-2008 5.21% ☐ 2008-2009 5.33% ☐ 2009-2010 5.21%
   ☐ Caucasian:
   ☐ 2007-2008 .34% ☐ 2008-2009 .27% ☐ 2009-2010 .21%
3. African American Students Labeled MR: 20/50 or 40%. All other ethnicity: 30/50 or 60%.
4. Referrals 2009-2010: 15% of students referred are African American. 66% of students referred are Caucasian. Placements 2009-2010: 16% of placed students are African American. 66% of placed students are Caucasian.

Goal Reduce the relative proportion of African American students to students of other ethnicity identified as Intellectually Disabled.

Benchmark Fayetteville Public Schools will reduce the risk ratio of African American students labeled as Intellectually Disabled to below the state target for the 2013-2014 school year.

Intervention: Fayetteville Public Schools will monitor and maintain records for African American students referred for special education services and identified as intellectually disabled by using EARLY INTERVENTION STRATEGIES, RTI, Advisory, SCHOOL-BASED INTERVENTION TEAMS and EARLY LITERACY STRATEGIES. These strategies include early intervention literacy strategy training for core teachers, Middle School/Early Intervention Literacy Coaches, intervention materials, ICLE Lin Kuzmich training for core teachers and lunchtime tutoring at FHS.
Scientific Based Research: RESEARCH For MAPS testing: Kingsbury Center at NWEA, State Standards and Student Growth: Why State Standards Don't Matter as Much as We Thought, Cronin, Dahlin, Durant and Xiang, Feb. 1, 2010. Linking MAP to State Tests: Proficency Cut Score Estimation Procedures, NWEA For Early Intervening: Early Intervening An Administrators Guide, National Alliance of Black School Educators, IDEA partnerships, IDEAS that Work, US Office of Special Education Programs, Council for Exceptional Children, ADE, Sped., Coordinated Early Intervening Services Workshop, Hardin, Watkins, Fields, and Smart. October 13, 2008. RTI Guide: Development of Response to Intervention Model in Your School, John McCook, 2006. Coordinated Early Intervention Policy, National Association of State Directors of Special Education, P. Burdette, 2008. For Lit Coaches: The Literacy Coach, A Key to Improving Teaching and Learning in Secondary Schools, E. Sturtevant, Alliance for Excellent Education Literacy Coaching Clearinghouse Program Evaluation – ALL levels

Data will be collected on Early Intervening Services provided to all students K-7 .... Individual Progress Monitoring by RTI teams and Literacy Coaches and analyzed. Instruction and Interventions will be assessed and modified based on analysis of data. Data on Referrals, Evaluations, Disability Categories, and Placements including the race will be collected and analyzed. Curriculum department/Curriculum leaders will review district data routinely regarding progress in core curriculum and Interventions to assess progress. Lit Coaches will review data routinely to assess progress. Modifications to Professional Development plans, Intervention Plans and Intervention Team process will be identified in relation to progress on data and Referral data.

Actions	Person Responsible	Timeline	Resources	Source of Funds
br>The AYP targets for the 2013-2014 year in Literacy and Mathematics will be met by all Special Education Student Sub Populations in the Fayetteville Schools. The AMO targets are as follows: • Students with Disabilities: ☐ Math: 68.75% ☐ Literacy: 55.68% • African American Students: ☐ Math:76.73% ☐ Literacy: 67.00% 2012-2013: • Students with Disabilities ☐ Math: 67.86% Proficient/Advanced, exceeding AMO of 65.28% ☐ Literacy: 42.86% Proficient/Advanced, not meeting the AMO of 50.76% • African American Students ☐ Math: 66.67% Proficient/Advanced, not meeting the AMO of 74.14% ☐ Literacy: 72.31% Proficient/Advanced, exceeding the AMO of 63.33% 2011-2012 • Students with Disabilities ☐ Math: 72.41% Proficient/Advanced, exceeding AMO of 61.80% ☐ Literacy: 34.78% Proficient/Advanced, not meeting the AMO of 45.83% • African American Students ☐ Math: 63.16 % Proficient/Advanced, not meeting the AMO of 71.56% ☐ Literacy: 61.70% Proficient/Advanced, exceeding the AMO of 59.67% ☐ Graduation Rate 84.38%, well exceeding the AMO of 66.40% 2010-2011: (Baseline Year for ESEA) • School Meeting or Exceeding Standards • Students with Disabilities ☐ Math: 58.3% Proficient/Advanced ☐ Literacy: 40.9% Proficient/Advanced • African American Students ☐ Math: 71.40 % Proficient/Advanced ☐ Literacy: 56.00% Proficient/Advanced ☐ Graduation Rate 79.96%, well exceeding the AMO of 63.04% Action Type: Program Evaluation Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $
Elementary, Middle School and Secondary teachers will receive training in core instruction to improve early-intervening Literacy strategies across the district. Action Type: Collaboration Action Type: Professional Development	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $
The percent of children with parental consent to	Debra Wilson	Start: 07/01/2013		ACTION

evaluate who are evaluated for Special Education within the state established time line of 60 days (CHILD FIND) will be 100% for the overall district, the early childhood ages 3-5 and school age 5-21. Action Type: Parental Engagement Action Type: Special Education		End: 06/30/2014		BUDGET: $
Fayetteville Schools will use early intervention materials that will be proactive in meeting the needs of all learners in hopes of preventing inappropriate SPED referrals. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $
Personnel will receive training on literacy strategies across the curriculum/content areas and differentiation for general education teachers and leadership team with Lin Kuzmich. This will improve core instruction for all students. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $
Program Evaluation – ALL levels of data will be collected on Early Intervening Services provided to all targeted students K-7 .... Individual Progress Monitoring by RTI teams and Instructional Facilitators and analyzed. Instruction and Interventions will be assessed and modified based on analysis of data. Data on Referrals, Evaluations, Disability Categories, and Placements including race will be collected and analyzed. Curriculum department/Curriculum leaders will review district data routinely regarding progress in core curriculum and Interventions to assess progress. Instructional Facilitators will review data routinely to assess progress. Modifications to Professional Development plans, Intervention Plans and Intervention Team process will be identified in relation to progress on data and Referral data. Action Type: Program Evaluation Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $
The total amount allocated from CEIS funding for MAP testing computers at Fayetteville High School will be Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $
Special Education students will take three M.A.P. tests and/or The Learning Institute Assessment (TLI) in geometry to identify skills, content, and vocabulary weaknesses. Teachers will analyze the data and target instruction for each student based on his or her needs. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Steve Jacoby, Principal; Deanna Medlock, Chair of Special Education	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Computers • Outside Consultants • Teachers	ACTION BUDGET: $
The district will implement MAP and/or TLI assessments in order to provide more targeted and explicit instruction in Literacy and all content areas. (software and Hardware) Action Type: Special Education	Debra Wilson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $

Total Budget:	$0

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

Supporting Data:

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.

Benchmark

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.
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.
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.
IMO 4: By the end of the first semester, 35% of all geometry and 11th grade English assessments will mirror the rigor and format of state-mandated exams.
IMO 5: By the end of the first semester, 55% of all geometry and 11th grade English assessments will mirror the rigor and format of state-mandated exams.
IMO 6: By the end of the first semester, 75% of all geometry and 11th grade English assessments will mirror the rigor and format of state-mandated exams.

Benchmark

IMO 7: By the end of the second quarter, a minimum of 57% of all 11th grade English students will be predicted to score Proficient/Advanced on the TLI Interim Literacy Exam.
IMO 8: By the end of the third quarter, a minimum of 87% of all 11th grade English students will be predicted to score Proficient/Advanced on the TLI Interim Literacy Exam.
IMO 9: By the end of the fourth quarter, 100% of all 11th grade English students will be predicted to score Proficient/Advanced on the TLI Interim Literacy Exam.
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 TLI Interim Math Exam.
IMO 11: By the end of the third quarter, a minimum of 86% of all geometry students will be predicted to score Proficient/Advanced on the TLI Interim Math Exam.
IMO 12: By the end of the third quarter, 100% of all geometry students will be predicted to score at Proficient/Advanced on the TLI Interim Math Exam.

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.
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.

Benchmark IMO 15: Attendance at ESL Nights will increase by 20% from attendance rates during the 2012-2013 school year.

IMO 16: Eighty percent of all parents/guardians of students with special needs will participate on the Individual Education Plan Committee for their students.

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.

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. 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
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	Steve Jacoby, Principal	Start: 08/01/2013 End: 06/30/2014	• Central Office • District Staff	ACTION BUDGET: $
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	Steve Jacoby	Start: 08/01/2013 End: 06/30/2014	• Central Office • District Staff	ACTION BUDGET: $
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	Vicki Thomas, Superintendent	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Outside Consultants	ACTION BUDGET: $
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	Vicki Thomas, Superintendent	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Central Office • Outside Consultants	ACTION BUDGET: $
Supplemental materials and supplies to support teaching and learning mathematics	Vicki Thomas, Superintendent	Start: 07/01/2013	• Administrative	ACTION

include Developing Essential Understanding of Geometry-Grades 6-12 from the National Council of Teachers of Mathematics. Action Type: Alignment		End: 06/30/2014	Staff • Central Office • Outside Consultants	BUDGET: $
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 d. determine teachers' individual professional growth needs.	Steve Jacoby, Principal	Start: 08/01/2013 End: 05/30/2014		ACTION BUDGET: $
At least one building administrator and/or instructional facilitators will participate in collaboration meetings a minimum of once each week.	Steve Jacoby, Principal	Start: 08/01/2013 End: 05/30/2014		ACTION BUDGET: $
Building administrators will implement Arkansas's Teacher Excellence Support System.	Steve Jacoby, Principal	Start: 08/01/2013 End: 05/30/2014	• 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: 07/01/2013 End: 06/30/2014		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: 08/12/2013 End: 05/30/2104	• 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: 08/12/2013 End: 05/30/2014		ACTION BUDGET: $
Total Budget:				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: 08/12/2013 End: 05/30/2014	• Teachers	ACTION BUDGET: $
Geometry and 11th grade English teachers will administer common interim assessments including the Math and Literacy Measure of Academic Progress during the months of September, January, and May; and The Learning Institute Interim Math and Literacy Assessment each quarter 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: 09/16/2013 End: 05/30/2014	• 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: 07/01/2013 End: 06/30/2014	• 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: 08/01/2013 End: 05/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
Building leadership will provide incentives to encourage students to participate daily in voluntary tutoring sessions during the two weeks prior to administration of state-mandated tests, and to reward students who score Proficient/Advanced.	Steve Jacoby, Principal	Start: 08/19/2013 End: 06/30/2014	• Administrative Staff	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	Steve Jacoby, Principal	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders	ACTION BUDGET: $

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.				• Outside Consultants
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: 07/01/2013 End: 06/30/2014	• 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 with family members of English learners.	Steve Jacoby, Principal and Diana Bonilla, Translator	Start: 09/16/2013 End: 05/01/2014	• Administrative Staff • District Staff	ACTION BUDGET: $
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: 10/10/2013 End: 04/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Aaron Nugent	English	FACE, FACE 11th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Alexis Trolinger	teacher, special education	CREW 12th grade team, Advisory Committee
Classroom Teacher	Amber Pinter	social studies teacher	CREW, CREW 11th grade team, Task Force; SMART Lunch Committee
Classroom Teacher	Amy Matthews	English Teacher	CREW, CREW 11th grade team, Collaborativce Student Intervention (RTI) Task Force, Technology Committee
Classroom Teacher	Amy Redwine	World Language	CREW, CREW 12th grade team, Advisory Task Force
Classroom Teacher	Andrew Glade	Math	FACE, FACE 10th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Andrew Yoakum	ACE -EAST and Athletics Depts.	GEM, GEM 12th grade team, Public Relations Task Force, Technology Committee
Classroom Teacher	Andy Milburn	Geometry Teacher;	ALLPS, RTI Committee,Crisis, attendance, behavior/discipline, transition, incentive/celebration, enrollment
Classroom Teacher	Angie Greiner	English	GEM, GEM 12th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Anna Beaulieu	World Languages Teacher.	FACE, FACE 12th grade team, Public Relations Task Force, Board Committee;
Classroom Teacher	Ashley Grisso	Social Studies Teacher	CREW, CREW 12th grade team, Collaborative Student Intervention Task Force
Classroom Teacher	Barrett Baber	Fine Arts Teacher	GEM, GEM 12th grade team, Public Relations Task Force, Crisis Committee
Classroom Teacher	Barry Gebhart	member/Health education and Athletic Director.	Wellness Committee

Classroom Teacher	Barry Harper	Fine Arts Dept.	FACE, FACE 12th grade team, Public Relations Task Force, Parental Involvement Committee
Classroom Teacher	Becky Cox	English Teacher.	CREW, CREW 12th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Becky Williams	Special Education	FACE, FACE 12th Grade Team, Collaborative Student Intervention (RTI) Task Force, Parental Involvement Committee
Classroom Teacher	Betty Brutus	Special EducationTeacher.	CREW, CREW 10th grade team, Public Relations Task Force
Classroom Teacher	Bill Laney	Arkansas Career Education Dept.	GEM, GEM 11th grade team, Public Relations 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, 10th grade team, Public Relations Task Force
Classroom Teacher	Bryant Davis	Social Studies, Coach	GEM, GEM 12th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Carol Acree	ScienceTeacher	GEM, GEM 10th Grade Team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Carolyn Powell	Special Ed. Teacher	FACE, FACE 11th grade team, Advisory Task Force
Classroom Teacher	Chris Clarke	ACE Business Education and Leadership	FACE, FACE 12th grade team, Public Relations Task Force
Classroom Teacher	Cindy Willis	ESL/ELL Department	GEM, GEM 11th grade team, Advisory Task Force
Classroom Teacher	Clay Morton	science teacher	CREW, CREW 11th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Colbi Gossage	English	
Classroom Teacher	Darin Phelan	Coach/ Physical Education	CREW, CREW 11th grade team, Public Relations Task Force, Technology Committee, Wellness Coommittee
Classroom Teacher	Daryl Patton	Coach, Athletics	GEM, GEM 10th grade team, Collaborative Student Intervention (RTI) Task Force , SIP Coordinator
Classroom Teacher	David A. Young	Math Teacher.	CREW, CREW 12th grade team, Collaborative Student Intervention (RTI) Task Force, Technology Committee
Classroom Teacher	Dawnelle Fincher	member/Fine Arts Dept.	FACE, FACE 11th grade team, Public Relations Task Force
Classroom Teacher	Debbie Crouch	member/Special Education Dept.	Project Graduation Committee
Classroom Teacher	Debbie McChristian	member/Science Dept. and Alternative Learning Programs	Advisory/Orientation Committee,Crisis, attendance, behavior/discipline, transition, incentive/celebration, enrollment
Classroom Teacher	Debbie McFall	member/Arkansas Career Education	Advisory/Orientation,Crisis, attendance, behavior/discipline, transition, incentive/celebration, enrollment
Classroom Teacher	Denise Hoy-Whitfield	Assistant Principal	SLC Director, CAP, Student/Teacher Handbook Committee
Classroom Teacher	Diane Adams	Arts Teacher	FACE,FACE 11th grade team, Public Relations Task Force
Classroom Teacher	Dona McSpadden	member/Math dept ALLPS	Literacy Committee, Crisis, attendance, behavior/discipline, transition, incentive/celebration, enrollment
Classroom Teacher	Donna Shepherd	special education teacher	Dropout Committee/Attendance/RTI Committee,Crisis, attendance, behavior/discipline, transition, incentive/celebration, enrollment
Classroom Teacher	Emery Faulkner	Arkansas Career Education eacher.	GEM, GEM 10th grade team, Advisory Task Force
Classroom Teacher	Erin Johnson	English Teacher.	FACE, FACE 10th grade team, Public Relations Task Force
Classroom Teacher	Gail DeWitt	English Teacher.	FACE, FACE12th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Geniece Yates	Arkansas Career Education	FACE, FACE 10th grade team, Advisory Task Force Crisis Committee
Classroom Teacher	George Spencer	Science Teacher.	CREW, CREW 12th grade team, Advisory 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, GEM 12th grade team, Advisory Task Force
Classroom Teacher	Isaac Townsend	math teacher	CREW, CREW 11th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Jackie White	Special Ed Teacher	CREW, CREW 11th grade team, Advisory Task Force
Classroom Teacher	Jade Cameron	Arkansas Career Education Dept. Chair, agri teacher	CREW, CREW 11th grade team, Advisory Task Force
Classroom Teacher	Janet Whiddon	Special Education Department	FACE, FACE 11th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Jarrod Mattingly	Math	CREW, CREW 10th grade team, Collaborative Student Intervention (RTI) Task Force, Geometry Committee
Classroom Teacher	Jason McDonald	Special Education Math	CREW, CREW 10th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Jeb Huckeba	Coach, Physical Education	CREW, CREW 10th grade team, Advisory Task Force, Crisis Committee; Wellness Committee
Classroom Teacher	Jeff Jackson	Fine Arts Dept. Chair and Teacher	FACE, FACE 11th grade team, Public Relations Task Force, Fine Arts Dept. Chair
Classroom Teacher	Jennifer Lowrey	Science Teacher	FACE. FACE 11th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Jennifer Norberg	English Teacher	GEM, GEM 10th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Jessica Phelan	Social Studies Teacher and Volleyball Coach.	CREW, CREW 11th grade team, Public Relations Task Force
Classroom Teacher	Jeter Morse	member/ALLPS Teacher	Small Learning Community Lead Teacher, Dropout/RTI, Crisis, attendance, behavior/discipline, transition, incentive
Classroom Teacher	Jim Frisby	Arkansas Career Education, Agri teacher	GEM, GEM 11th grade team, Public Relations Task Force
Classroom Teacher	Joe Thoma	Member/Social Science Department and Soccer Coach	Behavior, Orientation Committee, Crisis, attendance, behavior/discipline, transition, incentive/celebration, enrollment
Classroom Teacher	Joel Emerson	Science Dept Chair and Teacher	GEM, GEM 11th grade team, Collaborative Student Intervention (RTI) Task Force, Science Department Chair
Classroom Teacher	Joel Henderson	member/Alternative Education	Crisis, attendance, behavior/discipline, transition, incentive/celebration, enrollment
Classroom Teacher	Joel Taylor	History Teacher	FACE
Classroom Teacher	John Delap	Social Studies Teacher.	CREW, CREW 10th grade team, Collaborative Student Intervention (RTI) Task Force, Crisis Committee
Classroom Teacher	Jonelle Grace Lipscomb	Arkansas Career Education, film	FACE, FACE 12th grade team, Advisory Task Force, Parental Involvement Committee
Classroom Teacher	Katie Radewald	ELL Teacher	CREW; CREW 11th grade team, Advisory Task Force
Classroom Teacher	Katie Russell	Fine Arts	FACE, FACE 10th grade team, Advisory Task Force
Classroom Teacher	Katie Stueart	English Teacher and Instructional Facilitator, and co-chair of English	FACE, FACE 11th grade team, Advisory Task Force, English Dept Co-chair, Technology Committee
Classroom Teacher	Kelli Doss	World language teacher	CREW
Classroom Teacher	Kelly Riley	ALLPS English	Crisis, attendance, behavior/discipline, transition, incentive/celebration, enrollment
Classroom Teacher	Kelly Williams	Math Teacher	CREW, CREW 12th grade team, Collaborative Student Intervention (RTI) Task Force, Math Dept Co-Chair
Classroom Teacher	Kimberly Thomas	Math Dept.	GEM, GEM 12th grade team, Collaborative Student Intervention (RTI) Task Force, Math Dept. co-chair
Classroom Teacher	Kristy Sykes	Arkansas Career Education FACS	CREW, CREW 10th grade team, Public Relations Task Force
Classroom Teacher	Kyle Adams	Basketball Coach and Physical Education and Basketball Coach.	GEM, GEM 10th grade team, Public Relations Task Force, Crisis Committee
Classroom Teacher	Laura Leto	SPED	Crisis, attendance, behavior/discipline, transition, incentive/celebration, enrollment

Classroom Teacher	Laura Ring	Science Teacher	CREW, CREW 12th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Leslie Frewert	ALLPS Chemistry/Physics	
Classroom Teacher	Leslie Martin	Special Ed Teacher	CREW, CREW 11th grade team, Collaborativce Student Intervention (RTI) Task Force
Classroom Teacher	Leverett Archer	Guided Study	Crisis, attendance, behavior/discipline, transition, incentive/celebration, enrollment
Classroom Teacher	Libby Combs	Special Education Dept.	CREW, CREW 12th grade team, Public Relations Task Force, Parental Involvement Committee, Project Graduation Committee
Classroom Teacher	Linda Clay	Arkansas Career Education Business Education Teacher	GEM, GEM 10th grade team, 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, CREW 10th grade team, Advisory Task Force
Classroom Teacher	Linda Stocker	Science Teacher	GEM, GEM 10th grade team, Collaborative Student Intervention (RTI) Task Force, Parental Involvement Committee
Classroom Teacher	Linda Turner	Social Studies Teacher	FACE, FACE 12th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Lindsey Wimberly	Math	GEM, GEM 11th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Luke Adams	social studies teacher	Project Graduation Committee,Crisis, attendance, behavior/discipline, transition, incentive/celebration, enrollment
Classroom Teacher	Lynn Burnett	Social Studies Dept.	FACE, FACE 11th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Maggie McGriff	Arkansas Career Education - FACS	CREW, CREW 10th grade team, Public Relations Task Force
Classroom Teacher	Mark Reif	ScienceTeacher.	GEM, GEM 12th grade team, Collaborative Student Intervention (RTI) Task Force, Technology Committee
Classroom Teacher	Mark White	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
Classroom Teacher	Matthew Peterson	Social Studies	CREW, CREW 10th grade team, Collaborative Student InterventionI (RTI) Task Force
Classroom Teacher	Melissa Mensch	Math	GEM, GEM10th grade team, Collaborative Student Intervention (RTI) Task Force, Geometry Committee
Classroom Teacher	Melody Jones	English Dept. Co-Chjair, English Teacher	FACE, FACE 12th gr0ade team, Collaborative Student Intervention (RTI) Task Force, English Dept Co-Chair, Technology Committee
Classroom Teacher	Meredith Asbury	Arkansas Career Education - FACS	CREW, CREW 11th grade team, Public Relations Task Force
Classroom Teacher	Michael Kaminski	Science Teacher and Swim Coach	CREW, CREW 10th grade team, Collaborative Student Intervention (RTI) Task Force, Biology Committee
Classroom Teacher	Michelle Fyfe	English Teacher and Dog Crew Sponsor	GEM, GEM 12th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Michelle Miller	CREW Lead Teacher, member/Math Dept.	CREW Lead Teacher, CREW Collaborative Student Intervention (RTI), Public Relations and Advisory Task Force, CAP, Project Graduation Committee
Classroom Teacher	Michelle Moore	World Language Teacher	GEM, GEM 12th grade team, Advisory Task Force
Classroom Teacher	Mike Johnson	Science Teacher.	CREW, CREW 10th grade team, Collaborative Student Intervention (RTI) Task Force, Technology Committee
Classroom Teacher	Mike Robinson	Math Teacher.	FACE, FACE 12th grade team, Advisory Task Force
Classroom Teacher	Mike Thomas	Teacher	FACE, FACE 12th grade team, Advisory Task Force, Parental Involvement
Classroom Teacher	Mim Heinrichs	World Languages Dept.	FACE, FACE Advisory Task Force, WL Department Chair, Parental Involvement Committee
Classroom Teacher	Molly Carman	English Teacher	CREW, CREW 12th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Nate Magre	Social Studies Teacher.	FACE, FACE 11th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Neil	Social Studies Teacher.	GEM, GEM 12th grade team, Collaborative Student Intervention

Teacher	Norberg		(RTI) Task Force
Classroom Teacher	Pamela Baker	Math Dept Co-ChairMath Teacher.	FACE, FACE 10th grade team, Collaborative Student Intervention (RTI) Task Force, Parental Involvement Committee, Math Dept Co-Chair
Classroom Teacher	Pete Howard	World Languages Teacher	CREW, CREW 12th grade team, Public Relations Task Force
Classroom Teacher	Randall Dickinson	Arkansas Career Education - Engineering	GEM, GEM 12th grade team, Advisory Task Force
Classroom Teacher	Richard Ternes	Arkansas Career Education- Sports Med	CREW, CREW 11th grade team, Advisory Task Force
Classroom Teacher	Rita Caver	Social Studies Dept.;AP Department Chair	FACE, FACE 10th grade team, Advisory Task Force, AP Dept. Chair
Classroom Teacher	Robin Buff	Science Teacher	FACE, FACE 10th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Russ Cole	member/Social Studies Dept.	FACE, FACE 10th grade team, Collaborative Student Intervention (RTI) Task Force, Graduation Committee
Classroom Teacher	Sarah Applegate	English Teacher	CREW, CREW 10th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Sarah Roberson	member/Librarian	FACE, Literacy Committee, Technology Committee
Classroom Teacher	Scott Gallagher	Social Studies Teacher and Baseball Coach.	CREW, CREW 10th grade team, Advisory Task Force, Crisis Committee
Classroom Teacher	Scott Lampkin	Social studies teacher	GEM, GEM 11th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Scott Williams	Science Teacher and Coach	CREW, CREW 12th grade team, Collaborative Student Intervention (RTI) Task Force,Technology Committee
Classroom Teacher	Stephanie Sandven	Orchestra Teacher	FACE, Celebration Committee
Classroom Teacher	Stephen Adams	Social Studies Teacher and Chair	GEM, GEM 12th grade team, Collaborative Student Intervention (RTI) Task Force, Technology Committee, SS Dept. Chair
Classroom Teacher	Stephen Teague	Arkansas Career Education	FACE, FACE 10th grade team, Public Relations Task Force
Classroom Teacher	Suki Highers	Social Studies and AVID Teacher	GEM, GEM 12th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Susan Golbski	science teacher	FACE, FACE 11th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Susan Hunt	Social Studies Teacher.	FACE, FACE 12th grade team, Advisory Task Force
Classroom Teacher	T. Vance Arnold	Baseball coach, Social Studies and Student Government Depts.	CREW, CREW 11th grade team, Collaborativce Student Intervention (RTI) Task Force
Classroom Teacher	Tam Stassen	World Languages Teacher	GEM, GEM 12th grade team, Advisory Task Force
Classroom Teacher	Tanya Evans	World Languages Teacher	GEM, GEM 11th grade team, Public Relations Task Force
Classroom Teacher	Theodore Farah	social studies teacher and coach	GEM, 11th grade team, Collaborative Student Intervention (RTI) Task Force, Crisis Committee
Classroom Teacher	Thomas Cochran	English Teacher.	FACE, FACE 12th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Tim Chitwood	Science Teacher.	GEM, GEM11th grade team, Collaborative Student Intervention (RTI) 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, GEM 11th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Tom Whitaker	special education teacher	GEM, GEM10th grade team, Collaborative Student Intervention (RTI) Task Force, Technology Committee
Classroom Teacher	Tommi Caston	English History	CREW, CREW 10th grade team, Collaborative Student Intervention (RTI) Task Foce
Classroom Teacher	Tommy Deffebaugh	Coach, Health and PE	CREW, CREW 12th grade Team, Public Relations Task Force, Intramurals Committee, Wellness Committee
Classroom Teacher	Tracey Holyfield	Family and Consumer Science	Crisis, attendance, behavior/discipline, transition, incentive/celebration, enrollment

Classroom Teacher	Trever Cooper	Fine Arts- Oral Communications	FACE, FACE 10th grade team, Public Relations Task Force
Classroom Teacher	Vic Rimmer	Math and Basketball Coach	FACE, FACE 12th grade team, Collaborative Student Intervention (RTI) Task Foce, Geometry Committee, CRISIS
Classroom Teacher	Virginia Swinney	member/Math Dept	FACE, FACE 11th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Warren Collier	Math	CREW, CREW 11th grade team, Collaborative Student Intervention (RTI) Task Force
Classroom Teacher	Warren Rosenaur	member/Fine Arts Dept.	FACE, FACE 11th grade team, Public Relations Task Force
Classroom Teacher	Wendell Harris	Science and Athletics Depts.	CREW, CREW 12th grade team, Advisory Task Force, Crisis Committee
Classroom Teacher	William Rosser	Science Teacher	FACE, FACE 10th grade team, Public Relations Task Force, Technology Committee
Classroom Teacher	Yesenia Dodds	ESL Teacher	FACE, FACE 12th grade team, Public Relations Task Force
Classroom Teacher	Zac Clarke	Arkansas Career Education, Football Coach	GEM, GEM 11th grade team, Public Relations 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 or Mathematics	ACSIP, Geometry Committee
District-Level Professional	Karen Fuller	English Instructional Facilitator	ACSIP
Non-Classroom Professional Staff	Alison Knox	Nurse	ACSIP, Crisis Committee, Wellness 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	Cassandra Barnett	Library Dept Chair Librarian	GEM, Technology 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 Coordinator	GEM, CREW, FACE, ACSIP Chair, CCC, CAP
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	Doug Wright	member/School Counselor	FACE, 10th, 11th and 12th grade team, CAP, Graduation Committee
Non-Classroom Professional Staff	Hannah Fleming	ACSIP Assistant	CAP
Non-Classroom Professional Staff	John Foster	Resource Officer	Crisis Committee
Non-Classroom Professional Staff	Kelly Gangluff	Nurse	ACSIP, Crisis Committee, Wellness Committee

Non-Classroom Professional Staff	Kim Cook	Special Services Designee	ACSIP
Non-Classroom Professional Staff	Kristy Scott	Data Analyst	RTI/Dropout, ACSIP
Non-Classroom Professional Staff	Lesli Zeagler	member/School Counselor	Creative Scheduling Committee, CAP
Non-Classroom Professional Staff	Lori Hall	technology coach	technology
Non-Classroom Professional Staff	Louise Gamache	Teacher/Study Hall	
Non-Classroom Professional Staff	Tina Bulla	Counselor	CREW, CREW 10th, 11th and 12th grade team, Student/Teacher Handbook Committee, Wellness Committee
Parent	Jim Stowe	Member	Parent Involvement
Parent	Jorge Lopez-Mendoza	member	ACSIP Planning
Parent	Patty Sullivan	ACSIP Committee	Parent Engagement
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	Evelyn Marbury	member/Assistant Principal	CAP, AVID
Principal	Jon Gheen	Assistant Principal, ALLPS	Literacy Committee, Crisis, attendance, behavior/discipline, transition, incentive/celebration, enrollment
Principal	Steve Jacoby	principal	Student/Teacher Handbook Committee, Geometry Committee, Biology Committee