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## School Plan

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**SHERIDAN HIGH SCHOOL**  
700 W VINE,SHERIDAN, AR 72150

**Arkansas Comprehensive School Improvement Plan**

**2014-2015**

Sheridan High School provides opportunities for students to achieve their highest potential in learning, integrity, and citizenship.

Grade Span: 9-12

Title I: Not Applicable

School Improvement: SI\_M

### Table of Contents

#### Priority 1: Literacy

**Goal:** Students will increase skills in writing and English usage. Emphasis will be placed on improving student demonstration of proficiency specifically in the area of open response through writing content and style. Students will increase comprehension skills in reading. Emphasis will be placed on improving student demonstration of proficiency specifically in the area of practical open response prompts.

#### Priority 2: Math

**Goal:** Students will follow a coherent progression of learning expectations in Mathematics designed to prepare them for college and career success. Implementation of Common Core State Standards for Mathematics define the knowledge and skills students should have so they will graduate high school and be able to succeed in entry-level, credit bearing academic college course and in the workforce. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills students need to be best positioned to compete successfully in a global economy.

#### Priority 3: Science

**Goal:** Students will increase skills in science comprehension, knowledge and reasoning skills. Emphasis will be placed on improving student demonstration of proficiency specifically in the areas of Biology open response prompts and multiple choice questions.

#### Priority 4: Wellness

**Goal:** The Sheridan School District will provide support for students in making healthy lifestyle choices. Emphasis will be placed on student demonstration of increased awareness of healthy lifestyle choices through information and activities provided at Sheridan High School.

Priority 1: Students will increase skills in reading comprehension, writing, and English usage.

1. 11TH Grade Literacy Exam: In 2012, 73% of combined students scored at or above proficient: 100% of Asian students, 86% of African American students, 60% of Hispanic students, n/a of Native American students, 73% of Caucasian students, n/a of Non-Indicated students, 63% of Socio Economic Deprived students, and 6% of Students with Disabilities. In 2012, 27% of students scored below proficient: 0% of Asian students, 14% of African American students, 40% of Hispanic students, 100% of Native American students, 27% of Caucasian students, n/a of Non-Indicated students, 37% of Socio Economic Deprived students, and 94% of Students with Disabilities. The lowest areas for combined population were writing content domain and style as well as reading practical passage open response. 11TH Grade Literacy Exam: In 2013, 77% of combined students scored at or above proficient: 70% of Asian students, 17% of African American students, 85% of Hispanic students, n/a of Native American students, 79% of Caucasian students, n/a of Non-Indicated students, 70% of Socio Economic Deprived students, 75% LEP students,

and 13% of Students with Disabilities. In 2013, 23% of students scored below proficient: 30% of Asian students, 83% of African American students, 14% of Hispanic students, n/a% of Native American students, 22% of Caucasian students, n/a of Non-Indicated students, 30% of Socio Economic Deprived students, 25% LEP students, and 87% of Students with Disabilities. The lowest areas for combined population were Multiple Choice: Reading Literary Passage and Open Response (Reading) Practical Passage and Literary Passage and (Writing) Content Domain and Style Domain. 11TH Grade Literacy Exam: In 2014, 81% of combined students scored at or above proficient: 50% of Asian students, 54% of African American students, 0% of Hispanic students, n/a% of Native American students, 83% of Caucasian students, 78% of Socio Economic Deprived students, and 7% of Students with Disabilities. In 2014, 19% of students scored below proficient: 50% of Asian students, 45% of African American students, 100% of Hispanic students, n/a% of Native American students, 18% of Caucasian students, 23% of Socio Economic Deprived students, and 93% of Students with Disabilities. The lowest areas for combined population were Literary and Content (Multiple Choice) and Literary (Open Response) and Content and Style (Writing). The lowest area for IEP students were Content (Multiple Choice) and Literary (Open Response) and Content and Style (Writing). LEP students' lowest areas were Content (Multiple-Choice) and Literary (Open Response) and Content and Style for writing. The lowest areas for Free and Reduced students Content (Multiple Choice) and Literary (Open Response) and Content and Style for Writing.

- Supporting Data:
- The graduation rate for 2011-12 was 79.7%. The graduation rate for 2012-13 was 77.64%. The ADE graduation rate goal for 2013-2014 is 81.38 and Sheridan High School exceeded the goal with an 83.67% graduation rate. The ADE goal for 2015 is 83.45%.
  - The 2012 English subtest of the ACT is 21.5 for the total population. The 2013 English subtest of the ACT is 21.2 for the total population. The 2014 English subtest of the ACT is 21.1. The 2012 reading subtest of the ACT is 21.9 for the total population. The 2013 reading subtest of the ACT is 21.8 for the total population. The 2014 reading subtest of the ACT is 21.7.
  - CRT3-Year Trend Analysis: 11TH Grade Literacy Exam: In 2012, 73% of combined students scored at or above proficient: the TAGG group scored 60% of Hispanic students, and 63% of Socio Economic Deprived students. In 2012, 27% of students scored below proficient: the TAGG scored 40% of Hispanic students, and 37% of Socio Economic Deprived students. The lowest areas for combined population were writing content domain and style as well as reading practical passage open response. The lowest area for Hispanic students and Economic Deprived students were writing content and style as well as reading practical passage open response. 11TH Grade Literacy Exam: In 2013, 77% of combined students scored at or above proficient: the TAGG group scored 67.83% - 77.78% of English Language Learners, 68.81% of Socio Economic Deprived students, and 68.81% of economically disadvantaged. In 2013, 23% of students scored below proficient with TAGG scoring 33%. 11TH Grade Literacy Exam: In 2014, 80.66% of combined students scored at or above proficient and was above the 77.79% AMO target: the TAGG group scored 71.03% and was above the 68.92% AMO target. 100% of English Language Learners, and 76.04% of economically disadvantaged were proficient or above. In 2014, 19% of students scored below proficient with TAGG scoring 29% below proficient. The lowest areas for combined population were Literary and Content (Multiple Choice) and Literary (Open Response) and Content and Style (Writing). The lowest area for IEP students were Content (Multiple Choice) and Literary (Open Response) and Content and Style (Writing). LEP students' lowest areas were Content (Multiple-Choice) and Literary (Open Response) and Content and Style for writing. The lowest areas for Free and Reduced students Content (Multiple Choice) and Literary (Open Response) and Content and Style for Writing.
  - Results for the 2012 Iowa Test of Educational Development (ITED): out of 298 students tested the percentile rank of Average SS was Vocabulary 58 and Comprehension 59. Results for the 2013 Iowa Test of Educational Development (ITED): out of 316 students tested the percentile rank of Average SS was 51 for Vocabulary and 52 for Comprehension. Results for the 2014 Iowa Test of Educational Development (ITED): out of 341 students tested the percentile rank of Average SS was 52% for Vocabulary and 52% for Comprehension.

Goal Students will increase skills in writing and English usage. Emphasis will be placed on improving student demonstration of proficiency specifically in the area of open response through writing content and style. Students will increase comprehension skills in reading. Emphasis will be placed on improving student demonstration of proficiency specifically in the area of practical open response prompts.

Benchmark By 2015, the average ACT English subsection score for all students will increase to 22. By 2015, the average ACT Reading Comprehension subsection score for all students will increase to 22.1.

Benchmark To meet or exceed AMO standards developed by the Arkansas Department of Education, the all student population for 2014 scored 81% which is above the 2014 AMO target of 77.79%. TAGG Students scored 71.03% which is above the 2014 AMO target of 68.92. In 2015, the AMO target for all students is 80.25% and 72.37% for TAGG Students.

Intervention: Teachers will align the language arts curriculum horizontally across the curriculum and vertically within the high school while incorporating reading comprehension strategies which have been researched, identified, planned, and implemented across the curriculum.				
Scientific Based Research: Jacobs, Heidi Hayes, Getting Results with Curriculum Mapping. Association for Curriculum Development. Alexandria, VA. (2004). Jacobs, Heidi Hayes. Mapping the Big Picture: Integrating Curriculum and Assessment K-12. Association for Curriculum Development. Alexandria, VA.(1997). McTighe, J. & Wiggins, G., Understanding by Design, Association for Curriculum Development, 2nd Edition, Alexandria, VA. (2005) High Schools That Work, Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. Site Development Guide #12. SREB, Southern Regional Education Board, 592 10th St. N.W. Atlanta, GA 30318. Schmoker, Mike, Focus. ASCD, 1703 N. Beauregard St., Alexandria, VA 22311 (2011) Harvey, Stephanie and Goudvis, Anne, Strategies That Work, Pembroke Publishers Limited (2007) Marzano, Robert; Pickering, Debra; Pollock, Jane. Classroom Instruction that Works. ASCD.1703 N. Beauregard St., Alexandria, VA 22311 (2001)				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>10.A.2 Language arts teachers will meet at least biannually with the Curriculum Director to determine areas of improvement in the secondary curriculum, including gaps and repetitions. The language arts teachers will use locally constructed templates to map curriculum and align lesson plans. Teachers will analyze formatted lesson plans in departmental meetings to formulate a curriculum map for each course. The English Professional Learning Community (including resource teachers) will meet weekly to evaluate mapping strategies, the implementation of new methods of instruction and what to do when students are not successful in order that all students become proficient. Professional development targeting the academic achievement problems for the combined population will be addressed.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Professional Development                  Action Type: Special Education                  Action Type: Technology Inclusion</p>	<p>Susan Coles, English Chair; Dr. June Elliott, Curriculum Director; Linda Lewis, Special Education Chair</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Novels will be identified which include all reading levels, will address various cultures and will represent a cultural variety in authorship. Alignment of the curriculum will aid in the identification of these specific novels. Emphasis in the classroom will also be placed on students independently selecting their own novels and then being provided with reading time in classes to adhere to the priorities affiliated with the Smart Step Literacy Lab Classroom Project. District will continue to support Smart Step Literacy Lab initiative by providing necessary funds to update and maintain classroom libraries with high-interest young adult reading materials. Common Core State Standards will begin to be implemented.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity</p>	<p>Susan Coles, English Chair; Rodney Williams, Principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Public Library</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Staff development activities will include faculty meetings, PLC's, collaborative departmental meetings focusing on literacy across the curriculum, Laying the Foundation training, Literacy by Design Collaborative, and inter-campus English department meetings. All teachers will receive a minimum of 60 hours of professional development. Six hours of professional development will incorporate technology. Professional development will include (two hours) child maltreatment rotating with parental involvement, and grade reporting training. New teachers will receive special training in grade reporting software and other related strategies specific to their department assignment. Ken Stamatis will provide staff development promoting alignment of Common Core State Standards. Laying the Foundation professional development was offered Summer 2014.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Professional Development                  Action Type: Technology Inclusion</p>	<p>Susan Coles, English Chair; Rodney Williams, Principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Students' Individual Education Plans will be consulted to ensure that the curriculum honors the required modifications and concentrates on the disparity gap. Resource teachers will be included in the alignment meetings and updates.                  Action Type: AIP/IRI                  Action Type: Equity                  Action Type: Special Education</p>	<p>Linda Lewis, Special Education Chair</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>10.A.8 Sheridan High School will continue to align curriculum using the following strategies: (1) Continue to implement and train all teachers in lesson planning using a lesson plan format that references High Schools that Work: Literacy Across the Curriculum.; (2)Require all teachers to work on and submit weekly lesson plans using said lesson plan format, (3) Require teachers to use a variety of instructional strategies when developing lesson plans based on High Schools That Work, Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12.                  Action Type: Alignment</p>	<p>Rodney Williams, Principal, Terri Bone, Assistant Principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

Action Type: Collaboration Action Type: Equity Action Type: Professional Development				
Professional conferences will be attended by members of the faculty to aid in the development of the professional learning community. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Rodney Williams, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will contribute to the professional learning community via participation in the district's professional growth track for evaluation and TESS (Teacher Excellence Support System). Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Rodney Williams, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Departmental meetings will be collaborative and organized in such a way to promote the concept of professional learning community strategies, implementation of Common Core State Standards, Literacy by Design Collaborative and literacy across the curriculum. Team norms, TLI and Gates McGinitie, literacy smart goals, best practices and strategies will be identified. Formative assessments will be generated to evaluate who is learning and who is not. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Rodney Williams, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Curriculum will be revised to include instruction, modeling, and practice of reading and writing strategies as well as assessments of comprehension via reading open-response questions, Ken Stamatis Lit Lab Comprehension Strategies and DVD's. Curriculum will be evaluated to ensure that the questions utilized are appropriate for the course and for the grade level and to avoid repetition of the same or similar questions. Action Type: Alignment Action Type: Collaboration	Rodney Williams, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Students will receive direct instruction for differentiation between reading and writing open response prompts in an attempt to raise awareness of differences in writing requirements and rubric scoring. Action Type: Alignment	Rodney Williams, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
10.A.3 Teacher mentoring activities and programs will be connected to Arkansas Induction Mentoring Model (AIMM), professional development and supported through Professional Learning Communities which will directly impact student achievement. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Susan Coles, English Chair; Rodney Williams, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
8.G.1 & 10.A.8 Students will have individualized remediation plans prepared for them by the Edgenuity coordinators (FTE 2 paraprofessional - NSLA Funded {Amanda Coleman & Connie Clark}) in conjunction with the language arts department head, based upon students' individual weaknesses as revealed by their state literacy exams. Edgenuity labs will be located at both Sheridan High School and Sheridan Freshman Academy. Implementation will be verified through lesson plans, classroom	Rodney Williams, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance</li> </ul>	NSLA (State-281) - \$94791.90 Employee Salaries: NSLA

<p>walkthroughs, and observation. Students will also have access to Students Achieving Success (SAS)Labs for remediation purposes (2 FTE - NSLA Funded {Rhonda Meeks &amp; Bonnie Sullivant}) SAS Labs will be located at both the Sheridan High School and Sheridan Freshman Academy. Students will be allowed to register for a non-credited Study Hall monitored by a paraprofessional (1 FTE - NSLA Funded {Susan Head})</p> <p>8.G.2. Built-in pre/post assessment data was collected for analysis from 09-2012. A percentage of students who completed remediation and to what percent of success will be collected from 2012-2013 and for each year forward. 8.G.3. In 2011-2012 students showed an average increase in their proficiency of 16%. Apex students in 2012-2013 had a 100% remediation completion rate with a 70% success rate. APEX students in 2013-2014 had a 100% remediation completion with an 80% success rate. Edgenuity Lab software will be implemented for academic remediation and support in the 2014-2015 school year. Data will be collected to evaluate success of the program. Combined NSLA Salary information for 5 FTE paraprofessionals is \$94,791.90 salary, \$25,193.78 benefits, and \$7,000 has been budgeted for substitutes for the NSLA positions.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion</p>			<ul style="list-style-type: none"> <li>Assessments</li> <li>Teachers</li> </ul>	<p>(State-281) - \$25193.78 Employee Benefits: NSLA (State-281) - \$7000.00 Purchased Services: <hr/>ACTION BUDGET: \$126985.68</p>
<p>Conferences, state and national literacy meetings, as well as local action research, will provide professional development to increase skills and evaluation methods utilized in remediation programs as well as other successful interventions.</p> <p>Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Susan Coles, English Chair, Terri Bone, Assistant Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<p><hr/>ACTION BUDGET: \$</p>
<p>Teachers will determine the grade-level reading and vocabulary comprehension that correlates with the state by comparing the students actual state student scores with the last Gates-MacGinitie reading comprehension scores. Students will be identified by prior TLI module tests, 8th grade benchmarks, teacher recommendations, and Gates-MacGinitie reading comprehension tests. Students will be instructed through inclusion in remediation-based literacy labs, non-credit courses and critical reading.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	<p>Rodney Williams, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<p><hr/>ACTION BUDGET: \$</p>
<p>Advanced curricular needs of officially-identified gifted students are met in our school's challenging Pre-AP and AP courses. These courses are open to any student willing and able to meet the increased rigor of the classes according to College Board mandates. Teachers of Pre-AP and AP courses will receive the necessary training paid through the district's professional development fund to maintain their certificates required by the Arkansas Department of Education. Teachers have attended Laying The Foundation training ADE PD Assurance # 926707100000-001. Pre-AP and AP teachers have also attended the AP Summer Institute including English, Social Studies and Spanish workshops ADE PD Assurance # 9521100900000-APSI1, and the Hot Springs ASMSA ADE PD Assurance # 9305061000000-APSI1. Selected Pre-AP and AP teachers may attend the annual conference sponsored by the Arkansans for Gifted and Talented Education in order to receive additional in-service concerning the needs of advanced students. We will continue in AP courses along with the establishment of vertical teams in math, science, and English, Saturday prep sessions, and additional tutoring. We will continue to work with the goal of dramatically improving scores of 3, 4, and 5 in AP math, science, English courses, and other AP courses. AP Exam success went from 69 qualifying scores in 2008 to 171 in 2014. Pass rates in 2014 per course were: Art History, 57%; Biology, 64%; Calculus AB, 45%; Chemistry, 16%; English Language, 35%; English Literature, 44%; Environmental Science, 25%; Music Theory, 13%; Psychology, 27%; Spanish, 33%; Statistics, 75%; Studio Art, 2D, 33%; Studio Art Drawing, 0%; U.S. History, 13%; World History, 40%. Our district has supported major equipment upgrades in the science and math departments and updated science rooms with the addition of a new shared science lab for 2012-2013. Students will be encouraged to apply for Arkansas' Governor's School. Pre-AP teachers within Sheridan Schools will submit one lesson plan and student example of</p>	<p>Roy Wilson, AP Supervisor</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<p><hr/>ACTION BUDGET: \$</p>

<p>work per quarter to the district's GT/AP Coordinator for the purpose of documenting quality differentiation has occurred within the classroom. AP teachers are required to maintain a College-Board approved syllabus which demonstrates sufficient rigor for advanced students.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development</p>				
<p>Students will engage in on going, collaborative discussion of text-based information, have scheduled time for independent reading, a focus on bridging from reading to writing and access to a variety of engaging materials directly related to content class curricula. Subject area teachers deliver the interventions in their classes. Questioning, summarizing, clarifying, and predicting strategies will be incorporated as they read a variety of content texts. Professional Development will include Ken Stamatis 2012-2015, a workshop to promote reading and writing across the curriculum and argumentative writing scheduled in January 2013, Literacy Lab training 2012-2013 &amp; 2013-2014 and Literacy By Design Collaborative training and mentoring with other Language Arts teachers continues through 2015.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development</p>	<p>Rodney Williams, Principal; Carol Wilson, English Teacher (LDC); Summer Williams, English teacher (LDC)</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Classroom walkthrough data will be input and aggregated in the Teachscape program by administrators. Data will be disaggregated to emphasize areas of strengths and weakness in instructional practices and strategies. Administrators will also assess and evaluate the alignment and implementation of the planned curriculum. Weak areas will be addressed with professional development.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Technology Inclusion</p>	<p>Rodney Williams, Principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>State Specialty Team (SST) Literacy Specialists will provide technical assistance by visiting with the building's leadership team, aiding in data analysis, and providing professional development for building-level staff targeting the identified areas of weakness. SST specialists will include ARESC, as well as Region 5 staff.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity</p>	<p>Rodney Williams, Principal; Dr. June Elliott, Curriculum Director</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>ACT preparation classes will be offered through a Distance Learning class and ACT Prep Sessions at night delivered through ZAPS.                  Action Type: Collaboration                  Action Type: Equity</p>	<p>Rodney Williams, Principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Ken Stamatis will provide professional development to the social studies department throughout the year in instructional strategies to help implement common core state standards. Implementation will be evaluated by administration with classroom walk throughs and lesson plans.                  Action Type: Collaboration                  Action Type: Professional Development</p>	<p>Rodney Williams, Principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The Sheridan Alternative Learning Center will be supported with use of state alternative learning funds to pay for 2 FTE certified employees (Paula Summit &amp; Randy Stout) { \$500 will be set aside for substitute) and purchase supplemental instructional materials for the students and teachers which will be used to specifically aid students enrolled in the ALE environment including items such as flash cards, student texts, technology devices and other manipulatives for enhanced learning, (\$3,000.00 allocated at building level). Operating funds are utilized to support an additional 1 FTE certified staff and 1.5 FTE classified staff. Students are selected for</p>	<p>Dee Creed, ALE Supervisor</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ALE (State-275) - Materials &amp; Supplies: ALE \$3000.00</p>

<p>ALE based on exhibiting two or more characteristics listed in Act 1299 (6-18-508) such as, class disruptions, drop-outs, abuse, homeless, lack of attendance, etc. Referrals from schools that align with the eligibility criteria of Act 1299 are accepted in ALE. The exit criteria for a student are individualized. Students exit the program when the behaviors which prompted the referral have been replaced by appropriate behaviors and the student's academic and/or social status is no longer being jeopardized. The transition process to the general classroom is monitored by use of a point sheet which accompanies the student to the general education classroom. The general education teacher rates the student's behavior during the class period. The ALE teacher monitors the student's behavior and reinforces the student based on the report. 8.G.2 Individual student progress is monitored and assessed through the analysis of daily point sheets, academic progress reports, anecdotal records and team meetings. All sources of data are gathered and used to assess the quality and effectiveness of the ALE program. 8.G.3. Data analysis of the ALE program indicates 88.7% of the students transition to the more traditional classroom setting or continue to receive non-traditional approaches, which aides in preventing these students from becoming drop outs.</p> <p>Action Type: Collaboration Action Type: Equity</p>				<p>(State-275) - \$23257.77 Employee Benefits: ALE (State-275) - \$95920.65 Employee Salaries: ALE (State-275) - \$500.00 Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$122678.42</p>
<p>The use of State Restricted Professional Development funds will be used to strengthen teachers' content knowledge and understanding of the Common Core State Standards in both math and literacy. Special emphasis for English Language Arts will be placed on integrating the reading and writing standards into the content area classrooms. Additionally, professional development activities will equip teachers with high yield instructional structures and strategies specifically designed to decrease the gap between low-and-high achieving students. Professional development for all certified employees will include 6 hours of technology and 21 hours of content specific information as it relates components of Common Core State Standards. Additionally, professional development activities will support instructional coaches as they help teachers implement strategies in math and language arts including creating and utilizing assessment tools that will accelerate the achievement of all students. Special emphasis will be placed on Domain 2: Classroom Environment and Domain 3: Instruction. Materials and supplies such as professional literature, binders, and/or dividers that support professional development activities will be provided for teachers. Attendance will be verified through sign-in sheets and the ARESC shoebox system. Implementation of strategies learned will be evaluated through classroom observations, review of lesson plans, and discussions in Professional Learning Communities. Analysis of student performance on district and state exams as well as feedback from professional development evaluations and surveys will be used to evaluate the impact of professional develop and inform planning for future events.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Rodney Williams, Principal; Dr. June Elliott, Director of Curriculum</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>PD (State-223) - Purchased Services: \$34158.00 PD (State-223) - Materials &amp; Supplies: \$1200.00</p> <hr/> <p>ACTION BUDGET: \$35358</p>
<p>8.G.3 An intervention lab, Success for All Students (SAS) Lab, will be implemented in the 2014-2015 school year. This lab is designed to support struggling and failing students in grades 9-12 to enable them to achieve success in scheduled classes. We will begin gathering data comparing average number of classes SAS students failed in 2013-2014 to the average number of classes failed by students in the SAS Lab at the end of the 2014-2015 school year.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Rodney Williams, Principal; Nick Soapes, Assistant Principal; Amanda Coleman, SAS/Edgenuity Lab Manager</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>State NSLA funds will be used to raise the achievement of students in the following manner: (A.)Pay the salaries of .5 FTE Math Specialist Teacher {Rebecca McIver} (\$25,884.60 Salary; \$5,686.85 Benefits), .5 FTE Literacy Specialist {Tracy Criss} (\$22,029. Salary; \$5,931.77 Benefits), .5 FTE Instructional Technology Specialist {Kim</p>	<p>Rodney Williams, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>NSLA (State-281) - Materials \$29100.00</p>

<p>Scarborough} (\$29,130.09 Salary; \$7,365.89 Benefits). B.) Pay the salary of 1 FTE nurse {Donna Brixey} (\$28,150.50 Salary; \$8,368.66 Benefits): SSD employs a total of six (6) FTE School Nurses {Scientific Research supports the necessity of tending, treating, educating and caring for the whole child, both academically and physically. Our district realizes the importance of a child's of wellness in order for them to perform and achieve academically.} In order to meet accreditation standards, one (1)FTE nurse is paid from operating funds, the additional five (5) FTE nurses above standards are paid from NSLA funds. C.) 8.G.1 Provide an academically-based after school and summer program for students with an academic need. The number of teachers for both programs will be dependent upon need. Sheridan High School employs math remediation weekly after school. (Budgeted in separate action) Summer School will consist of several weeks of concentrated daily classes for a specified subject. Summer school generally begins in June and will meet for a minimum of two hours per day. Implementation will be verified via classroom walkthroughs, lesson plans, and observation. Allocation is at building-level. (Budgeted in separate action) 8.G.2 The after school program's effectiveness will be evaluated based on the number of students participating in the After school programs. Summer School's effectiveness will be evaluated based on the percentage of enrolled students who successfully attain credit for the course in which they are enrolled. 8.G.3 Data indicates an increase in the number of students enrolled that obtained credit in the summer school program from 2008-2009 (92.3%); 2009-2010 (95.7%); 2010-2011 (96%); 2011-2012 (100%); 2012-2013 (100%); 2013-2014 (98%). For the 2012-2013 school year, after school tutoring enrollment was 322 students (K-12). For the 2013-2014 school year, after school tutoring enrollment was 372. (D.)NSLA funds may be utilized to purchase technology devices (\$29,100) to assist with classroom curriculum deployment targeted toward sub-populations and identified students who exhibit weaknesses in literacy passages, writing domains, and/or mathematic strands. The items comply with section 6.07.19 of the ADE Rules July 2010: Obtaining materials, supplies, and equipment, including technology used in approved instructional programs or for approved purposes. The allocation is distributed at building-level.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Program Evaluation                  Action Type: Technology Inclusion</p>				& Supplies: NSLA (State- 281) - \$27353.17 Employee Benefits: NSLA (State- 281) - \$105194.19 Employee Salaries: <hr/> ACTION BUDGET: \$161647.36
<p>The District will hold the school buildings accountable for meeting their goals, objectives, and AMO. The District will provide technical assistance and support to all buildings that are in "Needs Improvement" status including training and support for data analysis and its effective use in instructional planning, as well as training and support for building leadership teams. Instructional Leadership meetings will be scheduled with all principals to ensure proper implementation of district curriculum and RTI. The Assistant Superintendent of Curriculum hosts the meetings monthly. Progress monitoring, classroom walk throughs, meaningful engagement of students, increased rigor and data analysis are topics that will be addressed during curriculum leadership meetings. Administrative meetings for all Assistant Superintendents, Directors, and Coordinators will be held monthly and directed by the Superintendent. The meetings will serve as a communication venue for all pertinent educational topics. Professional Learning Community meetings, in which data and priorities are reviewed, will be implemented in each school building. AIPs will be addressed throughout the district by evaluating the students who are at risk of not meeting AMO and determining appropriate interventions for them. Students with Disabilities needs will be specifically addressed for buildings in "Needs Improvement" status relating to the TAGG group. The socio-economic population, economically disadvantaged, included in the TAGG group will also be addressed in appropriate buildings via PLC meetings, supervised by principals. The District Leadership Team has attended the initial meetings for District Leadership Academy on July 15-16, 2014. The District Leadership Team plans to attend two additional Leadership Academy workshops on September 17-18 and December 16-17. The purpose of the leadership team includes</p>	Jerrod Williams, Superintendent	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$



fostering positive change, elevating content professional learning to enhance and improve student learning, building and maintaining collaborative relationships, building and sustaining accountability systems, as well as developing and revising the mission and vision of the district with clear-cut goals communicated to the school community and all stakeholders. Action Type: Alignment Action Type: Collaboration Action Type: Equity				
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Total Budget:	\$446669.46
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Intervention: Summative assessments, aligned with the 11th Grade PARCC Exam and developed by the English teachers, will be utilized as supplemental tools for improving proficiency.

Scientific Based Research: Marzano, R.A., Classroom Assessment and Grading that Works. Association for Curriculum Development. Alexandria, VA. (2006). High Schools That Work, Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. Site Development Guide #12. SREB, Southern Regional Education Board, 592 10th St. N.W. Atlanta, GA 30318. Schmoker, Mike, Focus. ASCD, 1703 N. Beauregard St., Alexandria, VA 22311 (2011)

Actions	Person Responsible	Timeline	Resources	Source of Funds
The language arts curriculum for all students will be developed to include writing prompts, aligned with the state PARCC Assessment format. Curriculum will be aligned to ensure that the questions utilized are appropriate for the course and grade level, and to avoid repetition of the same or similar questions. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Susan Coles, English Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Resource teachers will work with special education students to provide practice with essay questions and strategies for answering them in complete sentences. Resource teachers will also work with special education students to provide practice with open-ended questions and strategies for answering them in complete sentences. The essay question format will be discussed with parents during conferences. Resource teachers will provide services to special education students as an inclusion teacher in selected general education English classes. AIPs are developed and implemented for all students that do not score proficient for EOC assessments. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Linda Lewis, Special Education Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Language arts teachers will research best practices used to increase vocabulary, share procedures and data related to vocabulary enhancement strategies, determine the most effective strategy and outline the appropriate steps for its implementation, participate in staff development related to the chosen vocabulary enhancement strategies. Action Type: Alignment Action Type: Professional Development	Susan Coles, English Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
8.G.1. Summative assessments, aligned with the state PARCC Assessment and developed in conjunction with The Learning Institute, will be generated and implemented. All students will be required to address these in the Language Arts classroom. Grammatical usage, content, mechanics, syntax, style and grammatical related terminology will be modeled, taught, practiced and emphasized through essay writing instruction. Staff development activities will include periodic review and evaluation of the open-ended questions utilized. Teachers will discuss problems, concerns or successes. Analysis of and recommendations for quality improvement of the teacher-generated practice prompts will be discussed within departmental meetings. Implementation will be verified through lesson plans, classroom walkthroughs, and observation. 8.G.2. Language arts teachers will collaborate with The Learning Institute to demonstrate students' writing proficiency through regularly scheduled	Susan Coles, English Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>reading and writing prompts for all juniors and such prompts for all freshman and sophomores. Data from the summative assessments will be available online to evaluate pupils' strengths and weaknesses and thereby facilitate additional instruction in specified target areas. These prompts have been designed by the Hot Springs Learning Institute to emulate the 10th and 11th Grade PARCC Assessment. 8.G.3. Results from the 2011-2012 year show an increase to 73% of students scoring proficient or above in the total combined population. Results from the 2012-2013 Literacy Exam show 77% of students scored proficient or above in the total combined population. Results from the 2013-2014 Literacy Exam show 80.6% students scored proficient or above in the total combined population which was above the 77.79% AMO. We will continue the program an additional year to establish more academic data.</p> <p>Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Program Evaluation                  Action Type: Technology Inclusion</p>				
<p>English teachers will focus on improving students' writing style through student exposure to high quality fiction and non-fiction literature in addition to continuing strategies of modeling and peer editing.</p> <p>Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity</p>	<p>Susan Coles, English Chair</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Increased rigor through Common Core State Standards for student research will be implemented through the use of a shared computer lab and Chrome Books.</p> <p>Action Type: Alignment                  Action Type: Equity                  Action Type: Technology Inclusion</p>	<p>Rodney Williams, Principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>8.G.1 Each campus will have a designated ELL trained staff member to aid with student needs and coordinate the interventions. The certified ELL coordinators will work directly with the teachers within the building to assist them in targeting ELL student needs and developing effective intervention strategies. State ELL funds will be used to provide professional development opportunities including on-site presenters for the district, registration and travel for teachers traveling to PD, and assistance to teachers for incorporating strategies for all struggling ELL students (\$950 for SHS). ELL funds may be used to purchase testing materials, manipulatives, technology devices, technology software and supplies for ELL students. ELL funds will be used to provide technology within the classroom for lesson integration. ELL funds also will be used to purchase classroom supplies and instructional supplies specifically designed for the ELL population for students that exhibit weaknesses in literacy passages, writing domains, and/or mathematic strands including but not limited to dictionaries, math curriculum, student library books, visual aids, flashcards, books on CD and other curriculum materials (\$1,893.37). 8.G.1 DATA FROM SCHOOL EACH YEAR COMPARED TO STATE LEVELS OF PROFICIENCY AND INCREASES IN PROFICIENCY WITHIN THE DISTRICT FROM YEAR TO YEAR WILL BE USED TO DETERMINE PROGRESS OF LEP STUDENTS AND THE PROGRAMS TO MEET THEIR NEEDS. 8.G.2 Benchmark results in literacy will be utilized to determine effectiveness of the program. 8.G.3. Results have been collected and analyzed. The SHS Literacy Performance for ELL students is not available for 2011-2012, 2012-2013 and 2013-2014 since the building population for ELL students is below 10. We believe the current program and expenditures for improvement of instruction will attribute to increased performance levels on PARCC as students move up in grade level through the ELL program. The program will continue to be monitored and evaluated.</p> <p>Action Type: Alignment                  Action Type: Collaboration</p>	<p>Rodney Williams, SHS Principal; Shane Dunn, Special Services Director</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ELL (State-276) - Materials &amp; Supplies: \$1893.37                  ELL (State-276) - Purchased Services: \$950.00                  ACTION BUDGET: \$2843.37</p>
<p>Total Budget:</p>				<p>\$2843.37</p>
<p>Intervention: The faculty and staff will create and maintain a collaborative culture by establishing parental involvement in our communities.</p>				

Scientific Based Research: U.S. Department of Education, Office of Communications and Outreach, Parent Power: Build the Bridge to Success. (2010) Dufour, Richard. On Common Ground: The Power of Professional Learning Communities. National Educational Service, LLC. (2005) High Schools That Work, Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. Site Development Guide #12. SREB, Southern Regional Education Board, 592 10th St. N.W. Atlanta, GA 30318. Schmoker, Mike, Focus. ASCD, 1703 N. Beauregard St., Alexandria, VA 22311 (2011)

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The language arts curriculum will be made available for review and comment by parents through a link to the Arkansas Department of Education's website through our District website, email, phone visits, open house, and the beginning of year orientation.                      Action Type: Alignment                      Action Type: Parental Engagement</p>	<p>Susan Coles, English Chair; Rachel Minor, Technology Department</p>	<p>Start: 07/01/2014                      End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Public Library</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Parenting books, magazines and other materials regarding responsible parenting will be made available through the library and a parenting center located in the conference room. Materials will be placed on display at all parent-teacher conferences, CAPS conferences, college night and noted in the newsletter, materials addressing special populations will be available.                      Action Type: Alignment                      Action Type: Collaboration                      Action Type: Equity                      Action Type: Parental Engagement                      Action Type: Special Education</p>	<p>Stacy Stockton, Parental Involvement Chair</p>	<p>Start: 07/01/2014                      End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>10.A.6 &amp; 8.G.1 To engage parents in other activities that promote responsible parenting, our school promotes parent-teacher conferences, college and career night, newsletters two times a year, the school web page, CAPS conferences, parent involvement meetings, the parent resource center and we encourage interaction between teachers and parents via e-mail and phone contact. Our goal for 2014-2015 is to have each teacher make at least one contact per week with parents of students. 8.G.2 Our parent involvement coordinator will coordinate parent involvement activities and document the current number of participants for activities, amount of hours donated by volunteer efforts, and financial in-kind donations. 8.G.3. In 2012 volunteers logged 2,700 hours with a decrease of volunteer hours from the previous year. The number of volunteer hours logged in 2013 was 4,112 for an increase in volunteer hours. A total of 3,955 volunteer hours were logged in 2014 for a decrease of 3.8%.                      Action Type: Alignment                      Action Type: Collaboration                      Action Type: Equity                      Action Type: Parental Engagement                      Action Type: Program Evaluation                      Action Type: Special Education                      Action Type: Technology Inclusion</p>	<p>Stacy Stockton, Parental Involvement Chair</p>	<p>Start: 07/01/2014                      End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>8.E.1 10.A.6 Sheridan High School will continue in the following parental engagement actions (A) Informational Packets; (B) Parent Involvement Meetings (C) Volunteer resource book; (D) Parental Concerns will be handled as detailed in the student handbook (E) Seminars to inform the parents of high school students about how to be involved in decisions will include CAPS conferences and other activities hosted by the counselors (F) enable the formation of a PTO if interest is indicated (G) Parent Facilitator (certified teacher) (H) Two Parent/Teacher conferences (I) Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment (J) Engage in other activities determined by the school to help a parent assist in his or her child's learning. (K) Parent information on bullying (L) Parent information on talking to children about drug and alcohol abuse.                      Action Type: Alignment                      Action Type: Collaboration</p>	<p>Stacy Stockton, Parental Involvement Chair</p>	<p>Start: 07/01/2014                      End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Special Education                  Action Type: Technology Inclusion</p>				
<p>10.A.6 &amp; 8.E.3 Informational packets, which detail the school's parental involvement program, will be generated and disseminated which contains (1)parent/teacher conferences, parent involvement meetings, open house, Career Action Planning (2) a yearlong calendar exhibiting important school dates parent/student/advisor meeting date, formative assessment dates, and PARCC/End of Course Exam dates (3)Volunteer form as well as opportunities for volunteering (4)Information about the location and available resources in the parent center (5) The district's parental involvement plan (6) Information on how to (a) access the student's grades 24/7 (b) contact a teacher or administrator in the district with questions regarding any parental concerns (7)Information about roles of parent, student, teacher, and school (8) A survey for the parent regarding his or her interests concerning volunteering at the school (9)information to sign-up for Ed Alerts from Sheridan School District. The school's parent involvement plan will be posted on the school's website, be evaluated annually and revised as needed.                  Action Type: Parental Engagement                  Action Type: Technology Inclusion</p>	<p>Stacy Stockton, Parental Involvement Chair; Cynthia Winston, Webmaster</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Obtain the services of a certified staff member to serve as parent involvement facilitator. Ensure that all teachers acquire two hours and all building administrators acquire three hours of professional development related to parental involvement.                  Action Type: Alignment                  Action Type: Parental Engagement                  Action Type: Professional Development</p>	<p>Rodney Williams, Principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>10.A.5 The school will provide parents written notices (in multiple languages,if applicable)about the school's ESEA status (Needs Improvement). The information will be provided during open house, as well as during the annual report to the public. The status will also be published in the report to the public in the local newspaper.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Technology Inclusion</p>	<p>Stacy Stockton, Parental Involvement Chair, Rodney Williams, Principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>A Sheridan High School Parent Involvement/Communication Survey was started in 2011-2012 for parent communication dealing with the school's effectiveness of current forms of communication. Report cards and parent teacher conferences both received 88% effectiveness according to the parent survey. Open house was third with 76% and EdLine/grade reporting system received 72% effectiveness. The 2012-2013 survey showed that report cards was the most effective communication tool with 86%% effectiveness with Edline at 86% effectiveness, and meeting the teachers at Open House with 75% effectiveness. The Parent Involvement Survey of 2013-2014 conducted at SHS Parent Teacher Conferences showed 94% of parents have participated in a parent-teacher conference, 87% felt their contribution to their child's education was valuable, 83% of parents had attended parent meetings at the school, and 70% of the parents feel welcome when they enter their child's school.                  Action Type: Collaboration                  Action Type: Parental Engagement</p>	<p>Rodney Williams, Principal; Stacy Stockton, Parent Involvement Chair</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>A peer review was conducted of each building's ACSIP plan prior to submission. Initially, the building principals met with the Director of Federal Programs to evaluate their plans based on the school approval checklist for compliance. An additional review was conducted of each building plan by the federal programs director. A final peer review was conducted by building-level principals. (EEE/SES, SIS/EEI, SMS/SHS)                  Action Type: Alignment                  Action Type: Collaboration</p>	<p>Rodney Williams, Principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Parents will be provided notice explaining the ESEA Accountability status. This notice generally is included during the open house exhibits and parent meetings. The district</p>	<p>Rodney Williams,</p>	<p>Start: 07/01/2014</p>	<ul style="list-style-type: none"> <li>• Administrative</li> </ul>	<p>NSLA (State-</p>

Report to the Public will also include details concerning the ESEA Accountability status. The report will also be publicized in the newspaper. Students that have opted for school choice in previous years may remain enrolled in their school of choice. The district will offer after school tutoring for all students who wish to participate as an alternative to Supplemental Educational Services. Action Type: Alignment Action Type: Collaboration	Principal	End: 06/30/2015	Staff	281) - \$18550.00 Employee Salaries: NSLA (State-281) - \$4075.44 Employee Benefits:
				ACTION BUDGET: \$22625.44
Total Budget:				\$22625.44

Priority 2: Students will increase problem-solving skills in math.

Supporting Data:

1. End of Course Geometry: In 2012, 85% of combined students scored at or above proficient: 33% of Asian students; 60% of African American students; 75% of Hispanic students; 85% of Caucasian students; 77% of Socio Economic Deprived students; 57% of LEP students; 71% of Students with Disabilities. (304 students tested: Grades 9 – 12) The lowest areas for combined population were open response (Language of Geometry) and multiple choice (Coordinate Geometry and Transformations). End of Course Geometry: In 2013, 92% of combined students scored at or above proficient: 100% of Asian students; 89% of African American students; 100% of Hispanic students; 92% of Caucasian students; 93% of Socio Economic Deprived students; n/a of LEP students; 100% of Students with Disabilities. (210 students tested: Grades 9 – 12) The lowest areas for combined population were open response (Triangles) and multiple choice (Relationships between two and three dimensions). End of Course Geometry: In 2014, 88% of combined students scored at or above proficient: 100% of Asian students; 60% of African American students; 90% of Hispanic students; 89% of Caucasian students; 83% of Socio Economic Deprived students; 100% of LEP students; 100% of Students with Disabilities. (284 students tested: Grades 9 – 12) The lowest areas for combined population were open response (Coordinate Geometry and Transformations) and multiple choice (Coordinate Geometry and Transformations).
2. End of Course Algebra I: End of Course Algebra I: In 2012, 83% of combined students scored at or above proficient: n/a of Asian students; 86% of African-American students; 75% of Hispanic students; 83% of Caucasian students; 81% of Socio Economic Deprived students; n/a of LEP students; 85% of students with disabilities. (199 students tested: Grades 9 – 12) The lowest areas for combined population were open response (Non-Linear Functions) and Multiple choice (Language of Algebra). End of Course Algebra I: In 2013, 85% of combined students scored at or above proficient: 50% of Asian students; 75% of African-American students; 83% of Hispanic students; 86% of Caucasian students; 81% of Socio Economic Deprived students; 100% of LEP students; 90% of students with disabilities. (262 students tested: Grades 9 – 12) The lowest areas for combined population were open response (Non-Linear Functions) and Multiple choice (Solving Equations and Inequalities, Linear Functions, and Non-Linear Functions). End of Course Algebra I: In 2014, 86% of combined students scored at or above proficient: 100% of Asian students; 76% of African-American students; 84% of Hispanic students; 86% of Caucasian students; 83% of Socio Economic Deprived students; 67% of LEP students; 54% of students with disabilities. (277 students tested: Grades 9 – 12) The lowest areas for combined population were open response (Non-Linear Functions) and Multiple choice (Solving Equations and Inequalities, Linear Functions, and Non-Linear Functions).
3. The 2012 Math subtest of the ACT was 21.2 for the total population. The 2013 Math subtest of the ACT was 21.5 for the total population. The 2014 Math subtest of the ACT was 21.2.
4. The graduation rate for 2011-12 was 79.7%. The graduation rate for 2012-13 was 77.64%. The ADE graduation rate goal for 2014 is 81.38 and Sheridan High School exceeded the goal with an 83.67% graduation rate. The ADE goal for 2015 is 83.45%.
5. CRT 3-year Trend Analysis EOC Geometry Exam: End of Course Geometry: In 2012, 85% of combined students scored at or above proficient: The TAGG group scored 60% of African American students and 75% of Hispanic students (304 students tested: Grades 9 – 12) The lowest areas were open response (Language of Geometry) and multiple choice (Coordinate Geometry and Transformations). End of Course Geometry: In 2013, 92% of combined students scored at or above proficient. The 2013 ESEA TAGG group scored an 81.36 overall in math. The ESEA TAGG group in Math scored 81.37% Economic Disadvantaged and English Language Learners 100% and Students with disabilities 54.55%. The 2013 ESEA All Students TAGG group scored an 81.36 overall in math. The ESEA TAGG group in Math scored 81.37% Economic Disadvantaged and English Language Learners 100% and Students with disabilities 54.55%. End of Course Geometry: In 2014, 88% of combined students scored at or above proficient: 100% of Asian students; 60% of African American students; 90% of Hispanic students; 89% of Caucasian students; 83% of Socio Economic Deprived students; 100% of LEP students; 100% of Students with Disabilities. (284 students tested: Grades 9 – 12) The lowest areas for combined population were open response (Coordinate Geometry and Transformations) and multiple choice (Coordinate Geometry and Transformations). The 2014 ESEA All Students group scored an 87.85 overall in math below the ESEA AMO of 87.87%. The ESEA TAGG group in Math scored 82.88% Economic Disadvantaged 83.61% and English Language Learners 92.31% and Students with disabilities 81.08%.
6. CRT 3-Year Trend Analysis EOC Algebra I Exam: End of Course Algebra I: In 2012, 83% of combined students scored at or above proficient: The TAGG group scored 86% of African-American students and 75% of Hispanic students (199 students tested: Grades 9 – 12) The lowest areas were open response (Non-Linear Functions) and Multiple choice (Language of Algebra). End of Course Algebra I: In 2013, 85% of combined students scored at or above proficient. The 2013 ESEA TAGG group scored an 82.36 overall in math. The ESEA TAGG group in Math scored

81.37% Economic Disadvantaged and English Language Learners 100% and Students with disabilities 54.55%. End of Course Algebra I: In 2014, 86% of combined students scored at or above proficient: 100% of Asian students; 76% of African-American students; 84% of Hispanic students; 86% of Caucasian students; 83% of Socio Economic Deprived students; 67% of LEP students; 54% of students with disabilities. (277 students tested: Grades 9 – 12) The lowest areas for combined population were open response (Non-Linear Functions) and Multiple choice (Solving Equations and Inequalities, Linear Functions, and Non-Linear Functions). The 2014 ESEA All Students group scored an 87.85 overall in math below the ESEA AMO of 87.87%. The ESEA TAGG group in Math scored 82.88% Economic Disadvantaged 83.61% and English Language Learners 92.31% and Students with disabilities 81.08%.

- The Iowa Test of Educational Development (ITED) was given in 2012 with results of percentile Rank of Average SS in Concepts & Problem Solving at 58 and computation at 38. The Iowa Test of Educational Development (ITED) was given in 2013 with results of percentile Rank of Average SS in Concepts & Problem Solving at 57 and computation at 44. The Iowa Test of Educational Development (ITED) was given in 2014 with results of percentile Rank of Average SS in Concepts & Problem Solving at 56 and computation at 42.

**Goal** Students will follow a coherent progression of learning expectations in Mathematics designed to prepare them for college and career success. Implementation of Common Core State Standards for Mathematics define the knowledge and skills students should have so they will graduate high school and be able to succeed in entry-level, credit bearing academic college course and in the workforce. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills students need to be best positioned to compete successfully in a global economy.

**Benchmark** To meet or exceed AMO standards developed by the Arkansas Department of Education, the all students population scored 87.85% which is below the 2014 AMO target of 87.87%. TAGG students scored 82.88% which was below the AMO target of 85.56. In 2015, the AMO target is 89.22% for all students and 87.17 for TAGG students.

Intervention: Teachers will align the math curriculum horizontally across the curriculum and vertically within the high school.				
Scientific Based Research: Jacobs, Heidi Hayes. Mapping the Big Picture: Integrating Curriculum and Assessment K–12. Association for Curriculum Development. Alexandria, VA.(1997). Jacobs, Heidi Hayes, Getting Results with Curriculum Mapping. Association for Curriculum Development. Alexandria, VA. (2004). High Schools That Work, Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. Site Development Guide #12. SREB, Southern Regional Education Board, 592 10th St. N.W. Atlanta, GA 30318. Schmoker, Mike, Focus. ASCD, 1703 N. Beauregard St., Alexandria, VA 22311 (2011)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Math teachers (9-12) will meet to align curriculum and evaluate the issues of gaps and repetitions in the curriculum. Math teachers will meet at least once a month to assess and adjust content and teaching strategies. Pacing Guides, Formatted Lesson Plans and Monthly Curriculum Maps will be utilized. When mapping and aligning the curriculum, faculty members will ensure that individual needs are reflected by Academic Improvement Plans. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Marsha Eggburn, SFA Math Chair; Jeanne Gartman, SHS Math Chair; Rodney Williams. SHS Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Students' Individual Education Plans will be consulted in ensuring that the curriculum honors the required modifications. Resource teachers will be included in the alignment meetings and updates. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Special Education	Linda Lewis, Special Education Teachers	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Teachers will use locally constructed templates to map curriculum and to align lesson plans. Revised curriculum maps will be posted on the school website. Teachers will use Home Access Center (HAC) to communicate progress and assignments to parents and students. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Rodney Williams, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
8.G.1. & 10.A.8 Summative assessments, aligned with the state End of Course Algebra I, Algebra II, and Geometry exams and developed in conjunction with The Learning Institute, will be generated and implemented for Algebra I, Geometry, Algebra II, and Bridge to Algebra. Terminology will be modeled, taught, practiced and emphasized through open response math instruction. Staff	Jeanne Gartman, SHS Math Chair;	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>development activities will include periodic review and evaluation of the open response and multiple choice questions utilized. Teachers will discuss problems, concerns or successes. Implementation will be verified through lesson plans, classroom walkthroughs, department meetings, and observation. 8.G.2. Math teachers will collaborate with The Learning Institute to demonstrate students' math proficiency through regularly scheduled prompts. Data from the summative assessments will be available online to evaluate pupils' strengths and weaknesses and thereby facilitate additional instruction in specified target areas. 8.G.3. 2012 EOC Algebra I students scoring proficient or above was 85%. 2013 EOC Algebra I students scoring proficient or above was 85%. 2014 EOC Algebra I students scoring proficient or above was 86%. 2012 Geometry students scoring proficient or above was 85%. 2013 EOC Geometry students scoring proficient or above was 85%. 2014 EOC Geometry students scoring proficient or above was 88%.</p> <p>Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Program Evaluation                  Action Type: Technology Inclusion</p>	<p>Janna Koon, SHS Math; Marsha Eggburn, SFA Math Chair</p>			
<p>10.A.8 Math teachers will receive professional development in Math Design Collaborative (MDC) to assist in implementing Common Core State Standards.</p> <p>Action Type: Professional Development</p>	<p>Rodney Williams, Principal; Dr. June Elliott, Curriculum Director</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>—————                  ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>Intervention: SHS will develop programs and targeted interventions to improve student skills and provide support for struggling learners.</p>				
<p>Scientific Based Research: Marzano, Robert. What Works in Schools: Translating Research into Action. Association for Curriculum Development. Alexandria, VA. (2002). High Schools That Work, Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. Site Development Guide #12. SREB, Southern Regional Education Board, 592 10th St. N.W. Atlanta, GA 30318. Schmoker, Mike, Focus. ASCD, 1703 N. Beauregard St., Alexandria, VA 22311 (2011)</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Special needs and indirect students will be enrolled in the appropriate math courses so that they can meet the state requirements for graduation. These students are given the opportunity to participate in a two-hour block schedule for mathematics courses as well as an Algebra II Lab.</p> <p>Action Type: Alignment                  Action Type: Equity                  Action Type: Special Education</p>	<p>Linda Lewis, Special Education Chair</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<p>—————                  ACTION BUDGET: \$</p>
<p>TI-30XA calculators and TI 83/84 graphing calculators will be provided for students' use in the classroom.</p> <p>Action Type: Alignment                  Action Type: Technology Inclusion</p>	<p>Jeanne Gartman, SHS Math Chair; Marsha Eggburn, SFA Math Chair</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>School Library</li> <li>Teachers</li> </ul>	<p>—————                  ACTION BUDGET: \$</p>
<p>8.G.1. Edgenuity Geometry and Algebra software tutorials will be correlated to Arkansas Standards. The APEX software will be implemented as a remediation tool for identified students. Implementation will be verified through lesson plans, classroom walkthroughs, and observation. 8.G.2. Built-in pre/post assessment data was collected for analysis through 2012. 8.G.3. Algebra data indicated that students placed in remediation increased their proficiency by 5 percentile points on average. In 2011-2012 students receiving remediation increased their pre-test to post-test percentages by 5%. Geometry scores averaged a 13% increase in 2011. In 2011-2012 students receiving remediation in Geometry increased their pre-test to post-test percentages by 1%. In 2012-2013 100% of</p>	<p>Jeanne Gartman, SHS Math Chair; Marsha Eggburn, SFA Math Chair; Amanda</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	<p>—————                  ACTION BUDGET: \$</p>

<p>remediation students completed APEX remediation with at least a 70% success rate. In 2013-2014 100% of remediation students completed APEX remediation with at least an 80% success rate. We will continue the program to establish more completion/academic data.                  Action Type: Alignment                  Action Type: Program Evaluation                  Action Type: Technology Inclusion</p>	<p>Coleman, Edgenuity Lab Manager</p>			
<p>Students whose AIP identifies them as struggling with mathematics content will be given the opportunity to participate in a two hour block for Algebra I and/or Geometry. The block scheduling will allow for different and extended instruction aiding the students in their ability to successfully complete the courses. Parents will be involved in the decision to choose these courses.                  Action Type: AIP/IRI                  Action Type: Alignment                  Action Type: Equity                  Action Type: Parental Engagement</p>	<p>Jeanne Gartman, SHS Math Chair; Marsha Eggburn, SFA Math Chair</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Math teachers will identify, request, and participate in staff development related to the use of different instructional strategies, including math manipulatives and technology to implement in the block classes. This professional development may include conferences both in and out of state. Professional Development will be implemented through the Math Design Collaborative (MDC). This is an ongoing Professional Development which includes webinars, additional professional development days, phone conferences, on-site visits, and professional mentoring and support. Linda Griffiths will also provide professional development through onsite visits with the math department.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Professional Development                  Action Type: Technology Inclusion</p>	<p>Rodney Williams, Principal, Morgan Wilson, Math Teacher; Marsha Eggburn, Math Teacher</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Sheridan High School will provide any Sheridan school district student taking the ACT access to graphing calculators with off-the-shelf calculator programs.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Technology Inclusion</p>	<p>Jeanne Gartman, SHS Math Chair; SHS Math teachers</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>All students will be given the opportunity to attend tutoring for all mathematics programs. Limited bus service is provided                  Action Type: Alignment                  Action Type: Equity</p>	<p>Jeanne Gartman, SHS Math Chair; Marsha Eggburn, SFA Math Chair</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>		<p>ACTION BUDGET: \$</p>
<p>Students who score below 200 on the End of Course Algebra and Geometry tests will be required to participate in remediation based on individual EOC test scores indicating strands that need remediation. An AIP is developed for each student. Remediation may include after school tutoring, which is offered weekly, or summer school credit recovery programs.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Technology Inclusion</p>	<p>Amanda Coleman, Edgenuity Lab Manager; Terri Bone, Asst. Principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Computers</li> </ul>	<p>NSLA (State-281) - \$9500.00                  Employee Salaries:                  NSLA (State-281) - \$2054.05                  Employee Benefits:                  ACTION BUDGET: \$11554.05</p>



Total Budget:				\$11554.05
Intervention: Pre-AP, AP and concurrent credit courses will be available for students to enhance their studies in mathematics.				
Scientific Based Research: Scientific Based Research: Marzano, R., Pickering, D., & Pollock, J., Classroom Instruction that works. Research Based Strategies for Increasing Student Achievement. Association for Curriculum Development. Alexandria, VA. (2001). High Schools That Work, Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. Site Development Guide #12. SREB, Southern Regional Education Board, 592 10th St. N.W. Atlanta, GA 30318. Schmoker, Mike, Focus. ASCD, 1703 N. Beauregard St., Alexandria, VA 22311 (2011)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
College Algebra and Plane Trigonometry will be offered to all students who score a 21 on the math section of the ACT and elect to take the class. Students can earn concurrent credit for these courses through College of the Ouachitas. Action Type: Equity	Jeanne Gartman, SHS Math Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
AP Calculus and AP Statistics students will have the opportunity to attend AP Test Prep sessions in accordance with AAIMS. All AP Calculus and AP Statistics students will have the opportunity to earn college credit by making a qualifying score on the AP exam. Information will be included in the Student Course Catalog that is available online at the Sheridan Schools website and an opportunity to discuss with individuals and their parents at CAP Conferences. Students enrolled in these courses that have a 21 or higher on the math section of their ACT will have the opportunity to earn concurrent credit through UALR. Action Type: Alignment Action Type: Parental Engagement Action Type: Technology Inclusion	Jeanne Gartman, SHS Math Chair, AP Lead	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Course specific tutoring is available for all AP Calculus and AP Statistics students each week in accordance with AAIMS. Action Type: Alignment	Jeanne Gartman, SHS AP Lead teacher; Dana Morton, SHS Math Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
8.G.1 Mock exams are administered periodically to AP Calculus and AP Statistics students. Released AP test items are used throughout the AP courses to help prepare students for the AP exams. 8.G.2 Data from the mock exams will be disaggregated by math teachers in PLC's and curriculum professional development days and will be available to evaluate pupils' strengths and weaknesses and thereby facilitate additional instruction in specified target areas and AP Exam results will be evaluated. 8.G.3 AP Calculus pass rate for 2014 with a 3+ or higher was 45% (17 of 38). This is an 18% decrease from the previous year. AP Calculus test scores and college credit pass rate increased from 47% in 2012 to 63% in 2013 (17 of 27). AP Statistics pass rate for 2014 with a 3+ or higher was 75% (6 of 8). This is a 23% increase from the previous year. AP Statistics pass rate was 52% in 2013 (16 of 31) which was an increase from 17% college credit pass rate in 2012. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Jeanne Gartman, SHS AP Lead teacher and Chair, Dana Morton	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
All upper level math courses will include ACT type questions and practice as time permits. Action Type: Alignment	Jeanne Gartman, SHS Math Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
8.G.1. 1. Advanced Placement and Pre-AP classes demonstrate the efforts of our faculty in preparing students to earn college credit on AP Exams. Each AP and Pre-AP teacher in grades 9-12 must maintain records of training certification with the district GT/AP coordinator to satisfy ADE monitoring requirements. 2. Results of student scores on annual AP Exams are an important indicator of	Roy Wilson, GT Director	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$

<p>classroom effectiveness. Each AP teacher's performance is monitored and evaluated by the SHS administration, plus the GT/AP coordinator regularly visits to support teachers and students. Parents and student input into program effectiveness is sought and helps determine improvement needs. 3. Each year the AP Instructional Planning Reports provided by the College Board are discussed with each AP teacher. Our growth in AP Exam success and numbers of students participating was improved by the three-year Arkansas AIMS grant which focused on teacher training, equipment and materials. Our district's continued participation with Arkansas AIMS includes teacher training, mock exam readings, and course consultants in math, science, and English. Since 2008, a more serious attitude among students, teachers, and administrators has driven our growth in AP Exam success from 69 qualifying scores in 2008 to 171 in 2014. Pass rates in 2014 per course were: Art History, 57%; Biology, 64%; Calculus AB, 45%; Chemistry, 16%; English Language, 35%; English Literature, 44%; Environmental Science, 25%; Music Theory, 13%; Psychology, 27%; Spanish, 33%; Statistics, 75%; Studio Art, 2D, 33%; Studio Art Drawing, 0%; U. S. History, 13%; World History, 40%.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Program Evaluation</p>			Teachers	
Total Budget:				\$0

Priority 3: Students will increase skills in science comprehension.

1. The 2012 science subtest of the ACT is 20.9 for the total population. The 2013 science subtest of the ACT is 21.0 for the total population. The 2014 science subtest of the ACT is 21.1.
2. The graduation rate for 2011-12 was 79.7%. The graduation rate for 2012-13 was 77.64%. The ADE graduation rate goal for 2014 is 81.38 and Sheridan High School exceeded the goal with an 83.67% graduation rate. The ADE goal for 2015 is 83.45%.
3. End of Course Biology: In 2012, 36% of combined students scored at or above proficient: 44% of Asian students, n/a of African American students, 38% of Hispanic students, 36% of Caucasian students, 26% of economically disadvantaged students, 15% of students with disabilities. The lowest areas for combined population were open response (Nature of Science) and multiple choice (Heredity and Evolution and Nature of Science). End of Course Biology in 2012 36% of combined students scored at or above proficient: 95% of Gifted & Talented, n/a of Highly Mobile, n/a of Limited English Proficient, and 15% of students with disabilities. In 2012, 64% of students scored below proficient: 4% of Gifted & Talented, 100% of Highly Mobile, 100% of Limited English Proficient, and 84% of students with disabilities. The lowest areas for combined population were open response: Nature of Science, Ecology & Behavioral Relationships. The lowest areas for combined populations for multiple choice were: Ecology and Behavioral Relationships and Molecules and Cells. End of Course Biology: In 2013, 54% of combined students scored at or above proficient: 0% of Asian students, 50% of African American students, 0% of Hispanic students, 56% of Caucasian students, 51% of economically disadvantaged students, 0% of students with disabilities, and 0% of LEP students. End of Course Biology in 2013 54% of combined students scored at or above proficient: 100% of Gifted & Talented, n/a of Highly Mobile, 0% of Limited English Proficient, and 0% of students with disabilities. In 2013, 46% of combined students scored below proficient: 0% of Gifted & Talented, n/a% of Highly Mobile, 100% of Limited English Proficient, and 100% of students with disabilities. The lowest areas for combined population were open response (Classification and the Diversity of Life) and multiple choice (Molecules and Cells). End of Course Biology: In 2014, 64% of combined students scored at or above proficient: 100% of Asian students, 43% of African American students, 56% of Hispanic students, 65% of Caucasian students, 57% of economically disadvantaged students, 22% of students with disabilities, 50% of LEP students, 100% of Gifted & Talented, 50% of Highly Mobile. In 2014, 36% of combined students scored below proficient: 0% of Gifted & Talented, 50% of Highly Mobile, 50% of Limited English Proficient, and 77% of students with disabilities. The lowest areas for combined population were open response (Nature of Science) and multiple choice (Nature of Science).

Supporting Data:

Goal Students will increase skills in science comprehension, knowledge and reasoning skills. Emphasis will be placed on improving student demonstration of proficiency specifically in the areas of Biology open response prompts and multiple choice questions.

Benchmark By 2015, the average ACT science subsection score for all students will increase to 22.0.

Intervention: Senior high teachers will align the science curriculum horizontally across the curriculum.				
Scientific Based Research: Jacobs, Heidi Hayes. Mapping the Big Picture: Integrating Curriculum and Assessment K-12. (1997) High Schools That Work, Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. Site Development Guide #12. SREB, Southern Regional Education Board, 592 10th St. N.W. Atlanta, GA 30318. Schmoker, Mike, Focus. ASCD, 1703 N. Beauregard St., Alexandria, VA 22311 (2011) Next Generation Science Standards developed by The National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, and Achieve (July 2011) will be explored and integrated into the curriculum if adopted and approved by Arkansas.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>Science teachers will meet with the Curriculum Director to determine areas of improvement in the secondary curriculum, including gaps and repetitions. The science teachers will use locally constructed templates to map curriculum and align lesson plans. Teachers will analyze pacing guides, formatted lesson plans and monthly curriculum maps in departmental meetings to culminate a curriculum map for each course. Science teachers will formulate common assessments particular to their subject to gain summative information to ensure equity.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	<p>Science Department; Dr. June Elliott, Director of Curriculum</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>The science department will meet monthly to evaluate the mapped curriculum, methods of instruction, assess re-teaching, implement remediation, and monitor student progress.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion</p>	<p>Karen Burnett, Science Chair</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>Staff development activities will include faculty meetings, professional learning communities, and inter-campus science department meetings. Updates on the district-wide process of science mapping and alignment will be given monthly. All teachers will receive a minimum of 60 hours of professional development. Six hours of professional development will incorporate technology. Two hours of professional development will include for 1st year teachers and teachers renewing certification child maltreatment rotating with parental involvement. New teachers will receive special training in grade reporting software and other related strategies specific to their department assignment. Science teachers will also implement Literacy by Design Collaborative with ongoing professional development with LDC.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Karen Burnett, Science Chair; Rodney Williams, Principal</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>Students' Individual Education Plans will be consulted to ensure that the curriculum honors the required modifications and concentrates on the disparity gap. Resource teachers will be included in the alignment meetings and updates. Parents will be consulted as needed.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	<p>Linda Lewis, Special Education Teachers</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>10.A.7 Classroom walk throughs will be conducted by building administrators, upon completion of professional development, to assess and evaluate the alignment and implementation of the planned curriculum.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p>	<p>Rodney Williams, Principal &amp; Terri Bone, Nick Soapes Assistant Principals</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>8.G.1. Summative assessments, aligned with the state End of Course Biology exam, will be generated and implemented. All students will be required to address these in the biology classroom. Terminology will be modeled, taught, practiced and emphasized through open response biology instruction. Biology teachers will collaborate to demonstrate students' biology proficiency through regularly scheduled prompts. 8.G.2. Data from the summative assessments will be available to evaluate pupils' strengths and weaknesses and thereby facilitate additional instruction in specified target areas. Biology teachers will compare and evaluate group and individual local summative open response biology scores to actual open response biology scores on the EOC Biology Exam. They will identify and evaluate discrepancies between the scores and determine needed alterations in the local formative open response biology assessment items and/or processes. Multiple choice distracters will be identified and strategies incorporated to improve student proficiency. Data will be collected for analysis. A Biology EOC review time was implemented during Advisory in 2012-2013 and will be continued for the 2014-2015 school year. 8G.3. The first year to implement the program was 2008-2009, we do continue to see academic progress. Average scores on the Biology chunk test in 2010-11 were 62.81%. Average scores on the Biology chunk test in 2011-12 were 61.30%.</p>	<p>Karen Burnett, Science Chair; Science Department</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>

<p>Average scores on Biology chunk tests for 2012-2013 were 77%. Average scores on Biology chunk tests for 2013-2014 were 75%.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Program Evaluation</p>				
<p>Common Core State Standards for English/Language Arts and Literacy will begin implementation in the 2012-2013 school year. Next Generation Science Standards will be implemented pending Arkansas Department of Education approval. Implementation of reading and writing CCSS in Science will continue for the 2014-2015 year.                  Action Type: Alignment                  Action Type: Collaboration</p>	<p>Karen Burnett, Science Chair; Science Department; Rodney Williams, Principal</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>A Biology EOC Review Time will be continued prior to EOC testing. Tenth grade students will review the five Biology strands.                  Action Type: Alignment                  Action Type: Collaboration</p>	<p>Karen Burnett, Science Chair; Science Teachers</p>	<p>Start: 07/01/2014                  End: 06/30/2015</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 4: The Sheridan School District will provide support for students in making Healthy Lifestyle choices. The Arkansas Prevention Needs Assessment will be utilized with 10th and 12th graders.

- In 2013-2014, BMI results for Sheridan High School indicated that 53.1% of the males were healthy or underweight, 19.3% were overweight, and 27.6% were obese. In 2012-2013, BMI results for Sheridan High School indicated that 58% of the males were healthy or underweight, 13% were overweight, and 29% were obese. The BMI was not administered during the 2011-2012 school year. In 2010-2011, BMI results for Sheridan High School indicated that 64% of the men tested as healthy or underweight, 14% were overweight, and 22% were categorized as obese. In 2009-2010, BMI results for Sheridan High School indicated that 39.4% of the student male population was overweight or obese.
- In 2013-2014 BMI results for Sheridan High School indicated that 61.2% of the females tested to be healthy or underweight, 17.5% to be overweight, and 21.4% to be obese. In 2012-2013 BMI results for Sheridan High School indicated that 79.6% of the females tested to be healthy or underweight, 11.2% to be overweight, and 9.2% to be obese. The BMI was not administered during the 2011-2012 school year. In 2010-2011, BMI results for females who tested showed 61% were considered healthy or underweight, 17% were overweight, and 21% were categorized as obese. In 2009-2010 BMI results for Sheridan High School indicated 41.8% of the female population was identified as overweight or obese.
- School Health Index: Overall Score Card 2014: School Health Policies and Environment - 74%, Health Education - 96%, Physical Education and Other Physical Activity - 71%, Nutrition Services - 83%, School Counseling, Psychological, and Social Services - 79%, Health Promotion for Staff - 39%, Family and Community Involvement - 86%. School Health Index Overall Score Card 2013: School Health Policies and Environment - 94% Health Education - 59% Physical Education and Other Physical Activity - 67% Nutrition Services - 78% School Health Services - 95% School Counseling, Psychological, and Social Services - 96% Health Promotion for Staff - 39% Family and Community Involvement - 90% School Health Index: Overall Score Card 2012: School Health Policies and Environment- 94% Health Education - 94% Physical Education and Other Physical Activity-93% Nutrition Services-95% Family and Community Involvement-78% School Health Index: Overall Score Card 2011: School Health Policies and Environment- 93% Health Education - 93% Physical Education and Other Physical Activity-93% Nutrition Services-95% Family and Community Involvement-87%
- As related by the 2006 Governor's Initiative "Healthy Arkansas," 55.3% of Arkansans failed to meet recommendations for moderate or vigorous activity.
- Free and Reduced Lunch: 2011-2012 Free and Reduced 39.4% Free and Reduced Lunch: 2012-2013 Free -291 or 32.96% and Reduced 107 or 12.12%. Free and Reduced Lunch: 2013-2014 Free - 393 and Reduced 141.

Supporting Data:

Goal

The Sheridan School District will provide support for students in making healthy lifestyle choices. Emphasis will be placed on student demonstration of increased awareness of healthy lifestyle choices through information and activities provided at Sheridan High School. Healthier lifestyle choices will be evident by June 30, 2015. There will be a decrease in the percentage of students who make unhealthy lifestyle choices. Data from the 2013-2014 Arkansas Prevention Needs Assessment Survey indicated that alcohol use in tenth graders increased to 54.5% from 51.6% in 2012-2013. The 2011-2012 report indicated 57.8%. Twelfth graders showed a steady decline of alcohol use to 56.4% in 2013-2014. Previous years indicated 58.2% in 2012-2013 and 75% in 2011-2012. Cigarette use in tenth graders in 2013-2014 was 40.3%. This was an increase from 36.1% in

Benchmark year 2012-2013. Year 2011-2012 was 33.9%. Cigarette use in twelfth graders in 2013-2014 was 38.5%. This was a decrease from 43.9% in 2012-2013 and 52.1% in 2011-2012. Chewing tobacco use in tenth graders for reporting year 2013-2014 indicated an increase to 29.4% from 20.6% in year 2012-2013 and 19.8% in 2011-2012. Chewing tobacco use for twelfth graders for 2013-2014 showed a decrease to 22.1% from 27% in 2012-2013 and 22.8% in 2011-2012. Marijuana use in tenth graders showed a decrease from 26.2% in 2012-2013 to 24.4% for 2013-2014. However, it was an increase from 2011-2012 of 23.4%. Twelfth graders showed a steady decline of marijuana use with a decrease in 2013-2014 of 30.4% from 37.3% in 2012-2013. The 2011-2012 report indicated 38% of marijuana use in twelfth graders.

Intervention: Sheridan High School will engage strategies and activities that encourage an active and healthy life style.				
Scientific Based Research: "The Role of Schools in Preventing Childhood Obesity." President's Council on Physical Fitness and Sports Research Digest. Series, No.3. September 2006. High Schools That Work, Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. Site Development Guide #12. SREB, Southern Regional Education Board, 592 10th St. N.W. Atlanta, GA 30318. Schmoker, Mike, Focus. ASCD, 1703 N. Beauregard St., Alexandria, VA 22311 (2011)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
8.G.1 The Wellness committee will meet annually to evaluate the wellness plan based on the Arkansas Prevention Needs Assessment Survey (APNAS) given to 10th and 12th grade students, observation and classroom walkthroughs. 8.G.2. Wellness committee meeting analysis discussion verified through the meeting minutes will be utilized as a tool for evaluation. 8.G.3. The Wellness committee will analyze the APNAS data to determine if there is a decrease in the percent of unhealthy lifestyle choices related to alcohol, drugs, etc. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Wellness	Allison Michau, Wellness Committee Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Promote education of students' learning of healthy lifestyles and reduction of sedentary lifestyles through increased course offerings. Health teachers and Family and Consumer Sciences teachers will stress the importance of developing healthy habits regarding lifestyles and proper nutrition. The Food and Nutrition classes will be promoted as a healthy lifestyle course. Continue a comprehensive drug education program in health classes. Drug unity will coincide with Red Ribbon week. Teachers will receive professional development related as needed. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Lindsay Mayo, Teacher and Wellness committee; Rodney Williams, SHS Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Intramural activities will be offered both during advisory and after school including but not limited to tug of war, dodge ball, basket ball, and whiffle ball. Action Type: Collaboration Action Type: Wellness	Nick Soapes, Assistant Principal & Athletic Director	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Mandatory random drug testing policy will continue for those students wishing to participate in extracurricular activities or park on the SHS campus in order to promote the physical, emotional, and social well-being of students. Action Type: Collaboration Action Type: Equity	Nick Soapes, Assistant Principal; Terri Bone, Assistant Principal; Matt Scarbrough, Athletic Director	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Provide parents with information on healthy living and wellness (Welcome to Wellness pamphlet) during parent/teacher conferences, CAPS Conferences and Open Houses. Information on wellness will be included in newsletters sent to the parents by school personnel specifically targeting chewing tobacco and alcohol use in teenagers. Action Type: Parental Engagement Action Type: Wellness	Wendy Sites, Counselor and Vicki Strong, Counselor, Stacy Stockton, Parent Involvement Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Information on healthy lifestyle choices and methods to reduce stress will be distributed. Healthy meals will be provided in the cafeteria. Informational packets and weight loss/exercise information will be provided to the faculty from the nurse (FTE 1 - NSLA Funded) including	Donna Brixey, School Nurse	Start: 07/01/2014 End:	<ul style="list-style-type: none"> <li>Community Leaders</li> </ul>	ACTION BUDGET: \$

internet sites for information on health lifestyle choices. Opportunities to participate in weight loss/exercise programs will be offered to the staff. Action Type: Collaboration Action Type: Technology Inclusion Action Type: Wellness		06/30/2015	District Staff • Teachers	
Inform students and parents about federal guidelines concerning calories, serving sizes, and food served during lunch in the SHS cafeteria. Information will also be included in the parental newsletter and in the Parent Resource Center. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Allison Michau, Wellness Chair; Stacy Stockton, Parental Involvement Chair	Start: 07/01/2014 End: 06/30/2015	• District Staff	ACTION BUDGET: \$
The Arkansas National Guard will present their alcohol and tobacco abuse program to the health classes. Additionally, information about alcohol and tobacco use and cessation information will be included in the quarterly parent newsletter. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Wendy Sites & Vicki Strong, Ccounselors; Emily Grimmett, Joe Scott, Candice Lawless, health teachers	Start: 07/01/2014 End: 06/30/2015	• Community Leaders • Outside Consultants • Teachers	ACTION BUDGET: \$
Concession stands will offer low calorie/low sugar fruit juices for healthier choices. The concession stands are usually operated by the Band Boosters and Spirit Teams. Collaboration with parent volunteers will ensure healthier choices during both fall and winter sports. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Stacy Stockton, Parental Involvement, Allison Michau, Wellness Chair, Matt Scarbrough, Athletic Director	Start: 07/01/2014 End: 06/30/2015	• Community Leaders • Teachers	ACTION BUDGET: \$
Informational brochures will be placed in the Parent Resource Center regarding the mental health referral process. Action Type: Parental Engagement Action Type: Wellness	Stacy Stockton, Parental Involvement Coordinator	Start: 07/01/2014 End: 06/30/2015	• District Staff • Outside Consultants	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Abeyta, Laura	Science	Science
Classroom Teacher	Anglin, Russ	Teacher	Wellness
Classroom Teacher	Blackerby, Thomas	Teacher	Math
Classroom Teacher	Bradley, Cavin Pete	Science	Science
Classroom Teacher	Branch, Ka'Ron	English	Literacy
Classroom Teacher	Broadaway, Hunter	Science	Science
Classroom Teacher	Brock, Quion	Athletics	Wellness
Classroom Teacher	Brown, Dawn	Special Needs	Math
Classroom Teacher	Brown, Laura	Teacher	Math
Classroom Teacher	Burnett, Karen	Science Chair, Teacher	Science
Classroom Teacher	Campbell, Louis	SHS Head Football Coach	Wellness
Classroom Teacher	Clark, Sheree	Choir	Literacy
Classroom Teacher	Clark, Tommy	Career and Technical	Literacy
Classroom Teacher	Coles, Susan	English	Literacy

Classroom Teacher	Cox, Kathryn	FACS	Wellness
Classroom Teacher	Daub, Stephanie	Math	Math
Classroom Teacher	Dean, Darryl	JROTC	Wellness
Classroom Teacher	DeMaine, Sue	Teacher	Literacy
Classroom Teacher	Draper, Kristal	Teacher	Wellness
Classroom Teacher	DuVall, Stephen	Math	Math
Classroom Teacher	Easter, Clark	ROTC	Wellness
Classroom Teacher	Eggburn, Marsha	Teacher	Math Chair, SFA
Classroom Teacher	Finley, Terry	Social Studies	Wellness
Classroom Teacher	Gartman, Jeanne	Math	Math Chairman
Classroom Teacher	Ginther, Matt	Social Studies	Literacy
Classroom Teacher	Grimmett, Emily	Testing Coordinator	Math
Classroom Teacher	Groome, Tris	Foreign Language	Literacy
Classroom Teacher	Harper, Carole	Career and Technical Teacher	Literacy
Classroom Teacher	Hill, Annita	English	English
Classroom Teacher	Hill, Mandy	Teacher	Math
Classroom Teacher	Ingram, Jamison	Physical Education	Wellness
Classroom Teacher	Jensen, Ron	Teacher	Math
Classroom Teacher	Johnson, Kirby	Social Studies	Literacy
Classroom Teacher	Jolly, Lisa	English	Literacy
Classroom Teacher	Keen, Luke	Language Arts Teacher	Literacy
Classroom Teacher	Kinser, Charles	Career and Technical Teacher	Wellness
Classroom Teacher	Koon, Janna	Math	Math
Classroom Teacher	Kroeker, Paula	Foreign Language	Literacy
Classroom Teacher	Lankford, Linda	Teacher	Literacy
Classroom Teacher	Lawless, Candice	Physical Ed/Health Chair	Wellness
Classroom Teacher	Lewis, Linda	English	Literacy
Classroom Teacher	Lovell, Carrie	Teacher	Math
Classroom Teacher	Maxwell, Jean	Spanish	Literacy
Classroom Teacher	Mayo, Lindsay	FACS	Wellness
Classroom Teacher	McHone, Ron	Band	Math
Classroom Teacher	Michau, Allison	Teacher	Wellness
Classroom Teacher	Moon, Stephanie	English Chair	Literacy
Classroom Teacher	Morton, Dana	Math	Math
Classroom Teacher	Murray, Pam	Teacher	Literacy
Classroom Teacher	Nelson, Vickie	Science	Science
Classroom Teacher	Parker, Michelle	Math	Math
Classroom Teacher	Pemberton, Sara	Science	Science
Classroom Teacher	Pfenenger, Rachel	Science	Science
Classroom Teacher	Phillips, James	Social Studies	Literacy
Classroom Teacher	Price, Kaitlyn	Language Arts	Literacy
Classroom Teacher	Remow, Bill	Social Studies	Literacy

Classroom Teacher	Scott, Greg	Fine Arts	Literacy
Classroom Teacher	Scott, Joe	Athletics	Wellness
Classroom Teacher	Selph, Ray	ALE Math Teacher	Math
Classroom Teacher	Semon, Katharine	Science	Science
Classroom Teacher	Smith, Stephanie	Career and Technical	ACSIP Chair
Classroom Teacher	Stevens, Sherrie	Social Studies	Literacy
Classroom Teacher	Stockton, Stacy	Librarian	Steering
Classroom Teacher	Stout, Randy	Teacher/ALE	Science
Classroom Teacher	Summit, Lynn	Teacher	Literacy
Classroom Teacher	Turner, Justin	English	Literacy
Classroom Teacher	Vaccarro, Beth	English	Literacy
Classroom Teacher	Vines, Michael	Agriculture	Science
Classroom Teacher	Warford, Ashli	English	Literacy
Classroom Teacher	Washington, Kara	English	Literacy
Classroom Teacher	Welch, Logan	Social Studies	Literacy
Classroom Teacher	Wesson, Phil	Math	Math
Classroom Teacher	Westfall, Allen	Social Studies	Literacy
Classroom Teacher	Whitmire, LeAnn	Art	Wellness
Classroom Teacher	Williams, Summer	English	Literacy
Classroom Teacher	Wilson, Carol	English	English
Classroom Teacher	Wilson, Morgan	Math	Math
Community Representative	Cook Betty	Former Faculty	Advisory/Parent/Alumni Committee
Community Representative	Reynolds, Patsy	Former Faculty	Advisory/Parent/Alumni Committee
District-Level Professional	Doug West	Assistant Superintendent	Federal Advisory Committee
District-Level Professional	Elliott, June Dr.	Director of Curriculum	Federal Advisory Committee
District-Level Professional	West, Doug	Asst. Supt.	Federal Advisory Committee
District-Level Professional	Williams, Jerrod	Superintendent	Federal Advisory Committee
Non-Classroom Professional Staff	Brixey, Donna	Nurse	Wellness
Non-Classroom Professional Staff	Coleman, Amanda	Edgenuity Lab	Math
Non-Classroom Professional Staff	Evans, Lindsay	Counselor	Steering
Non-Classroom Professional Staff	Scarbrpugh, Matt	Athletic Director/Communications	Wellness
Non-Classroom Professional Staff	Shelton, Laurie	Counselor	Steering
Non-Classroom Professional Staff	Sites, Wendy	Counselor	Steering
Non-Classroom Professional Staff	Strong, Vicki	Counselor	Steering
Non-Classroom Professional Staff	Sullivan, Diana	Cafeteria	Wellness
Parent	Harper, Tera	Parent	Advisory/Parent/Alumni Committee
Parent	Martin, Angi	Parent	Advisory/Parent/Alumni Committee
Principal	Bone, Terri	Assistant Principal	Steering
Principal	Burks, Jason	Assistant Principal	Wellness
Principal	Soapes, Nick	Assistant Principal	Steering
Principal	Williams, Rodney	High School Principal	Steering



