

School Plan

HAZEN HIGH SCHOOL
477 N. HAZEN AVE.,HAZEN, AR 72064

Arkansas Comprehensive School Improvement Plan

2013-2014

The Mission of Hazen High School is to provide opportunities for academic achievement in a safe, non-threatening environment which promotes the development of responsible, productive citizens for our school, community, and nation.

Grade Span: 9-12 Title I: Not Applicable

School Improvement: SI_2

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Priority 1: Literacy

Goal: All students will show improvement in literary, content and practical open response

Priority 2: Mathematics

Goal: All students will improve Mathematics skills in all math strand areas of Open Response.

Priority 3: Special Education

Goal: Hazen High School will address the disproportionality of minority students in special education.

Priority 4: Wellness

Goal: Hazen High School will provide support for students in making Healthy Lifestyle Choices by implementing programs that aid in decreasing the number of students who are overweight or at-risk of becoming overweight.

Priority 1: Literacy Skills on the Benchmark and Literacy Exams will improve.

1. Literacy-11th Exam The results for the 2009 EOC Literacy exam were: Combined: 49: 49% proficient African American: 13 students: 15.5% proficient Caucasian: 36 students: 61.1% proficient Economically Disadvantaged: 27 students: 25.9% proficient Disabilities: 4 student: 75% proficient The lowest identified areas were Literary and Practical Open Response. The results for the 2010 EOC Literacy exam were: Combined: 34 students: 52.9% proficient African American: 9 students: 22.2% proficient Caucasian: 25 students: 64% proficient Economically Disadvantaged: 15 students: 33.3% proficient Disabilities: 4 student: 75% proficient The lowest identified areas were Literary and Practical Open Response. The results for the 2011 EOC Literacy exam were: Combined: 47 students: 55.3% proficient African American: 11 students: 45.5% proficient Caucasian: 34 students: 55.9% proficient Economically Disadvantaged: 24 students: 37.5% proficient Disabilities: 2 students: 0% proficient The lowest identified areas were Literary and Practical Open Response. The lowest identified areas for Students with Disabilities were: Content and Practical Open Response The results for the 2012 EOC Literacy exam were: Combined: 38 students: 50% proficient The targeted Achievement Gap Group (TAGG) was composed of 30 students, with a proficiency percentage of 36.67%. African American: 15 students: 20% proficient Caucasian: 34 students: 55.9% proficient Economically Disadvantaged: 30 students: 36.67% proficient Disabilities: 4 students: 25% proficient The lowest identified areas were Literary and Practical Open Response in Reading and Content and Style in Writing. The lowest identified areas for Students with Disabilities were: Content, Style and Practical Open Response.
2. The graduation rate for 2009 was 80.1%. The graduation rate for 2010 was 84.2%. The graduation rate for 2011 was 82.93%
3. 2009 ACT: The average score in English was 20.4. 2010 ACT: The average score in English was 16.9. 2011 ACT: The average score in English was 18. 2012 ACT: The average score in English was 2009 ACT: The average score in Reading was 21.2 2010 ACT: The average score in Reading was 17.4. 2011 ACT: The average score in Reading was 18.8. 2012 ACT: The average score in Reading was
4. Literacy Quarterly Assessment Data of 2011-2012 for the combined adjusted percentage showed Reading: 9th Grade 85% correct, 10th Grade 77% correct, 11th Grade 77% correct. Data for Writing: 9th Grade 84% correct, 10th Grade 81% correct, 11th Grade 81% correct.

Supporting
Data:

Goal All students will show improvement in literary, content and practical open response

To meet the state AMO for 2012-2013, there will be a 9.04 point increase in the number of students

Benchmark scoring proficient or advanced on the 11th grade Literacy Benchmark exam.

Intervention: Hazen High School will implement CLASS and Common Core instruction in grades 9 to 12.				
Scientific Based Research: Fielding, Linda, Pearson, David: Reading Comprehension:What Works;Educational Leadership, February 1994 Biancarosa, G and Snow, C.E. (2004) Reading Next-A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. Strategies That Work, Stephanie Harvey and Anne Goudavis,2007 Guiding Readers and Writers, Fountas, Irene and Punnell, Gay Su, 2001 Instructional Rounds in Education: A network approach to improving teaching and learning. E. A. City, R. F. Elmore, S. E. Fiorman, and L. Teitel. Harvard Education Press, Cambridge, MA. 2011.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
High school data show that our students have difficulty comprehending written materials and writing both expository and non-expository essays. Teachers will be trained in reading comprehension and writing strategies across the curriculum. Student work and TLI testing will be used to assess student progress. Action Type: Professional Development	Roxanne Bradow, Judy Foot, Outside Consultants	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
Teachers will use The Learning Institute to develop curriculum maps and pacing guides to ensure there are no gaps in instruction and provide teachers with a basis for instruction.. Action Type: Alignment Action Type: Collaboration	Roxanne Bradow, Classroom Teachers, Judy Foot	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Language Arts teachers will be trained in Comprehensive Literacy for Adolescent Student Success (CLASS)and in research-based practices. (Morgan, Z. King, N. Bradow) Action Type: Professional Development	Roxanne Bradow, Judy Foot, Language Arts Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
The school will continue to contract with Renaissance Learning to provide Accelerated Reader as part of the continuous classroom assessment. Accelerated Reader Software and AR Best Practices; Key scientifically based research summary. March, 2012. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Language Arts Teachers, Judy Foot	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers Performance Assessments School Library Teachers 	NSLA (State-281) \$1800.00 - Purchased Services: ACTION BUDGET: \$1800
The STAR Reader program will be used as an assessment to determine reading levels in all grades as a pre-test and a post-test, and to evaluate the effectiveness of the plan with a mid-year assessment to monitor progress. Laurits R.Christensen Associates. (2010); U. S. Department of Education: National Center on Response to Intervention	Language Arts Teachers, Judy Foot, Angie Hambrick, Trilby Shelman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Performance Assessments School Library Teachers 	ACTION BUDGET: \$

(2010) Action Type: Program Evaluation Action Type: Technology Inclusion				
Students who have reached Proficiency in Literacy will be given enrichment activities through differentiation of instruction. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion	Roxanne Bradow, Lisa Martin, Classroom Teachers, Media Specialist, Judy Foot	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	ACTION BUDGET: \$
District staff and community will participate in the culture of reading. Action Type: Collaboration	Roxanne Bradow, Curriculum Specialist, Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders District Staff Public Library 	ACTION BUDGET: \$
Teachers will facilitate students' practice of Bloom's upper level thinking skills. Action Type: Collaboration	Roxanne Bradow, Lisa Martin, Faculty, Judy Foot	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Purchase books for the high school library to support and enhance literacy lab instruction. Action Type: Collaboration Action Type: Equity	Angie Hambrick	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants School Library Teachers 	NSLA (State-281) \$4300.00 - Materials & Supplies: ACTION BUDGET: \$4300
Language Arts teachers will implement The Learning Institute Alignment Document and pacing guides in accordance with the Arkansas Frameworks and the Common Core State Standards. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Roxanne Bradow, Judy Foot	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The school will contract with The Learning Institute which will provide and score interim assessments as an evaluation tool for the effectiveness of the plan. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Roxanne Bradow, Judy Foot	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	NSLA (State-281) \$6000.00 - Purchased Services: ACTION BUDGET: \$6000
A full time paraprofessional will be employed to tutor students who were not proficient on the benchmark and provide assistance to low achieving and at risk students in the classrooms and the computer lab. The paraprofessional will work under the supervision of a certified teacher.(Shelman) Action Type: Collaboration Action Type: Equity	Roxanne Bradow	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	NSLA (State-281) - \$14792.00 Employee Salaries: NSLA (State-281) - \$3204.00 Employee Benefits: ACTION BUDGET: \$17996
A before and after-school	Roxanne	Start:	<ul style="list-style-type: none"> Administrative 	

intervention program will be offered to all students who were not proficient on the EOC Literacy Exam or the 8th grade Literacy section of the benchmark and/or who are reading below grade level. Action Type: Collaboration Action Type: Equity	Bradow, Judy Foot, Classroom Teachers	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Staff District Staff Performance Assessments Teachers 	NSLA (State-281) - Employee Salaries: \$2000.00 NSLA (State-281) - Employee Benefits: \$580.00 <hr/> ACTION BUDGET: \$2580
Purchase supplemental materials (professional texts, classroom sets of books, classroom library books, etc.) to enable literacy teachers to supplement the CLASS and Common Core instruction and to provide content area teachers materials enabling them to supplement the literacy and writing instruction in all content areas. Action Type: Alignment Action Type: Equity	Roxanne Bradow, Classroom Teachers, Judy Foot	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	Title VI State - Materials & Supplies: \$5019.75 NSLA (State-281) - Materials & Supplies: \$7000.00 <hr/> ACTION BUDGET: \$12019.75
The ACSIP Plan will be reviewed periodically to ensure its effectiveness. Action Type: Program Evaluation	Building Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
The school will continue to recruit, maintain and provide instruction from highly qualified teachers. Action Type: Collaboration	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Each student in grades 9-12 will contribute two independent writing pieces to their portfolio each 9 weeks. These writing pieces will exhibit growth and be aligned with the requirements of The Learning Institute document and curriculum maps. Action Type: Alignment Action Type: Collaboration	Principal, ELA Teachers, Judy Foot	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Students will contribute one content area writing piece per 9 weeks to foster cross-curricular literacy. An initial writing sample will be obtained to use as a diagnostic assessment to drive classroom instruction. Action Type: Program Evaluation	Building Principal, Curriculum Specialist, Classroom teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Students who need remediation will be taught strategies to increase achievement. Parents of students who need to be remediated will be notified. Action Type: AIP/IRI Action Type: Collaboration	Principal, Classroom Teachers, Curriculum Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Teachers will analyze test data and	Principal,	Start:	<ul style="list-style-type: none"> Administrative 	<hr/>

develop Academic Improvement Plans for all students scoring below proficient. Action Type: AIP/IRI Action Type: Collaboration	Teachers, Curriculum Specialist	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Staff Computers Teachers 	ACTION BUDGET: \$
The Edmentum program will be used so that students can do computer-based, differentially-assigned remediation at school or at home. Action Type: Equity Action Type: Technology Inclusion	Matt Donaghy, Roxanne Bradow, Faculty	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers Performance Assessments Teachers 	NSLA (State- 281) - \$14000.00 Purchased Services: ACTION BUDGET: \$14000
The school will offer a rigorous curriculum aligned with the Arkansas Frameworks and the Common Core State Standards. Pre AP and AP classes will be offered in all core subject areas. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Building Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Grade level reading ability determined by the STAR Reading Assessment in 9-12 will be supported by such methods as teacher read alouds, choral, and shared readings. Scores will drive explicit comprehension strategy instruction incorporating teacher modeling and think-alouds.	Principal, Curriculum Specialist, ELA Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Teachers will receive professional development in reading and writing strategies, including job-embedded professional development. Regular meetings will be held with all teachers to evaluate lesson plans, student work, and to re-enforce strategies learned during professional development. The curriculum specialist, principal, and the leadership team will mentor teachers who need help implementing the reading and writing strategies learned during professional development. The Stephen G. Barkley coaching model and the Diane Sweeney "Instructional Rounds" model will be used. Teachers will be coached in the implementation of the strategies of Robert J. Marzano (Classroom Instruction That Works), Close Reading Strategies of Douglas Fisher, and the Productive Group Work Strategies of Nancy Frey, et.al, and in using the Instructional Rounds model of Elizabeth A. City, et. al. Action Type: Collaboration Action Type: Professional Development	Principal, Curriculum Specialist, Leadership Team	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	PD (State- 223) - Materials \$8784.00 & Supplies: NSLA (State- 281) - \$19221.00 Purchased Services: NSLA (State- 281) - \$5000.00 & Supplies: ACTION BUDGET: \$33005

Action Type: Program Evaluation				
The high school will provide parents written notice about the school's AMO identification status.	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
The principal will use data from classroom walkthroughs, from informal and formal evaluations, and from teacher-led instructional rounds to monitor and improve instruction. Action Type: Program Evaluation	Principal, Curriculum Specialist, Debbie Carlyle, Angie Hambrick	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
The school will purchase 20 laptop computers to enable students access to computerized supplemental instructional programs such as Renaissance Place, Edmentum, Gizmos and numerous online programs that will provide students differentiated instruction and extra practice. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Roxanne Bradow	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Materials & Supplies: \$25000.00 ACTION BUDGET: \$25000
The school will hire a 7/8-time Curriculum and Instructional Specialist to work with students and teachers to improve classroom teaching and learning. The Curriculum and Instructional Specialist will provide professional development training and instructional support to district teachers and paraprofessionals in an effort to improve all aspects of literacy instruction. Training, instruction, and monitoring of literacy instructional strategies to ensure they are job embedded and monitoring of student success will be provided to staff members on a daily basis by the the Curriculum and Instructional Specialist.	Building Principal	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Employee Benefits: \$11026.00 NSLA (State-281) - Employee Salaries: \$42615.00 ACTION BUDGET: \$53641
CPS clicker systems will be purchased to supplement whole classroom instruction and evaluation of student knowledge and skills mastery, and to provide opportunities for immediate formative assessment feedback. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Roxanne Bradow, Classroom Teachers, Judy Foot	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - Materials & Supplies: \$11365.00 ACTION BUDGET: \$11365
The school will purchase 30 Chromebook computers, storage cart and supplies necessary for a laptop lab which will enable students access to computerized supplemental instructional programs such as Renaissance Place and Edmentum and numerous online programs and websites such as Khan Academy that will provide	Building principal, Tracy Caviness	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	NSLA (State-281) - Materials & Supplies: \$14000.00 ACTION \$14000

students differentiated instruction, access to flipped classrooms, and extra practice. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion				BUDGET:
The high school Leadership Team will receive training through the Arkansas Leadership Institute in improving teaching and learning in all content areas. Action Type: Collaboration Action Type: Professional Development	Roxanne Bradow, Leadership Team	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Purchased Services: \$5500.00 ACTION BUDGET: \$5500
The school will purchase Buckle Down workbooks for all Biology students to improve practical reading skills. Action Type: Alignment Action Type: Equity	Building principal, teachers	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Materials & Supplies: \$550.00 ACTION BUDGET: \$550
Title IIA funds will be used to provide training for teachers. This is in addition to the required 60 hours of professional development. Action Type: Professional Development	Building principal	Start: 07/01/2013 End: 06/30/2014		Title II-A - Purchased Services: \$10000.00 Title II-A - Materials & Supplies: \$3305.00 ACTION BUDGET: \$13305
Professional Development funds will be used to provide teachers training in instructional strategies according to the needs assessment. This will be part of their required 60 hours of professional development training. Action Type: Professional Development	Roxanne Bradow, Judy Foot, Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	PD (State-223) - Purchased Services: \$20000.00 PD (State-223) - Materials & Supplies: \$3500.00 ACTION BUDGET: \$23500
Several assessment strategies will be used to determine whether or not implemented programs and processes have been successful. The students will be given the STAR test at the beginning of the year and at the end to compare scores. Individual students will be tracked according to the TLI formative assessments. Classroom Walkthroughs, Instructional Rounds, and informal and formal evaluations will be used to determine curriculum rigor according to Bloom's Taxonomy and alignment with AR frameworks and Common	Roxanne Bradow, Judy Foot, teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Core. This data will be reviewed regularly. The Buckledown workbooks have both pre-and post-assessments, as does the Edmentum computer program. Portfolios will also be kept on each student to monitor their improvement in English Language Arts. Students who take advantage of the after-school tutoring will have their grades in literacy class checked for improvement. Action Type: Program Evaluation				
The high school will purchase 6 high definition camcorders to use in the classrooms for project-based learning. Action Type: Technology Inclusion	Roxanne Bradow, Classroom Teachers	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Materials & Supplies: \$1500.00 ACTION BUDGET: \$1500
The high school will purchase 5 digital cameras for use in the classrooms to enhance project-based learning. Action Type: Technology Inclusion	Roxanne Bradow, Classroom Teachers	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Materials & Supplies: \$750.00 ACTION BUDGET: \$750
Eighty headsets will be purchased to enhance student focus when using the Edmentum and other computer-based learning programs in classrooms and computer labs. Action Type: Technology Inclusion	Roxanne Bradow, Judy Foot, Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	NSLA (State-281) - Materials & Supplies: \$2000.00 ACTION BUDGET: \$2000
Twenty laptop computers with integrated webcam will be purchased to enable students to access computerized supplemental instructional programs that allow for differentiated instruction, flipped-classroom instruction, and extra practice. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Roxanne Bradow, Tracy Caviness, Classroom Teachers, Judy Foot	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	NSLA (State-281) - Materials & Supplies: \$15000.00 ACTION BUDGET: \$15000
State professional development funds will be used to provide teachers additional training in Common Core strategies. This is in addition to the required 60 hours of professional development. Action Type: Professional Development	Roxanne Bradow, Judy Foot	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	PD (State-223) - Materials & Supplies: \$1000.00 PD (State-223) - Purchased Services: \$3000.00 ACTION BUDGET: \$4000
The school will purchase materials and supplies for classrooms	Roxanne Bradow	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative Staff 	NSLA

enabling teachers to provide differentiated instruction using computers purchased with NSLA funds. Action Type: Technology Inclusion		End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	(State-281) - Materials \$2500.00 & Supplies: <hr/> ACTION BUDGET: \$2500
Total Budget:				\$264311.75
Intervention: Parental Involvement				
Scientific Based Research: Ritenour, D. (2004). Beyond the booster club: Connecting schools, families, and communities at the secondary level. SEDL Letter, 16(2), 15–17., C. Ferguson & V. Rodriguez (2005). Engaging Families at the Secondary Level; What schools can do to support family involvement; National Center for Family and Community Connections with Schools; Southwest Educational Development Laboratory (SEDL). C. Devarics & E. O'Brien (2001) Back to School: How parent involvement affects student achievement; Report for the Center for Public Education.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will maintain a Parent Center for parents to use. Parenting materials will be available in the Parent Center. Action Type: Parental Engagement	Roxanne Bradow, Angie Hambrick, Scarlett Golleher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants School Library Teachers 	ACTION BUDGET: \$
The school will provide for parents Informational Packets containing pertinent school information. Action Type: Parental Engagement	Roxanne Bradow, Scarlett Golleher, Angie Hambrick	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
The school will host activities and events where parents will be invited and encouraged to attend, such as Open House, Parent/Teacher Conferences, Financial Aid nights, ballgames and pep assemblies. Action Type: Collaboration Action Type: Parental Engagement	Roxanne Bradow, Scarlett Golleher, Faculty	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Parents and community members will participate in various booster clubs that support specific organizations such as band and athletics. Action Type: Collaboration Action Type: Parental Engagement	Roxanne Bradow, Faculty	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
Parents will participate in club and organization activities such as Student Council, blood drives, FCCLA, and FBLA. Action Type: Collaboration Action Type: Parental Engagement	Debbie Carlyle, Renae Nelson, Lindsey Loftin, Tana Miller, Dale Bitting	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
A seminar will be offered for parents and community members on ways to become involved with the high school and to start a PTO or PTA. A Volunteer Resource Book will be developed from this and other meetings. Action Type: Collaboration Action Type: Parental Engagement	Roxanne Bradow	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Outside Consultants Teachers 	ACTION BUDGET: \$
The school will provide resource	Roxanne	Start:	<ul style="list-style-type: none"> Administrative 	

materials to parents, such as parenting brochures, pamphlets and student handbooks. This information will also provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment and to engage in other activities to help a parent assist in his or her child's learning. Action Type: Parental Engagement	Bradow, Scarlett Goleher, Angie Hambrick	07/01/2013 End: 06/30/2014	Staff • District Staff • Outside Consultants • School Library	ACTION BUDGET: \$
A Parent Involvement Committee composed of parents, teachers, community leaders, and parents of special education students will be maintained. Action Type: Collaboration Action Type: Parental Engagement	Roxanne Bradow. Scarlett Golleher	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders • Teachers	ACTION BUDGET: \$
Parents, students and community members will participate in site based committees. Action Type: Collaboration Action Type: Parental Engagement	Roxanne Bradow	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: \$
Financial Aid workshops will be offered to assist parents of students interested in post-secondary education. Action Type: Parental Engagement	Scarlett Golleher	Start: 07/01/2013 End: 06/30/2014	• District Staff • Outside Consultants • School Library	ACTION BUDGET: \$
Parents, alumni, and community members will share expertise in content related areas. Action Type: Collaboration Action Type: Parental Engagement	Tana Miller, Lindsey Loftin, Dale Bitting, Debbie Carlyle	Start: 07/01/2013 End: 06/30/2014	• Community Leaders • Teachers	ACTION BUDGET: \$
The school will employ one certified staff member to act as Parent Facilitator. (Hambrick) Action Type: Parental Engagement	Superintendent	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff	ACTION BUDGET: \$
A parent survey will be conducted to find those parents who are interested in volunteering at school, and a Volunteer Resource Book will be made that lists the names of parents who are interested in volunteering, when they are available, and in what way they are willing to help. Action Type: Equity Action Type: Parental Engagement	Roxanne Bradow	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: \$
The school's process for resolving parental concerns will be added to the student handbook. Action Type: Collaboration Action Type: Parental Engagement	Roxanne Bradow	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: \$
A Parent Survey will be distributed at the end of the year to all parents to determine the strengths and weaknesses of the Parent Involvement Plan. The Parent Involvement Committee will meet in the summer to evaluate the survey and plan for the next year.	Roxanne Bradow	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation				
The school will host two parent teacher conferences. One in the fall and one in the spring. Action Type: Collaboration Action Type: Parental Engagement	Roxanne Bradow	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
The school will contract with Tassel Time to improve student performance by giving parent access to information on ways to increase student achievement. This will also increase parent involvement, support teachers, and engage the learning community. Action Type: Parental Engagement Action Type: Technology Inclusion	Building Principal, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Teachers 	NSLA (State-281) - \$500.00 Purchased Services: <hr/> ACTION BUDGET: \$500
Resolving Complaints or Grievances will be placed in the student handbook and states The Hazen School District recognizes that there are times when parents do not agree with the actions taken by school personnel regarding a student's behavior or academic work. If such a situation occurs, parents must appeal the action at the level at which the action was taken. The levels in the system are as follows: Level 1: Teacher Level 2: Building Principal Level 3: District Superintendent Level 4: School Board Complaints and Grievances will be referred back to the appropriate level if the person at that level has not had an opportunity to hear the appeal. If parents are not satisfied with the results of the appeal, they have the right to appeal at the next level. If a student or the parent of a student involved in a disciplinary ruling wishes to contest a disciplinary ruling or a condition or circumstance imposed by a teacher or school administrator, the procedure which follows should be used by the person filing the complaint. Normally, the complaint is oral; however, any party to a complaint may at any time request that a complaint be made in writing. 1. The complaint must be directed to the person who originally took the action upon which the complaint is based. The person should reconsider his/her action and give his/her decision to the complainant. 2. If the complainant is not satisfied with the decision of the person who originally took the action, the complaint must be directed to the	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

principal. The principal shall review the original action which was taken and render a decision or suggest a solution which might be mutually satisfactory to all parties. If either party is not satisfied with the decision of the principal, the complaint may be directed to the superintendent. 3. The superintendent shall review the complaint and shall issue a decision regarding the complaint. Any further appeal must be made to the board of education through regular procedures (provided by the superintendent) for appearing before the board. Action Type: Collaboration Action Type: Parental Engagement				
Information will be provided to parents on the EOC exams and provide parents instruction on how they can help support their student's efforts on the exams. Action Type: Collaboration Action Type: Parental Engagement	Principal, Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
The high school will provide food for parents and community members who attend meetings with school personnel in order to strengthen and build community and parental involvement. Action Type: Collaboration Action Type: Parental Engagement	Roxanne Bradow, Judy Foot	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	NSLA (State-281) - \$3000.00 Purchased Services: ACTION BUDGET: \$3000
Total Budget:				\$3500

Priority 2: Mathematics Skills on the EOC Algebra and EOC Geometry will improve.

- Supporting Data:
- EOC-Algebra 2011 - 43 students were tested and 86% were proficient or advanced. One student did not pass. Of the African American students 94% were proficient or advanced, and of the Caucasian students 96% were proficient or advanced. Of the IEP students one was proficient and one did not pass. All students scored low on the open response items. 2010 - 46 students were tested and 74% were proficient or advanced. Two students did not pass the exam. All subgroups did less well on the open response questions.
 - EOC-Geometry 2010 - 34 students were tested with 86.1% proficient or advanced. All subgroups did less well on the open response questions. 2011 - 42 students were tested with 67% proficient or advanced. Sixty three percent of the African American students were proficient or advanced, and 77% of the Caucasian students were proficient or advanced. Of the two IEP students, one scored proficient and one scored basic. Students scored lowest on the open response questions. Eighty eight students were tested in math in 2009. Of those 75% were proficient. In 2010 81.6% of 76 students were proficient, and 77.3% of the 88 math students were proficient in 2011. Students scored lowest on the open response questions.
 - In 2008 the graduation rate was 92.4%. In 2009 the graduation rate was 80.1%. In 2010 the graduation rate was 84.2%.
 - 2009 ACT the average score on Mathematics was 19.8. 2010 ACT the average score on Mathematics was 17.8. 2011 ACT the average score on Mathematics was 18.1.
 - Eighty eight students were tested in math in 2009. Of those 75% were proficient. In 2010 81.6% of 76 students were proficient, and 77.3% of the 88 math students were proficient in 2011.
 - 2010-2011 Quarterly Assessment Data for Algebra I was 46% correct and Geometry was 43% correct.

Goal All students will improve Mathematics skills in all math strand areas of Open Response.
Based on the state AMO, there will be an increase in the number of students scoring proficient or

advanced on the Benchmark exam. The Combined population percentage will increase 5 points, the Benchmark African American will increase 12.9 points, the Caucasian will increase 3.5 points, and the Economically Disadvantaged will increase 8 points.

Intervention: Teachers will use technology and various mathematics manipulatives to provide differentiated instructional strategies to meet the needs of all math students.				
Scientific Based Research: Grouws,Douglas and Cebulla,Kristin;Improving Student Achievement in Math; ERIC Clearinghouse for Science Mathematics and Environmental Education, December 2000. Ysseldyke,Jim and Tardrew, Steven; Differentiating Math Instruction; Renaissance Learning, 2003				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will be trained to use math related open response and multiple choice questions across the curriculum. Action Type: AIP/IRI Action Type: Professional Development	Roxanne Bradow, Judy Foot	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
A checklist will be used to ensure that all math skills stated on the math frameworks are being taught. Action Type: Alignment Action Type: Program Evaluation	Roxanne Bradow, Math Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Math teachers, with the help of The Learning Institute, will develop curriculum maps and pacing guides according to the Arkansas Curriculum Frameworks. Action Type: Alignment	Principal, Faculty	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Implement the use of math manipulatives, computers and graphing calculators in the math classrooms to support instruction and student learning. Action Type: Equity Action Type: Technology Inclusion	Roxanne Bradow, Faculty	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Outside Consultants Teachers 	ACTION BUDGET: \$
Student data will be analyzed on a regular basis to determine the effectiveness of the ACSIP plan. Action Type: Collaboration Action Type: Program Evaluation	Roxanne Bradow	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Teachers will develop and administer The Learning Institute interim assessments quarterly throughout the year in grades 9-12 to evaluate the progress of all students in Algebra I, Geometry, Bridge to Algebra, and Algebra II. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Roxanne Bradow	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The ACSIP Plan will be reviewed periodically to ensure its effectiveness. Action Type: Program Evaluation	Building Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
NSLA funds will be used to purchase materials to enable teachers to provide differentiated math instruction. Action Type: Collaboration	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	NSLA (State-281) \$2000.00 - Materials & Supplies:

Action Type: Equity				ACTION BUDGET: \$2000
The school will purchase 1 classroom set of graphing calculators to enhance the instruction of the Common Core standards in the Algebra I, Algebra II and Geometry classes. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Roxanne Bradow, Angie Tripp, Lauren King	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Materials & Supplies: \$3100.00 ACTION BUDGET: \$3100
Teachers in math will use Gizmos from Explore Learning to supplement math instruction with interactive simulations. Action Type: Equity Action Type: Technology Inclusion	Angie Tripp and Lauren King	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Purchased Services: \$2400.00 ACTION BUDGET: \$2400
An afterschool intervention program will be offered to all students that were not proficient on the EOC Math Exams and the 8th grade Math section of the benchmark. Action Type: AIP/IRI Action Type: Equity	Building principal, teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - Employee Benefits: \$580.00 NSLA (State-281) - Employee Salaries: \$2000.00 ACTION BUDGET: \$2580
Professional Development State funds will be used to provide teachers additional training in Common Core strategies. This is in addition to the required 60 hours of professional development. Action Type: Professional Development	Roxanne Bradow, Judy Foot	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	PD (State-223) - Materials & Supplies: \$2000.00 ACTION BUDGET: \$2000
Assessment of the math program will be done through multiple types of data including: checking TLI formative testing scores, math grades especially in the cases of students in the after-school tutoring program, and on the Edmentum computer program. Students will also keep portfolios of their math work. Action Type: Program Evaluation	Roxanne Bradow, Judy Foot, Math Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The high school will purchase the MathXL program to enhance the teaching of Common Core standards. Action Type: Alignment Action Type: Technology Inclusion	Roxanne Bradow, Judy Foot, Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	NSLA (State-281) - Purchased Services: \$750.00 ACTION BUDGET: \$750

Total Budget:				\$12830
Intervention: Academic Improvement Plans will be developed for students who were not Proficient on the Benchmark and EOC exams and will be remediated in math using these plans.				
Scientific Based Research: Shelley V. Goldman and Jennifer Knudsen, Principles for Making Middle School Mathematics More Equitable, Classroom Leadership, March 2004; John H. Holloway, Closing the Minority Achievement Gap in Math, Educational Leadership, Feb. 2004				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students who are not Proficient on the Benchmark and EOC Algebra and Geometry tests will be remediated. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Roxanne Bradow, Math Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers 	ACTION BUDGET: \$
Parents/Guardians of students who need to be remediated will be notified. Action Type: AIP/IRI Action Type: Parental Engagement	Roxanne Bradow, Scarlett Golleher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Teachers will analyze test data and develop Academic Improvement Plans for all students scoring below proficient. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Roxanne Bradow	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Teachers will develop and administer, with the help of The Learning Institute, interim assessments throughout the year in grades 9-12 to evaluate the progress of students and the plan's effectiveness. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Roxanne Bradow, Angie Tripp, Lauren King	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The Edmentum computer-based program will be used to differentiate instruction for all students and to remediate students who are not proficient in math. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion	Roxanne Bradow, Math Faculty	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Address the disproportionality of minority students in Special Education.

- Supporting Data:
1. In the 2008-2009 school year 60% of the students receiving Special Education Services were African American. In the 2009-2010 school year 50% of the students receiving Special Education Services were African American. In the 2010-2011 school year 71% of the students receiving Special Education Services were African American
 2. In the 2008-2009 school year 59% of the referrals for Special Education were African American. In the 2009-2010 school year 0% of the referrals for Special Education were African American. In the 2010-2011 school year 100% of the referrals were African American.
 3. In the 2008-2009 school year 23% of the students receiving 504 modifications were African American. In the 2009-2010 school year 0% of the students receiving 504 modifications were African American. In the 2010-2011 school year 0% of the students receiving 504 modifications were African American.

Goal Hazen High School will address the disproportionality of minority students in special education.

Benchmark The school district will reduce the relative proportion of African-American students and white students receiving special education services to within one standard deviation of the state average by the end of the 2013-14 school year.

Intervention: Hazen High School will provide professional development training on referral procedures, evaluation procedures and placement in special education.				
Scientific Based Research: New Research on Minorities and Special Education: Implications for Federal Law and Policy; Racial Inequity in Special Education; Woodruff,Darren; Parrish,Tom; Hehir,tom; March 2001				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Regular classroom teachers and administrators will attend professional development on referral procedures, evaluation procedures and placement in special education. Action Type: Equity Action Type: Professional Development Action Type: Special Education	Special Education Supervisor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
An In-Service will be provided for teachers to go over the pre-referral plan that is in place. Action Type: Equity Action Type: Professional Development Action Type: Special Education	Special Education Supervisor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Additional assistance through classroom remediation will be provided for students who perform basic and below basic on the Benchmark and End Of Course Exams. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Roxanne Bradow, Janet Boothe, Judy Foot	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
The Brigance Diagnostic Test will be administered at the end of every year to gather data on comprehension, writing, math, and spelling. Classroom performance will also be used to determine the effectiveness of the plan. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Roxanne Bradow, Janet Boothe, Resource Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
The Edmentum Program will be used as an intervention with at risk students. Action Type: AIP/IRI Action Type: Alignment Action Type: Technology Inclusion	Roxanne Bradow, Janet Boothe, MaryAnn Hackleton, Judy Foot	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers 	ACTION BUDGET: \$
All literacy teachers will receive training in the use of the CLASS and Common Core instructional models, the frameworks of the Hazen School District School-wide Literacy Model. The effective use of reading assessments, instruction, and materials require professional development. Hazen School District will continue to use professional development time and money to train the school administrators, specialist, teachers, and instructional assistants to	Building Principal, Curriculum Specialist, Language Arts Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$

<p>implement the curriculum. The building principal and literacy specialist will be responsible for making sure all staff members are trained to use reading strategies and instructional materials skillfully. The Hazen instruction and curriculum specialist and the building principal have made it a priority to regularly observe each reading group and provide immediate feedback to the instructor.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>				
<p>Best-practices will be implemented in every literacy classroom offering additional help in any area of instruction when students are unable to firmly grasp a specific skill or strategy. These students will receive tiered instruction via small-group classroom interventions to receive additional instruction and practice with a current skill. Students performing below grade level will require and receive more intense interventions applying the taught skills at their current instructional level to promote gradual growth and achievement at their grade placement. Instruction and intervention plans will be driven from a compilation of assessment results. Grade level reading will be determined by the Brigance Diagnostic Assessment in 9-12 and will be supported by such methods as teacher read alouds, choral, familiar, repeated, echo, and shared readings. Fluency will be enhanced with the guided reading format. Independent, instructional, and frustration levels of reading will be determined by the DRA scores. Collected data will drive explicit comprehension strategy instruction incorporating teacher modeling and think-alouds and implementing the shared and guided reading formats. Small, homogeneous groups will receive guided reading instruction at their instructional reading levels to promote growth and reading achievement in their grade placement.</p> <p>Action Type: Collaboration Action Type: Equity</p>	<p>Roxanne Bradow, Janet Boothe, Judy Foot, Laura Morgan, Zach King, Nathaniel Bradow</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Tier 1 Fluency Plan for Instruction: Grade level reading fluency will be supported by such methods as teacher read alouds, choral, paired, familiar, repeated, echo, and shared</p>	<p>Roxanne Bradow, Judy Foot; Janet Boothe, Maryanne</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>readings. Fluency will also be enhanced with the guided reading format at students' instructional levels and high volumes of reading at their independent levels. Tier 2 Fluency Plan for Instructional Intervention: Students exhibiting some fluency risk will receive homogeneous guided reading instruction at their instructional level. The students will utilize audio books with corresponding texts at their instructional reading level to promote reading fluency. Tier 3 Fluency Plan for Intensive Intervention: More intense Tier 2 strategies along with audio readings will be provided to students at-risk in fluency. Comprehension Individual reading levels will be determined by the DRA scores and will drive explicit comprehension strategy instruction. Tier 1 Comprehension Plan for Instruction: Teachers will incorporate modeling and think-alouds to explicitly teach comprehension strategies to all students. Shared and guided reading formats will allow students to apply the taught comprehension strategies. Tier 2 Comprehension Plan for Instructional Intervention: Small, homogeneous groups will receive guided reading instruction at their instructional reading levels to promote growth and reading achievement in their grade placement. The teacher will reiterate previously taught strategies to provide additional opportunities to apply the skill with a model for gradual release. Tier 3 Comprehension Plan for Intensive Intervention: Students performing two or more grade levels below grade placement will receive intensive guided reading instruction in an alternative setting. Additional areas of deficiency will be reviewed and addressed that affect reading comprehension.</p> <p>Action Type: Collaboration Action Type: Equity</p>	Hackleton, Laura Morgan, Zach King, and Nathaniel Bradow			
<p>Literacy teachers at all grade levels will implement tiered instruction in the regular classroom setting. Classroom teachers will serve as instructional interventionists. Reporting Process Spring scores will be reviewed by the building principal, literacy specialist, and involved teachers prior to the first day of school to plan instruction for the upcoming year. Regular team meetings will be conducted with the</p>	Roxanne Bradow, Judy Foot, Janet Boothe, all classroom teachers	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

literacy specialist to identify students' learning strengths and weaknesses and to monitor and discuss plans for instruction and intervention. Action Type: Collaboration Action Type: Equity				
At the end of the year the school will determine how many students have been recommended for Tier 3 intervention. Action Type: Program Evaluation	Roxanne Bradow, Janet Boothe	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Reading pens will be purchased to help struggling readers improve their reading fluency and comprehension. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Roxanne Bradow, Judy Foot, Janet Boothe, MaryAnn Hackleton	Start: 07/01/2013 End: 06/30/2013		NSLA (State-281) - Materials \$500.00 & Supplies: ACTION BUDGET: \$500
Total Budget:				\$500

- Priority 4: The number of students that are overweight or at risk of being overweight will decrease.
1. Body Mass Index Data 2007: Of the students assessed, the following is a representation of the percent of students at risk of overweight and overweight. Hazen High School: Males – 42.6%, Females – 45.8%
 2. Body Mass Index Data 2008: Of the students assessed, the following is a representation of the percent of students at risk of overweight and overweight. Hazen High School: Males – 48.9%, Females – 38.6%
 3. Body Mass Index Data 2009: Of the students assessed, the following is a representation of the percent of students at risk of being overweight. Hazen High School: Males – 35.7%, Females – 31.2%
 4. Body Mass Index Data 2010-2011: Of the students assessed, the following is a representation of the percent of students at risk of being overweight. Hazen High School: Males – 55.6%, Females – 41.7%
 5. The number of students receiving free and reduced meals for 2010-2011 was 56% according to the NORMES School Summary Report.
 6. According to the School Health Index 2010, the module of Family and Community Involvement was the area of greatest need with a score of 50%.
- Supporting Data:
- Goal Hazen High School will provide support for students in making Healthy Lifestyle Choices by implementing programs that aid in decreasing the number of students who are overweight or at-risk of becoming overweight.
- Benchmark There will be a decrease of the average Body Mass Index for students as evaluated by the annual Body Mass Index Screening.

Intervention: Hazen High School will support educational strategies and activities that encourage a healthy lifestyle.				
Scientific Based Research: Scientific Based Research: Let's Get Physical-Promotion and Education Strategies by Hal Weschler (http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Hazen High School will involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent meetings. Parent center information will emphasize physical activity and nutrition education, and health risk	Roxanne Bradow, Scarlet Golleher, Angie Hambrick, Chris Perkins	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$

indicators that compromise students ability to perform academically. Action Type: Parental Engagement Action Type: Wellness				
Hazen High School will provide a pleasant environment and monitor schedules and other factors which may interfere with the students access to health information, resources and a healthy environment. The School Health Index will be used to evaluate the school's effectiveness. Action Type: Collaboration Action Type: Wellness	Roxanne Bradow	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
The school will align and implement the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to increase the knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Professional Development Action Type: Wellness	Roxanne Bradow, Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
The school will hire a full time nurse for the high school. This is in addition to the required nurse. Action Type: Wellness	Roxanne Bradow, Matt Donaghy	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	NSLA (State-281) - \$27439.00 Employee Salaries: NSLA (State-281) - \$5942.00 Employee Benefits: ACTION BUDGET: \$33381
Total Budget:				\$33381

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Angie Sayger	Math	Mathematics
Classroom Teacher	Ashli Stivers	Business	Literacy
Classroom Teacher	Deborah Carlyle	Social Studies	Literacy
Classroom Teacher	Dustin Williams	Health/PE teacher	Literacy
Classroom Teacher	Dustin Williams	Health	Wellness
Classroom Teacher	Hillary Box	Classroom teacher	Literacy
Classroom Teacher	Jamie Halijan	Science	Mathematics
Classroom Teacher	Janet Boothe	Special Education	Mathematics

Classroom Teacher	Joe Besancon	Social Studies/PE	Wellness
Classroom Teacher	Laura Morgan	Language Arts	Literacy
Classroom Teacher	Lauren King	Math	Mathematics
Classroom Teacher	Lori Caviness	Math/Science	Mathematics
Classroom Teacher	Nathaniel Bradow	English Language Arts	Literacy
Classroom Teacher	Paul Moore	General Music/Band/Choir	Wellness
Classroom Teacher	Renae Nelson	Social Studies	Literacy
Classroom Teacher	Ryan Rowe	Agri Teacher	Mathematics
Classroom Teacher	Terri Taylor	Art Teacher	Literacy
Classroom Teacher	Zach King	Language Arts	Literacy
Community Representative	Cody Snider	Banker	Mathematics
Community Representative	Dee Black	Business leader	Literacy
Community Representative	Ellen Swink	PC Adult Literacy Council Director	Literacy
Community Representative	Kelly Chapman	DHS	Literacy
Community Representative	Lenora Murry	Retired math teacher	Math
Community Representative	Michelle Blasengame	PCCUA secondary liason	Math
Non-Classroom Professional Staff	Angela Hambrick	Media Specialist	Literacy
Non-Classroom Professional Staff	Chris Perkins	School Nurse	Wellness
Non-Classroom Professional Staff	Earline Tenison	Paraprofessional	Literacy
Non-Classroom Professional Staff	Judy Foot	Curriculum/Instruction Specialist	Math and Literacy
Non-Classroom Professional Staff	Lisa Martin	Gifted/Talented	Literacy
Non-Classroom Professional Staff	Maryanne Hackelton	Paraprofessional	Literacy
Non-Classroom Professional Staff	Scarlett Golleher	Counselor	Literacy
Non-Classroom Professional Staff	Trilby Shelman	Paraprofessional	Literacy
Parent	Julie Young	Parent	Literacy
Parent	Rhonda Betzner	Parent	Literacy
Parent	Tanya Johnson	Parent	Mathematics
Principal	Roxanne Bradow	High School Principal	Federal Programs