



[District Menu Page](#) | [Work On Your ACSIP](#) | [Reports](#) | [Federal/State Budgets](#) | [School Completion Status](#) | [FAQ](#) | [Feedback](#) | [Logout](#)

## 2013-2014 ARCHIVE

### Program Application

#### HOPE SCHOOL DISTRICT

##### Program Application

**For: NSLA (State-281)**

**Total Amount Reported: \$2308694.5**

**Generated on September 9, 2014**

---

#### BERYL HENRY UPPER ELEM. SCHOOL

Source of Funds: NSLA (State-281) -- \$254676

**Priority 1: Mathematics**

**Goal:** BHE students will demonstrate an improvement in mathematics skills and Benchmark scores.

**Priority 2: Literacy**

**Goal:** BHE students will demonstrate an improvement in reading comprehension skills and Benchmark scores.

#### HOPE HIGH SCHOOL

Source of Funds: NSLA (State-281) -- \$1023619

**Priority 1: Mathematics**

**Goal:** Students will demonstrate an increase in success in Algebra and Geometry. This will be demonstrated by reaching the performance gains indicated for the EOC Math Testing.

**Priority 2: Literacy**

**Goal:** Literacy proficiency will improve at Hope High School.

**Goal:** Hope High School will improve school instructional practices and parental involvement opportunities.

**Priority 4: Wellness**

**Goal:** All HHS students will be within the normal range on the BMI scale.

**Priority 5: Restructuring**

**Goal:** Restructuring Option 1: The Common Core State Standards will drive curricular changes and the implementation of technology across curricula.

**Goal:** Restructuring Option 2: Restructure the internal organization of the school

**Goal:** Hope High School will be restructured into emergency response teams to promote student and staff safety and communications.

**Priority 6: Science**

**Goal:** To improve instruction in Science and to increase EOC Biology scores through the incorporation of Common Core State Standards.

**HOPE SCHOOL DISTRICT**

Source of Funds: NSLA (State-281) -- \$145333.5

**Priority 2: Federal and Categorical Funds**

**Goal:** Hope Public Schools will utilize Title 1 funds in efforts toward achieving proficiency in math and literacy. Funds will be used in the district to employ literacy and math staff, a half-time social worker, a federal coordinator and administrative assistant to the federal coordinator. Professional development activities will be conducted and necessary travel to state and national conferences will be done to improve instruction district-wide. Materials and supplies will be purchased and technology purchases made to support instruction. All positions and activities will be to supplement and not supplant. Title IIA funds will be used in the district to promote research-based professional development activities for all district staff. This includes local, state and national workshops to improve instruction. These funds are used to reduce class size at the lower elementary level by hiring highly qualified teachers. Title IIA funds are used to recruit and retain teachers in teacher shortage areas, minority teachers and National Board certified teachers by offering stipends. Title III funds are used by the district to supplement programs and activities for English Language Learner students. These include hiring interpreters for conferences, purchasing materials and supplies, and employing tutors to assist with instruction. Title VI-State funds are used to support activities and programs appropriate and included in the other Title activities.

**WM. JEFFERSON CLINTON PRIMARY**

Source of Funds: NSLA (State-281) -- \$635066

**Priority 1: Mathematics**

**Goal:** Students will demonstrate improvement in mathematics skills emphasizing problem solving skills for answering constructed or open response questions.

**Priority 2: Literacy**

**Goal:** All students will demonstrate improvement in literacy skills emphasizing Literary Passage Multiple Choice and Content Passage Oral Response for third grade students, and Practical Passage Multiple Choice and Literary Passage Open Response for fourth grade students.

**YERGER JUNIOR HIGH SCHOOL**

Source of Funds: NSLA (State-281) -- \$250000

**Priority 1: Mathematics**

**Goal:** Improve mathematics skills for all students. Data will be used from common assessments and formative assessments to analyze student weaknesses. Math will be incorporated in all core and encore classes. Benchmark and common assessment test data will be used to write prescriptive objectives for each student. The goal is to meet or exceed the AMO for all students and the target achievement groups. Year 2014--All Math Students at 65.42% growth and TAG group at 62.23% growth.

**Priority 2: Literacy**

**Goal:** Meet or exceed the AMO for all students and the targeted achievement groups. Year 2013--All Literacy Students at 64.08% and TAG group at 60.43% growth. TAG group at 58.03% growth

**Priority 5: Science**

**Goal:** To improve school science scores by 10% on the next Benchmark.

---

**BERYL HENRY UPPER ELEM. SCHOOL -- \$254676**

Program Application

For: NSLA (State-281)

---

Priority 1: To improve mathematics skills

Supporting  
Data:

1. ACSIP CRT Data Source for BERYL HENRY UPPER ELEM.SCHOOL  
According to the Arkansas Department of Education, our Adequate Yearly Progress math goal for 2011 was 73.41%. Our Combined Population scored 59.8% which was 13.61% from our expected goal. Our Caucasian Population met status by scoring 86.1%. Our African-American Population scored 54% which was 19.41% below our goal. Our Hispanic Population scored 51.3% which was 22.11% below our expected goal. Our Economically Disadvantaged Population scored 56.7% which was 16.71% below our goal. Our Limited English Proficient Population scored 31.9% which was 41.51% below our expected goal.
2. ACSIP CRT Data Source for BERYL HENRY UPPER ELEM. SCHOOL  
According to the Arkansas Department of Education, our Adequate Yearly Progress math goal for 2010 was 64.55%. Our Combined Population scored 64.2% which was 0.35% from reaching our expected goal. Our Caucasian Population met status by scoring 79.6%. Our African-American Population scored 58.5% which was 6.05% below our expected goal. Our Hispanic Population scored 57% which was 7.55% below our goal. Our Economically Disadvantaged Population scored 61.5% which was 3.05% below our expected goal. Our Limited English Proficient Population scored 39.2% which was 25.35% below our expected goal.
3. ACSIP CRT Data Source for BERYL HENRY UPPER ELEM. SCHOOL  
According to the Arkansas department of Education, our Adequate Yearly progress math goal for 2009 was 55.69%. Our Combined Population scored 66.1% Our Caucasian Population scored 78.8%. Our African-American Population scored 55.5%. Our Hispanic Population scored 67.4%. Our Economically Disadvantaged Population scored 62.1%. Therefore, Beryl Henry met standards and achieved AYP in mathematics in 2009.
4. Math AMO: 73.41 Literacy AMO: 75.70 SUB-GROUP AYP STATUS 3-year  
2008-2009 2009-2010 2010-2011 2008-2011 Math Lit Math Lit Math Lit Math Lit  
COMBINED POPULATION # Proficient 240 184 255 229 225 203 720 616 #  
Attempted 363 363 397 397 376 376 1136 1136 % Proficient 66.1 50.7 64.2 57.7  
59.8 54 63.4 54.2 AYP Status MS A MS MS A A A A AFRICAN-AMERICAN  
POPULATION # Proficient 86 62 110 99 95 87 291 248 # Attempted 155 155 188  
188 176 176 519 519 % Proficient 55.5 40 58.5 52.7 54 49.4 56.1 47.8 AYP Status  
MS SI\_2 A SI\_M SI\_1 SI\_3 SI\_1 SI\_3 HISPANIC POPULATION # Proficient 60  
38 53 48 61 60 174 146 # Attempted 89 89 93 93 119 119 301 301 % Proficient  
67.4 42.7 57 51.6 51.3 50.4 57.8 48.5 AYP Status MS A A MS SI\_1 A SI\_1 A  
CAUCASIAN POPULATION # Proficient 93 83 86 77 68 56 247 216 # Attempted  
118 118 108 108 79 79 305 305 % Proficient 78.8 70.3 79.6 71.3 86.1 70.9 81 70.8  
AYP Status MS MS MS MS MS A MS A ECONOMICALLY  
DISADVANTAGED POPULATION # Proficient 190 139 208 187 186 170 584  
496 # Attempted 306 306 338 338 328 328 972 972 % Proficient 62.1 45.4 61.5  
55.3 56.7 51.8 60.1 51 AYP Status MS SI\_2 A SI\_M SI\_1 SI\_3 SI\_1 SI\_3  
LIMITED ENGLISH PROFICIENT POPULATION # Proficient 15 3 20 14 22 19  
57 36 # Attempted 32 32 51 51 69 69 152 152 % Proficient 46.9 9.4 39.2 27.5 31.9  
27.5 37.5 23.7 AYP Status NA NA A MS SI\_1 A SI\_1 A STUDENTS WITH  
DISABILITIES # Proficient 2 2 4 2 4 1 10 5 # Attempted 33 33 35 35 31 31 99 99  
% Proficient 6.1 6.1 11.4 5.7 12.9 3.2 10.1 5.1 AYP Status NA NA NA NA NA NA  
A A Page 3 of 4 2011 Arkansas Adequate Yearly Progress: School Imp

- Goal BHE students will demonstrate an improvement in mathematics skills and Benchmark scores.
- Benchmark To meet or exceed the 2014 AMO in math performance, the combined population of Beryl Henry students need to average 69.88% or higher on the 2014 Augmented Benchmark.

Intervention: Curriculum Alignment				
Scientific Based Research: National Science Foundation. The K - 12 Mathematics Curriculum Center. "The Changing Mathematics Curriculum" Third Edition, April 2005.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Guest speakers on anti-bullying, drugs, motivation and places such as the Division of Agriculture, Old Washington Historic State Park, boyscouts, Southwest Arkansas Astronomy Club, the Hope community, and authors will be invited to the school. Some speakers will be able to demonstrate hands-on lessons in science, safety, citizenship, and decision making (NSLA 014).</p> <p>Action Type: Collaboration</p> <p>Action Type: Professional Development</p> <p>Action Type: Technology</p> <p>Inclusion</p> <p>Action Type: Title I Schoolwide</p>	Sonji Flemons, Math Instructional Facilitator	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<p>NSLA (State-281) - \$1773.00</p> <p>Purchased Services:</p> <p>NSLA (State-281) - \$1772.00</p> <p>Materials &amp; Supplies:</p> <hr/> <p>ACTION BUDGET: \$3545</p>
Total Budget:				\$3545
Intervention: Math Instructional Facilitator				
Scientific Based Research: McTighe, J. And Wiggins, G., Understanding by Design, ASCD, Alexandria, VA, p. 160, (2005). Lilburn, Pat, Sullivan, and Peter, Good Questions for Math Teaching: Why Ask Them and What to Ask, K-6, Marilyn Burns Educational Associates, 2005.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>One FTE Math Instructional Facilitator (Sonji Flemons) will be employed to work with Math teachers and paraprofessionals and provide professional development as needed on improving math skills (NSLA001).</p> <p>Action Type: Alignment</p>	Bobby Hart - Superintendent	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>		<p>NSLA (State-281) - \$54122.00</p> <p>Employee Salaries:</p> <p>NSLA (State-281) - \$13777.00</p>

Action Type: Collaboration Action Type: Equity Action Type: Professional Development				Employee Benefits:  ACTION BUDGET: \$67899
The math instructional facilitator will purchase instructional supplies and supplemental prescriptive tutoring materials, such as Common Core Collaborative Cards (for base ten, fractions, and algebraic thinking), Common Core Coach, Place Value Hands-On Kits, Fractions Hands-On Kits, dot and number dice, and large hundreds chart for after school tutoring and Tier 3 Interventions. These materials will be instructionally aligned with the CCSSM and provide manipulative(s), strategies, and assessments for struggling students (NSLA 013) Action Type: Collaboration Action Type: Title I Schoolwide	Sonji Flemons	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	NSLA (State-281) - Materials & Supplies: \$2000.00  ACTION BUDGET: \$2000
Total Budget:				\$69899

#### Intervention: Academic Improvement Plan

Scientific Based Research: The Learning System. "8 Steps to Improvement". October 2005, Vol. 1, No.2. [www.nsd.org](http://www.nsd.org).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Highly qualified teachers will be hired to teach summer school, one temporary support staff will be hired on an hourly basis, one counselor to provide counseling services and teach students character education skills using botvin life skills, and one administrator to promote and manage the program. Summer School will be provided for students who have academic improvement	Roy Turner - Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	NSLA (State-281) - Employee Benefits: \$5537.00 NSLA (State-281) - Employee Salaries: \$25574.00  ACTION

plans because they scored basic or below basic on the math and/or literacy Augmented Benchmark Exam. Materials and supplies such as paper, pencils, folders, and markers will be purchased to assist students and teachers with instruction (NSLA011). Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion				BUDGET: \$31111
To encourage parental involvement in creating the student academic improvement plans for reading and math, funds will be used to pay teachers during off contract time to schedule conferences with parents to discuss and create the plans. Action Type: AIP/IRI Action Type: Parental Engagement	Roy Turner	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - Employee Salaries: \$2700.00  NSLA (State-281) - Employee Benefits: \$585.00  <hr/> ACTION BUDGET: \$3285
In order to meet the high demands of Common Core and RTI, teachers will utilize Symphony Math to identify at risk students, establish instructional level, track progress, and provide individualized interventions. Symphony Math develops number conceptualization through a visual and highly intuitive interface. Students will gain a strong foundation in underlying principles, move at their own pace and move beyond rote math drill. A site license will be purchased for BHE to assist students to become more capable math students. Action Type: Alignment Action Type: Technology	Sonji Flemons, Math Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Public Library</li> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$13200.00  <hr/> ACTION BUDGET: \$13200

Inclusion				
Total Budget:				\$47596
Intervention: Parental Involvement Plan				
Scientific Based Research: Harvard Family Research Project. Walker, Hoover-Dempsey, Whetsel and Green (October 2004). "Parental Involvement in Homework: A Review of Current Research and Its Implications for Teachers, After School Program Staff and Parent Leaders".				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The principal shall designate a certified staff member to serve as the Parent Center Facilitator (Act 603)--- (NSLA010) Action Type: Parental Engagement	Roy Turner - Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State-281) - \$1643.00 Employee Salaries: NSLA (State-281) - \$356.00 Employee Benefits: <hr/> ACTION BUDGET: \$1999
Materials and supplies (such as books, DVDs, manipulatives, etc.) will be purchased for the parent center to encourage and educate parents to work with the administration and teachers in order to become a positive part of a child's education. These educational resources will be made available to parents when they visit the parenting center (NSLA-010). Guest speakers will be invited to emphasize the importance of involving parents in school activities/programs with and emphasis on increasing parental involvement within the setting of the school. Action Type: Equity Action Type: Parental Engagement	Christi Sullivan - Parent Center Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Computers</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	NSLA (State-281) - \$3662.00 Materials & Supplies: NSLA (State-281) - \$1200.00 Purchased Services: <hr/> ACTION BUDGET: \$4862
Total Budget:				\$6861

Intervention: Technology				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Mac Air computers will be leased in order to enhance classroom instruction and improve student achievement in all content areas. Computers will be used to view Augmented Benchmark results, AIMSWEB Assessment data, Star Reading Assessment data, Achieve 3000, Insight 360, MyOn, SuccessMaker data, student grades, ect.. to determine interventions needed and allow teachers to make data-driven decisions.	Roy Turner, Principal	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - \$13921.00 Purchased Services:  ACTION BUDGET: \$13921
Purchase Pinnacle, a web-based grade book system. (NSLA 013) Action Type: Technology Inclusion	Jeff Madlock - Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased \$4500.00 Services:  ACTION BUDGET: \$4500
Apple TVs and accessories will be purchased and integrated into classroom to enhance instruction. The Apple TV provides a mobile platform from which classroom activities can be initiated. Teachers and students can provide notes, display steps, processes problems, initiate the display of media (pausing and resuming as needed from any location in the classroom), and allow students to participate and stay engaged from their own seats in a variety of interactive activities (NSLA	Roy Turner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>School Library</li> </ul>	NSLA (State-281) \$9500.00 - Materials & Supplies:  ACTION BUDGET: \$9500



013) Action Type: Collaboration Action Type: Technology Inclusion				
An Aerohive wireless networking program will be purchased for the operation of basic network connections for all devices on the Beryl Henry campus (NSLA 013). Action Type: Technology Inclusion	Roy Turner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> </ul>	NSLA (State-281) \$8623.00 - Purchased Services:  ACTION BUDGET: \$8623
Virtualization migration and reorganization technology equipment will be purchased to replace the main servers providing a more efficient use of technology throughout the building and in every class (NSLA 013) Action Type: Parental Engagement	Roy Turner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> </ul>	NSLA (State-281) \$5138.00 - Purchased Services:  ACTION BUDGET: \$5138
JAMF Casper IOS & OSX licences will be purchased and used for connecting to Beryl Henry's mobile device management systems on campus which allows the technology department to push math and literacy apps to all Beryl Henry student's and staff's Ipads (NSLA 013) Action Type: Alignment Action Type: Technology Inclusion	Roy Turner, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	NSLA (State-281) \$3010.00 - Purchased Services:  ACTION BUDGET: \$3010
A Blackboard Engage (website) will be purchased for the purpose of contacting parents/guardians through telephone and email in reference to safety issues, attendance and other pertinent school information (NSLA 013) Action Type: Parental Engagement	Roy Turner, Principal	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - \$831.00 Purchased Services:  ACTION BUDGET: \$831
Total Budget:				\$45523

Priority 2: To improve Literacy skills

Supporting  
Data:

1. 2010-2011 AYP STATUS BHE SUB-GROUPS LITERACY AMO: 75.70  
COMBINED POPULATION 54<75.70 by 21.7 A; AFRICAN-AMERICAN  
POPULATION 50<75.70 by 25.7 SI\_3; HISPANIC POPULATION 49.6<75.7 by  
26.1 A; CAUCASION POPULATION 70.4<75.7 by 5.3 A; ECONOMICALLY  
DISADVANTAGED POPULATION 51.8<75.7 by 23.9 SI\_3; LIMITED  
ENGLISH POPULATION 27.5<75.7 by 48.2 A; STUDENTS WITH  
DISABILITIES NA.
2. 2009-2010 AYP STATUS BHE SUB-GROUPS LITERACY AMO: 67.60  
COMBINED POPULATION 57.7<67.6 by 9.9 MS; AFRICAN AMERICAN  
POPULATION 52.7<67.6 by 14.9 SI\_M; HISPANIC POPULATION 51.6<67.6 by  
16 MS; CAUCASION POPULATION 71.3>67.6 by 3.7 MS; ECONOMICALLY  
DISADVANTAGED POPULATION 55.3<67.6 by 12.3 SI\_M; LIMITED  
ENGLISH PROFICIENT POPULATION 27.5<67.6 by 40.1 MS; STUDENTS  
WITH DISABILITIES NA.
3. 2008-2009 AYP STATUS BHE SUB-GROUPS LITERACY AMO: 59.5  
COMBINED POPULATION 50.7<59.5 by 8.8 A; AFRICAN-AMERICAN  
POPULATION 40<59.5 by 19.5 SI\_2; HISPANIC POPULATION 42.7<59.5 by  
16.8 A; CAUCASIAN POPULATION 70.3>59.5 by 10.8 MS; ECONOMICALLY  
DISADVANTAGED POPULATION 45.4<59.5 by 14.1 SI\_2; LIMITED  
ENGLISH PROFICIENT POPULATION NA; STUDENTS WITH DIABILITIES  
NA.
4. Math AMO: 73.41 Literacy AMO: 75.70 SUB-GROUP AYP STATUS 3-year  
2008-2009 2009-2010 2010-2011 2008-2011 Math Lit Math Lit Math Lit Math Lit  
COMBINED POPULATION # Proficient 240 184 255 229 225 203 720 616 #  
Attempted 363 363 397 397 376 376 1136 1136 % Proficient 66.1 50.7 64.2 57.7  
59.8 54 63.4 54.2 AYP Status MS A MS MS A A A A AFRICAN-AMERICAN  
POPULATION # Proficient 86 62 110 99 95 87 291 248 # Attempted 155 155 188  
188 176 176 519 519 % Proficient 55.5 40 58.5 52.7 54 49.4 56.1 47.8 AYP Status  
MS SI\_2 A SI\_M SI\_1 SI\_3 SI\_1 SI\_3 HISPANIC POPULATION # Proficient 60  
38 53 48 61 60 174 146 # Attempted 89 89 93 93 119 119 301 301 % Proficient  
67.4 42.7 57 51.6 51.3 50.4 57.8 48.5 AYP Status MS A A MS SI\_1 A SI\_1 A  
CAUCASIAN POPULATION # Proficient 93 83 86 77 68 56 247 216 # Attempted  
118 118 108 108 79 79 305 305 % Proficient 78.8 70.3 79.6 71.3 86.1 70.9 81 70.8  
AYP Status MS MS MS MS MS MS A MS A ECONOMICALLY  
DISADVANTAGED POPULATION # Proficient 190 139 208 187 186 170 584  
496 # Attempted 306 306 338 338 328 328 972 972 % Proficient 62.1 45.4 61.5  
55.3 56.7 51.8 60.1 51 AYP Status MS SI\_2 A SI\_M SI\_1 SI\_3 SI\_1 SI\_3  
LIMITED ENGLISH PROFICIENT POPULATION # Proficient 15 3 20 14 22 19  
57 36 # Attempted 32 32 51 51 69 69 152 152 % Proficient 46.9 9.4 39.2 27.5 31.9  
27.5 37.5 23.7 AYP Status NA NA A MS SI\_1 A SI\_1 A STUDENTS WITH  
DISABILITIES # Proficient 2 2 4 2 4 1 10 5 # Attempted 33 33 35 35 31 31 99 99  
% Proficient 6.1 6.1 11.4 5.7 12.9 3.2 10.1 5.1 AYP Status NA NA NA NA NA NA NA
- 5.
- 6.
- 7.
- 8.

Goal

BHE students will demonstrate an improvement in reading comprehension skills and

Benchmark scores.

Benchmark In 2013, BHE students must again meet or exceed the Arkansas School ESEA Accountability AMOs as set by ADE.

Intervention: Existing Academic Programs				
Scientific Based Research: Sprick, Randy Ph.D., Knight, Jim Ph.D., Reinke, Wendy Ph.D., Skyles, Tricia McKale M.S., Marnes, Lynn M.S.; Safe&Civil Schools series; Interventions 2nd Edition: Evidence-Based Behavioral Strategies for Individual Students (2008) Coaching Classroom Management: A Toolkit for Administrators and Coaches (2007). Behavioral Response to Intervention (2009).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Continue using the Intervention Crisis Classroom (ICC) teacher (Curtis Dansby) for students removed from regular classrooms to address behavioral problems. Students will receive one-on-one assistance from the one FTE highly qualified ICC paraprofessional (NSLA007). Action Type: Equity Action Type: Special Education	Roy Turner - Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	NSLA (State-281) - \$5191.00 Employee Benefits: NSLA (State-281) - \$15663.00 Employee Salaries: <hr/> ACTION BUDGET: \$20854
Students will have an opportunity in their literacy classes to spell, define, pronounce and use vocabulary words in their writing throughout the school year. Students will also have an opportunity and use their skills to participate in a spelling bee. Student who place 1st and 2nd in the school spelling bee for each grade will be recognized with a ribbon, medallion, and a certificate of achievement. They will compete in the county spelling bee where their lunch will be provided. Student's spelling bee registration will be paid. (NSLA-013) Action Type: Collaboration	Robin Townsend - Literacy Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - \$300.00 Purchased Services: <hr/> ACTION BUDGET: \$300
Materials and supplies such as earphones, music books, dvd's,	Sandra Jones-music	Start: 07/01/2013	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - \$500.00

teaching aide material, and simple instruments will be used to enhance instruction and improve student achievement in learning math concepts such as fractions through music (NSLA 013) Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide	teacher	End: 06/30/2014		Materials & Supplies:  ACTION BUDGET: \$500
Materials and supplies such as paper, pencils, canvas, paint, brushes, poster boards, compasses, protractors, etc... will be used in art to reinforce literacy or math skills taught to students by using creativity to create story quilts, poems, math patterns and symmetry (NSLA 013)	Roy Turner	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Materials & Supplies: \$500.00  ACTION BUDGET: \$500
Total Budget:				\$22154

Intervention: Reading Comprehension				
Scientific Based Research: The Carmel Hill Fund. The Carmel Hill Fund Education Program: Evaluation of 2005–2006 school results. New York: Author. (2007). Renaissance Learning. Reading more and monitoring progress spell success for Texas elementary school. Wisconsin Rapids, WI: Author. (2007). Topping, K. J., Samuels, J., & Paul, T. Computerized assessment of independent reading: Effects of implementation quality on achievement gain. School Effectiveness and School Improvement, 18(2), 191–208. (2007).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Recognition will be given each grading period to students that achieve their reading goal for that period set by their Reading teacher using data from the RenLearn AR program, Achieve 3000 and/or myOn digital reading. Those students achieving the yearly goal of reading 110% of their individual AR reading goal will be recognized by participating in a "Reading Over Achievers" Field Trip (MidAmerica Museum). Upon return from the field trip, students will reflect on their field trip experience in literacy through a writing activity.	Robin Townsend, Literacy Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> <li>School Library</li> <li>Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$1785.00  ACTION BUDGET: \$1785

Lunches will be provided (NSLA-013) Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide				
The Common Core State Standards require students to read more nonfiction texts. In an effort to provide BHE students with relevant and current reading materials, subscriptions to approved popular adolescent magazines will be purchased for literacy classrooms. Magazines such as Sports Illustrated for Kids, Discovery Girl, Boy's Life, American Girl, Kids Discover, KiKi, Odyssey, Girl's World, Young Rider, Junior Football, Junior, Baseball, Junior Soccer will be utilized to meet the needs of the wide range of interest, talents and reading levels of students from diverse cultural and economic backgrounds. An approved list will be presented to each homeroom class for their vote on the subscriptions to be purchased for each class (NSLA 013) Action Type: Alignment	Robin Townsend-Literacy Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$3000.00 <hr/> ACTION BUDGET: \$3000
The Reading Plus program will be purchased and used to gather the data to determine students initial placement within the various components and creates an individualized and responsive instructional path with personalized goals for each student. Multiple forms of the assessment, administered throughout the	Robin Townsend	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Purchased Services: \$14795.00 <hr/> ACTION BUDGET: \$14795

year, provide accurate and dependable benchmarks to measure student progress over time and assist teachers in making data-driven instructional decisions. According to the What Works Clearinghouse, an initiative of the U.S. Department of Education's Institute of Education Sciences, Reading Plus has a "statistically significant positive impact" on adolescent learners' reading comprehension by developing capacity and efficiency and increasing motivation(NSLA 013)				
--	--	--	--	--

Total Budget:	\$19580
---------------	---------

Intervention: Literacy Instructional Facilitator
--

Scientific Based Research: Knight, Jim. INSTRUCTIONAL COACHING A Partnership Approach to Improving Instruction. (2007). Killion, Joellen and Harrison, Cindy. Taking the LEAD. (2006).
--

Actions	Person Responsible	Timeline	Resources	Source of Funds
In order to determine the effectiveness of curriculum, instruction, and school organization, and to determine students' level of proficiency in essential academic areas, screenings will be administered to all students, three times per year. Screening data will allow the inspection of both group performance and individual student performance on specific skills. A renewal of the universal screener licenses will be purchased to assess how functional the core curriculum and instruction are in the school and to provide a multi-tiered model of school support. Approximately 80% of all students in the school should be showing adequate progress using a particular curricular element or program. If more than 20% of the students are not	Robin Townsend-Literacy Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Public Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	NSLA (State-281) - \$2400.00 Purchased Services: <hr/> ACTION BUDGET: \$2400

making acceptable gains in an area, the school must improve the core curriculum and/or the manner in which the curriculum is delivered to the students. The universal screening will also identify those students who are not making acceptable progress in the core curriculum. Provided that 80% or more are making adequate progress in the foundational curriculum, those who are not require additional intervention, either in small groups or on an individual basis. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education				
Total Budget:				\$2400

#### Intervention: Academic Improvement Plan

Scientific Based Research: Tomlinson, Carol Ann. The Differentiated Classroom Responding to the Needs of All Learners.(2005). Allington, Richard L. What Really Matters for Struggling Readers. Second Edition. (2006)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Eleven teachers and one administrator will be hired to carry out Prescriptive tutoring assistance. The tutoring staff will work from Monday-Tuesday for 2 hours a day for 40 days at \$25 per hour for certified staff and \$12.50 for classified. Computer lab instruction will be used to assist all students in need of improvement of literacy & math skills. Students will be identified through test scores, AIMSWEB assessments, classroom grades, teacher/parent referrals, and Star Diagnostic Inventories. Academic Improvement Plans	Roy Turner - Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	NSLA (State-281) - \$5196.00 Employee Benefits:  NSLA (State-281) - \$24000.00 Employee Salaries:  <hr/> ACTION BUDGET: \$29196

will be written for all students who scored below Proficient on the Benchmark exam in Literacy. (NSLA-006) Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Special Education				
In an effort to immerse students in learning and to enrich the curriculum without leaving the classroom, BHE will utilize district CIV equipment to provide virtual field trips. Virtual field trips allow educators to customize instruction to meet the desired educational goals. Students will participate in annotated trips formatted to make learning fun while efficiently utilizing the Internet. Funds will be used to purchase field trips which will provide students the opportunity to travel around the world, visit museums, participate in videoconferencing, and meet authors face to face. Action Type: Alignment	Robin Townsend - Literacy Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Public Library</li> </ul>	NSLA (State-281) - Purchased Services: \$1000.00 <hr/> ACTION BUDGET: \$1000
Total Budget:				\$30196

#### Intervention: Character Education

Scientific Based Research: Haycock, K. (March 2001) Closing the Achievement Gap. Educational Leadership, 58 (6) pp. 6-11.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Character Education Guiding Principles and the Word of the Week will be incorporated in all school programs. Academics, good citizenship, behavior, and positive test taking awards will also be incorporated in order to boost moral, encourage high expectations, and promote higher test scores in both literacy and	Christi Sullivan-Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$3000.00 <hr/> ACTION BUDGET: \$3000



math. Testing material will be purchased to promote and reinforce these guiding principals and behaviors (NSLA 013). Action Type: Alignment Action Type: Collaboration Action Type: Equity				
Materials and supplies will be purchased for information on drugs, alcohol, tobacco, and drug prevention to address the needs of students according to the needs assessment of the school (NSLA 013). Action Type: Title I Schoolwide	Christi Sullivan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$1500.00 <hr/> ACTION BUDGET: \$1500
Materials and supplies will be purchased for the counselor's office. Other appropriate materials will be used to help develop student's skills in locating information on traditional and non-traditional occupations while developing an awareness of personal abilities and citizenship (NSLA-013). Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	Chrisit Sullivan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$2422.00 <hr/> ACTION BUDGET: \$2422
Total Budget:				\$6922

## HOPE HIGH SCHOOL -- \$1023619

Program Application

For: NSLA (State-281)

Source of Funds: NSLA (State-281) -- \$1023619

Priority 1: Students will improve mathematics skills and meet adequate performance gain as determined by ADE.

1. In 2013, 50% of all students scored at or above proficient on the Algebra I EOC. 48% of African American students scored at or above proficient; 44% of Hispanic students scored at or above proficient; 59% of Caucasian students scored at or above proficient. The lowest identified area for the combined population as well as the subpopulations was Solving Equations and Inequalities and non linear functions on the open response. In 2012, 69% of all students scored at or above proficient on the

Supporting Data:	<p>Algebra I EOC. 61% of African American students scored at or above proficient; 60% of Hispanic students scored at or above proficient; 82% of Caucasian students scored at or above proficient. The lowest identified area for the combined population as well as the subpopulations was Language of Algebra and Language of Algebra Open Response. In 2011, 44 percent of all students scored at or above proficient on the Algebra I EOC. 61 percent of African American students scored at or above proficient; 54 percent of Hispanic students scored at or above proficient; 68 percent of Caucasian students scored at or above proficient. The lowest identified area for the combined population as well as the subpopulations was Solving Equations and Inequalities and Language of Algebra Open Response.</p> <p>2. In 2013, 58% of all students scored at or above proficient on the Geometry EOC. 45% of African American students scored at or above proficient; 64% of Hispanic students scored at or above proficient; 76% of Caucasian students scored at or above proficient. The lowest identified area for the combined population as well as the subpopulations was Measurement and Triangles on the open response. In 2012, 46% of all students scored at or above proficient on the Geometry EOC. 28% of African American students scored at or above proficient; 57% of Hispanic students scored at or above proficient; 72% of Caucasian students scored at or above proficient. The lowest identified area for the combined population as well as the subpopulations was Coordinate Geometry &amp; Transformations and Triangles Open Response. In 2011, 48 percent of all students scored at or above proficient on the Geometry EOC. 36 percent of African American students scored at or above proficient; 59 percent of Hispanic students scored at or above proficient; 70 percent of Caucasian students scored at or above proficient. The lowest identified area for the combined population as well as the subpopulations was Triangles, Coordinate Geometry &amp; Transformations, and Relationships Between Two and Three Dimensions Open Response.</p> <p>3. Hope High School is striving to meet its annual AMO graduation rate.</p>
Goal	<p>Students will demonstrate an increase in success in Algebra and Geometry. This will be demonstrated by reaching the performance gains indicated for the EOC Math Testing.</p> <p>The percentage of students scoring Proficient or better will move from the percentage of 56.7% in 2012-2013 to the expected performance gain of 60.57% for 2013 - 2014. 1. In 2013, 50% of all students scored at or above proficient on the Algebra I EOC. 48% of African American students scored at or above proficient; 44% of Hispanic students scored at or above proficient; 59% of Caucasian students scored at or above proficient. The lowest identified area for the combined population as well as the subpopulations was Solving Equations and Inequalities and non linear functions on the open response. In 2012, 69% of all students scored at or above proficient on the Algebra I EOC. 61% of African American students scored at or above proficient; 60% of Hispanic students scored at or above proficient; 82% of Caucasian students scored at or above proficient. The lowest identified area for the combined population as well as the subpopulations was Language of Algebra and Language of Algebra Open Response. In 2011, 44 percent of all students scored at or above proficient on the Algebra I EOC. 61 percent of African American students scored at or above proficient; 54 percent of Hispanic students scored at or above proficient; 68 percent of Caucasian students scored at or above proficient. The lowest identified area for the combined population as well as the subpopulations was Solving Equations and Inequalities and Language of Algebra Open Response. 2. In 2013, 58% of all students scored at or above proficient on the Geometry EOC. 45% of African American students scored at or above proficient; 64% of Hispanic students scored at or</p>
Benchmark	

above proficient; 76% of Caucasian students scored at or above proficient. The lowest identified area for the combined population as well as the subpopulations was Measurement and Triangles on the open response. In 2012, 46% of all students scored at or above proficient on the Geometry EOC. 28% of African American students scored at or above proficient; 57% of Hispanic students scored at or above proficient; 72% of Caucasian students scored at or above proficient. The lowest identified area for the combined population as well as the subpopulations was Coordinate Geometry & Transformations and Triangles Open Response. In 2011, 48 percent of all students scored at or above proficient on the Geometry EOC. 36 percent of African American students scored at or above proficient; 59 percent of Hispanic students scored at or above proficient; 70 percent of Caucasian students scored at or above proficient. The lowest identified area for the combined population as well as the subpopulations was Triangles, Coordinate Geometry & Transformations, and Relationships Between Two and Three Dimensions Open Response.

Intervention: Hope High School will prepare common assessments to be administered at least three times per year.

Scientific Based Research: Carter, Lisa. (2007). Total instructional alignment: From standards to student success. Bloomington: Solution Tree. Bottoms, Gene. (2001). What school principals need to know about curriculum and instruction. SREB.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Students will take an Intermediate Assessment at least once every 9 weeks which is a diagnostic test used to measure mastery of the curriculum. Teachers and Instructional Facilitators will collaborate to prepare the test and analyze the data to determine next steps and correct misconceptions. TRIAND will be used for the forming of the test, there is a fee for the use of these services. Teachers will be reimbursed at the district rate of \$25 per hour for work after normal school hours in preparing the common assessments.(NSLA 013)</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	Glenda Clark, Instructional Facilitator	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>NSLA (State-281) - \$216.00 Purchased Services: NSLA (State-281) - \$400.00 Employee Benefits: NSLA (State-281) - \$1500.00 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$2116</p>

Total Budget:	\$2116
---------------	--------

### Intervention: Improved Instruction in Mathematics

Scientific Based Research: (Bottoms, Gene. "Factors Affecting Mathematics Achievement for Students in Rural Schools. SREB, 2006) It has been suggested that the African American community contains a high concentration of so-called global learners (Berry, 2003; Malloy, 1997). Global learners are visual, tactile, and kinesthetic. They gain meaning by visualizing, touching, and moving, and they view problems holistically. Global learners understand more if they are given an introduction as well as an overall purpose before solving problems. Global learners move more in larger jumps, absorbing material almost randomly without seeing connections, and then suddenly understanding the presented concepts.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Two teachers will be employed off contract at the district hourly rate to tutor math students after school for up to 4 hours per week, 2 hours on Monday and Tuesday evenings for a total of 27 weeks. One non-certified employee will work up to 4 hours per week on Monday and Tuesday evening for a total of 27 weeks, handling all clerical duties related to tutoring such as maintaining accurate records for the credit recovery and remediation, as well as handling all student sign in sheets and academic paperwork associated with the tutoring process. One non-certified lab manager will work 7 hours weekly for a total of 27 weeks, supervising the computer lab concerning all tutoring, remediation, and credit recovery. One administrator will be employed at the hourly rate to supervise all students and personnel for 4 hours per week for a total of	Sammy Bray, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	NSLA (State-281) - Employee Benefits: \$4400.00 NSLA (State-281) - Employee Salaries: \$20000.00 <hr/> ACTION BUDGET: \$24400

27 weeks. Students will receive tutorial assistance in all tested areas, will be allowed to work on remediation, and will be allowed to complete academic credit recovery. (NSLA 013) (SA 5.1c; 5/1d; 4/1k)(NSLA 004/Function 1511) Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Parental Engagement				
One FTE (Glenda Clark) will be employed as the Instructional Facilitator for Math/Science. All salary and benefits will be paid from NSLA funds. This person will have no teaching assignments to allow them to collect data with building walkthroughs and teach model lessons. This highly qualified teacher will facilitate all department meetings, serve on the School Leadership Team, coordinate curriculum development, both vertically and horizontally, as well as conduct professional development for the departments. 2294 (NSLA 001) Action Type: Alignment Action Type: Equity	Sammy Bray, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	NSLA (State-281) - \$14221.00 Employee Benefits: NSLA (State-281) - \$55897.00 Employee Salaries: <hr/> ACTION BUDGET: \$70118
Because of our attention to the research concerning the dominant learning style of African American students, our African American students have met their AMO performance standards on the EOC. Because of our success we will continue to provide	Glenda Clark, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000

professional development for our teachers that will help them continue to meet the needs of these students' learning styles. Attention to all student's learning styles will be implemented to help make sure all students meet their learning goals. The book 'African American Males Learning Styles' will be purchased for teachers. (Title IIA) Action Type: Professional Development Action Type: Technology Inclusion				
Hope High School will purchase a classroom set of TI-84 plus calculators to allow all students the opportunity to use advanced equations and equipment while learning math concepts. Since math is a targeted area for at-risk students, giving students access to this equipment will enhance their understanding of complex math skills. NSLA 013 Action Type: ADE Scholastic Audit Action Type: Equity Action Type: Technology Inclusion	Glenda Clark	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	NSLA (State-281) \$3500.00 - Materials & Supplies: <hr/> ACTION BUDGET: \$3500
Total Budget:				\$99018

Priority 2: To improve reading and writing skills and meet AMO as determined by ADE.

1. The data for 2012 on the EOC Literacy Exam is: 49.63 percent of the combined population scored at or above proficient; 41.18 percent of the African American students scored at or above proficient; 43.75 percent of the Hispanic populations scored at or above proficient. Economically Disadvantage students scored 42.86 percent. The Caucasian students scored Achieving at 77.42 percent and Students with Disabilities at 31.25 percent. The lowest identified area for the combined population was Open Response Content and Multiple Choice Writing. The lowest area for the other sub- population were Open Response Practical and Multiple Choice Writing. The data for 2011 on the EOC Literacy exam is: 46.2 percent of the combined population scored at or above proficient; 34.3 percent of the African

Supporting  
Data:

American students scored at or above proficient; 56 percent of the Hispanic populations scored at or above proficient. The data for 2010 on the EOC Literacy Exam is: 49.7% of the combined population scored at or above proficient; 38.4% of the African American students scored at or above proficient; 53.3% of the Hispanic populations scored at or above proficient; and 64.9% of the Caucasian students performed at or above proficient. The data for 2009 on the EOC Literacy exam is: 34.8% of the combined population scored at or above proficient; 18% of the African American students scored at or above proficient; 63.8% of Caucasian students scored at or above proficient; and 26% of Economically Disadvantaged students scored at or above proficient. The lowest identified area for the combined population was Open Response Content and Multiple Choice Writing. The lowest area for the other sub-population were Open Response Practical and Multiple Choice Writing.

2. Hope High School's graduation 2012 rate is 80.77 percent.
3. HHS will initiate some research-based activities and work in collaboration with the central office in their efforts to address campus and district-wide disciplinary issues. Community resources will also be used when available.

Goal

Literacy proficiency will improve at Hope High School.

Benchmark

1. In 2013 the Annual Measurable Objective (AMO) for all students was 55.13%. The Targeted Achievement Gap Group (TAGG) was 51.24%. In 2013, all students scores at or above 50%. The TAGG scored at or above 40%. African-Americans scored at or above 40%. The Hispanic students scored at or above 44%. the Caucasian students scored at or above 76%; which was "Achieving" status. The Economically Disadvantaged students scored at or above 43%. The English Language Learners scored at or above 14% and Students with Disabilities scored at or above 31%. 2. The data for 2012 on the EOC Literacy Exam indicated: 51% of the combined population scored at or above proficient; 40% of the African American students scored at or above proficient; 58% of the Hispanic populations scored at or above proficient; and 66% of the Caucasian students performed at or above proficient. the economically disadvantage students scores at 46% at or above proficient. Students with Disabilities scores 27% at or above proficient. the Annual Measurable Objective for 2011 was 75.81. 3. The data for 2011 on the EOC Literacy exam indicated: 46.2% of the combined population scored at or above proficient; 34.3% of the African American students scored at or above proficient; 56% of the Hispanic populations scored at or above proficient; 65% of the Caucasian students performed at or above proficient; and the Economically Disadvantage students scored at or above 42%.

Benchmark

The percentage of students scoring Proficient or above will gain an Annual Measurable Objective of moving from 55.13% to Achieving an expected performance gains of 60%.

Intervention: Improve literacy instruction through the use of technology and collaboration				
Scientific Based Research: DiMartino, Joseph and Clarke, John H. (2008). Personalizing the high school experience for each student. Alexandria: Association for Supervision and Curriculum Development. Tomlinson, Carol Ann. (1999). The differentiated classroom. Columbus: Pearson Prentice Hall. Warren, George.(2000). Technology innovation and K-12 education. Education World.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A highly qualified lab manager (1 FTE) (Adrienne	Sammy Bray,	Start: 07/01/2013	<ul style="list-style-type: none"> <li>Computers</li> </ul>	NSLA

Ware) will be hired to oversee the computer lab. This person will be trained on existing software and coordinate computer programs professional development activities for the staff. (NSLA 2230) Action Type: Equity Action Type: Technology Inclusion	Principal	End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	(State-281) - \$7862.00 Employee Benefits: NSLA (State-281) - \$28000.00 Employee Salaries: <hr/> ACTION BUDGET: \$35862
One FTE Instructional Facilitator (Tisha Hunter) will be employed for English/Social Studies. All salary and benefits will be paid from NSLA funds. This person will have no teaching assignments to allow them to conduct classroom walk-throughs and informal observations, and perform model lessons. This highly qualified teacher will facilitate department meetings, serve on the School Leadership Team, coordinate curriculum development, both vertically and horizontally, as well as conduct professional development for both departments. 2297 (NSLA 001) Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development	Sammy Bray, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - \$11606.00 Employee Benefits: NSLA (State-281) - \$43813.00 Employee Salaries: <hr/> ACTION BUDGET: \$55419
Total Budget:				\$91281
Intervention: Implementation of MyOn and Achieve3000 reading programs. Insight 360-eInstructional tool will be used to facilitate real-time delivery of instruction and assessment.				
Scientific Based Research: Daniels, Harvey and Zemelman, Steven. (2004). Subjects matter: Every teacher's guide to content- area reading. Portsmouth: Heinemann.				
Actions	Person Responsible	Timeline	Resources	Source of Funds



Summer school will be offered to all students who failed a core class or who are seniors that need a credit in order to graduate and to provide supplemental reading programs and interventions. Four (4) highly qualified High School teachers will be employed to work the 120 hour session during June and July, 2014. (NSLA 011 Function 1170) Action Type: Collaboration Action Type: Technology Inclusion	Charles George, Adult Ed Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - \$9350.00 Employee Benefits:  NSLA (State-281) - \$26763.00 Employee Salaries:  <hr/> ACTION BUDGET: \$36113
One FTE teacher (Dee Godwin) will be employed to improve Instructional outcomes in reading and literacy for our lowest performing students as indicated on benchmarks and ACTAAP. This instructor will teach reading comprehension, fluency, phonics, and writing in response to reading to those students in order to improve students' reading/writing ability. (NSLA 1560) Action Type: Alignment Action Type: Collaboration Action Type: Equity	Sammy Bray, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	NSLA (State-281) - \$13031.00 Employee Benefits: NSLA (State-281) - \$50400.00 Employee Salaries:  <hr/> ACTION BUDGET: \$63431
Total Budget:				\$99544

Goal Hope High School will improve school instructional practices and parental involvement opportunities.

Benchmark Teacher leadership and empowerment to improve educational outcomes will be promoted through the integration of technology across the curriculum.

Intervention: Deeper implementation of the school's improvement initiatives.				
Scientific Based Research: DiMartino, Joseph and Clarke, John H. (2008). Personalizing the high school experience for each student. Alexandria: Association for Supervision and Curriculum Development. Bottoms, Gene. "What Really Works? Schools Succeed When Using the Key Practices of High Schools That Work" SREB, 1995).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Ten (10) Aerohive Access	Sam Bray	Start:		

Points will be installed. Achieve is a wireless networking thru access points are the basis for network connection for all devices on the HHS campus. Ex: Student Ipads, Teacher iPads and Mac Books, Apps that are used for testing in math and literacy. NSLA 1515 Action Type: Technology Inclusion		07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	NSLA (State-281) \$1725.00 - Purchased Services: <hr/> ACTION BUDGET: \$1725
25 Microsoft Office 2010 licenses will be purchased for the Information Technology Academy to serve as the MacBook operating system. Action Type: Technology Inclusion	Sam Bray	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	NSLA (State-281) \$1229.00 - Purchased Services: <hr/> ACTION BUDGET: \$1229
700 JAMF Casper IOS licensing. Funds will be used to connect HHS mobile device management system which allows the technology department to push math and literacy apps to all HHS students and all staff. Action Type: Technology Inclusion	Sam Bray	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	NSLA (State-281) \$4900.00 - Purchased Services: <hr/> ACTION BUDGET: \$4900
700 JAMF Casper OSX licensing will be purchased.. It is used for connection to HHS management system which allows the technology department to push math and literacy apps to all HHS students and all staff. Action Type: Technology Inclusion	Sam Bray	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) \$4410.00 - Purchased Services: <hr/> ACTION BUDGET: \$4410
The lease on the MacBook Airs will be paid for 2013-2014 used for student project based learning instruction. Action Type: Technology Inclusion	Sam Bray	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	NSLA (State-281) - \$64066.00 Purchased Services: <hr/>

				ACTION BUDGET: \$64066
Virtualization, Migration, and Reorganization: New servers will be purchased. That hold teacher files/documents the server also house all the educational videos and links for instruction.	Sam Bray	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - \$10276.00 Purchased Services:  ACTION BUDGET: \$10276
30 MacBook Airs will be leased for the New Tech Academy to be used by students for project based learning and instruction. Action Type: Technology Inclusion	Sam Bray	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	NSLA (State-281) - \$37776.00 Purchased Services:  ACTION BUDGET: \$37776
Total Budget:				\$124382

#### Intervention: Increased parental involvement

Scientific Based Research: Price, Hugh B. (2008). Mobilizing the community to help students succeed. Alexandria: Association for Supervision and Curriculum Development. Effective Parental Involvement Strategies. SREB, 2003.

Actions	Person Responsible	Timeline	Resources	Source of Funds
A facilitator for parental involvement will be employed according to the district index. The facilitator will coordinate all parental involvement activities for the campus for the school year during off contract time. 2170 (NSLA 010) Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Sammy Bray, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	NSLA (State-281) - \$400.00 Employee Benefits: NSLA (State-281) - \$1700.00 Employee Salaries:  ACTION BUDGET: \$2100
A minimum of four parental involvement meetings will be	Sammy Bray,	Start: 07/01/2013	<ul style="list-style-type: none"> <li>• Community Leaders</li> </ul>	NSLA (State-

<p>conducted to inform parents of programs and opportunities available at HHS. Snacks will be served and money will be provided for necessary materials and supplies. (NSLA 010) Parents will receive multiple information packets, a volunteer resource book, be informed of the process for resolving parental concerns, and will be invited to become involved in the decision making process at HHS. (NSLA 010)</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Principal & Dee Godwin; Parental Involvement Facilitator	End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<p>281) - \$3000.00 Materials &amp; Supplies:</p> <hr/> <p>ACTION BUDGET: \$3000</p>
<p>Hope High School purchased the Pinnacle Grading System to allow parents immediate access to the grades and attendance being entered for their student. Pinnacle is used to facilitate communication between teachers and parents. Teachers, secretaries, administrators, and counselors will be trained to use this system. Upgrades will be purchased as necessary. (SA 4.1g; 4.1i; 5.1e)(NSLA 013)</p> <p>Action Type: Parental Engagement Action Type: Technology Inclusion</p>	Sammy Bray, Principal & Alma Phillips, Librarian	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<p>NSLA (State-281) - \$2800.00 Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$2800</p>
<p>BlackBoard Engage software will be purchased as a Website to allow for immediate access to parents. We will use Blackboard Engage to contact parents and guardians with updates on school events and information. The parent facilitators will be trained in using the software to notify parents of problems, upcoming events, or general</p>	Sammy Bray, Principal & Dee Godwin; Parental Involvement Facilitator	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<p>NSLA (State-281) - \$3185.00 Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$3185</p>

information. (NSLA 013) Action Type: Parental Engagement Action Type: Technology Inclusion				
Activities will be planned for all students/teachers/parents that will enhance the high school experience. Counselors will educate parents about scholarship availability, upcoming events, standardized test requirements, and important dates. Senior activities including senior breakfast and senior banquet are provided. Dissemination of information will be provided with/through materials and supplies. Assistance will be provided for completion of forms and scholarship applications. Meals/ refreshments may be provided at these activities. (NSLA 281) Action Type: Collaboration Action Type: Parental Engagement	LeAnn Rogers and Sallie Nix, Counselors	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - \$5000.00 Purchased Services: NSLA (State-281) - \$1500.00 & Supplies:  ACTION BUDGET: \$6500
Hope High School purchased the Follett Library Software to allow the resources in the library to be available online to all students and parents. The Follett Library Software is renewed and funded annually.(NSLA 013) Action Type: Collaboration Action Type: Technology Inclusion	Alma Phillips	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - \$2500.00 Purchased Services:  ACTION BUDGET: \$2500
Funds will be used to support a parent involvement program during a week long recognition of parents and their contributions and support towards the education of our students. The week will be highlighted by a	Bobby Hart	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	NSLA (State-281) - \$1200.00 Purchased Services:  ACTION BUDGET: \$1200

presentation by former educator and parent involvement consultant Willie Kimmons. Presentation and travel expenses will be paid. Action Type: Parental Engagement				
Total Budget:				\$21285
Intervention: Hope High School will continue to support project based learning through our EAST Lab classroom. EAST stands for Environmental and Spatial Technology.				
Scientific Based Research: "Career/Technical students complete challenging assignments and are required to do senior projects to graduate", SREB, 2007.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The EAST Lab classroom is entirely student driven and community project based. Students learn self-discipline, public speaking skills, intrinsic motivation skills, and academia related real-life experiences. Necessary classroom supplies, such as printing supplies, project based supplies, paper, poster board, etc. will be purchased and maintained in order to ensure the students have the proper equipment required to operate the EAST lab. (NSLA 014) Action Type: Equity Action Type: Technology Inclusion	Eddie Daniel, EAST Lab Manager & Pam Kessell, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	NSLA (State-281) - Materials & Supplies: \$3000.00  <hr/> ACTION BUDGET: \$3000
Professional development activities for EAST coordinators will be conducted in the form of EAST Conferences. These are held each spring where EAST coordinators are exposed to new ideas, strategies, and examples of quality work. Action Type: Professional Development Action Type: Technology Inclusion	Eddie Daniel	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$1000.00  <hr/> ACTION BUDGET: \$1000
Total Budget:				\$4000

Priority 4: Nutrition and Physical Activity

Supporting  
Data:

1. SHI -- Module 1 - School Health Policies and Environment - 79%; Module 2 - Health Education- 79%; Module 3 - Physical Education and Other Physical Activity Programs - 73%; Module 4 - Nutrition Services - 83%; Module 5 - School Health Services - 62%; Module 6 - School Counseling, Psychological, and Social Services - 80%; Module 7 - Health Promotion for Staff - 51%; Module 8- Family and Community Involvement - 66%.
2. 2010-2011 Overall Body Mass Index results for Hope High School show approximately 22.4% of all children measured were overweight and approximately 30.8% of all children measured were identified as obese.
3. The Free and Reduced Lunch percentage for Hope High School is 69%.

Goal

All HHS students will be within the normal range on the BMI scale.

Students will be monitored according to state guidelines for health and wellness. HHS has Benchmark as its goal to reduce by 10% the BMI of our students by increasing their activity and decreasing the caloric intake.

Intervention: Formation of SHI Committee.				
Scientific Based Research: "From Cupcakes to Carrots: Local Wellness Policies One Year Later"; School Nutrition Association, 2007.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Hope High School will furnish an additional breakfast and nutritional snacks during high stakes testing events in order to help students maintain focus and improve standardized test scores. (NSLA 013) Action Type: Equity Action Type: Wellness	Sammy Bray, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State-281) - Materials & Supplies: \$1000.00  ACTION BUDGET: \$1000
Total Budget:				\$1000

Priority 5: In response to creating a culture and climate that increases student achievement, Hope High School will initiate activities that restructure the way the school is organized and conducted each day.

Supporting  
Data:

1. The indicators noted as Next Steps have been selected as the interventions for this priority. On Standard One, HHS received a performance level of ONE on 86% of those 7 indicators. On Standard Two, HHS received a performance level of ONE on 50% of the 8 indicators. On Standard Three, HHS received a performance level of ONE on 75% of the 8 indicators. On Standard Four, HHS received a performance level of ONE on 55% of the 11 indicators. On Standard Five, HHS received a performance level of ONE on 80% of the 5 indicators. On Standard Six, HHS received a performance level of ONE on 33% of the 12 indicators. On Standard Seven, HHS received a performance level of ONE on 64% of the 11 indicators. On Standard Eight, HHS received a performance level of ONE on 30% of the 10 indicators. On Standard Nine, HHS received a performance level of ONE on 38% of

the 16 indicators.

2. In conducting the Scholastic Audit, the ADE representatives reviewed the collection of documents provided by HHS, observed 144 classrooms, interviewed 93 staff members, 225 students, 87 parents, 9 central office personnel, 5 school board members, 2 assistant principals, 2 counselors, and the principal.

**Goal** Restructuring Option 1: The Common Core State Standards will drive curricular changes and the implementation of technology across curricula.

**Benchmark** Teachers will incorporate technology, project based learning, and performance based tasks and assessments in all classrooms to ensure a guaranteed essential curricula.

**Benchmark** Teachers will become proficient in the integration of technology in the classroom through the inclusion of research-based approaches to learning, including project based learning and performance based tasks and assessments as directed by CCSS.

Intervention: Teachers will revise curricular documents to align with the Common Core State Standards to include performance tasks and technology-based projects.				
Scientific Based Research: Marzano, Pickering and Pollock. (2001). Classroom instruction that works. Alexandria: Association for Supervision and Curriculum Development. Wagner, Tony. (2008). The global achievement gap. New York: Perseus Books Group. Tomlinson, Carol Ann. (1999). The differentiated classroom. Columbus: Pearson Prentice Hall.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Hope High will implement one-to-one technology across the entire campus to enhance student learning and create a 21st Century classroom. Materials and equipment include a Macbook Air lease on 55 units for a cost of 65,228 and an i Pad lease on 600 units for a total of \$282945(NSLA 014) Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Technology Inclusion	Sammy Bray	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	NSLA (State-281) - Purchased Services: \$348173.00 <hr/> ACTION BUDGET: \$348173
E Instruction will provide teachers and students access to a common platform for sharing and assessing student work. The purchase of (18) eInstructional web-based software of Insight 360 (23,580) and (20) eInstructional upgrades of	Sammy Bray	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Purchased Services: \$46362.00 NSLA (State-281) - Materials & Supplies: \$21858.00



Insight360 (22,781) will be used as management software to provide a quick way for district technology to monitor and quickly repair technology issues to keep students more productive. The purchase of (38) iPads storage cabinets (21,858) will be used to accommodate the security and sustainability of technology (NSLA) Action Type: Equity Action Type: Technology Inclusion				ACTION BUDGET: \$68220
Total Budget:				\$416393

Goal Restructuring Option 2: Restructure the internal organization of the school

Benchmark The internal structure of Hope High School will be restructured to better facilitate teaching and learning.

Intervention: Researched based instructional strategies will be used to facilitate continuous improvement on the Hope High School campus.				
Scientific Based Research: Wagner, Tony. (2008). The global achievement gap. New York: Perseus Books Group. Bottoms, Gene. "What Really Works? Schools Succeed When Using the Key Practices of High Schools That Work" SREB, 1995).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Hope High school will better organize its Leadership Team. This team will oversee implementation of research based best practices and will guide the school through complex change to improve teaching and learning to support the school's vision and mission statements. Professional reference materials will be purchased as well as certain office supplies to track data and archive for reference purposes. (NSLA 013) Action Type: Collaboration	HHS Leadership Team	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State-281) \$1000.00 - Materials & Supplies: <hr/> ACTION BUDGET: \$1000
Hope High School will continue the Bobcat Ninth Grade Academy to ease the	Pam Kessell, Asst.	Start: 07/01/2013 End:		NSLA (State-281) \$1000.00

<p>transition from Yerger Junior High to the High School culture. HHS will host transitional activities, such as a Freshman Orientation meeting and Open House, in order to promote successful transition. Staff will be paid \$25 per hour for their participation in the two hour Freshman Orientation session. Supplies will be purchased to create materials for the promotion of the 9th grade Academy as well as creating informational literature to hand out at key events. (NSLA 013)</p> <p>Action Type: Alignment Action Type: Equity Action Type: Parental Engagement</p>	Principal	06/30/2014		<p>- Materials &amp; Supplies: NSLA (State-281) \$400.00 - Employee Benefits: NSLA (State-281) \$2000.00 - Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$3400</p>
<p>Hope High School will buy a subscription to CoreCourseGPA. This is a software program which helps foster sound academic habits for students in activities by allowing them to track there GPA for their core subjects which is what is necessary for scholarships, keep up with recruiting calendars, and receive information of financial aid. Parents, counselors, and teachers can also use this software to assist students in better preparing for college. (NSLA 013)</p> <p>Action Type: Parental Engagement Action Type: Technology Inclusion</p>	Sammy Bray	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>NSLA (State-281) - Purchased Services: \$500.00</p> <hr/> <p>ACTION BUDGET: \$500</p>
<p>Teachers of Bobcat Ninth Grade Academy students will participate in monthly</p>	Pam Kessell, Sammy	<p>Start: 07/01/2013 End:</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<p>NSLA (State-281) - Materials \$1000.00</p>

team meetings/professional learning communities to review data, discuss and implement programs, and engage in professional development. Teachers will collaborate to provide project based learning opportunities for students and coordinate cross curricular lessons. Teachers of other grade levels will be included in team meetings as relevant to the data to be reviewed. Teachers will be paid at a rate of \$25 per hour for 2 hours per month for 9 months. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Bray	06/30/2014	• Teachers	& Supplies: NSLA (State-281) \$1800.00 - Employee Benefits: NSLA (State-281) \$9000.00 - Employee Salaries: <hr/> ACTION BUDGET: \$11800
Teachers of the Bobcat Ninth Grade Academy will have ten Apple TV's and Flatscreen projector devices purchased for classrooms to facilitate the use of technology. Total amount of NSLA 013 Action Type: Technology Inclusion	Sammy Bray	Start: 07/01/2013 End: 06/30/2014	• Teachers	NSLA (State-281) - \$12000.00 Materials & Supplies: <hr/> ACTION BUDGET: \$12000
Total Budget:				\$28700
Intervention: Methods will be employed to improve students' transition from the middle school setting to the high school setting by providing a Freshman Academy with the school within a school concept.				
Scientific Based Research: Akey, Theresa M. (2006) School context, student attitudes and behavior, and academic achievement: An exploratory analysis. New York: William T. Grant Foundation. Gordon, Derrick M. et al. (2009). Mentoring urban black middle school male students: Implications for academic achievement. Journal of Negro Education, 78(3). p. 277-289.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Freshman students will be eligible to participate in a mentoring program where they are assigned a mentor from the community who sees them 30	Pam Kessell, Assistant Principal	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - \$2000.00

minutes a week at the school or during the school day. Resources and training will be provided to the mentors. One introductory meeting will be held to introduce and promote positive relationships among the mentors, students and parents. These meetings will continue each quarter. An end of the year banquet will be held to recognize all mentors and students. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement				Materials & Supplies:  ACTION BUDGET: \$2000
Total Budget:				\$2000

Intervention: In support of the Arkansas Governor's STEMWorks initiative, Hope High School created a science, technology, engineering, and mathematics (STEM) school within a school. The Academy of Science and Technology provides students to explore STEM fields in a project-based learning curriculum. Student engagement has increased through this initiative and student core class failure rates in the Academy of Science and Technology for 9th graders was 7% versus 38% in the traditional campus.

#### Scientific Based Research: Arkansas STEMWorks

<http://arworks.arkansas.gov/Pages/StemWorksNews.aspx> Global Achievement Gap, Tony Wagner <http://www.tonywagner.com/resources/the-global-achievement-gap> Nearly two-thirds of the jobs in today's economy are high-skill positions. The American workforce has fewer than half the number of qualified candidates needed to fill those positions. □ The lack of supply forces employers to choose among outsourcing jobs, importing skilled workers, or relocating operations to overseas markets, where there exists a growing supply of skilled workers. □ By 2020, three-quarters of the job market will require high-skill workers, and only 26 percent of jobs will be low-skill. □ U.S. workers prepared to fill low-skill and low-wage positions are in abundance, accounting for more than 100 million applicants competing for 61 million openings. The resulting glut of job seekers drives up unemployment and holds down wages for the nation's low-skilled workforce. (Source: The Global Talent Crisis, The Futurist. 2009 - Edward Gordon)

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Hope Academy of Science & Technology requires intense access to technology and materials for student projects. Supplies will be purchased for hands-on activities to facilitate student learning and engagement. Additionally, the formation of a robotics team will provide students hands-on problem-solving experiences. The students will be exposed to technology and software	Michael Spraggins	Start: 07/01/2013 End: 06/29/2014		NSLA (State-281) - \$3000.00 Materials & Supplies: NSLA (State-281) - \$400.00 Employee Benefits: NSLA (State-281) - \$2000.00

used in manufacturing and engineering marketplace. A technology teacher will be employed after hours at district rate of \$25/hour to facilitate time for the team to build robots and prepare for competitions. (NSLA 013)				Employee Salaries:
				ACTION BUDGET: \$5400
Hope High School will create a school within a school by establishing the Hope Academy of Science and Technology through a partnership with the New Tech Network. This school is a program that employs project-based learning as the primary source of instruction. All core classes for approximately 175 9th, 10th and 11th graders will focus on instruction through project-based learning while being evaluated in the following areas; content literacy, oral communications, written communications, problem-solving, work ethic, collaboration, and technology literacy. Through this program, HHS will build capacity to implement project-based learning across the rest of the campus. This will be done through a partnership with the New Tech Network and use of web-based tools such as Echo that provides resources and coaching for teachers and students. The Echo web-based platform allows teachers and students to share information, post grades, post daily agendas, provide access to assignments, and allow teachers to collaborate across the US with other project-based learning teachers. Membership with the network also provides 1 week of professional development during the summer for teachers, onsite coaching, online coaching access, and 8 days of professional development during the school year. Subscription to services for year two with the New Tech Network will cost is \$121,000 (NSLA 013)	Michael Spraggins	Start: 07/01/2013 End: 06/29/2014		NSLA (State-281) - \$121000.00 Purchased Services:
				ACTION BUDGET: \$121000
Total Budget:				\$126400

Hope High School will be restructured into emergency response teams to promote student

Goal and staff safety and communications.

Benchmark Staff members will be teamed by location on campus to provide intervention in crisis situations.

Intervention: Teachers will receive crisis intervention training using the Crisis Prevention Institute (CPI) model.

Scientific Based Research: McIntosh, D. (2003). Testing an intervention to increase self-efficacy of staff in managing clients perceived as violent. Unpublished doctoral dissertation, Division of Research and Advanced Studies, University of Cincinnati, Cincinnati, OH. Smalls, Y. (2004). Utility of the implementation of programmatic systems to reduce and eliminate restraint use for the treatment of problem behaviors with individuals with mental retardation. Unpublished dissertation. Retrieved from [etd.lsu.edu/docs/submitted/etd-01282004-145119/unrestricted/Smalls\\_dis.pdf](http://etd.lsu.edu/docs/submitted/etd-01282004-145119/unrestricted/Smalls_dis.pdf) In M. Nunno, D. Day, & L. Bullard (Eds.). For our own safety: Examining the safety of high-risk interventions for children and young people (pp. 201–215). Washington, DC: Child Welfare League of America. Ryan, J., Peterson, R., Tetreault, G., & van der Hagen, E. (2008). Reducing the use of seclusion and restraint in a day school program.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Hope High School is spread out over a great distance and experiences frequent issues with communications to distances. After a lockdown incident in the last year it became evident how critical radio communications were needed to safely command and control the campus. These upgrades will include purchase of new radios for critical staff.</p> <p>Action Type: Technology Inclusion</p> <p>Action Type: Wellness</p>	Sam Bray	<p>Start: 08/01/2013</p> <p>End: 07/31/2014</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<p>NSLA (State-281) - Materials &amp; Supplies: \$4000.00</p> <hr/> <p>ACTION BUDGET: \$4000</p>
Total Budget:				\$4000

The proficiency rate for EOC Biology will be increased by 10% The data for 2013 on the EOC Biology exam is: 20% of the combined population scored at or above proficient; 12% of the African American students scored at or above proficient; 36% of Caucasian students scored at or above proficient; 15% of Hispanic students scored at or above proficient; and 18% of Economically Disadvantaged students scored at or above proficient. The lowest identified area for the combined population was Molecules and Cells and Ecology and Classification and diversity of Life & Molecules and Cells on the Open Response. The lowest area for the other sub-population were in the same areas. The

Priority 6: data for 2012 on the EOC Biology exam is: 25% of the combined population scored at or above proficient; 9% of the African American students scored at or above proficient; 47% of Caucasian students scored at or above proficient; 38% of the Hispanic students and 18% of the Economically Disadvantaged students scored at or above proficient. The lowest identified area for the combined population was Nature of Science, Ecology and Behavioral Relations for Open Response. The lowest area for the other sub-population was the same. The data for 2011 on the EOC Biology exam is: 12% of the combined population scored at or above proficient; 4% of the African American students scored at or above proficient; 29% of Caucasian students scored at or above proficient; and 8% of Economically Disadvantaged students scored at or above proficient. The lowest identified area for the combined population was Heredity and Evolution and Molecules and Cells. The lowest area for Open Response was Ecology and Behavioral Relationships.

Supporting Data:

1. The data for 2013 on the EOC Biology exam is: 20% of the combined population scored at or above proficient; 12% of the African American students scored at or above proficient; 36% of Caucasian students scored at or above proficient; 15% of Hispanic students scored at or above proficient; and 18% of Economically Disadvantaged students scored at or above proficient. The lowest identified area for the combined population was Molecules and Cells and Ecology and Classification and diversity of Life & Molecules and Cells on the Open Response. The lowest area for the other sub-population were in the same areas.
2. The data for 2012 on the EOC Biology exam is: 25% of the combined population scored at or above proficient; 9% of the African American students scored at or above proficient; 47% of Caucasian students scored at or above proficient; 38% of the Hispanic students and 18% of the Economically Disadvantaged students scored at or above proficient. The lowest identified area for the combined population was Nature of Science, Ecology and Behavioral Relations for Open Response. The lowest area for the other sub-population was the same.
3. The data for 2011 on the EOC Biology exam is: 12% of the combined population scored at or above proficient; 4% of the African American students scored at or above proficient; 29% of Caucasian students scored at or above proficient; and 8% of Economically Disadvantaged students scored at or above proficient. The lowest identified area for the combined population was Heredity and Evolution and Molecules and Cells. The lowest area for Open Response was Ecology and Behavioral Relationships.

Goal To improve instruction in Science and to increase EOC Biology scores through the incorporation of Common Core State Standards.

Benchmark To increase the EOC rate of proficiency in biology by 10%. 1. The data for 2013 on the EOC Biology exam is: 20% of the combined population scored at or above proficient; 12% of the African American students scored at or above proficient; 36% of Caucasian students scored at or above proficient; 15% of Hispanic students scored at or above proficient; and 18% of Economically Disadvantaged students scored at or above proficient. The lowest identified area for the combined population was Molecules and Cells and Ecology and Classification and diversity of Life & Molecules and Cells on the Open Response. The lowest area for the other sub-population were in the same areas. 2. The data for 2012 on the EOC Biology exam is: 25% of the combined population scored at or above proficient; 9% of the African American students scored at or above proficient; 47% of Caucasian students scored at or above proficient; 38% of the Hispanic students and 18% of the Economically Disadvantaged students scored at or above proficient. The

lowest identified area for the combined population was Nature of Science, Ecology and Behavioral Relations for Open Response. The lowest area for the other sub-population was the same. 3. The data for 2011 on the EOC Biology exam is: 12% of the combined population scored at or above proficient; 4% of the African American students scored at or above proficient; 29% of Caucasian students scored at or above proficient; and 8% of Economically Disadvantaged students scored at or above proficient. The lowest identified area for the combined population was Heredity and Evolution and Molecules and Cells. The lowest area for Open Response was Ecology and Behavioral Relationships.

Intervention: HHS teachers will be trained in research based best instructional practices and the workshop model of instruction. They will be monitored by formal evaluations, informal evaluations, and walk throughs.				
Scientific Based Research: Marzano, Pickering and Pollock. (2001). Classroom instruction that works. Alexandria: Association for Curriculum and Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Hope High School will purchase a classroom set of TI- 84 plus calculators for science students to conduct technology driven laboratory investigations. (NSLA 013) Action Type: Equity Action Type: Technology Inclusion	Glenda Clark	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Materials & Supplies: \$3500.00  ACTION BUDGET: \$3500
Total Budget:				\$3500

## HOPE SCHOOL DISTRICT -- \$145333.5

Program Application

For: NSLA (State-281)

Source of Funds: NSLA (State-281) -- \$145333.5

Priority 2: Hope Public Schools administration will support schools as they provide services to children provided through federal funds.

1. Overall School District Status: Needs Improvement Percent Tested Status: Achieving 98.81% All subpops met tested requirement % in math and literacy.
2. District Literacy Status: Achieving The percent of all students who met AMOs was 62.84% (62.33 was required). All subpops except Hispanic 59.13% (needed 59.73%) and Students With Disabilities 20.78% (needed 25.33 met AMOs. African Americans were the only subpop to meet growth performance.The district did not meet the 3 year AMO with 61.3% (needed 62.33%)
3. District Math Status: Needs Improvement The percent of all studentw who met



Supporting Data: AMOs was 56.33% (65.59% needed) None of the subpops met AMOs, African American 48.95% (needed 56.41%); Hispanic 56.97 (needed 67.13); White 66.78% (needed 80.92%, Economically Disadvantaged 54.52% (needed 62.88%), ELL 49.44% (needed 55.38%), Students With Disabilities 16.36% (needed 31.51%). The 3 year average performance was 59.75% (needed 65.59%)

4. Graduation Rate Status: Needs Improvement Number of actual graduates 126, expected number of graduates 161 78.26% (2012 AMO 87.12%) The 3 year average is 81.12% (2012 AMO 87.12%) None of the subpops met the 2012 AMO. African American 84.34% (2012 AMO 87.33%) Hispanic 68.75% (2012 AMO 84.38)White 75.5% (2012 AMO 89.58%) Economically Disadvantaged 87.00% (2012 AMO 87.58%) ELL 75.00% (2012 AMO 81.48%)

Goal Hope Public Schools will utilize Title 1 funds in efforts toward achieving proficiency in math and literacy. Funds will be used in the district to employ literacy and math staff, a half-time social worker, a federal coordinator and administrative assistant to the federal coordinator. Professional development activities will be conducted and necessary travel to state and national conferences will be done to improve instruction district-wide. Materials and supplies will be purchased and technology purchases made to support instruction. All positions and activities will be to supplement and not supplant. Title IIA funds will be used in the district to promote research-based professional development activities for all district staff. This includes local, state and national workshops to improve instruction. These funds are used to reduce class size at the lower elementary level by hiring highly qualified teachers. Title IIA funds are used to recruit and retain teachers in teacher shortage areas, minority teachers and National Board certified teachers by offering stipends. Title III funds are used by the district to supplement programs and activities for English Language Learner students. These include hiring interpreters for conferences, purchasing materials and supplies, and employing tutors to assist with instruction. Title VI-State funds are used to support activities and programs appropriate and included in the other Title activities.

Benchmark All students in Hope Public Schools will meet designated Annual Measurement Objectives (AMO) as determined by the Arkansas Department of Education and No Child Left Behind.

Intervention: Support, personnel, professional development, materials, supplies, and activities to enhance academic skills for district students from the Central Office.				
Scientific Based Research: Marzano, Robert, Phd. & Waters, Timothy. School District Leadership That Works: The Effect of Superintendents Leadership on Student Achievement. McREL 2006.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Title 1 and NSLA funds will be used to pay salary and benefits for a .5FTE (each fund) licensed social worker (Linda Clark) to provide services to referred children and families. The social worker will have funds available for	Bobby Hart, Supt. Ira Love, Asst. Supt.	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$500.00  NSLA (State-281) - \$6628.00

materials/supplies and registration and travel to attend relevant workshops/conferences. The social worker will also serve as the homeless liaison for the school district. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement				Employee Benefits: NSLA (State-281) - \$26457.00 Employee Salaries: <hr/> ACTION BUDGET: \$33585
Bus drivers will be employed by the district to transport students to and from summer school remediation and enrichment activities. Action Type: Equity	Bobby Hart, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State-281) - Employee Salaries: \$2909.00 NSLA (State-281) - Employee Benefits: \$630.00 <hr/> ACTION BUDGET: \$3539
Bus drivers will be employed to drive during the afterschool programs. Action Type: Equity	Steve Bradshaw, Transportation Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	NSLA (State-281) - Employee Benefits: \$2000.50 NSLA (State-281) - Employee Salaries: \$10000.00 <hr/> ACTION BUDGET: \$12000.5
A 1 FTE District curriculum specialist (Linda Honea; note: resigned in November 2013)) will be employed to ensure vertical and horizontal alignment of district instruction. Office materials and district	Bobby Hart, Supt	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> <li>Performance Assessments</li> </ul>	NSLA (State-281) - Purchased Services: \$232.00 NSLA (State-281) - \$407.00

curriculum related materials such as curriculum maps, books etc. will be purchased. State and out of state travel will occur to gain expertise. Action Type: Alignment				Materials & Supplies: NSLA (State-281) - \$7483.00 Employee Benefits: NSLA (State-281) - \$30732.00 Employee Salaries: <hr/> ACTION BUDGET: \$38854
A .5FTE employee (Vernita Alexander) will be employed to work with the district's social worker in student attendance monitoring. This will include sending letters to parents at building level designated intervals and assisting is district document preparation for court regarding attendance. Action Type: Equity	Bobby Hart	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	NSLA (State-281) - Employee Salaries: \$8500.00 NSLA (State-281) - Employee Benefits: \$3040.00 <hr/> ACTION BUDGET: \$11540
A art teacher (Bonnie Stubber) will be employed off contract time to provide art instruction in collaboration with the Southwest AR Arts Council's 21st Century Learning Center that serves students from Beryl Henry, Yerger and Hope High campuses. The position will be compensated at the district after school rate of \$25 per hour. Action Type:	Linda Clark	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>None</li> </ul>	NSLA (State-281) - Employee Benefits: \$866.00 NSLA (State-281) - Employee Salaries: \$3134.00 <hr/> ACTION BUDGET: \$4000

Collaboration				
Hope Public Schools and the U of A Community College-Hope will partner to provide two Career Coaches to work with high school students on selection of career paths including college, vocational and job related preparedness. UACCH receives a grant to pay a portion of the salaries and HPS is invoiced for the remainder. (NSLA 1515)	Sam Bray	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - \$38831.00 Purchased Services:  ACTION BUDGET: \$38831
Total Budget:				\$142349.5
Intervention: Alternative Learning Environment Funds				
Scientific Based Research: "Back to Effective Strategies--Alternative Schooling", The National Dropout Prevention Center/Network (2004).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
After-School tutoring will be held two hours per day on Tuesdays and Thursdays for 20 weeks to help ALE students meet state standards. One teacher (William Muldrew) will be compensated at the district off contract rate of \$25 per hour. Action Type: Equity	Angela Brewster, ALE Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - \$484.00 Employee Benefits: NSLA (State-281) - \$2500.00 Employee Salaries:  ACTION BUDGET: \$2984
Total Budget:				\$2984

## WM. JEFFERSON CLINTON PRIMARY -- \$635066

Program Application

For: NSLA (State-281)

Source of Funds: NSLA (State-281) -- \$635066

Priority 1: To improve mathematics skills.

Supporting  
Data:

1. The percentage of combined population of students that were proficient went from 72% in 2011 to 83% in 2012 and to 68% in 2013. Economic Disadvantage percentage of students that were proficient went from 71% in 2011 up to 82% in 2012 with a decline in 66% in 2013. The Hispanic percentage of students that were proficient in 2011 was 85%, 86% in 2012 then down to 70% in 2013. The African American population of students that were proficient in 2011 was 71%, in 2012 the percentage was 76%, and then in 2013 the percentage was 61%. The Caucasian percentage of students proficient in 2011 was 77%, 2012's percentage was 93% and the 2013 percentage 78%.
2. Only the Hispanic and Caucasian populations met growth in 2011.
3. Through analyzing our ACTAAP results on individuals students, we have noticed that many if students recieved a score of 0 on the open/constructed response part of the math ACTAAP exams in both third and fourth grade.
- 4.

Goal

Students will demonstrate improvement in mathematics skills emphasizing problem solving skills for answering constructed or open response questions.

Benchmark

CPS will show a twenty percent increase in our third and fourth grade math proficiency in all areas of the math standards.

Intervention: K-4 teaching strategies to prepare students for the mathematics portion of the Benchmark exam.				
Scientific Based Research: Billings, E. and Beckman, C. (May, 2005). Children's literature: A motivating context to explore functions. Mathematics Teaching in the Middle School, 10(9), 470-478. Carpenter, T., Fennema, E., Franke, M., Levi, L. & Empson, S. (September, 2000). Cognitively guided instruction: A research-based teacher professional development program for elementary school mathematics. National Center for Improving Student Learning and Achievement in Mathematics and Science. Research Report No. 003. Van De Walle, J. and Lovin, L. (2006). Teaching student centered mathematics. Grades 3-5. Volume 2 of The Van de Walle Professional Mathematics Series. Boston, MA: Pearson Education, Inc. U.S. Department of Education. (2003). Using data to influence classroom decisions. U.S. Department of Education, Washington, DC. O'Shea, M. (November, 2002). Implementing state academic standards in the classroom. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education. 55th, New Orleans, LA.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In an effort to improve classroom instruction and student achievement, employ 1 FTE (.5 Math and .5 Literacy), highly qualified Math/Literacy Instructional Facilitator to provide professional development and support for 3rd grade classroom teachers through	Heath Miller, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	NSLA (State-281) - \$11783.00 Employee Benefits:  NSLA (State-281) - \$54421.00 Employee

data analysis, curriculum alignment, modeling components of the Math Block, conducting Site Based Observation Training and Math Team Meetings. (Sherri Hollis) NSLA Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide				Salaries:  <hr/> ACTION BUDGET: \$66204
Purchase instructional materials and supplies for 2 music and 2 art classrooms. Examples of materials and supplies are: professional texts, teaching resources, music CDs, paint, clay, construction paper, and art supplies. Materials and supplies are to be utilized for teaching lines of symmetry, algebraic patterns, geometric shapes, similarities and differences, and to enhance fluency and vocabulary. M1.9 NSLA013-1515 Action Type: Collaboration Action Type: Equity Action Type: Special Education	Carolyn McGough, Art Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	NSLA (State-281) - Materials & Supplies: \$4100.00  <hr/> ACTION BUDGET: \$4100
In an effort to improve classroom instruction and student achievement, employ 1 FTE, highly qualified Literacy/Math Instructional Facilitator to provide professional development and support for kindergarten classroom teachers through data analysis, curriculum alignment, modeling components of the Math Block, conducting Site Based Observation Training and Math Team Meetings (Virginia Moore). NSLA	Heath Miller, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	NSLA (State-281) - Employee Benefits: \$12254.00 NSLA (State-281) - Employee Salaries: \$56597.00  <hr/> ACTION BUDGET: \$68851

M1.10 Action Type: Alignment Action Type: Collaboration Action Type: Professional Development				
Funds will be used to purchase LEGO Robotics sets for each class in grades 3-4. The robotic sets will help students to learn problem solving skills using math and science. NSLA 1515 Materials and Supplies Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Heath Miller, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$16000.00  <hr/> ACTION BUDGET: \$16000
Funds will be used to purchase tickets for educational field trips. Field trips could be either Mid America Museum or Reynolds Mobile Museum (math and science). After the field trip students will be required to write about their experience. This will target grades 2-4. NSLA 1515 Purchased Service Action Type: Alignment Action Type: Technology Inclusion	Heath Miller, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$6600.00  <hr/> ACTION BUDGET: \$6600
Funds will be used to pay registration and travel to FETC Educational Technology Conference. The conference offers participants a chance to intensively explore topics in more depth. Participants will learn new skills and strategies and create new materials that meet the demands of state standards for technology and curriculum. By building new technology skills teachers	Sherri Bingham and Christy Hart, Media Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$8200.00  <hr/> ACTION BUDGET: \$8200

will be able to ignite your classroom with student success in math and literacy. This content-rich conference brings education leaders and technology experts together to exchange techniques and strategies for teaching and learning success. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion				
---	--	--	--	--

Total Budget:	\$169955
---------------	----------

Intervention: Supplemental Educational Services
---

Scientific Based Research: Carver, P. and Iruka, I. (May 2006). National household education surveys program of 2005. After-school programs and activities: 2005. National Center for Education Statistics. Washington, DC. Cannon, Greg. (2005). The impact of tutoring on spring AIMS performance. Office of Accountability and Research. Tucson Unified School District. Tucson, AZ. Jacob, B. and Lefgren, L. (2001). Remedial education and student achievement: A regression-discontinuity analysis. Educational Resources Information Center. New York, NY.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Employ 1 supervisor, 9 teachers, 1 librarian aide, and 4 aides to provide additional instruction for K-3 students who are not proficient in literacy and/or math through extended year Summer School. District approved \$25 an hour for licensed staff and 12.50 and non-licensed staff. (NSLA 011 - 1170) M2.2 Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Monica Morris, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	NSLA (State-281) - \$9745.00 Employee Benefits: NSLA (State-281) - \$45009.00 Employee Salaries: <hr/> ACTION BUDGET: \$54754
Sixteen teachers, two supervisors, and two aides will be employed to provide instruction for students in the After School Enrichment Program. All Clinton Primary Students are eligible	Ashlea Stewart, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> </ul>	NSLA (State-281) - \$8227.00 Employee Benefits: NSLA



for the Enrichment Program Classes. Classes are offered in areas such as art, music, technology, science, Spanish, readers theater, and cheerleading to provide students with new experiences, and explore and develop individual interests for them to improve academically and become proficient in literacy and math. Licensed staff will be paid \$25 an hour, approved by district. The program is 40 days. Teachers Shantelle Bennett, Robin Bobo, Carlyon McGough, Dana Cox, Kelly Cornelius, Jodi Willis, Cynthia Murphy, Amy Tollison, Laura Gray, Nora Mrquez, Stephaine Phillips, Cynthia Reyenga, Natalie Clark, Kristi Johnson, Lynda Cole, Chad Morris Ashlea Stewart and Pam Lewallen(NSLA 013-1515) M2.3 Action Type: Collaboration Action Type: Technology Inclusion			• Teachers	(State-281) - Employee Salaries: \$35000.00  ACTION BUDGET: \$43227
Funds will be used to purchase manipulatives for enrichment classes math, science, literacy. Manipulatives include flashcards, letters, cubes for counting, shapes, etc. NSLA 1515 Action Type: Alignment Action Type: Collaboration	Ashlea Stewart	Start: 07/01/2103 End: 06/30/2014	• Teachers	NSLA (State-281) - Materials & Supplies: \$2000.00  ACTION BUDGET: \$2000
Total Budget:				\$99981

#### Intervention: Parent Involvement

Scientific Based Research: Antunez, B. (2000). When everyone is involved: Parents and communities in school reform. Framing Effective Practices: Topics and Issues in Education English Language Learners. National Council for Bilingual Education. Rathbun, A. and Hausken, E. (April 2001). How are transition-to-kindergarten activities associated with parent involvement during

kindergarten? American Educational Research Association. Seattle, WA. Morrow, L., Kuhn, M. & Schwanenflugel, P. (December 2005). The family fluency program. The Reading Teacher, 60 (4), (322-333). Grossman, J. and Furano, K. (July 2002) Making the most of volunteers. Public/Private Ventures, Philadelphia, PA.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Designate a Parent Facilitator to oversee the Parent Center and Parent Involvement Activities. The facilitator will be paid according to district index (.03). (NSLA 010 - 2170) M 4.2 Action Type: Parental Engagement	Heath Miller, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	NSLA (State-281) - \$346.00 Employee Benefits: NSLA (State-281) - \$1597.00 Employee Salaries: <hr/> ACTION BUDGET: \$1943
Purchase photo paper and printer ink to document activities of students and parents who attend and participate in the Parent Involvement Prescription Program (PIPP), Pact Night, Muffins for Moms, Math Night, Watch D.O.G.S., Donuts for Dads, and other parental involvement activities. M 4.15 Title I 2170 Action Type: Parental Engagement	Monica Holston, Parent Involvement Aide	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	NSLA (State-281) - \$1000.00 Materials & Supplies: <hr/> ACTION BUDGET: \$1000
Employ a Parent Involvement Facilitator, a bilingual classroom teacher and 1 Parent Involvement Aide to conduct Parent Involvement Prescription Program (PIPP) meetings to establish regular two-way meaningful communication between home and school including meetings conducted in Spanish. Assistance will be provided to parents on fostering learning at home.	Heath Miller, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	NSLA (State-281) - \$1688.00 Employee Benefits: NSLA (State-281) - \$7790.00 Employee Salaries: <hr/> ACTION \$9478

Workshops will be conducted to distribute information to assist parents in understanding reading and math curriculum objectives. District approved, \$25 an hour for licensed staff and 15.00 an hour for non-licensed staff. Julie Lively, Laura Gray, Monica Holston, McClenton M 4.9 (NSLA 010 - 2170) Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education				BUDGET:
Pay for the printing of English and Spanish prescription forms used in the Parent Involvement Prescription Program (PIPP). Prescriptions will be completed by teachers and sent home with students to inform their parents of literacy and math skills in need of improvement. Parents will bring the prescription to the weekly Parent Involvement Prescription Program (PIPP) meetings to be filled. The Parenting Center is open during the school day during school hours. (NSLA 010 - 2170) M 4.16 Action Type: Parental Engagement	Julie Lively, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	NSLA (State-281) - Purchased Services: \$1200.00  <hr/> ACTION BUDGET: \$1200
Sponsor "Muffins for Moms" in an effort to recruit volunteers to serve in K-4 classrooms during Math and Literacy Blocks. Develop and make available to teachers a Volunteer Resource Book which provides information	Julie Lively, Paige Bobo, Jimmy Don Hill, Counselors	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$1000.00  <hr/>

about the interests and availability of our volunteers. Supplies will include muffins, juice, paper products, and duplicating and binding materials for resource book. (NSLA 010 - 2170) M 4.19 Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education				ACTION BUDGET: \$1000
Clinton Primary will participate in Watch D.O.G.S. (Dads of Great Students), a national initiative in which fathers and male community members volunteer in their children's school at least one day per school year. Watch D.O.G.S. provide another set of eyes and ears on campus to help ensure the safety of our students as well as provide assistance for students in the classrooms. Watch D.O.G.S. complete a computerized survey at the end of their day. Funds will be used to provide food/refreshments for the semester Watch D.O.G.S. Kick-Offs, and materials and supplies such as sign-up calendars and name tags. NSLA 010-2170 M 4.21 Action Type: Collaboration Action Type: Parental Engagement	Julie Lively, Parent Facilitator; Chad Morris, Top Dog	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$1500.00 <hr/> ACTION BUDGET: \$1500
Purchase English and Spanish single school subscriptions of Home & School Connection newsletters and colored paper and ink for duplication. Newsletters will be sent home with K-4 students weekly. Newsletters will provide parents with practical tips to help their children become	Julie Lively, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$1680.00 <hr/> ACTION BUDGET: \$1680

<p>better readers and researched activities to incorporate reading skills into daily home life. Funds will be used to purchase the paper and the ink for newsletter. M 4.22</p> <p>Action Type: Collaboration</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Technology Inclusion</p>				
<p>Kindergarten registration and readiness screening will be held on a Saturday. Funds will be used for paying teachers to help with screening and registering students. The Kindergarten Kick-off will include translators, speech screenings, hearing and vision. NSLA 2170</p> <p>Action Type: Equity</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Wellness</p>	<p>Heath Miller, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	<p>NSLA (State-281) - \$866.00 Employee Benefits:</p> <p>NSLA (State-281) - \$4000.00 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$4866</p>
<p>Funds will be used to purchase Follett cordless scanner that is compatible with the two computers located in the CPS Parental Involvement Checkout room. Parents can visit the parent center and check out math and literacy manipulatives and books, so parents have materials at home to work with their child. NSLA 2170 M 4.28</p> <p>Action Type: Equity</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Technology Inclusion</p> <p>Action Type: Title I Schoolwide</p>	<p>Heath Miller, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>NSLA (State-281) - \$370.00 Materials &amp; Supplies:</p> <hr/> <p>ACTION BUDGET: \$370</p>
<p>Our Watch Dog program</p>	<p>Julie Lively,</p>	<p>Start:</p>		<p>NSLA</p>

allows us to have male volunteers in the classrooms to assist teachers to reinforce math and literacy skills. Funds will be used to purchase a Nikon D3100 to document the volunteers in the classrooms. NSLA 2170 Action Type: Parental Engagement	Instructional Facilitator	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	(State-281) \$600.00 - Materials & Supplies:  ACTION BUDGET: \$600
Funds will be used to pay for a guest speaker, Dr. Willie J Kimmons. A nationally recognized speaker and author on parenting issues. Dr. Kimmons will discuss the importance of communities, churches, school staff and families coming together to help our students improve behavior and academics. Funds will also be used to purchase Dr. Kimmons's book that will be given to parents attending his presentation. The event will be held at UACCH Hempstead Hall. NSLA 1515 Action Type: Collaboration Action Type: Parental Engagement	Julie Lively, Instructional Facilitator	Start: 06/30/2013 End: 07/01/2014	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	NSLA (State-281) - \$1200.00 Purchased Services:  ACTION BUDGET: \$1200
Funds will be used to buy manipulatives, books, and supplies to make summer activity packets for parents to pick up in the parenting center. The packets will have activities directed towards literacy and math. The packets will range from Kindergarten to fourth grade levels. NSLA 1515 Action Type: Collaboration Action Type: Equity	Julie Lively, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - \$1255.00 Materials & Supplies:  ACTION BUDGET: \$1255
Total Budget:				\$26092

Priority 2: To improve Literacy Skills.

Supporting Data:

1. The percentage of combined population of students that were proficient went from 53% in 2011 to 75% in 2012 and to 68% in 2013. Economic Disadvantage percentage of students that were proficient went from 51% in 2011 up to 73% in 2012 with a decline in 67% in 2013. The Hispanic percentage of students that were proficient in 2011 was 50%, to 75% in 2012 then down to 70% in 2013. The African American population of students that were proficient in 2011 was 47%, in 2012 the percentage was 69%, and then in 2013 to 70%. The Caucasian percentage of students proficient in 2011 was 66%, 2012's percentage was 88% and the 2013 percentage 82%.
2. The Hispanic and LEP subpops met safe harbor and the only subpop to meet growth is the Caucasian subpop.

Goal

All students will demonstrate improvement in literacy skills emphasizing Literary Passage Multiple Choice and Content Passage Oral Response for third grade students, and Practical Passage Multiple Choice and Literary Passage Open Response for fourth grade students.

Benchmark

In order to meet 2011-2012 AYP Standards developed by the Arkansas Department of Education the percentage of proficient Combined Population students will increase by 27.7%, the percentage of proficient African American students will increase by 34.3%, the percentage of proficient Hispanic students will increase by 34.6%, the percentage of proficient Limited English Proficient students will increase by 47.7%, and the percentage of proficient Economically Disadvantaged students will increase by 31.6% The percentage of proficient Caucasian students will increase by 9.8%

Intervention: Early Literacy Learning in Arkansas (ELLA) K-1, Reading Recovery 1st Grade, Effective Literacy (ELF): Grades 2-4; Southwest Arkansas Educational Cooperative/ADE; Literacy Specialist

Scientific Based Research: Quay, L.C., Steele, D.C., Johnson, C.I. & Hortman, W. (2001). Children's achievement and personal and social development in a first-year reading recovery program with teachers-in-training. *Literacy Teaching and Learning: An International Journal of Early Reading and Writing*, 5, 7-25. Schwartz, R.M. (2005). Literacy learning of at-risk first-grade students in the reading recovery early intervention. *Journal of Educational Psychology*, 97:(257-267). Allington, R. (2005). How much evidence is enough evidence? *Journal of Reading Recovery*. 20th Anniversary Issue, 2005. Schwartz, R.M. (2005). Research findings and recommendations: A response to elbaum et al. (2000). Meta-analysis of one-to-one tutoring interventions. *Reading Recovery Council of North America*. U.S. Department of Education, National Center for Education Statistics. *Reading - young children's achievement and classroom experiences*. (NCES 2003-070). By Kristin Denton, Jerry West, and Jill Walston. Washington, DC:2003. Hasbrouck, J. and Tindal, G. (April 2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*, 59(17), 636-644. O'Shea, M. (November 2002). Implementing state academic content standards in the classroom. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education. 55th, New Orleans, LA. Chevalier, K., Del Santo, J., Scheiner, D., Skok, E., & Tucci, L. (April 2002). Comprehension: The key to reading success. Educational Resources Information Center, Bloomington, IN. Elliott, D., Formhals, M., & Wheat, J. (May 2002). Word detectives: Solving the mystery of vocabulary. Educational Resources Information Center, Bloomington, IN.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Continue funding for two FTE, highly qualified Reading Recovery teachers to provide interventions necessary to meet the needs of 1st grade students and 2nd grade Booster Groups. (Pam Hare NSLA, Karen Ivers NSLA) (NSLA 003 - 1560) L1.3 Action Type: AIP/IRI	Heath Miller, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	NSLA (State-281) - \$18405.00 Employee Benefits:  NSLA (State-281) - \$85010.00 Employee Salaries:  <hr/> ACTION BUDGET: \$103415
Continue funding for two FTE, highly qualified Reading Recovery teachers to address the needs of 1st grade students and 2nd grade booster groups. (Javonna Johnson NSLA 1560, Doris Kesterson Title I-1591) L1.4 Action Type: Collaboration Action Type: Equity	Heath Miller, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	NSLA (State-281) - \$9541.00 Employee Benefits:  NSLA (State-281) - \$44065.00 Employee Salaries:  <hr/> ACTION BUDGET: \$53606
In an effort to improve classroom instruction and student achievement, employ 1 FTE, highly qualified Literacy/Math Instructional Facilitator to provide professional development and support for 1st and 2nd grade classroom teachers, ESL teachers, and Special Education teachers through data analysis, curriculum alignment, modeling components of the Literacy Block, conducting Site Based Observation Training and Literacy Team Meetings. Terry Kirchhoff (NSLA 001-2297) L1.11	Heath Miller, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - \$12254.00 Employee Benefits:  NSLA (State-281) - \$56598.00 Employee Salaries:  <hr/> ACTION BUDGET: \$68852



Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education				
Total Budget:				\$225873
Intervention: Technology				
<p>Scientific Based Research: Fletcher, G. (July 2006). Using technology to maintain competitiveness: How to get our groove back. The Journal. Langdon-Pollock, J. (2006). Online surveys: Completed reports TUSD smartboard package survey. Office of Accountability and Research Tucson Unified School District. Tucson, AZ. McCormack, M. and Ward, M. (Spring 2003). Technology and classroom instruction. Arkansas Educational Research and Policy Studies Journal. 3, 818-86. Solvie, P. (Summer 2001). The digital whiteboard as a tool in increasing student attention during early literacy instruction. Smarter Kids Foundation. Clemens, A., Moore, T. &amp; Nelson, B. (Summer 2001). Math intervention "smart" project: Student mathematical analysis and reasoning with technology. Smarter Kids Foundation. Noble, M.(2002).Arkansas school sees schoolwide improvements in reading achievement. Renaissance Independent Research Reports, (47). Smith, R., Sutcliffe, R., Herrerea, M., Kerns, G. (2004). Average number of students meeting Delaware state standards increases by more than 15 percentage points. Renaissance Learning Educational Research. The Learning Point. (December, 2005). Romulus community schools 2002-2005 summary research and evaluation report. Compass Learning, Inc. San Diego, CA. Boone County School District. (2005). Compass Learning Odyssey School Effectiveness Report. Compass Learning, Inc. San Diego, CA. National Council of Teachers of Mathematics, NCTM Standards 2000, Principles and Standards for School Mathematics, April 2000. Reys, B. &amp; Arbaugh, F. (2001 October). Clearing up the Confusion over Calculator Use in Grades K-5. Teaching Children Mathematics, 8 (2), 90-94.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Purchase annual tech support and maintenance and Pinnacle Attendance component for Pinnacle Plus Gradebook System used for recording of students' grades and attendance and to generate customized progress reports, report cards, and attendance letters to be sent home to inform parents of student progress and absenteeism. (NSLA 013-1515)L2.9 NSLA 013-1515 Action Type: Technology Inclusion	Jeff Madlock, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$3000.00 <hr/> ACTION BUDGET: \$3000

Action Type: Title I Schoolwide				
Renew the Follett Software/Destiny Resource Management system. This software will be used for cataloging of books and desktop circulation in the K-2 and 3-4 libraries. (NSLA 013-1515)L2.12 Action Type: Technology Inclusion Action Type: Title I Schoolwide	Sherri Bingham and Christy Hart, Librarian	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• School Library</li> </ul>	NSLA (State-281) - Purchased Services: \$4000.00 <hr/> ACTION BUDGET: \$4000
Maintain technology equipment to working conditions and pay for equipment to be repaired when needed. NSLA 1515 Action Type: Equity Action Type: Technology Inclusion	Jeff Madlock, District Tech Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teaching Aids</li> </ul>	NSLA (State-281) - Materials & Supplies: \$3000.00 <hr/> ACTION BUDGET: \$3000
120 iPad minis will be leased for Kindergarten for one to one technology implementation. NSLA 1515 Action Type: Collaboration Action Type: Technology Inclusion	Jeff Madlock, Tech Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	NSLA (State-281) - Materials & Supplies: \$13800.00 <hr/> ACTION BUDGET: \$13800
MacBook Airs will be leased for all CPS teachers. This will enable all teachers and students to interact by using one to one technology. NSLA 1515 Action Type: Collaboration Action Type: Technology Inclusion	Heath Miller, Principal and Jeff Madlock, Tech Coordinator	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Materials & Supplies: \$29146.00 <hr/> ACTION BUDGET: \$29146
Funds will be used to lease 5 MacBook Pros for media specialist and administrators. This will allow both to pull literacy and math data	Heath Miller, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• School Library</li> </ul>	NSLA (State-281) - Materials & Supplies: \$3200.00 <hr/>

reports on all students. Being able to run the reports will allow them to breakdown data and monitor student growth. Action Type: Technology Inclusion				ACTION BUDGET: \$3200
Aerohive is wireless networking thru access points are the basis for network connection for all devices on the CPS campus. Ex: Student Ipads 1100, Teacher iPads and Mac Books, Apps that are used for testing in math and literacy. NSLA 1515 Action Type: Technology Inclusion	Jeff Madlock, Tech Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	NSLA (State-281) - Materials & Supplies: \$17248.00 <hr/> ACTION BUDGET: \$17248
Blackboard is for telephone and email contact with parents and guardians concerning safety issues, concerning attendance, emergency information, and all school other announcements. NSLA 1515 Action Type: Technology Inclusion	Jeff Madlock, Tech Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	NSLA (State-281) - Materials & Supplies: \$2555.00 <hr/> ACTION BUDGET: \$2555
Funds will be used to pay for JAMF Casper iOS Licensing. It is used for connection to CPS mobile device management system which allows the technology department to push math and literacy apps to all CPS students and all CPS staff iPads. NSLA 1515	Jeff Madlock, Tech Coordinator	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Purchased Services: \$7350.00 <hr/> ACTION BUDGET: \$7350
Funds will be used to pay for JAMF Casper XOS Licensing. It is used for connection to CPS management system which allows the technology department to push math and literacy apps to all CPS students and all CPS staff iPads. NSLA	Jeff Madlock, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	NSLA (State-281) - Purchased Services: \$1350.00 <hr/> ACTION BUDGET: \$1350

Action Type: Technology Inclusion				
Virtualization, Migration, and Reorganization: New servers that hold teacher files/documents the server also house all the educational videos and links. NSLA Purchased Service	Jeff Madlock, Tech Coordinator	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Purchased Services: \$17616.00  ACTION BUDGET: \$17616
Funds will be used to purchase iPad cases for students in K-2, 120 iPad mini cases and 400 iPad 2 cases. NSLA 1515 Action Type: Technology Inclusion	Freddie Morrison, CPS Tech	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$6400.00  ACTION BUDGET: \$6400
Total Budget:				\$108665

Intervention: Character Education Curriculum; Career Education; Safe and Drug Free Schools

Scientific Based Research: Haycock, K. (March 2001). Closing the achievement gap. Educational Leadership, 58(6), 6-11. Howard, M. (January 2002). Addressing expressive communication and social behavior in 2nd grade students. Educational Resources Information Center, Bloomington, IN. Davidson, L. and Stokes, L. (November 2001). Educators' perceptions of character education. Paper presented at the Annual Meeting of the Mid-South Educational Research Association. 30th, Little Rock, AR.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Funds will be used to purchase character and esteem building curriculum. The curriculum will be used to Instruct all K-4 students monthly with character and esteem building strategies. NSLA 1515 Action Type: Collaboration Action Type: Equity Action Type: Special Education	Jimmy Don Hill, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$3000.00  ACTION BUDGET: \$3000
Parents will be invited to student academic achievement assemblies. At the assemblies the counselors will provide awards for student achievement at the 4	Paige Bobo, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$1500.00

assemblies. NSLA 1515 Action Type: Equity				ACTION BUDGET: \$1500
Total Budget:				\$4500

## YERGER JUNIOR HIGH SCHOOL -- \$250000

Program Application

For: NSLA (State-281)

Source of Funds: NSLA (State-281) -- \$250000

Priority 1: To improve mathematics skills for all student.

Supporting Data: 1. Improve mathematics skills for al students. Data will be used from common assessments and formative assessments to analyze student weakness. Math will be incorporated in all core and encore classes. Benchmark and common assessment test data will be used to write prescriptive objectives for each student. The goal is to meet or exceed the AMO for all students and the target achievement groups. Year 2014--All math students at 65.52% growth and TAGG group at 62.23% growth.

Goal Improve mathematics skills for all students. Data will be used from common assessments and formative assessments to analyze student weaknesses. Math will be incorporated in all core and encore classes. Benchmark and common assessment test data will be used to write prescriptive objectives for each student. The goal is to meet or exceed the AMO for all students and the target achievement groups. Year 2014--All Math Students at 65.42% growth and TAG group at 62.23% growth.

Benchmark Yerger's combined population is on School Improvement I in math for 2010 with 57.2% proficient. African-Americans population was 41.9%; Economically Disadvantaged population 52.3%; Hispanic population 63%; LEP 27.8%; Students with Disabilities 3.8%.

Intervention: After School Program				
Scientific Based Research: National Institute on out-of-school time: Harvard Family Research Project, (2006)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Eight teachers, two paraprofessionals and 1 administrator will work off-contract in the after school program at the district's hourly rate of \$25 per hour for licensed personnel and \$12.50 for non licensed. Matching funds will also be paid. Tutoring will focus on individual student learning plans in the subject areas of math and literacy. Tutoring sessions will be	Michelle Bittle, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> <li>Teachers</li> </ul>	NSLA (State-281) - \$4330.00 Employee Benefits: NSLA (State-281) - \$20000.00 Employee Salaries:

on Mondays and Tuesdays for two hours each day for 45 days. Action Type: Equity				ACTION BUDGET: \$24330
Total Budget:				\$24330

Intervention: Success Maker Lab

Scientific Based Research: Given, B. K., Wasserman, J. D., Chari, S. A., Beattie, K., & Eden, G. F. (2008). A randomized, controlled study of computer-based intervention in middle school struggling readers. Brain & Language, 106 (2), 83-97.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Two .38 FTE teachers (L. Clemons and J. Turner) and one .25 FTE teacher (T. Daniell) of academic skills classes and math classes will use the lab to enhance math skills as well as reading and comprehension skills. Salaries and benefits for the three teachers will be paid for the remediation scheduled periods of the work day. 1 aide will be employed through district funds to assist. Action Type: Technology Inclusion	Michelle Bittle, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	NSLA (State-281) - \$9800.00 Employee Benefits: NSLA (State-281) - \$45000.00 Employee Salaries: <hr/> ACTION BUDGET: \$54800
Total Budget:				\$54800

Intervention: Technology Advancement Evaluation Tool - The effectiveness of the technology purchased for teacher and student use will be evaluated annually with the use of test scores.

Scientific Based Research: Keengwe, J., Onchwari, G. & Wachira, P. (2008). the Use of Computer tools to Support Meaningful Learning. AACE Journal. 16 (1), pp. 77-92. Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/23647>.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Follett Library Manager maintenance will be purchased for student and teacher use in the library/media center. NSLA 013 - 1515 Action Type: Technology Inclusion	Margaret Moss	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	NSLA (State-281) - Purchased Services: \$1690.00 <hr/> ACTION BUDGET: \$1690
10 LED televisions will be purchased from NSLA funds for classroom instructional use	Jeff Madlock, District	Start: 07/01/2013 End:	<ul style="list-style-type: none"> <li>Computers</li> <li>District</li> </ul>	NSLA (State-281) -

at an approximate cost of \$928 plus shipping. (NSLA 1515 \$10,000) 18 LED televisions will be purchased from Title 1 funds for classroom instructional use at an approximate cost of \$928 plus shipping (\$18,000 Title 1 1591). These Apple televisions are compatible with current technology. These television screens will provide a visual tool for students to receive and comprehend lessons taught using building technology programs and teacher generated instruction. Action Type: Professional Development Action Type: Technology Inclusion	Technology	06/30/2014	<ul style="list-style-type: none"> <li>Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Materials \$10000.00 & Supplies:  <hr/> ACTION BUDGET: \$10000
All teachers will receive Mac Book Air laptops to use with classroom instruction and record keeping. Lease. Power cords will be purchased for laptop computers. Action Type: Professional Development Action Type: Technology Inclusion	Jeff Madlock, District Technology and LaKesha Berry	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	NSLA (State-281) - Purchased Services: \$41763.00  <hr/> ACTION BUDGET: \$41763
350 BlackBoard Engage (Website) Call communication system for contacting parents. Contact with parents include: announcement of school activities, no school, report on daily attendance. Action Type: Parental Engagement Action Type: Technology Inclusion	Lakesha Berry, Lisa Vaughn, Vanessa McCraw	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$1593.00  <hr/> ACTION BUDGET: \$1593
430 JAMF iOS Licensing. Internet licenses for student ipad services. Action Type: Technology Inclusion	Jeff Madlock, Vanessa McCraw	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$3010.00  <hr/> ACTION BUDGET: \$3010

10 iPad Carts. Portable carts purchased to store student ipads in designated areas and classrooms. Action Type: Technology Inclusion	Jeff Madlock, Teresa James, Lakesha Berry	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$6000.00  ACTION BUDGET: \$6000
40 JAMF Mac OSX Licensing. Licenses purchased for the Mac Airs Laptop to be used with student instructional technology. Action Type: Technology Inclusion	Jeff Madlock, Teresa James, Lakesha Berry	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	NSLA (State-281) - Purchased Services: \$720.00  ACTION BUDGET: \$720
350 Virtualization Migration and Reorganization. Back up servers. Action Type: Technology Inclusion	Jeff Madlock	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> </ul>	NSLA (State-281) - Purchased Services: \$5138.00  ACTION BUDGET: \$5138
Total Budget:				\$69914

Intervention: Parental Engagement (Act 307 of 2007) Evaluation Tool - An evaluation form will be made available to parents and guardians through email, parent meetings, and the school website.

Scientific Based Research: Couchenour, D. and Chrisman, K. (2000). Families, Schools, and Communities: Together for Young Children. Albany, NY: Delman. "Parental Involvement in Education". [www.cppp.org/kidscount/education/parental\\_involvement.htm](http://www.cppp.org/kidscount/education/parental_involvement.htm) From School - Family Links to Social Capital by Loizos Symeou in Urban Education: Urban and Rural Distinctions in Teacher and Parent Networks in Cyprus. Vol. 43, No.6, 696-722 (2008)

Actions	Person Responsible	Timeline	Resources	Source of Funds
"Lights on Afterschool", a nationwide event celebrating afterschool programs and their important role in the lives of children, families and communities, will be held each year. This program keep kids safe, help working families and improve academic achievement and is sponsored nationally by the Afterschool Alliance. Activity	Shirey Miller, Margaret Moss, Linda Clark	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Outside Consultants</li> <li>School Library</li> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$500.00  ACTION BUDGET: \$500



held in conjunction with 21st Century program. Refreshments will be purchased. PURCHASE SERVICE. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide				
Parent Involvement Facilitator (Act 603)- This person will establish communication between home and school. This facilitator will also be responsible for overseeing the parent center on their assigned campus. Flyers and local news media will be used to notify parents of opportunities and information related to parent center and related school activities. The school's upcoming events and activities scheduled for the year and informational packets will be made available to parents. NSLA 010 -2170 Action Type: Parental Engagement	Shirley Miller	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - \$325.00 Employee Benefits:  NSLA (State-281) - \$1500.00 Employee Salaries:  <hr/> ACTION BUDGET: \$1825
"Parent Involvement Meetings" will be held each month during the school year, beginning in September. Books, videos and other materials will be purchased for the parent center.010- NSLA 2170. Refreshments will be served. Action Type: Parental Engagement	Shirley Miller, Vanessa McCraw, Linda Clark	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Computers</li> <li>• Teachers</li> </ul>	NSLA (State-281) - \$4000.00 Purchased Services: NSLA (State-281) - \$2500.00 Materials & Supplies:  <hr/> ACTION BUDGET: \$6500

Supplies for the school camera, such as a SIM card, will be purchased to record a digital record of campus, parents and students involvement in activities. A scrapbook of parental involvement activities will be compiled. Action Type: Technology Inclusion	Vanessa McCraw, Principal Shirley Miller	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Materials & Supplies: \$500.00  ACTION BUDGET: \$500
Professional speaker, Dr. Willie J. Kimmons will speak to the district's student body. Fees will be charged to cover professional services, travel and guidebooks. Action Type: Parental Engagement	Ira Love	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Outside Consultants</li> </ul>	NSLA (State-281) - Purchased Services: \$1200.00  ACTION BUDGET: \$1200
Total Budget:				\$10525

Intervention: Summer School Summer School will be provided to 7th and 8th grade students who did not make acceptable progress on the state benchmark test, who did not make acceptable progress during the academic school year, and/or exceeded the number of allowable absences during the current school year.

Scientific Based Research: The effectiveness of out-of-school time strategies in assisting low-achieving students in reading and mathematics. Aurora,CO: Mid-Continent Research for Education and Learning. Lasting Consequences of the Summer Learning Gap, by Karl L. Alexander, Doris R. Entwisle, Linda Steffel Olson. In AMERICAN SOCIOLOGICAL REVIEW, 2007, VOL. 72 (April:167-180)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Eight(8) highly-qualified teachers, (D. Smith, E. Wilhite, S. Miller, E. Gulley, D. Bailey, A. Hooker, A Williamson, G. Bennett) 1 counselor, J. Smith and 2 aides (S. Crow and S. Loudermil) were hired. Summer school was for 13 days: 2 days for planning and 11 instructional days for 8 hours per day. Summer school targeted enrichment and academic improvement	Michelle Bittle, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	NSLA (State-281) - Employee Benefits: \$4871.00 NSLA (State-281) - Employee Salaries: \$22570.00  ACTION BUDGET: \$27441

in core content areas. Supplies and materials were purchased for student use. 011-NSLA 1170 Action Type: Technology Inclusion				
Total Budget:				\$27441

Priority 2: To improve literacy skills for all student.

Supporting

Data:

Goal	Meet or exceed the AMO for all students and the targeted achievement groups. Year 2013- -All Literacy Students at 64.08% and TAG group at 60.43% growth. TAG group at 58.03% growth
Benchmark	YMS was designated an Achieving School in Literacy in 2013; Performance percentages for 2013 AMO for combined population was 61.68% and TAG was 58.19%. ESEA subgroups AMO were African Americans 59.76%; Hispanic 58.72%; White 76.39%; Economically Disadvantaged 60.54%; English Learners 49.23%; Students with Disabilities 17.24. Growth percentages for 2013 AMO for combined population were 63.29% and TAG was 60.16%. ESEA subgroups AMO were African Americans 62.50%; Hispanic 62.75%; White 76.47%; Economically Disadvantaged 63.76%; English Learners 53.23%; Students with Disabilities 19.23%. YMS was designated an Achieving School in Literacy in 2012; Performance percentages for 2012 AMO for combined population was 66.20% and TAG was 58.13%. ESEA subgroups AMO were African Americans 65.14%; Hispanic 51.61%; White 82.61%; Economically Disadvantaged 64.26%; English Learners 37.25%; Students with Disabilities 17.65%. Growth percentages for 2012 AMO for combined population were 67.64% and TAG was 64.75%. ESEA subgroups AMO were African Americans 67.46%; Hispanic 53.49%; White 81.61%; Economically Disadvantaged 65.97%; English Learners 65.97%; Students with Disabilities 20%.

Intervention: myOn Reader				
Scientific Based Research: Adolescent Literacy, A Policy Research Brief, James R. Squire office of Policy Research Copyright 2007 by the National Council of Teachers of English.25 Books Campaign - Biancarosa, Gina and C. Snow.(2004) Reading Next - A Vision for Action and Research in Middle and High School Literacy: A Report from Carnegie Corporation of New York. Washington, D.C.:Alliance for Excellence Education.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In classrooms school-wide books will be purchased for classrooms as necessary. All students will have the benefit of a classroom library in each classroom as an intervention to improve language skills. Action Type: Collaboration	Margaret Moss, Janice Russell, Focus Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	NSLA (State-281) - Materials & Supplies: \$5800.00  ACTION BUDGET: \$5800

Total Budget:	\$5800
---------------	--------

Intervention: Character Education Evaluation Tools - Children receive awards created to honor those students with behavior that personifies good character-Kindness, courtesy, respect for self and others.

Scientific Based Research: Flay, B.R., and Allred, C.G. (2003) Long-term Effects of the Positive Action Program-A Comprehensive, Positive Youth Development Program.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Mix-It-Up-Day will be observed annually to teach tolerance. Students will mix and mingle with other students whom they don't normally associate with to promote understanding and prevent hostility among students. This will be done during lunch. Students are encouraged to have lunch with someone other than their friends. Funds will be used to purchase materials and supplies such as colored balloons to organize the students into groups.NSLA 013 -1515 Action Type: Equity	Joyce Smith	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Materials & Supplies: \$150.00  <hr/> ACTION BUDGET: \$150
Lawson Pilgrim Motivational speaker. Opening school year youth speaker. Encouraging students to be their best. Action Type: Parental Engagement Action Type: Technology Inclusion	Vanessa McCraw, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	NSLA (State-281) - Purchased Services: \$3545.00  <hr/> ACTION BUDGET: \$3545
Total Budget:				\$3695

Intervention: Instructional Technology

Scientific Based Research: TBD

Actions	Person Responsible	Timeline	Resources	Source of Funds
Maintenance Service and supplies for printers and	Vanessa McCraw	Start: 07/01/2013	<ul style="list-style-type: none"> <li>Performance</li> </ul>	NSLA (State-

copiers used for printing student performance reports will be purchased.		End: 06/30/2014	Assessments	281) - \$8500.00 Materials & Supplies: <hr/> ACTION BUDGET: \$8500
5 Aerohive Access Points. Internet wifi added to the campus to increase internet connection, speed and to allow for increased usage. Action Type: Technology Inclusion	Jeff Madlock	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> </ul>	NSLA (State-281) - \$8623.00 Purchased Services: <hr/> ACTION BUDGET: \$8623
Pinnacle Gradebook Software will be purchased and used to communicate with parents. Information such as student grade reports, email, test data and attendance is stored in this program for easy parental access. Action Type: Parental Engagement Action Type: Technology Inclusion	Jeff Madlock, Joyce Smith	Start: 07/01/2012 End: 06/30/2013	<ul style="list-style-type: none"> <li>Computers</li> </ul>	NSLA (State-281) - \$3400.00 Purchased Services: <hr/> ACTION BUDGET: \$3400
10 Apple TV MD 199 boxes will be purchased using NSLA funds (NSLA 1515) at a cost of approximately \$100 each (\$1,000). 18 Apple TV MD 199 boxes will be purchased using Title 1 funds at approximately \$100 each (\$1,800 Title 1 1591) These devices will enable reception using the Apple televisions in classroom instruction. These television screens will provide a visual tool for students to receive and comprehend lessons taught using existing technology programs and teacher generated instruction. Action Type: Technology	Vanessa McCraw	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - \$1000.00 Materials & Supplies: <hr/> ACTION BUDGET: \$1000

Inclusion				
Total Budget:				\$21523
Intervention: Achieve 3000 Achieve 3000 will be used to build the literacy skills required for college and career readiness through use of nonfiction text presented on the student's individualized reading level. Students will regularly use the texts from Achieve 3000 in literacy and social studies classes to increase Lexile reading scores. Increased exposure to non-fiction in explicitly taught lessons will also supplement implementation of Common Core State Standards. Student comprehension will be enhanced as students learn to synthesize information from varied sources and cite evidence to support arguments, also key components of the CCSS skills in literacy. Lexile growth and usage data will be used for evaluation.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will be trained on how to effectively use technology (software and hardware). Teachers will be provided training in Achieve 3000. Stipends will be paid at the district rate for off contract training that are not available during planning times during the day. Not to exceed 3 sessions of 2 hours each. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Eric Wilite	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	NSLA (State-281) - \$200.00 Purchased Services: NSLA (State-281) - \$1105.00 Employee Benefits: NSLA (State-281) - \$5100.00 Employee Salaries: <hr/> ACTION BUDGET: \$6405
Total Budget:				\$6405
Intervention: Reading Plus Intervention Program is a Common Core aligned reading intervention that prepares students to engage with complex text by developing all three dimensions of successful readers: capacity, efficiency, and motivation. Reading Plus with a comprehensive assessment that provides a complete picture of each student's motivation, reading efficiency, and capacity. Using the data gathered, the program determines the student's initial placement within the various components and creates an individualized and responsive instructional path with personalized goals for each student.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will be trained on how	Janice	Start:	<ul style="list-style-type: none"> <li>Computers</li> </ul>	NSLA

to effectively use technology (software and hardware). Teachers will be provided training in Reading Plus by the Reading company representative. Teachers will be paid for off contract training that are not available during planning times during the day up to 3 sessions not to exceed 2 hours each. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Russell, Mary Lovell, Dera Culpepper	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teaching Aids</li> </ul>	(State-281) - \$1105.00 Employee Benefits: NSLA (State-281) - \$5100.00 Salaries: <hr/> ACTION BUDGET: \$6205
Total Budget:				\$6205

Priority 5:

Supporting Data:

Goal To improve school science scores by 10% on the next Benchmark.

Benchmark Improve Benchmark scores by 10%

Intervention: Science Lab				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Science supplies such as chemicals, petre dishes, pipettes, 15 microscopes, 5 telecopes, etc., will be purchased for use in science lab experiments. Action Type: Technology Inclusion	Earlene Gulley, Darlene Bailey, LaTonya Bradley, Ciera Harris	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Public Library</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	NSLA (State-281) - \$19362.00 Materials & Supplies: <hr/> ACTION BUDGET: \$19362
Total Budget:				\$19362