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School Plan

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CROSSETT HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

District:

MISSION.

Crossett High School will prepare students to succeed in a global society by supporting them educationally and teaching them character, work ethic, and accountability. We will accomplish this through a partnership with staff, parents, students, and the community.

VISION.

Crossett High School will inspire and prepare all students to succeed in an every changing global society.

CORE BELIEFS.

We believe:

- Students deserve daily instruction that is engaging, challenging, and satisfying.
- Students deserve teachers, administrators, and support staff who are caring, competent, and knowledgeable.
- CHS will provide a safe, caring, and orderly environment that is conducive to learning.
- The success of our school will be measured by the ability of our students to be successful in a global community.
- Education is the foundation on which we build the future.
- Education is both a privilege and responsibility shared by teachers, students, parents, and community members.
- Effective communication is essential to engage all stakeholders in an effort to support the teaching/learning process.
- Education is a lifelong process of acquiring and applying knowledge.
- Our school should be a community of learning, where the classroom is a cooperative, interactive environment.

Grade Span: 9-12

Title I: Not Applicable

School Improvement: SI_7

Table of Contents

Priority 1: Literacy

Goal: All students will improve in all areas of literacy across the curriculum with emphasis on improving multiple choice and open response items in reading with literary, content, and practical applications, vocabulary recognition and understanding, and multiple choice and open response in writing with an emphasis on content and mechanics in grades 9, 10, 11, and 12.

Priority 2: Math

Goal: All students will show improvement in their mathematical proficiency in procedures, problem solving, polynomials and measurement with emphasis in the areas of solving non-linear equations and inequalities, and two- and three- dimensional relationships.

Priority 4: Wellness Model

Goal: The purpose of this priority is to promote student wellness through nutrition education, physical activity, and the selection of nourishing foods and beverages and to fulfill the requirements of Public Law 108-265, Section 204, June 30, 2006, Child Nutrition Reauthorization Act of 2004.

Priority 7: ELL Services

Goal: Provide services and support for the acquisition of English for students identified and qualified as English Language Learners in order to increase achievement for these students.

Priority 8: Scholastic Audit

Goal: Academic Performance: Instruction

Goal: Learning Environment: School Culture

Goal: Efficiency: Leadership

Every student will improve in all areas of literacy across the curriculum with emphasis on improving open response and multiple choice questions in reading with literary, content, and practical applications, and in writing with multiple choice writing content and style.

Priority 1:

1.

CHS Arkansas School ESEA Accountability Report-Literacy % Proficient/Advanced								
11th Grade	All Students	TAGG Group	African Americans	Hispanic	White	Econ Disadvantaged	English Learners	Students w/Disabilities
2011-2012	58.78%	40.28%	31.71%	n<10	72.29%	42.65%	n<10	13.33%
2012-2013	58.88%	43.75%	44.68%	20%	74.55%	44.44%	0.00%	12.50%

Benchmark Data 2012 Summary

11th Grade: According to the 2012 Arkansas School ESEA Accountability Report, Crossett High School is a **Needs improvement School** in Literacy with All Students scoring 58.78% proficient/advanced, which is 11.19% below the 2012 AMO of 69.97% and the TAGG group scoring 40.28% which is 18.38% below the 2012 AMO of 58.66%. All ESEA Subgroups failed to meet their 2012 AMO for literacy.

Benchmark Data 2013 Summary

11th Grade: According to the 2013 Arkansas School ESEA Accountability Report, Crossett High School is a **Needs improvement School** in Literacy with All Students scoring 58.88% proficient/advanced, which is 13.82% below the 2013 AMO of 72.70% and the TAGG group scoring 43.75% which is 18.67% below the 2013 AMO of 62.42%. All ESEA Subgroups failed to meet their 2013 AMOs for literacy.

Supporting Data:

2009/10-2010/11 11th Grade Literacy End of Course Exam

CHS Literacy % Proficient/Advanced					
11th Grade	# of Students	Combined Pop	African American	Caucasian	Econ Disadvantaged
2010	128	41%	14%	63%	20%
2011	116	63.5%	52.5%	72.4%	53.2%

Benchmark Data 2009/10-2010/11 Summary

11th Grade: According to the literacy Benchmark data from 2011-2012, the Combined Population had a 22.5% increase in the number of students scoring proficient and advanced; African Americans had a 38.5% increase; Caucasian had a 9.40% increase; and Economically Disadvantaged had a 33.20% increase.

2.

The Learning Institute

Cumulative Literacy Interim Assessment Summary												
Percent Correct-----Points Scored												
Literacy	10-11 Reading Avg	11-12 Reading Avg	12-13 Reading Avg	10-11 Writing Avg	11-12 Writing Avg	12-13 Writing Avg	10-11 Reading O/R	11-12 Reading O/R	12-13 Reading O/R	10-11 Writing Essay	11-12 Writing Essay	12-13 Writing Essay
9th Grade	47%	70.28%	54%	44%	55.77%	53%	2.33	2.70	10.4/16 pts	13.10	14.85	56.8/80 pts
10th Grade	53%	65.63%	60%	47%	47.23%	51%	1.43	1.98	8.8/16 pts	13.85	13.10	56.8/80 pts
11th Grade	64%	52.3%	60%	53%	55.73%	46%	2.33	3.20	5.7/12 pts	14.13	14.47	24.4/60 pts

3. **11th Grade Literacy Trend Analysis**

According to the 11th grade Literacy EOC and The Learning Institute Interim Assessments, students struggled in the specific areas listed:

Reading

Comprehension

Students had difficulty determining the author's purpose for writing, drawing inferences from the text, and summarizing a response to the text, reading and understanding different types of texts, and general weakness in vocabulary.

Writing

Students struggled with the revision part of the writing process. They had difficulty with writing to persuade and responding to specific literature. They also struggled with craftsmanship, having their own voice, and basic grammar mechanics.

4.

Crossett ACT Data

CHS ACT Report						
Graduation Year	Total Tested	English	Mathematics	Reading	Science	Composite
2010	85	18.4	18.4	19.0	18.6	18.7
2011	126	16.5	17.2	17.2	17.0	17.1
2012	107	18.5	18.5	19.0	18.8	18.8
2013	101	17.9	18.4	18.6	18.5	18.5

5.

CHS Graduation Rate Report	
The graduation rate for:	Percentage
2009-2010	70.99%
2010-2011	73.41%

CHS Graduation Rate Report				
The graduation rate for:	All Students	2011 AMO	TAGG Group	2011 AMO
2011	80.00	73.41	77.78	66.84

2012	77.33	75.37	72.60	70.17
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Graduation Rate Summary According to the 2012 Arkansas School ESEA Accountability Report Crossett High School is an **Achieving School** in Graduation Rate. The All Student group had an 80% graduation rate which exceeded the 2012 AMO by 6.59%; the TAGG group had an 77.78% graduation rate which exceeded the 2011 (lagging graduation rate) AMO by 10.94%. All ESEA subgroups met their 2011 AMO graduation rate.

2012 Graduation Rate Summary According to the 2012 Arkansas School ESEA Accountability Report Crossett High School is an **Achieving School** in Graduation Rate. The All Student group had an 77.33% graduation rate which exceeded the 2012 AMO by 1.96%; the TAGG group had an 72.60% graduation rate which exceeded the 2012 (lagging graduation rate) AMO by 2.43%. ESEA subgroups African American, Hispaic and Economically Disadvantaged did not meet their 2012 AMOs but White and Students with Disabilites met their 2012 AMO graduation rate.

6. **Iowa Test of Basic Skills**

Literacy Performance-% Scoring Proficient and Advanced			
Grade	10-11 Math Performance	11-12 Math Performance	12-13 Math Performance
9th Grade	40%	39%	39%

ITBS Summary: According to the ITBS data, from 2011 to 2013 there was a 1% decrease in the percent of students scoring at or above the 50th percentile.

Goal All students will improve in all areas of literacy across the curriculum with emphasis on improving multiple choice and open response items in reading with literary, content, and practical applications, vocabulary recognition and understanding, and multiple choice and open response in writing with an emphasis on content and mechanics in grades 9, 10, 11, and 12.

Benchmark **The 11th Grade Literacy AMO Goal for 2012-13 is 75.43% for the All Students group and 66.18% for the TAGG group.**

Intervention: CHS will utilize various tools (professional development, creation of teams, partnerships, Professional Learning Communities, etc.)to provide a standards-based, student centered literacy curriculum that addresses identified needs in the areas of Academic Performance and Learning Environment.

Scientific Based Research: Wilhelm, Terry. "A team approach to using student data." Leadership 40.5 (2011): 26-28.
 Jacobs, Jennifer, and Diane Yendol-Hoppey. "Supervisor transformatoin within a professional learning community." Teacher Education Quarterly 37.2 (2010): 97-114.
 Pella, Shannon. "A situative perspective on developing writing pedagogy in a teacher professional learning community." Teacher Education Quarterly 38.1 (2011): 107-125.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>P1G1I1A15 - Student Assessment.</p> <p>1) Teachers will assess student learning frequently with standards-based assessments, including released item multiple choice and open response items.</p> <p>2) Teachers will evaluate students' progress using data from TLI Interim Assessments and Benchmark Exams.</p> <p>3) Teachers will disaggregate data from these tests, emphasizing all subgroups, to target areas of weakness and plan strategies for interventions as they relate to individual AIPs.</p> <p>4) The PLAN test will be purchased and administered to the 10th grade students.</p>	Alicia Brown, Principal, District Test Coordinator; District Literacy IF, Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$

<p>5) Teachers will identify TAGG students and develop a plan of strategies for interventions as they relate to this subgroup. 6) The special education teachers will work with classroom teachers regarding modifications and the process for assessing and grading special needs students. Action Type: Program Evaluation</p>				
<p>P1G1I1A3 - AP/Pre-AP Training (AAIMS) 1) Send 9th-12th grade teachers from each core subject area to AP/Pre-AP training workshops and Laying the Foundation training to support increased rigor in the curriculum and the AAIMS grant. 2) All pre-AP and AP teachers are involved in vertical alignment of the pre-AP to AP. 3) CHS currently provides 8 AP courses that include: Language & Composition, Literature & Composition, Biology, Chemistry, Statistics, Calculus, American History, and American Government. 4) The district goal is to increase AP participation by 10% each year. 5) Crossett District adopted honor graduate requirements that require AP coursework. Action Type: Alignment Action Type: Equity Action Type: Professional Development</p>	<p>Dr. Barbara Wood, Superintendent, Romona Sawyer, AAIMS Coordinanator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>P1G1I1A17 - NSLA funds will be used to hire a highly qualified teacher for a Computer Technology Lab (FTE 1.00, Audwin Bradford) within the high school to promote higher level thinking skills and training will be provided to support the initiative. The Tech Lab teacher will attend professional development for continued implementation. Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Alicia Brown, Principal, EAST Lab Teacher</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<p>NSLA (State-281) - \$11982.00 Employee Benefits: NSLA (State-281) - \$45866.00 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$57848</p>
<p>P1G1I1A4 - Vocabulary Instruction The staff at Crossett High School will continue to implement strategies from Marzano's book "Building Academic Vocabulary Across the Curriculum" in all content classes to support vocabulary instruction. Teachers will receive professional development and support from the Instructional Facilitators and the District Instructional Specialist in how to implement vocabulary instructional strategies effectively. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Melinda Harris, Literacy IF, Vicki Dodd, Math IF</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>P1G1I1A18 - Literacy Program Evaluation. 1) The standards based literacy curriculum will be evaluated through documented classroom data. 2) Teachers will document frameworks, student learning expectations (SLEs), objectives, bell ringers, and strategies in lesson plans and</p>	<p>Alicia Brown, Principal; Melinda Harris, Literacy IF</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>submit to the Principal on a weekly basis. Assessments will be prepared and available for review prior to instruction. 3) This is the third year for the Literacy Program Evaluation. 4) 2012-2013 data was collected through CWT 80%, observations 93.2%, lesson plans 98%, student work 71%, TLI gain in literacy 10%, EOC literacy 58.8%/</p> <p>Action Type: Collaboration Action Type: Program Evaluation</p>				
<p>P1G1I1A11 - Instructional Facilitator. Building-level Literacy Instructional Facilitator (9-12) will be hired on a part time basis and trained through local funds. The Literacy Instructional Facilitator will provide professional development, mentoring services and assistance to teachers. Mentoring will include classroom visits with timely feedback, presentations of model lessons, and assistance for teachers in planning lessons which follow the literacy frameworks and emphasize high-yield strategies to improve student achievement and prepare students for the benchmark exams. 2) The Instructional Facilitators will chair the weekly Professional Learning Community (PLC) meetings for 9th/12th literacy teachers to evaluate and discuss instruction and performance assessments used in the classroom. 3) The Instructional Facilitators will supervise and provide on-going professional development in classes for the Literacy Teachers in grades 9-12.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Barbara Garner, Curriculum Coordinator, Melinda Harris, 9-12 Literacy IF</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>P1G1I1A21 - TLI Interim Assessments NSLA funds through purchase services will be used to pay The Learning Institute (TLI) of Hot Springs for providing Interim Assessments for CHS students. 1) NSLA funds at the school level will be used software support for students to be given eight Interim Assessments in literacy in 9th and 10th grade and 6 Interim Assessments in 11th grade. These exams will enable teachers and administrators to monitor student achievement, focus on the strengths and weaknesses of students, determine specific instructional gaps, and determine remediation needs for individual students. Materials and supplies needed will be purchased with local funds. 2) Professional development will be provided on scoring open response questions and analyzing and using data on the TLI portal from the module tests. 3) Administrators, Instructional Facilitators, and Lead Teachers will attend training at the The Learning Institute in Hot Springs in how to use the TLI web portal to disaggregate Benchmark and Interim Assessment data.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Barbara Garner, Curriculum Coordinator, Alicia Brown, Principal; District Literacy IFs, CHS Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>NSLA (State-281) - Purchased Services: \$16000.00</p> <hr/> <p>ACTION BUDGET: \$16000</p>

<p>P1G1I1A6 - Professional Learning Community (PLC) meetings will be held on a weekly basis in grades 9-12. PLC topics include: 1) vertically align grade-level curriculum maps and pacing guides, 2) develop scope and sequences of literacy skills for each grade level, 3) plan, discuss and evaluate performance assessments used in the classroom, 4) analyze data, 5) reflect, exchange ideas, discuss best practices, share leadership, and personal practice 6) collectively develop interventions that provide all students with additional time and support when they experience initial difficulty in their learning, and (7)study the Common Core State Standards and develop plans for full implementation in 2013-14. (8) focus on and implement the use of Marzano's high yield instructional strategies in all classrooms. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Alicia Brown, Principal; Literacy IFs; CHS Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>P1G1I1A16 - Curriculum Alignment Process. 1) Train teachers in the curriculum mapping and alignment process and evaluation of student achievement across the district. Local funds will be used to pay faculty and staff to attend meetings. Local funds will be used to purchase materials and supplies which include charts, markers, tabs, notes, paper and refreshments. 2) Use CHS Leadership Team meetings, Departmental Meetings and Professional learning Communities (PLCs) to horizontally and vertically align the literacy curriculum within and between each grade level. 3) Teachers will attend a summer writing institute where Common Core strategies for curriculum writing will be implemented. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Alicia Brown, Principal; District Literacy IF, Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>P1G1I1A10 - ASCD Conference and AEA Conference. Administrators will attend the annual Arkansas Supervision and Curriculum Development (ASCD) Conference in Hot Springs as well as the Arkansas Association of Educational Administrators Conference in Little ROkc. Action Type: Collaboration Action Type: Professional Development</p>	<p>Dr. Barbara Wood, Superintendent; Alicia Brown, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>P1G1I1A8 - Pathwise Training. Mentor teachers will receive Pathwise Training from SE Ark Service Cooperative. Action Type: Professional Development</p>	<p>Barbara Garner,Director of Curriculum, Alicia Brown, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>P1G1I1A9 - Grammar Instruction. Daily Grammar Practice series will continue to be utilized to support grammar instruction in the 9th-12th grades. Daily Grammar Practice will be used as the bell-ringer</p>	<p>Alicia Brown, Principal, Melinda Harris, Literacy IF,</p>	<p>Start: 07/01/2013 End:</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>or class starter in Literacy classrooms. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Literacy Teachers	06/30/2014		
<p>P1G1I1A19 - Technology Equipment. 1) CHS will install printers in all computer labs and see that existing smart boards have a designated computer to assist with instruction in the lab. 2)CHS will begin initiating a Bring Your Own Device (BYOD) curriculum starting with the 9th graders and moving through the other grades. We will purchase 150 Chromebooks to have available for students without Smart devices. Students will complete and submit assignments digitally on either their device or one we have provided. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p>	Alicia Brown, Principal; Lisa Sharp, Technology	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
<p>P1G1I1A12 - Reading 180 Next Generation Literacy Program (1) The Reading 180 program will be continued in the 9th and 10th grade in 2013-2014 and is designed to meet the needs of students whose reading achievement is below the proficient level. The system provides individualized and personalized instruction through adaptive instructional software, high-interest literature, whole and small group direct instruction in reading and writing skills, and algorithmic grouping support for data-driven differentiation. The classroom teacher will utilize professional development in how to implement the Reading 180 literacy program. Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion</p>	Alicia Brown, Principal; Barbara Garner, Read 180 Coordinator, Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
<p>P1G1I1A13 - End-of-Course and Grade 11 Literacy Examinations Professional Development Workshop Teachers and Instructional Facilitators will attend a one day workshop sponsored by the Arkansas Department of Education in conjunction with Queststar Assessment Inc. on scoring ACTAAP exams in Algebra I, Geometry, Biology, and Literacy. Action Type: Professional Development</p>	Alicia Brown, Principal, Teachers, IFs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
<p>P1G1I1A14 - Literacy End-of-Course Information Packet CHS literacy teachers will provide an End-of-Course Information Packet prior to the 2014 EOC exam. The literacy teachers will supply information to the parents and students on the importance of the exam and will give strategies to each on how to be successful on the exam. Data from Student Activity Reports from the Learning Institute will be shared with students and parents. Action Type: Collaboration Action Type: Parental Engagement</p>	Alicia Brown, Principal; Melinda Harris, Literacy IF, Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
<p>P1G1I1A1 - Professional Development 1) Administrators, teachers, and Instructional Facilitators will continue attending workshops at the Southeast Educational Cooperative on the</p>	Alicia Brown, Principal; District Staff; Teachers	Start: 07/01/2013 End:	<ul style="list-style-type: none"> District Staff Outside 	ACTION BUDGET: \$

<p>Common Core State Standards as well as trainings offered by district or contracted employees. 2) Teachers will attend CCSS Literacy and CCSS Math training in-district. 3) Teachers will receive training in Teacher Excellence & Support System (TESS). 4) Teachers were given the opportunity to receive training in Compass Learning, eSchool, AP-Training, Math Design and Literacy Design, AR History, and science and social studies content through Understanding by Design. 5) Teachers received the state required hours in technology (6 hours), parental involvement (2 hours), AR history (2 hours), as well as workshops on anti-bullying, diversity training, and teen suicide prevention (2 hours). NSLA funds will support professional development at the district plan level. 6) Administrator and teachers received professional training on the Teacher Excellence and Support System during June through August for a total of 24 PD hours. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>		06/30/2014	Consultants <ul style="list-style-type: none"> Teachers 	
<p>P1G1I1A7 - End-of-Course EOC Training Sessions All eleventh grade literacy students will be divided into three groups and do intensive review for three days prior to the EOC literacy exam. Each group will rotate to a different literacy teacher each day of the review. The review is done during the students' regular class period. Each of the three teachers will go over test taking strategies and skills needed to master each section of the test. Action Type: Alignment Action Type: Collaboration</p>	Alicia Brown, Principal; Melinda Harris, Literacy IF, Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
<p>P1G1I1A2 - Special Education Inclusion 1) The ADE's SEA Special Education Supervisor and Data & Research Dept. Director will provide onsite professional development and technical assistance to work with the psychological examiner, special education, and related services staff of meeting the state's 60-day evaluation timeline requirement. 2) The LEA Supervisor will outline and monitor the district procedures for processing new referrals, reviewing the referral paperwork and providing ongoing technical assistance to tie designees throughout the school year. 3) The Crossett School District Social Worker will provide technical assistance training to the special education staff designees on how to obtain assistance with follow-up failed vision/hearing screenings and missed doctor's appointments. In addition, the social worker will speak to special education staff regarding her role and what she can do to assist with a timely evaluation process when there is difficulty with parent cooperation. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education</p>	Stephanie Cole, LEA Supervisor; CHS SpEd Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> ACTION BUDGET: \$

<p>P1G1I1A5 - Graduation Rates 1) A meeting involving district administrators, CHS administrators, counselors, APSCN secretary, attendance secretary, and other staff will be held in September to address the graduation rate at CHS. The meeting will focus on identifying students in danger of not graduating, the importance of coding students correctly in APSCN, and examining the attendance reporting at CHS. 2) Attendance will be monitored and students with excessive absenteeism issues will be met with individually and referred to the CSD's social worker for additional assistance to improve attendance if needed. 3) Classroom performance will be monitored and students with low grades with the potential for failure will be met with individually by the teachers, administrators, and counselor to create a plan for success that will lead to graduation. 4) There will be a focus on providing information to parents and students regarding graduation requirements and checklists at the beginning of the school year. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Alicia Brown, Principal; CHS Counselor; CHS Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$73848</p>

Intervention: **CHS will (1) identify student needs in regards to remediation, (2) maintain records for attendance and progress, and (3) report regularly to parents in an attempt to address weaknesses as outlined in AIP's.**

Scientific Based Research: National Center for Education Statistics, et al. "Trends in high school dropout and completion rates in the United States: 1972-2009. Compendium Report. NCES 2012-006." National Center for Education Statistics (2011): ERIC. Web. 28 Aug. 2012.
 National Center for Education Evaluation and Regional Assistance, et al. "Dropout prevention programs in nine Mid-Atlantic region school districts: additions to a dropout prevention database. Issues & Answers. REL 2011-No. 103." Regional Educational Laboratory Mid-Atlantic (2011): ERIC. Web. 28 Aug. 2012.
 McCallumore, Kyle Megan, and Ervin F. Sparapani. "The importance of the ninth grade on high school graduation rates and student success." Education Digest: Essential Readings Condensed for Quick Review 76.2 (2010): 60-64. ERIC. Web. 28 Aug. 2012.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>P1G1I2A4 – Remediation The Literacy Instructional Facilitator will collaborate with teachers during PLCs and classroom visits to determine the strategies that need to be implemented in lesson planning and instruction so that the identified areas of weakness in reading and writing are addressed, according to the students' AIPs and identified TAGG students. Action Type: AIP/IRI Action Type: Equity</p>	<p>Melinda Harris, Literacy Instructional Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments 	<p>ACTION BUDGET: \$</p>
<p>P1G1I2A3 - Compass Learning 9th and 12th grade students who scored less than proficient on the Benchmark Exam and have an Academic Improvement Plan (AIP) and/or students who are identified as TAGG students will use Compass Learning to master identified literacy deficiencies. 1) Students will be given a pretest at the beginning of the year to determine placement and periodically thereafter to determine progress.</p>	<p>Alicia Brown, Principal; Compass Lab Coordinator; Teachers; Counselors</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>Title VI State - Purchased Services: \$11000.00 NSLA (State-281) - Employee Benefits: \$2320.00</p>

<p>2)A student may complete the Compass Learning lessons in the computer lab before school, lunch, after school, or at home on his/her own computer. 3)A student will be considered remediated when he/she is able to score 60% in areas of identified deficiencies. 4)Records will be maintained on those students completing their remediation through the Compass program and test results will be monitored and analyzed periodically to determine progress. 5) Compass Learning services will be purchased using Title VI State Funds. 6) A computer lab assistant will be hired using NSLA Funding as a Paraprofessional, to manage the Compass program, as well as other computer lab responsibilities (.71 FTE, Lisa Self). 7) Program evaluation determined the 2012-2013 school year saw a growth of 5% in math and 10% in literacy. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity</p>				<p>NSLA (State-281) - Employee Salaries: \$9140.00</p> <hr/> <p>ACTION BUDGET: \$22460</p>
<p>P1G1I2A1 - Data Analysis 1)Administrators and teachers will participate in professional development on how to access, analyze and effectively use District test data provided by the CSD Statistician. 2) They will conduct strand and item-by-item analysis per content subject to determine student deficiencies by sub-populations to inform instruction to provide point-in-time remediation in the classroom. 3)CHS will evaluate student academic progress using test results from the ACT, PSAT, EOC, and TLI Interim Assessments to document gains/losses and plan strategies for interventions. 4) A Data Wall for literacy and math will be displayed in the conference room of the Instructional Facilitators. The wall will show the results of data disaggregation from TLI assessments. The information will be used as a method of tracking student sub populations, grade levels, classrooms, and growth. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	<p>Alicia Brown, Principal; CHS Instructional Facilitators; CHS Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>P1G1I2A2 - Parent Notification of Remediation Parents will be notified of their student's need to participate in a remediation program (Compass) and parents will be updated on their student's progress regarding remediation (mastery, number of hours on task, and proximity to 60% of mastery requirement). Action Type: AIP/IRI Action Type: Parental Engagement</p>	<p>Alicia Brown, Principal; Teachers; Compass Learning Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff 	<p>ACTION BUDGET: \$</p>
<p>P1G1I2A5 - AIPs An Academic Improvement Plan (AIP) will be developed through The Learning Institute for every student who did not score proficient/advanced on the 8th through 11th grade Benchmark</p>	<p>Alicia Brown, Principal; CHS Counselors; CHS Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers 	<p>ACTION BUDGET: \$</p>

<p>exams. 1) Teachers will receive AIPS for each student scoring below basic and basic in literacy on the Benchmark exam for the purpose of identifying weak skills and documenting support services and progress of learning strategies. 2) Teachers will meet with parents to review their student's AIP and the parents will be provided copies of their student's AIP at the first Parent-Teacher Conference. 3) Students with an AIP will be assigned to complete lessons in literacy and/or math using the Compass computer based program, focusing on lessons that address the students' individual identified deficiencies. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement</p>			<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	
<p>P1G1I2A6 - Remediation Program Evaluation The remediation program will be evaluated using the following tools: 1) Monitoring of lesson plans 98% 2) Classroom Observations, 93.2% 3) Data collected from the Compass Learning Program, math growth 5%, Literacy 10% 4) Data analyzed for EOC assessment interventions showed open response continues to cause test scores to drop in all EOC areas. 5) Data will be analyzed for TLI assessment interventions. Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Vicki Dodd, Math IF; Melinda Harris, Literacy IF</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>Total Budget:</p>				<p>\$22460</p>

<p>Intervention: CHS will engage all stakeholders in varied activities, events, committees, etc. in an effort to increase student achievement and build a stronger collaboration between the school and community it serves.</p>				
<p>Scientific Based Research: Ferlazzo, Larry. "Involvement or engagement?." Educational Leadership 68.8 (2011): 10-14. ERIC. Web. 28 Aug. 2012. Patel, Nimisha, and SHaron Stevens. "Parent-Teacher-Student discrepancies in academic ability beliefs: Influences on parent involvement." School Community Journal 20.2 (2010): 115-136. ERIC. Web. 28 Aug. 2012. Ferrara, Margaret M. "Broadening the myopic vision of parent involvement." School Community Journal 19.2 (2009): 123-143. ERIC. Web. 28 Aug. 2012.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>P1G1I3A4 - Monthly Newsletter. The Eagle Summit, a monthly newsletter will be written and distributed to students, staff, and community. The newsletter will provide: 1) A letter from the Principal. 2) A periodic column which explains the importance of the End of Course Exams, ACT, and AP exams. 3) A 30-Day event forecast. 4) Information about colleges and scholarships. 5) Instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment (Act 397 of 2009, #1). 6) Information on the use of and access to Department of Education website tools for parents (Act 397 of 2009, #1)</p>	<p>Alicia Brown, Principal; Kristi Dodge, Parent Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>Action Type: Equity Action Type: Parental Engagement</p>				
<p>P1G1I3A3 - P/T Conferences Four three hour Parent/Teacher conferences are scheduled in the District calendar for 2013-2014. This is equivalent to the required two Parent/Teacher Conferences.(ACT 307 of 2007 - amended ACT 603 of 2003, #8). Action Type: Equity Action Type: Parental Engagement</p>	<p>Alicia Brown, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>P1G1I3A5 - Parental Involvement 1)"Parent Involvement Meetings" will be held throughout the year to discuss what students will be expected to learn, how they will be assessed, and how parents can assist to make a difference in his or her child's education.(ACT 307, #2) The school's process for resolving parental concerns will be discussed at these meetings. The school's process for resolving parental concerns shall be placed in the student handbook.(ACT 307, #4) In conjunction with the Parent Involvement Meetings information will be given to the parents on the state of the school (ACT 307 #2) and school information packets will be given to the parents.(ACT 307 #1) 2) A volunteer resource book will be compiled from the parent interest forms and made available to school staff and will be updated yearly.(Act 307 PE #3 Volunteer Resource Book) 3) Parents will be encouraged to support and become involved with classroom projects. (Act 307 PE #3 Volunteer Resource Book) Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Alicia Brown, Principal; Kristi Dodge, CHS Parent Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>P1G1I3A8 - Parental Involvement Training Administrators will receive three hours of training on parental engagement. Teachers will receive two hours of training on parental engagement to enhance understanding of effective parental involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Barbara Garner, Parent Coordinator; Alicia Brown, Principal; Kristi Dodge, Parent Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>P1G1I3A7 - Parent Center A Parent Center will be established in the Crossett High School Library. The Center will include parenting materials which parents will be allowed to check out through the librarian. Parents will also have access to computers when visiting the Parent Center. Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Barbara Garner, Parent Coordinator; Holly Gillum, Librarian; Kristi Dodge, Parent Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • School Library • Teachers 	<p>ACTION BUDGET: \$</p>
<p>P1G1I3A10 - Student Recognition The CHS staff will develop a plan for supporting and recognizing student achievement through an Awards Program which may include various programs such as Student of the Month and a Scholars Banquet. Awards, certificates, parent invitations, and other supplies for in-house production of materials for</p>	<p>Alicia Brown, Principal; Kristi Dodge, Parent Facilitator, Teachers, Counselors</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

meetings and notices, as well as purchase of advertising, will be provided. Action Type: Collaboration Action Type: Equity				
P1G1I3A9 - Parent Facilitator The building principal will designate a certified teacher 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. Statements attesting to the school district's commitment to parental involvement will be distributed to parents of students at Parent Involvement Meetings and Parent Teacher Conferences. (ACT 307 of 2007 #7) The parent facilitator will attend the 12th Annual Arkansas Conference for Parent Educator and Involvement in October, 2012 in Hot Springs, AR. The parent faciitator will implement strategies learned and materials received at the conference to expand opportunities for parental engagement at Crossett High School. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Alicia Brown, Principal; Kristi Dodge, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
P1G1I3A11 - Social Worker. ARMAF funds will be used to hire a district level social worker (Elaine Simpson, FTE .33) and utilized by CHS to: 1) supplement parental contact with students and families in need of services (FINS), 2) work with the school's attendance secretary to locate and contact students/families with excessive unexcused absences, 3) work with students and parents to ensure medical services and/or materials, eyeglasses, supplies, clothing, and transportation are provided as required, and 4) work with students and families that are disciplinary problems. If funds are available they will be used to provide training and travel for the Social Worker to attend professional development. Action Type: Equity Action Type: Parental Engagement	Dr. Barbara Wood, Superintendent; Alicia Brown, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff 	ACTION BUDGET: \$
P1G1I3A12 - ACSIP Evaluation In an effort to evaluate the effectiveness of activities, programs, and other actions from the 2013-2014 ACSIP plan, the CHS ACSIP Steering Committee (comprised of administrators, parents, teachers, instructional facilitators, and students) revisited/evaluated each component to determine its value to the overall goal and whether or not it merited continued use. Feedback from student/parent grade-level meetings and ACSIP committee meetings will be gathered to assist the evaluation of programs, actions, and components of the plan. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Alicia Brown, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
P1G1I3A2 - PROGRAM EVALUATION The parental engagement intervention will be evaluated through sign-in sheets and agendas from Parent/Teacher conference attendance, Parent Involvement Meetings, Volunter Resource Book, STEPS meetings, and survey	Alicia Brown, Principal; Kristi Dodge, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	ACTION BUDGET: \$

<p>results from the Parent Perceptual Survey (P1G1I3A5). The data from the 2012-2013 school year shows an increase of 40% to 73% based on volunteer sign in sheets. The target goal is an increase in participation in meetings from all stakeholders in 2013-2014. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>			<ul style="list-style-type: none"> • Community Leaders • District Staff • Outside Consultants • Teachers 	
<p>P1G1I3A6 - Student Meetings 1) Freshmen Orientation, a parent-student night, will be held in order to introduce incoming 9th graders to the expectations of the high school. Parents and students will receive schedules, meet teachers, tour the building, and enjoy refreshments while preparing to start a new school year 2) Topics will include, but are not limited to: graduation requirements, college entrance requirements, ACT information, AP and Pre-AP Course Information, Extracurricular activities information, and Career options & education required for those careers. Action Type: Equity Action Type: Parental Engagement</p>	Alicia Brown, Principal; CHS Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
<p>P1G1I3A1 - Student Services 1) A 9th Grade Summit will be provided by the CHS counselor to assist in transitioning students from 8th grade into high school. 2) CHS Guidance office will continue to hold seminars in the fall and spring allowing parents to be involved in course selection, career planning, and preparation for post-secondary studies. 3) Students will be provided one-on-one guidance, planning toward career choices, and assistance with scholarship or employment applications. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Alicia Brown, Principal; CHS Counselors	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: **To show academic achievement in Math.**

1. **CHS Math End of Course Exams**

CHS Arkansas School ESEA Accountability Report EOC % Proficient/Advanced								
CHS Math	All Students	TAGG Group	African Americans	Hispanic	White	Econ Disadvantaged	English Learners	Students w/Disabilities
2011-2012	61.04%	54.23%	44.55%	n<10	75.20%	54.07%	n<10	37.50%
2012-2013	31.54%	20.93%	17.65%	40.00%	42.26%	21.43%	25.00%	0.00%

Supporting Data:

CHS Math EOC Data 2012 Summary

According to the 2012 Arkansas School ESEA Accountability Report, Crossett High School is an **Achieving School** in Math with All Students scoring 61.04% proficient/advanced, which is 2.23% above the 2012 AMO of 58.81% and the TAGG group scoring 54.23% which is 2.44% above the 2012 AMO of 51.79%. Of the ESEA Subgroups, African Americans and Students with Disabilities failed to meet their 2012 AMO and the White and Economically Disadvantaged groups exceeded their 2012 AMO for math.

CHS Math EOC Data 2013 Summary

According to the 2013 Arkansas School ESEA Accountability Report, Crossett High School is a **Needs Improvement School** in Math with All Students scoring 31.54% proficient/advanced, which is 31.01% below the 2013 AMO of 62.55% and the TAGG group scoring 20.93% which is 35.25% below the 20132 AMO of 56.18%. All ESEA Subgroups failed to meet their 2013 AMO for math.

2009/10-2010/11 Algebra I End of Course Exam

CHS Algebra I % Proficient/Advanced					
Algebra I	# of Students	Combined Pop	African American	Caucasian	Econ Disadvantaged
2010	152	59%	40%	68%	54%
2011	116	50%	41.5%	60.4%	43.3%

Algebra I EOC Data 2009/10-2010/11 Summary

According to the Algebra I EOC data from 2009-2011, the Combined Population had a 9% decrease in the number of students scoring proficient and advanced; African Americans had a 1.5% increase; Caucasian had a 7.6% decrease; and Economically Disadvantaged had a 10.7% decrease.

2009/10-2010/11 Geometry End of Course Exam

CHS Geometry % Proficient/Advanced					
Geometry	# of Students	Combined Pop	African American	Caucasian	Econ Disadvantaged
2010	156	51%	33%	60%	37%
2011	140	56%	40%	64%	48%

Geometry EOC Data 2009/10-2010/11 Summary

According to the Geometry EOC data from 2009-2011, the Combined Population had a 5% increase in the number of students scoring proficient and advanced; African Americans had a 7% increase; Caucasian had a 4% increase; and Economically Disadvantaged had a 11% increase.

2. **The Learning Institute**

Cumulative Math Interim Assessment Summary						
Percent Correct-----Points Scored						
Math	10-11 Math MC Average	11-12 Math MC Average	12-13 Math MC Average	10-11 Math OR Average	11-12 Math OR Average	12-13 Math OR Average
Algebra I	42%	40%	28%	.76	1.04	8.1/20 pts
Geometry	45%	43%	38%	1.16	1.36	6/24 pts
Algebra II	42%	42%	41%	1.19	2.45	12.5/24 pts

3. **Iowa Test of Basic Skills**

Math Performance-% Scoring Proficient and Advanced			
Grade	10-11 Math Performance	11-12 Math Performance	12-13 Math Performance
9th Grade	22%	17%	27%

ITBS Summary: According to the ITBS data, from 2011 to 2013 there was a 5% increase in the percent of students scoring at or above the 50th percentile.

4. **Trend Analysis Statment for Math:** Data from various sources such as End of Course exams and The Learning Institute interim

assessments indicates the areas of weakness in Algebra I to be the Language of Algebra, Solving Equations and Inequalities, linear, Non-Linear and Data Interpretation, and Probability.
 Data from the End of Course exam and The Learning Institute interim assessments indicates the areas of weakness in Geometry to be triangles, measurement and coordinate geometry, transformation strands, the language of geometry, and relationships between 2 & 3 dimensional strands.

Goal All students will show improvement in their mathematical proficiency in procedures, problem solving, polynomials and measurement with emphasis in the areas of solving non-linear equations and inequalities, and two- and three- dimensional relationships.

Benchmark **The 9th-12th Grade Mathematics AMO Goal for 2013-14 is 66.30% for the All Students group and 60.56% for the TAGG group.**

Intervention: CHS will address Math academic performance and learning environment deficiencies through inclusion/implementation of technology, use of cross-curricular units, collaboration with local stakeholders, and enrichment activities provided through institutes of higher learning.				
Scientific Based Research: Guerrero, Shannon. "Technological Pedagogical content knowledge in the mathematics classroom." Journal of Digital Learning in Teacher Education 26.4 (2010): 132-139. ERIC. Web. 29 Aug. 2012. Cirillo, Michelle, and Patricio G. Herbst. "Moving toward more authentic proff practices in Geometry" Mathematics Educator 21.2 (2012): 11-33 ERIC. Web. 28 Aug 2012. Zelkowski, Jeremy. "Secondary mathematics: four credits, block schedules, continuous enrollment? what maximizes college readiness." Mathematics Educator 20.1 (2010): 8-21. ERIC. Web. 28 Aug. 2012.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
P2G1I1A10 - Calculators & Batteries 2013-2014. CHS will continue to utilize activities and lessons aligned with the frameworks that incorporate graphing calculator use into the curriculum. NSLA Funds will be used to purchase sixty (60) TI-84 graphing calculators to maintain and support student centered, standards-based mathematics instruction. Batteries will be purchased to support all calculators. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Vicki Dodd, Math Instructional Facilitator/ CHS Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Outside Consultants Teachers 	NSLA (State-281) - Materials & Supplies: \$6000.00 <hr/> ACTION BUDGET: \$6000
P2G1I1A11 - Manipulatives 1) Math manipulatives will continue to be used as an instructional tool in the mathematics classroom. 2)The math Instructional Facilitator will provide support and training to the math teachers in how to utilize and implement the use of math manipulatives in the classroom. 3)Lab supplies will be purchased using NSLA funds for the science department to facilitate the connection between math and science. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Vicki Dodd, Math Instructional Facilitator; Greg Johnson, Science Lead Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	NSLA (State-281) - Materials & Supplies: \$7000.00 <hr/> ACTION BUDGET: \$7000
P2G1I1A12 -Math Software 1)The mathematical software Smart View will continue to be utilized in order to enhance student assessment in the math classrooms at CHS. 2) The software Active Inspire will be purchased and installed in order to bring cohesiveness to varying forms of technology in the classroom. NSLA Funds will be used to purchase software and licenses in this	Vicki Dodd, Math Instructional Facilitator; Lisa Sharp, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	NSLA (State-281) - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000

<p>action. Action Type: Technology Inclusion</p>				
<p>P2G1I1A4 - TLI Tests Students will be given TLI tests in Algebra 1 eight (8) times, Algebra 2 eight (8) times, Geometry eight (8) times, and in Science five (5) times spread throughout the school year based upon curriculum maps and pacing guides. These exams will enable teachers and administrators to monitor student achievement, focus on the strengths and weaknesses of students, determine specific instructional gaps, and determine remediation needs for individual students, including TAGG identified students. The data from 2012-2013 indicated a growth of 5% in Math and 7% growth in science. NSLA funds will be used to purchase the software and hardware needed to maintain the scanners used for the TLI module tests. Action Type: Program Evaluation</p>	<p>Alicia Brown, Principal; Vicki Dodd, Math Instructional Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>P2G1I1A2 - PROGRAM EVALUATION This intervention will be evaluated through surveys of teachers, students, and other stakeholders, sign-in sheets, minutes from meetings, and Benchmark and TLI test data will be used to evaluate the effectiveness of this intervention. The goal is a 3-5% growth in Math academic performance and a document change in learning environment(as seen through CWTs and lesson plans). CWTs indicated 80% of the teachers were using techniques from Marzano's Classroom Instruction that Works. Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Alicia Brown, Principal Vicki Dodd, Math IF, Melinda Harris, Literacy IF,</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>P2G1I1A9 - Professional Learning Community (PLC) meetings will be held on a weekly basis in grades 9-12. PLC topics include: 1) align grade-level curriculum maps and pacing guides, 2) develop scope and sequences of literacy skills for each grade level, 3) plan, discuss and evaluate performance assessments used in the classroom, 4) analyze data, 5) reflect, exchange ideas and discuss best practices, and 6) collectively develop interventions that provide all students with additional time and support when they experience initial difficulty in their learning, and 7)review, discuss, and plan implementation of the Common Core State Standards in 2013-2014. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Alicia Brown, Principal; Vicki Dodd, Math IF; Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>P2G1I1A8 - Instructional Facilitator NSLA funds will be used to hire a building-level Math Instructional Facilitator (7-12) (FTE 0.71, Vicki Dodd). 1) The Math Instructional Facilitator will provide professional development, mentoring services and assistance to teachers.</p>	<p>Barbara Garner, Assistant Superintendent; Vicki Dodd, CHS Math IF</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>NSLA (State-281) - Employee Benefits: \$9620.00</p>

<p>Mentoring will include classroom visits with timely follow-up, presentations of model lessons, and assistance for teachers in planning lessons which follow the literacy frameworks and emphasize high-yield strategies to improve student achievement and prepare students for the benchmark exams.</p> <p>2) The Instructional Facilitators will chair the weekly Professional Learning Community (PLC) meetings for 9th/12th math teachers to evaluate and discuss instruction and performance assessments used in the classroom.</p> <p>3) The Instructional Facilitators will supervise and provide on-going professional development in classes for math teachers in grades 9-12.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>				<p>NSLA (State-281) - \$36536.00 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$46156</p>
<p>P2G1I1A6 - Student Assessment</p> <p>1) Teachers will assess student learning frequently with standards-based assessments.</p> <p>2) Teachers will use released items from the Released Item Booklets in their classrooms as a part of their formative assessments, remediation, and homework assignments.</p> <p>3) Teachers will evaluate student's progress using data from TLI Interim Assessments and Benchmark Exams and interventions will be designed and implemented to meet individual learning needs.</p> <p>4) Teachers will disaggregate data from these tests, emphasizing all subgroups, to target areas of weakness and plan strategies for interventions as they relate to individual AIPs.</p> <p>5) The Plan test will be purchased and administered to the 10th grade students.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	<p>Pam Pevy, Testing Coordinator; Alicia Brown, Principal; Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>P2G1I1A5 - Curriculum Alignment Process</p> <p>1) Train teachers in the curriculum mapping and alignment process and evaluation of student achievement across the district. NSLA funds will be used to purchase materials and supplies which include charts, markers, tabs, notes, paper and refreshments.</p> <p>2) Use CHS Leadership Team meetings, Departmental Meetings and Professional learning Communities (PLCs) to horizontally and vertically align the math curriculum within and between each grade level.</p> <p>3) Teachers will turn in a copy of their assessments with their lesson plans for review by administrator.</p> <p>4) Objectives will be posted in classrooms using the z-chart format.</p> <p>5) Teachers will continue to utilize F.L.I.P. training to implement differentiation into their instruction.</p> <p>6) Teachers will have an opportunity to conduct peer observations to reflect on the instructional strategies of their peers.</p> <p>7) Teachers will continue to utilize content specific trainings to best meet the needs of students.</p> <p>Action Type: Alignment</p>	<p>Alicia Brown, Principal; Vicki Dodd, Math IF</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Professional Development				
<p>P2G1I1A7 - End-of-Course Examainations Professional Development Workshop Teachers and Instructional Faciliators will attend a one day workshop sponsored by the Arkansas Department of Education in conjunction with Questar Assessment Inc. on scoring ACTAAP exams in Algebra I, Geometry, Bioology, and Literacy. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Alicia Brown, Principal; Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
<p>P2G1I1A3 - Math End-of-Course Information Packet CHS math teachers will provide an End-of-Course Information Packet prior to the 2014 EOC exam. The math teachers will supply information to the parents and students on the importance of the exam and will give strategies to each on how to be successful on the exam. Data from Student Activity Reports from the Learning Institute will be shared with each student and parent. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Alicia Brown, Principal; Vicki Dodd Math IF; Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
<p>P2G1I1A1 - On-Site Technical Assistance Crossett High School will receive on-site technical assistance from the ADE supervisors to assist in enhancing the quality and effectiveness of the school improvement system. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Alicia Brown, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
Total Budget:				\$60156

Intervention: CHS will (1) identify student needs in regards to math remediation, (2) maintain records for attendance and progress, and (3)report regularly to parents in an attempt to address weaknesses as outlined in AIP's.

Scientific Based Research: George, Michael. "Ethics and motivation in remedial mathematics education." Community College Review 38.1 (2010): 82-92. Academic Search Elite. Web. 28 Aug. 2012.
 Delen Erhan, and Okan Bulut. "The relationship between students' exposure to technology and their achievement in science and math." Turkish Online Journal of Educational Technology - TOJET 10.3 (2011): 311-317. ERIC. Web. 28 Aug. 2012.
 Bruce, Angela M., et al. "Closing the gap: a group counseling approach to improve test performance of african-american students." Professional School Counseling 12.6 (2009): 450-457. ERIC. Web. 28 Aug. 2012.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>P2G1I2A1 - Remediation Program EvaluationThe remediation program will be evaluated using the following tools: 1) Monitoring of lesson plans 2) Classroom Observations, 3) Pre-test/Post-test gains 4) Student activity report from Compass Learning 5) Benchmark Exams 6)Data will be analyzed from EOC assessments. 7) Data will be analyzed from TLI assessment.</p>	Alicia Brown, Principal; Vicki Dodd, Math Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$

Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion				
P2G1I2A2 - An Academic Improvement Plan (AIP) will be developed through The Learning Institute for every student who did not score proficient on the 8th grade Benchmark exam, Algebra 1 exam, or Geometry EOC Exam. 1) Teachers will review the AIP with the parents and students and the parents will be provided a copy of their student's AIP at the September 10 Parent-Teacher Conference. 2) Teachers will receive AIPS for each student scoring below basic and basic in math on the Benchmark exam for the purpose of identifying weak skills and documenting support services and progress of learning strategies. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Alicia Brown, Principal; Vicki Dodd, Math Instructional Facilitator/ Classroom Teachers/ Counselors	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
P2G1I2A4 - Remediation 1) The math Instructional Facilitator will collaborate with math teachers during PLCs and observations to determine the strategies that need to be implemented in lesson planning and instruction so that the identified areas of weaknesses in math, according to the students' AIPs, are addressed. 2) Teachers will identify TAGG students and determine a course of action to meet the needs of this student population. Action Type: AIP/IRI Action Type: Equity	Alicia Brown, Principal; Vicki Dodd, Math Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
P2G1I2A5 - Summer School Instructional specialist, instructional facilitators, and the teachers will create a Summer School curriculum relevant to courses that will be taught. This curriculum will include pre-assessment, mid-session assessment, and post-assessment. The curriculum will be implemented as designed for relevant courses. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Alicia Brown, Principal; District Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
P2G1I2A6 - ACT Prep/Review 1) Students who have less than a previous ACT composite score of 26 will be afforded an opportunity to take ACT Prep/Review class. 2) ACT Prep books will be purchased to support the review class. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Alicia Brown, Principal, Barbara Garner, Curriculum Coordinator; Judy McCay, Prep Class Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

<p>After School Tutoring Crossett High School will provide after-school tutoring to students identified as needing additional support. Five (5) teachers will be provided for tutoring three (3) days a week for 30 weeks at a rate of \$35 per hour. (5 x 3 X 30 X \$35= \$15,750). Salaries and benefits for tutoring will be paid from NSLA funding. Supplies and instructional materials such as charts, notebooks, and additional textbooks and supplemental resources will be purchased using NSLA funding. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • School Library • Teachers • Teaching Aids 	NSLA (State-281) - Materials & Supplies: \$785.00 NSLA (State-281) - Employee Benefits: \$3465.00 NSLA (State-281) - Employee Salaries: \$15750.00 <hr/> ACTION BUDGET: \$20000
Total Budget:				\$20000

Intervention: Efficiency Intervention: CHS will establish committees, conduct activities, and establish procedures necessary to strengthen building efficiency with a focus on leadership, organizational structure and resources and effective planning.

Scientific Based Research: Williams, Henry S. "Leadership capacity - a key to sustaining lasting improvement" Education 130.1 (2009): 30-41. ERIC. Web. 29 Aug. 2012.
 Barton, Leigh. "Moving to the dark side or into the light? Internal or external motivaiton to become a school leader." Educational Leadership and Administration: Teaching and Program Devemopment 23. (2011): 13-218. ERIC. Web. 29 Aug. 2012.
 Helterbran, Valeri R. "Teacher leadership: overcoming 'I am just a teacher' syndrome." Education 131.2 (2010): 363-371. Academic Search Elite. Web. 29 Aug. 2012.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>P2G1I3A6 - ACSIP Approval Process The ACSIP Approval Process shall be followed: 1) Prior to submitting the ACSIP Plans to the District, the Principal will set up a faculty meeting to share the ACSIP Plan with faculty and staff. 2) Each ACSIP Chairperson will be responsible for sharing his/her priority at the meeting. All input, concerns, questions, recommendations, corrections, etc. shall be discussed and recorded in the minutes. Any needed changes discussed are to be made prior to submission to the District. 3)Once CHS staff has made changes, a meeting will be held with district stakeholders to gain input. 4)An agenda, sign-in sheet and minutes will be kept for documentation. 5)A copy of the documentation will be sent to the Asstistant Superintendent. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	Alicia Brown, Principal; CHS Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

<p>P2G1I3A7 - PROGRAM EVALUATION In an effort to evaluate the effectiveness of activities, programs, and other actions from the 2012-2013 ACSIP plan, the CHS ACSIP Steering Committee (comprised of administrators, parents, teachers, instructional facilitators, and students) will meet periodically to revisit/evaluate each component to determine its value to the overall goal and whether or not it merits continued use. Documentation for this evaluation includes the Agendas, Sign-in Sheets, and Minutes from Steering Committee meetings in 2012-2013. Action Type: Collaboration Action Type: Parental Engagement</p>	Alicia Brown, Principal; Jason Bohler, Asst. Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<hr/> <hr/> ACTION BUDGET: \$
<p>P2G1I3A3 - Secondary Curriculum Coordinator 1) A district-level Secondary Curriculum Coordinator (5-12), Barbara Garner, will be utilized by CMS and CHS. 2) The Secondary Curriculum Coordinator will provide oversight of the curriculum alignment process for CMS and CHS. 3) The Secondary Curriculum Coordinator will supervise and provide on-going professional development to the Instructional Facilitators in CMS and CHS. NMS - FTE .50 (Barbara Garner) Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Dr. Barbara Wood, Supt.; Barbara Garner, Assistant Superintendent/Secondary Curriculum Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <hr/> ACTION BUDGET: \$
<p>P2G1I3A2 - Growth Plans 1) Each CHS administrator will create a yearly administrative Professional Growth Plan that is focused on research-based effective leadership traits/skills. These plans will be frequently referenced and growth identified. 2) Each CHS faculty member will create a Professional Growth Plan as an individual or as part of a team. This plan is intended to reflect the growth of the individual(s) as they implement strategies and trainings to better address needs of their students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Alicia Brown, Principal; CHS Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <hr/> ACTION BUDGET: \$
<p>P2G1I3A1 - Arkansas Leadership Academy Skills 1) CHS will participate in and continue utilizing skills from the Arkansas Leadership Academy with attendance at the following training: Master Principal Phase 1. 2) Training from the Deep Knowledge Team will be shared with the new Leadership Team and utilized to continue the programs started at CHS. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	Alicia Brown, Principal; CHS Faculty	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <hr/> ACTION BUDGET: \$
<p>P2G1I3A8 - Teach for America Crossett High School will continue to employ Teach for America students as classroom teachers in the areas of biology, english,</p>	Dr. Barbara Wood, Superintendent; Alicia Brown, Principal	Start: 07/01/2013 End:	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <hr/>

civics/economics, math. CSD will provide district level professional development support for these students. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development		06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: CHS recognizes the need to create a culture in our school that consistently promotes good nutrition and physical activity, and helps to reduce childhood obesity. Our goal is to help every child develop the skills to become responsible, healthy citizens.

1. **Arkansas Prevention Needs Assessment.** *(most recent four years)*
Statistics reported are from Table 21: Any Drug - Lifetime Use
Crossett School District did not participate in this assessment during 2011-12

Grade	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2012
6th	17.2	20.5	16.4	19.8	7.0
8th	41.8	40.6	38.0	22.0	17.1
10th	33.7	51.0	38.5	50.0	28.9
12th	43.5	39.6	39.1	56.1	48.1
District	33.7	37.4	31.5	33.5	

2. **STUDENT LUNCH DATA**

The number of students receiving free and reduced lunch in **2007/2008** was 253 according to ADE School Lunch Report in the Statewide Information System Database.
 The number of students receiving free or reduced lunch in **2008/2009** was 246, which is a **decrease of 7** students.
 The number of students receiving free or reduced lunch in **2009/2010** was 265, which is an **increase of 19** students.
 The number of students receiving free or reduced lunch in **2010/2011** was 264, which is an **decrease of 1** student.
 The number of students receiving free or reduced lunch in **2011/2012** was 274, which is an **increase of 10** students. The number of students receiving free or reduced lunch in **2012/2013** is yet to be reported.

Supporting Data:

3. **CHS BMI Data.**

CHS 2012-2013 BMI Data	
Grade (only grades with data shown)	10
Males (#)	79
Healthy and Underweight Males (%)	49.4%
Overweight or Obese Males (%)	27.8%
Females (#)	56
Healthy and Underweight Females (%)	51.8%
Overweight or Obese Females (%)	26.8%

CHS BMI Data.

CHS 2011-2012 BMI Data

Grade (only grades with data shown)	10
Males (#)	46
Healthy and Underweight Males (%)	56.5%
Overweight or Obese Males (%)	43.5%
Females (#)	38
Healthy and Underweight Females (%)	68.4%
Overweight or Obese Females (%)	31.6%

4.

CHS BMI Data.

2010-2011 BMI Data Crossett School District	
(only grades with data shown)	
Grade	10
Males (#)	52
Healthy and Underweight Males (%)	48.1%
Overweight Males (%)	25.0%
Obese Males (%)	26.9%
Females (#)	58
Healthy and Underweight Females (%)	70.7%
Overweight Females (%)	12.1%
Obese Females (%)	17.2%

Goal The purpose of this priority is to promote student wellness through nutrition education, physical activity, and the selection of nourishing foods and beverages and to fulfill the requirements of Public Law 108-265, Section 204, June 30, 2006, Child Nutrition Reauthorization Act of 2004.

Benchmark Crossett High School students will show a 5% decrease in the number of students overweight and at risk for overweight by June 30, 2014. The 2013/2014, BMI Assessments will document the decrease and will be included in the supporting data of next year's plan.

Intervention: Crossett High School will provide professional development for staff related to student wellness, as well as student access to nutritious food, opportunities for physical activities and developmentally appropriate exercise, and school-based nutrition education.				
Scientific Based Research: Kenneth B. Dartha, et al. "Obesity Prevention in Early Adolescence: Student, Parent, And Teacher Views." JJournal of School Health 80.1 (2010): 13-19. Academic Search Elite. Web. 29 Aug. 2012. Martin Gonzalez, et al. "School Wellness Policies: Perceptions, Barriers, and Needs Among School Leaders and WELLness Advocates." Journal of Schol Health 80.11 (2010): 527-535. Academic Search Elite. Web. 29 Aug. 2012. JENNA SEYMOUR, et al. "What Works? Process Evaluation Of A School-Based Fruit And Vegetable Distribution Program In Mississippi." Journal Of School Health 81.4 (2011): 202-211. Academic Search Elite. Web. 29 Aug. 2012				
Actions	Person Responsible	Timeline	Resources	Source of Funds
P4G1I1A1 - PROGRAM EVALUATION Survey results, sign-in sheets, photographs, and student written responses will be used to evaluate the effectiveness of this intervention.	Curriculum Coordinator; Sheryl Cooper, Food Services	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community 	ACTION BUDGET: \$

<p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Coordinator, School Health Coordinator</p>		<p>Leaders • District Staff • Teachers</p>	
<p>P4G1I1A2 - District Wellness Policy. District Wellness Policy will be followed by all administrators, staffs, and students. 5.29 - Wellness Policy The health and physical well-being of our students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and diabetes. The increased risk carries forward into their adulthood. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be magically changed overnight, but at the same time, the Board of Directors believes it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity. The problem of obesity and inactivity is a public health issue. The Board is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the Department of Education, but with the community and its residents, organizations and agencies. Therefore, the District shall enlist the support of the larger community to find solutions which improve the health and physical activity of our students. Goals: In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the District will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. Adhering to these rules will include, but it is not limited to district efforts to:</p> <ol style="list-style-type: none"> 1) Appoint a district school health coordinator who shall be responsible for ensuring that each school fulfills the requirements of this policy; 2) Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum; 3) Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity; 4) Strive to improve the quality of physical education curricula and increase the training of physical education teachers; 5) Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12; 6) Not use food or beverages as rewards for academic, classroom, or sports performances; 7) Ensure that drinking water is available without charge to all students; 8) Establish class schedules, and bus routes that don't directly or indirectly restrict meal access; 9) Provide students with ample time to eat their meals in pleasant cafeteria and dining areas; 10) Establish no more than nine (9) school wide events which permit exceptions to the food and beverage limitations established by Rule. The schedule of the events shall be by school, and approved by the Principal; 	<p>Curriculum Coordinator; Sheryl Cooper, Food Services Coordinator, School Health Coordinator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>• District Staff • Teachers</p>	<p>NSLA (State-281) \$5116.00 - Employee Benefits: NSLA (State-281) \$21417.00 - Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$26533</p>

<p>11) Abide by the current allowable food and beverage portion standards;</p> <p>12) Meet the more stringent of Arkansas' or the U.S. Department of Agriculture's Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria;</p> <p>13) Restrict access to vended foods, competitive foods, and foods of minimal nutritional value (FMNV) as required by law and Rule; Crossett High School will restrict access to vending machines when current contract expires in 2009. All other schools are in compliance;</p> <p>14) Conform new and/or renewed vending contracts to meet the content restrictions contained in the Rules and reduce district dependence on profits from the sale of FMNV;</p> <p>15) Provide professional development to all district staff on the topics of nutrition and/or physical activity;</p> <p>16) Utilize the School Health Index available from the Center for Disease Control (CDC) to access how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students;</p> <p>17) Utilize an Advisory Committee to enhance the district's efforts to improve the health of our students, School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed. It shall be structured in a way that ensures age-appropriate recommendations are made which correlate to our district's grade configurations. The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule. The overarching goal of the committee shall be to promote student wellness by monitoring how well the district is doing at implementing this policy. The SNPAAC shall use modules 1,2,3,4, and 8 of the CDC's School Health Index as a basis for assessing each school's progress toward meeting the requirements of this policy. The results of the annual assessment shall be included in each school's ACSIP, provided to each school's principal, and reported to the board. Legal References: Richard B. Russell National School Lunch Act 42 U.S.C. sec. 1751 et seq. Child Nutrition Act of 1966 42 U.S.C. sec. 1771 et seq. A.C.A. sec. 20-17-133, 134, & 135 ADE Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools Allowable Competitive Foods/Beverages - Maximum Portion Size List for Middle, Junior High, and High School Nutrition Standards for Arkansas Public Schools (Commissioner's Memo FIN-06-106) Date Adopted: April 17, 2006.</p> <p>18) An additional school nurse will be hired using NSLA funds to help facilitate health & wellness education at CHS, as well as monitor progress in becoming a healthier campus. NSLA funds will be used to employ this nurse.</p> <p>19) All teachers will be trained during the 2013-2014 year on child maltreatment for 3 hrs. of PD.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>				
<p>Teachers will receive two (2) hours of professional development in Child Maltreatment in 2013-14 as part of the required 60 hours of annual professional development.</p> <p>Action Type: Equity Action Type: Professional Development</p>	<p>Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<p>ACTION BUDGET: \$</p>

Action Type: Wellness				
Total Budget:				\$26533

Priority 7: The school will provide a quality education program emphasizing the acquisition of English for students qualified as English Language Learners with support from the district.

1. **2013 ESEA AMOs - Crossett HIGH School**

For ENGLISH LEARNERS

LITERACY Performance:

-->Pct Proficient 2011 - 53.85%

Year 2012 AMO - n < 10 Pct Prof - n < 10

Year 2013 AMO - 61.54% Pct Prof - 0.00%

Year 2014 AMO - 65.39%

MATH Performance:

-->Pct Proficient 2011 - N/A

Year 2012 AMO - n < 10 Pct Prof - n < 10

Year 2013 AMO - 100% Pct Prof - 25.00%

Year 2014 AMO - 70.00%

MATH Growth: -----

GRADUATION Rates

Crossett HIGH School

ELL Students

Graduation 2010 - 0 (None expected)

Graduation Rate AMO 2011 - n < 10

Graduation Rate AMO 2012 - 8.33% Pct Grad - n < 10

Graduation Rate AMO 2013 - 16.67%

Graduation Rate AMO 2014 - 25.00%

Supporting Data:

2.

ELDA Crossett School District 2013					
Levels for Mean of Student Scores per Test					
Grade	# of Students	Listening	Speaking	Reading	Writing
Kg	5	Advanced	Advanced	Advanced	Advanced
1	7	FEP	Advanced	Advanced	Advanced
2	2	FEP	FEP	Advanced	Advanced
3	2	Beginning	Advanced	<i>Beginning</i>	<i>Beginning</i>
4	3	Intermediate	Advanced	Advanced	Intermediate
5	3	FEP	FEP	FEP	Advanced
6	2	Beginning	Advanced	Beginning	<i>Beginning</i>
7	1	FEP	FEP	Intermediate	Intermediate
8	2	FEP	Advanced	FEP	Advanced
9	1	FEP	FEP	FEP	Advanced
10	1	FEP	Advanced	Advanced	Advanced
11	1	FEP	FEP	Intermediate	Advanced
12	1	FEP	FEP	Advanced	Advanced

3.

ELDA Crossett High School 2013							
Mean Scores per Grade and Per Test							
Grade	#Students	Listening	Speaking	Reading	Writing	Comprehension	Composite
8	1	860	821	873	826	867	845
9	2	870	914	891	787	881	866
10	1	910	821	780	751	845	816
11	1	859	945	714	846	787	841
12	1	892	867	780	846	836	846

4.

ELDA Crossett High School 2012					
Levels for Mean of Student Scores per Test					
Grade	# of Students	Listening	Speaking	Reading	Writing
9	1	FEP	FEP	Advanced	Advanced
10	1	Advanced	FEP	FEP	Advanced
11	1	FEP	FEP	FEP	Intermediate

5.

ELDA Crossett High School 2012							
Mean Scores per Grade and Per Test							
Grade	#Students	Listening	Speaking	Reading	Writing	Comprehension	Composite
8	2	843	917	827	790	836	845
9	1	870	941	765	732	818	827
10	1	786	941	903	823	845	863
11	1	950	941	888	709	919	872

6.

ELDA Crossett High School 2011					
Levels for Mean of Student Scores per Test					
Grade	# of Students	Listening	Speaking	Reading	Writing
9	1	Intermediate	FEP	Intermediate	<i>Beginning</i>
10	1	FEP	FEP	<i>Beginning</i>	Intermediate

7.

ELDA Crossett High School 2011							
Mean Scores per Grade and Per Test							
Grade	#Students	Listening	Speaking	Reading	Writing	Comprehension	Composite
9	1	690	899	670	688	680	712

10	1	911	899	621	666	766	774
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8. **ELDA Crossett High School 2010**
Levels for Mean of Student Scores per Test

Grade	# of Students	Listening	Speaking	Reading	Writing
9	1	FEP	FEP	Intermediate	Advanced

9. **ELDA Crossett High School 2010**
Mean Scores per Grade and Per Test

Grade	#Students	Listening	Speaking	Reading	Writing	Comprehension	Composite
9	1	917	945	669	727	793	815

10. **BENCHMARK Results for LEP Crossett High School 2012-2013**

Level	Subject	Below Basic	Basic	Proficient	Advanced
High School	Algebra	0	2	1	0
High School	Geometry	0	1	0	0
High School	Gr 11 Literacy	0	1	0	0

BENCHMARK Results for LEP Crossett High School 2011-2012

Level	Subject	Below Basic	Basic	Proficient	Advanced
High School	Algebra	0	0	1	0
High School	Geometry	0	0	1	0
High School	Gr 11 Literacy	0	0	0	0

BENCHMARK Results for LEP Crossett High School 2010-2011

Level	Subject	Below Basic	Basic	Proficient	Advanced
High School	Algebra	0	0	1	0
High School	Geometry	0	0	1	0
High School	Gr 11 Literacy	0	0	0	0

11. **LMS - Language Minority Students Enrolled**
LEP - Limited English Proficient
ASSESSMENTS
LAS / MACII / ELDA
Benchmark - Augmented Benchmark Exam 3-8 and EOC Literacy Grade 11
NRT - Norm Referenced Test

DISTRICT Home Language Survey Report						
Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Total Lang Minority Students	61	67	60	TBD	57	52
K-5 Lang Minority Students	32	33	27	TBD	30	26
6-12 Lang Minority Students	29	34	33	TBD	27	26
K-5 Limited Eng Proficient	20	22	17	TBD	29	25
K-5 Limited Eng Prof PCT	62.5%	66.6%	63.0%	TBD	96.7%	96.1%
6-12 Limited Eng Proficient	6	7	8	TBD	12	12
6-12 Limited Eng Prof Pct	20.6%	20.6%	24.2%	TBD	44.4%	46.1%
Retained K-6	0	2	0	TBD	1	1
Retained 7-12	0	0	0	TBD	0	0
Title I Program Eligible	23	28	24	TBD	31	32
Title I Prog Elig Pct	88.5%	96.5%	96.0%	TBD	%	%
Migrant	0	2	5	TBD	0	0
LAS/MACII/ELDA Assessments	26	29	25	TBD	41	37
Benchmark Assessments	9	20	16	TBD	36	32
NRT Assessments	18	8	0	TBD	TBD	TBD

Goal Provide services and support for the acquisition of English for students identified and qualified as English Language Learners in order to increase achievement for these students.

Benchmark The ELL students at Crossett High School will achieve the expected 2014 Annual Measurable Objectives achievement proficiency levels: Math - Performance: 100.00% Literacy - There was no baseline for 2011 to calculate 2013 AMO's. Graduation - 25%

Intervention: Provide a quality educational program emphasizing acquisition of English for students qualified as English Language Learners.

Scientific Based Research: BERG, HELEN, MARY PETRÓN, and BARBARA GREYBECK. "Setting The Foundation For Working With English Language Learners In The Secondary Classroom." American Secondary Education 40.3 (2012): 34-44. Academic Search Elite. Web. 29 Aug. 2012.

Calderon, Margarita, Robert Slavin, and Marta Sanchez. "Effective Instruction For English Learners." Future Of Children 21.1 (2011): 103-127. ERIC. Web. 29 Aug. 2012.

DeCapua, AndreaMarshall, Helaine W. "Reaching Ells At Risk: Instruction For Students With Limited Or Interrupted Formal Education." Preventing School Failure 55.1 (2010): 35. MasterFILE Premier. Web. 29 Aug. 2012.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>P7G1I1A2 - ELL Provide ELL program coordination and instruction utilizing professional services with state ELL funding (as allocated in the district plan.) State categorical ELL funds will be used (budgeted in the district plan) to provide services for after-school, and summer programs including transportation services. On-going assessment of LEP student progress will be reviewed through achievement test data and student progress reports. Materials, software, and supplies will be purchased with ELL categorical funds. Action Type: Alignment Action Type: Collaboration</p>	Curriculum Coordinators, Instructional Specialist, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$

Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation				
P7G1I1A3 - Evaluation of ELL . During the May annual federal programs/state programs peer review, annually evaluate the effectiveness of the ELL program by analyzing student achievement data of ELL students, including CRT/NRT/Target Tests/ELDA. Results of ELDA will determine if students move out of ELL status and become designated as English learners. Ensure the intervention is implemented as designed and that monies allocated were expended as intended. Provide evidence of the impact of student achievement, using the most recent student achievement reports. Adjust the intervention to provide resources and support as needed. ELL data (ESEA AMO's, Home Parent Survey, ELDA, and Benchmark for LEP) from prior years is located in the supporting data for this intervention. Data from current year is be posted in the following year plan. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Curriculum Coordinators, Instructional Specialist, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	ACTION BUDGET: \$
P7G1I1A4 - Assessment/Materials/Training for ELL Provide assessments and instructional materials for ELL program to enhance effectiveness of the intervention. Provide training for staff of ELL students in use of assessments. Select and purchase age-appropriate materials for ELL students and purchase assessment activities, if needed, which will identify learning needs. Action Type: Alignment Action Type: Equity	Curriculum Coordinators, Instructional Specialist, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	ACTION BUDGET: \$
P7G1I1A5 - Professional Development for ELL Professional development will be provided to counselors, ELL Assistant, ELL Coordinator, and Test Coordinator. ELL Funding at the district level will be used to provide ELL Parent Involvement training, ELDA training, and training on communicating with ELL parents and families. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Curriculum Coordinators, Instructional Specialist, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
P7G1I1A1 - Program Evaluation Sign-in sheets, minutes, and other documentation will be used to determine the effectiveness of this intervnetion. Student target test data and benchmark data will serve as additional indicators for determination of effectiveness. Action Type: Collaboration Action Type: Program Evaluation	Curriculum Coordinators, Instructional Specialist, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 8: CHS has addressed 9 target Scholastic Audit with actions that are currently embedded in the ACSIP plan. The 2013-2014 school year will focus on improvement in the areas of Academic Performance: Instruction, Learning Environment: School Culture, and Efficiency - Leadership.

Supporting Data:

Goal Academic Performance: Instruction

Benchmark CHS Faculty and Staff will utilize an instructional program to actively engage all students by using effective, varied, and research-based practices to improve academic performance while integrating and introducing the rigor associated Common Core State Standards (CCSS).

Intervention: Utilizing research based practices to improve performance.				
Scientific Based Research: Academic Performance: Instruction Bianco, Sharon Davis. "Improving Student Outcomes; Data-Driven Instruction and Fidelity of Implementation in a Response to Intervention (RTI) Model." Teaching Exceptional Children Plus 6.5 (2010): ERIC. Web. 29, Aug. 2012.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
P8G1I1A2 - Leadership Team The CHS Leadership Team will be instructional leaders through the facilitation of PLCs, conducting training and mini-workshops in their disciplines, and as Principal's Cabinet sponsors, entailing interacting with students in small groups. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Alicia Brown, Principal; CHS Instructional Facilitators, Leadership Team	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
P8G1I1A1 - High-Yield Strategies Teachers will utilize high yield instructional strategies in all content areas (Marzano). 1) Strategies will be discussed, if not chosen in advance, during PLC meetings. 2) Professional development on strategies will be provided during PLCs. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Alicia Brown, Principal; CHS Instructional Facilitators; CHS Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Utilizing new and existing technology to best meet the needs of all CHS students.				
Scientific Based Research: Camacho, Mar, and Sonia Guilana. "From Personal to Social: Learning Environments That Work." Digital Education Review 20 (2011): 24-36. ERIC. Web. 29 Aug. 2012.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
P8G1I2A1 - Technology 1) Funds will be used to purchase Smartboards with Speakers, Projectors, and Elmos for teachers who do not have them in order that all students may be educated in a technologically current environment. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Alicia Brown, Principal; Lisa Sharp, Technology	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Goal Learning Environment: School Culture

Benchmark The CHS Faculty and Staff will strive to build a collaboration between parents, students, and community members in order to build a strong school culture that reflects the ideas and morals of our community.

Intervention: Teachers will be encouraged to take invite parents and community members into the educational system by providing opportunities to volunteer and participate in classroom activities.				
Scientific Based Research: Roby, Douglas E. "Teacher Leaders Impacting School Culture." Education 131.4 (2011): 782-790. Academic Search Elite. Web. 29 Aug. 2012.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>P8G2I1A1 - Parent Involvement In conjunction with the parent involvement plan, CHS faculty and staff will be encouraged to make personal contact with parents or guardians of their students to garner support in the educational process. Staff will be encouraged to:</p> <ol style="list-style-type: none"> 1) Invite parents into their classroom to spotlight student work. 2) Invite parents into their classroom to attend presentations of student work/projects. 3) Invite parents to participate in projects and activities involving their students. <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Alicia Brown, Principal; CHS Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
<p>P8G2I1A3 - Volunteers Count Each CHS faculty or staff member will be encouraged to enlist the assistance of volunteers during the school year. These volunteers may assist with class projects or class preparation, such as copying or creating bulletin boards.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Alicia Brown, Principal; Kristi Dodge, Parent Facilitator; CHS Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
<p>P8G2I1A2 - Morale Boosters Teachers will be encouraged to participate in friendly contests and other team building activities in order to build a family-type atmosphere among the faculty and staff of CHS.</p> <p>Action Type: Collaboration Action Type: Equity</p>	Alicia Brown, Principal; CHS Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: The CHS faculty and staff will work together to build a common vision for the high school and work collaboratively to increase student achievement.				
Scientific Based Research: Sahin, Semiha. "The Relationship Between Instructional Leadership Style and School Culture (Izmir Case)>" Educational Sciences: Theory and Practice 11.4 (2011): 1920-1027. ERIC. Web. 29 Aug. 2012.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>P8G2I2A2 - Peer Observations Teachers will be given the opportunity to observe peers in order to gain new instructional strategies and techniques.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Alicia Brown, Principal; CHS Instructional Facilitators; CHS Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

<p>P8G2I2A1 - Professional Learning Communities Teachers will participate in Professional Learning Communities (PLCs) in order to gain professional awareness of content area issues, but also have an avenue in which to share areas of celebration or concern. Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Alicia Brown, Principal; CHS Instructional Facilitators, CHS Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Goal Efficiency: Leadership

Benchmark The CHS Faculty and Staff will work with district administrators to create a climate and structure of stability through opportunities to lead from within and encouragement to take ownership of their decision making process.

Intervention: Teachers will be encouraged to take on leadership roles within the faculty of CHS in order to create a sense of stability and structure.				
Scientific Based Research: Urooj Fatima, et al. "Impact of Academic Leadership on Faculty's Motivation and Organizational Effectiveness in Higher Education System." International Journal of Academic Research 3.3 (2011): 730-737. Academic Search Elite. Web 29 Aug. 2012.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>P8G3I1A1 - Team Leaders Team leaders will be established in each content area in order to better share information with faculty and staff members outside of formal meetings or PLC groups. Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Alicia Brown, Principal; Alicia Brown, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Teachers will be encouraged to participate in groups and organizations that promote professional, as well a personal growth, in the field of education.				
Scientific Based Research: William Frick, et al. "Aspiring to a Continuous Learning Ethic: Building Authentic Learning Communities for Faculty and Administration." Educational Leadership and Administration: Teaching and Program Development 21 (2009): 7-26. ERIC. Web. 29 Aug. 2012.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>P8G3I2A1 - Professional Organizations Teachers will be given information about state and national organizations in their content areas, as well as online organizations in which they can become members and participate on a local, state, and global level. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	Alicia Brown, Principal; Holly Gillum, LMS	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
	Deon McNeil	Student	Literacy
	Hannah Morris	Student	Math

	Joey Watt	Student	Literacy
Classroom Teacher	Bradford, Audwin	Member	Literacy
Classroom Teacher	Brown, Connie	Math	Math
Classroom Teacher	Byars, Savannah	U.S.History	Literacy
Classroom Teacher	Chrissotimos, Stephanie	English	Literacy
Classroom Teacher	Coleman, Austin	Math	Mathematics
Classroom Teacher	Collins, LaDale	Social Studies	Literacy
Classroom Teacher	Cook, Shawna	Science	Math
Classroom Teacher	Corkins, Wesley	Health/PE/Coach	Wellness
Classroom Teacher	Cox, Sammy	Member	Wellness
Classroom Teacher	Currie, Beth	Member	Literacy
Classroom Teacher	Dodd, Vickie	Member	Mathematics
Classroom Teacher	Dodge, Kristy	Member	Literacy
Classroom Teacher	Fox, John	Env. Science	Mathematics
Classroom Teacher	Gardner, Janla	Member	Mathematics
Classroom Teacher	Hall, Amanda	Member	Literacy
Classroom Teacher	Harper, Janel	Member	Mathematics
Classroom Teacher	Harris, Melinda	Co-Chair	Literacy
Classroom Teacher	Hennington, Jacqueline	Art	Math
Classroom Teacher	Iverson, Mark	Math/ALE	Math
Classroom Teacher	Kinchen, Mary Beth	English	Literacy
Classroom Teacher	Kopotic, Katherine	Math	Mathematics
Classroom Teacher	McLaren, John	Member	Literacy
Classroom Teacher	McMahen, Robert	Member	Literacy
Classroom Teacher	Myers, Craig	Social Studies	Literacy
Classroom Teacher	Nason, Sonny	Health/PE/Coach	Wellness
Classroom Teacher	O'Neal, Cheryl	Member	Mathematics
Classroom Teacher	Paccio, Darlene	Special Education	Math
Classroom Teacher	Peeden, Preston	Civics/Econ	Literacy
Classroom Teacher	Puelle, Rebecca	Biology	Mathematics
Classroom Teacher	Rainey, Meleah	Member	Literacy
Classroom Teacher	Schwartz, Nancy	Math	Math
Classroom Teacher	Strunk, Kevin	Math	Mathematics
Classroom Teacher	Thomas, Brandy	Family Consumer Science	Wellness
Classroom Teacher	Wall, Linsey	English	Literacy
Classroom Teacher	Wells, Treva	Member	Literacy
Classroom Teacher	Wilkinson, James	Math	Mathematics
Classroom Teacher	Woodard, Russell	Member	Mathematics
Classroom Teacher	Wright, Sirl	Member	Mathematics
District-Level Professional	Sharp, Lisa	Technology Coordinator	Federal Programs Advisory Committee
Non-Classroom Professional Staff	Adkins, Robert	ALE/ISS	Wellness

Non-Classroom Professional Staff	Barnes, Theresa	Cafeteria	Wellness
Non-Classroom Professional Staff	Flores, Maria	Cafeteria	Wellness
Non-Classroom Professional Staff	Gillum, Holly	LMS	Literacy
Non-Classroom Professional Staff	Glove, Mary Beth	Cafeteria	Wellness
Non-Classroom Professional Staff	Gonzalez, Patricia	Cafeteria	Wellness
Non-Classroom Professional Staff	Goree, Philisha	Cafeteria	Wellness
Non-Classroom Professional Staff	Hopper, Tammy	Cafeteria	Wellness
Non-Classroom Professional Staff	Jeffers, Mary	Cafeteria	Wellness
Non-Classroom Professional Staff	Jenkins, Kathy	Office Personnel	Wellness
Non-Classroom Professional Staff	Jenkins, Linda	Cafeteria	Wellness
Non-Classroom Professional Staff	Jones, Betty	Paraprofessional	Literacy
Non-Classroom Professional Staff	Lockwood, JoAnna	Office	Mathematics
Non-Classroom Professional Staff	Matheney, Ralph	SpEd Assistant	Wellness
Non-Classroom Professional Staff	McCay, Judy	Study Hall	Wellness
Non-Classroom Professional Staff	Person, Samantha	Member	Literacy
Non-Classroom Professional Staff	Robert Black	SRO	Wellness
Non-Classroom Professional Staff	Sasser, Scott	Member	Mathematics
Non-Classroom Professional Staff	Self, Lisa	Computer Lab Aide	Literacy
Non-Classroom Professional Staff	Watt, Ann	Cafeteria	Wellness
Non-Classroom Professional Staff	Williams, Melanie	Cafeteria	Wellness
Parent	Ballard, Susanne	Member	Literacy
Parent	Johnson, Greg	Member	Mathematics
Principal	Brown, Nona Alicia	Assistant Principal	Math
Principal	Jason Bohler	Assistant Principal	Literacy
Principal	Tina Morris	Parent	Literacy