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School Plan

Print Version

ESTEM HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2014-2015

The mission of eStem High Public Charter School is to prepare students that are STEM literate; deeply versed in economics and business; and prepared to enter a global economy well educated in international history, culture and language, protocol and business ethics.

Grade Span: 9-12 Title I: Title I Targeted Assistance School Improvement:

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Priority 1: MATHEMATICS

Goal: Students at eSTEM High Public Charter School will meet or exceed the AMO (Annual Measurable Objective) goal for 2014-2015 of 67.28 for All Students; 53.09 for Targeted Achievement Gap Group; 54.95 for African American Students; 60.79 for Hispanic Students; 80.25 for Caucasian Students; 53.74 for Economically Disadvantaged Students; 33.33 for English Learners and 58.33 for Students with Disabilities, as determined by the state of Arkansas for all identifiable subgroups of students. Specific focus will be placed on addressing the areas of numbers & operations and measurement.

Priority 2: LITERACY

Goal: Students at eStem High Public Charter School will meet or exceed the AMO (Annual Measurable Objective) goals for 2014-2015 of 83.12 for all students; 76.35 for Targeted Achievement Gap Group; 79.05 for African American Students; 80.00 for Hispanic Students; 87.10 for Caucasian Students; 74.71 for Economically Disadvantaged Students; 33.33 for English Learners; and 100.00 for Students with Disabilities. Specific focus will be placed on addressing to the areas of the writing process and spelling/capitalization/ punctuation.

Priority 3: WELLNESS

Goal: To improve the health (and thus the academic performance) of all students during the 2014-2015 school year by addressing personal health, nutrition education and physical fitness. Focus will be on reducing the number of students who are identified as being at-risk for or are overweight by implementing wellness content and activities as part of the curriculum.

Priority 1: MATHEMATICS

Supporting Data:

1. Criterion referenced test data from spring 2014 EOC Algebra and Geometry assessments shows the following results for proficient or advanced students for eStem High School: Combined population - 64.47%, TAGG group - 55.47% Criterion referenced test data from spring 2013 EOC Algebra and Geometry assessments shows the following results for students who tested proficient or advanced for eStem High School: Combined population - 43.5%, TAGG group - 37%. Criterion referenced test data for the EOC math exams in the spring of 2012 shows the following results for students who tested proficient or advanced for eStem High School: 56.52% of the Combined Population; 50.0% of African American students; 72.22% of Caucasian students and 56.14% of Economically Disadvantaged students. Criterion referenced test data for the 2010-2011 EOC Math Exams (According to the 2011 NORMES) showed the following results for students who tested proficient or advanced for eStem High School: 50.9% of the Combined Population; 38.1% of African American students; 70% of Caucasian students; 30.6% of Economically Disadvantaged students. Results of the 2013 assessments reflects a significant

- decrease in EOC Algebra I Exams (when compared to Spring 2012), and a slight increase in EOC Geometry Exam scores. Focus of the 2013-2014 school year's improvement plan will target specific areas of deficit to correct deficiencies.
2. Algebra 1 EOC exams from the spring of 2014 showed that 77% of students scored at a proficient or advanced level. Algebra 1 EOC exams from the spring of 2013 showed that 38% of students scored at a proficient or advanced level. Criterion-referenced test data for the Spring 2012 EOC Algebra I Exam had the following results of proficient or advanced: 87% of the Combined Population. Criterion-referenced test data for the Spring 2011 EOC Algebra I Exam had the following results of proficient or advanced: 39% of the Combined population was proficient or advanced; 32% of African American students; 50% of Caucasian students; and 17% of Economically disadvantaged students. Criterion-referenced test data for the Spring 2010 for the EOC Algebra I Exam had the following results: 50% of the total combined population was proficient or advanced. Among subpopulations, 41.6% (5 out of 12) of African American students scored at proficiency or higher level; 63.6% (7 out of 11) of Caucasian students scored proficient or higher level, and 42.8% (3 out of 7) of Hispanic students scored at a proficient or higher level. Criterion-referenced test data for Spring 2009 EOC Algebra I exam, 18 of 27 students (66.7%) in the combined population of students scored at a proficient or higher level on the EOC Algebra 1 exam. Among subpopulations, 10 of 17 African-American students (58.8%) scored at proficiency or higher; 2 of 3 Hispanic students (66.8%) scored at a proficient or higher level; 4 of 5 Caucasian students (80%) scored proficient or higher; 3 of 9 economically disadvantaged students (33.3%) scored proficient or higher. Criterion-referenced test data for Spring 2008 Scores were only obtained for 48 of the 82 9th grade students enrolled at eStem High School - for those students, 8th grade Mathematics Benchmark Exam scores showed the following percentages of students who scored proficient or advanced: 50% of the overall student population, 35% of African-American students, 72% of Caucasian students, 75% of Hispanic students, 40% of economically disadvantaged students. Specific areas of weakness were in the areas of numbers & operations and measurement.
 3. In 2014, 57% of eStem High students scored at a proficient or advanced level on the EOC Geometry exam. 50% of students at eStem High scored at a proficient or advanced level on the EOC Geometry exam. Criterion-referenced test data for the Spring 2012 EOC Geometry Exam had the following results of proficient or advanced: 47.5% of the Combined population. Criterion-referenced test data for the Spring 2011 EOC Geometry Exam had the following results of proficient or advanced: 53% of the Combined population, 41% of African American students; 73% of Caucasian students and 31% of Economically disadvantaged students. Criterion-referenced test data for the Spring 2010 school year in the combined population, 97 students were tested on the EOC Geometry exam. 80% of the total combined population was proficient or advanced. Among subpopulations, 67.6% (23 out of 34) of African American students scored proficient or higher level; 91.1% of Caucasian students (41 out of 45) scored proficient or higher level; 70% of Hispanic students (7 out of 10) scored proficient or higher level.
 4. In the spring of 2014, 472 Advanced Placement exams were taken by students at eStem High. Of the students tested, 94 scored a 3, 4, or 5. This represents a significant increase when compared to the spring of 2013. In the spring of 2013, 428 Advanced Placement exams were taken by students at eStem High. Of the students tested, 68 scored a 3, 4, or 5. This represents a slight decrease when compared to the spring of 2012. For the Spring of 2012 a total of 431 students took AP exams at eStem High School. Of the students tested 89 students scored a 3, 4 or 5. This is an overall increase of +1.7% when compared to the Spring of 2011.
 5. The NWEA assessment for math were not used during the 2012-2013 school year as it was determined that the assessment is not aligned with the specific math content courses in which students are enrolled. The assessment was not used for the 2011-2012 school year nor during the 2010-2011 school year. All 9th and 10th grade students were assessed in math four times during the 2009-2010 school year using the Northwest Evaluation Association (NWEA) computer adaptive assessment in mathematics; July 2009 mean RIT score for the general population was 235.8 while the ending RIT score for Spring 2010 was 238. All 9th and 10th grade students were assessed in July 2009. The mean RIT score for the 9th grade general population was 234.3, median RIT was 236, standard deviation was 17.7. The mean RIT for the 10th grade general population was 233.7, median RIT was 235, and standard deviation was 16.3. All 9th grade students were assessed in math four times during the 2008-2009 school year using the Northwest Evaluation Association (NWEA) computer-adaptive assessment in mathematics; July 2008 Mean RIT score for general population was 223.2, median score was 227, standard deviation was 18.1 as compared to national norm group mean of 234. Scores broken down by strands were as follows for the general population: numbers & operations - 221.2, algebra - 225, geometry, 223, measurement - 222.8, data analysis & probability - 223.3; June 2009 Mean RIT score for general population was 233, median score was 235, standard deviation was 16.5.
 6. Evaluation Association (NWEA) computer-adaptive assessment in mathematics; July 2008 Mean RIT score for general population was 223.2, median score was 227, standard deviation was 18.1

- as compared to national norm group mean of 234. Scores broken down by strands were as follows for the general population: numbers & operations - 221.2, algebra - 225, geometry, 223, measurement - 222.8, data analysis & probability - 223.3; June 2009 Mean RIT score for general population was 233, median score was 235, standard deviation was 16.5.
7. The ITBS was selected as the state norm-referenced assessment for the 2012-2013 school year. Scores for the 9th grade combined population reflect an NPR for concepts & problems - 59, computation - 39, and math total - 53. SAT 10 Scores for Math Total with Computation for the 2011-2012 school year for the Combined Population was 48.1%; African Americans was 26.0%; Caucasian 47.5%; Economically Disadvantaged was 27.3%. SAT 10 Scores for Math Total with Computation for the 2010-2011 School year for the Combined population was 30.3%; African Americans 20.8%; Caucasians 44.4% and Economically Disadvantaged 17.9%. A total of 81 9th grade students completed the Stanford-10 assessment in April 2009. National individual PR-S of Mean NCE in mathematics was 62. Breakdowns by quartile were 26 students 76-99 %ile (32%), 30 students 51-75 %ile (37%), 17 students 26-50 %ile (21%), and 8 students 1-25 %ile (10%).
 8. Attendance rate for 2013-2014 = 93.65% Attendance rate for 2012-2013 = 95% Attendance rate for 2011-2012 = 95.72% Attendance rate for 2010-2011 = 91.44% Attendance rate for 2009-2010 = 94.03% Attendance rate for 2008-2009 = 97.1%
 9. Graduation rate for 2012-2013 = 96.58% Graduation rate for 2011-2012 = 98% Graduation rate for 2010-2011= There is no graduation rate to report as the first graduating class will be in the spring of 2012. Graduation rate for 2009-2010 = There is no graduation rate to report as the first graduating class will be in 2012. Graduation rate for 2008-2009 = There is no graduation rate to report as the first graduating class will be in 2012.
 10. Math scores for 2012-2013 were below the state average for EOC Algebra 1 and at the state average for EOC Geometry. Specific areas to be addressed will continue to be numbers/operations and measurement for the 2013-2014 school year. Math scores for 2011-2012 were above the state average for EOC Algebra I and at the state average for EOC Geometry. Specific areas to be addressed will continue to be numbers/operations and measurement for the 2012-2013 school year. Math scores for 2010-2011 reflect overall performance that is at or above the state average. Subgroup performance for specific groups including African-American and Hispanic reflect scores that fall below the state average. Specific areas of concern to be addressed for the 2011-2012 school year include numbers/operations and measurement. Math scores for 2009-2010 reflect overall performance that is at or above the state average. Subgroup performance for specific groups including African-American and Hispanic reflect scores that fall below the state average. Specific areas of concern to be addressed include numbers/operations and measurement. Math scores for 2008-2009 reflect overall performance that is at or above the state average. Subgroup performance for specific groups including African-American and Hispanic reflect scores that fall below the state average. Specific areas of concern to be addressed include numbers/operations and measurement.

Goal

Students at eSTEM High Public Charter School will meet or exceed the AMO (Annual Measurable Objective) goal for 2014-2015 of 67.28 for All Students; 53.09 for Targeted Achievement Gap Group; 54.95 for African American Students; 60.79 for Hispanic Students; 80.25 for Caucasian Students; 53.74 for Economically Disadvantaged Students; 33.33 for English Learners and 58.33 for Students with Disabilities, as determined by the state of Arkansas for all identifiable subgroups of students. Specific focus will be placed on addressing the areas of numbers & operations and measurement.

Benchmark Students at eSTEM High Public Charter School will meet or exceed the AMO goal of 67.28(for all students) performing at a proficient level or better on End-of-Course Mathematics Assessments for all identifiable subgroups of students.

Intervention: Increase the use of mathematics across the content areas				
Scientific Based Research: A new day for mathematics education?, Weeks, D.J., 2004; Best practices in mathematics: Using test results to inform instruction and improve student achievement, Long, 2002.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ACTAAP released items and PARCC test items will be used to provide student practice and increase awareness of the format of open response items and problem-solving skills on End-of-Course exams Action Type: Alignment Action Type: Collaboration	Stacie Thompson, Curriculum Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	ACTION BUDGET: \$

<p>Action Type: Equity</p> <p>Analysis of current mathematics assessment data will be used to develop academic improvement plans (AIPs) for students who did not score at a proficient level or better on benchmark, EOC exams. This includes students of all identified sub-groups. Parents will be involved in developing AIPs.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Sarah Jones, Louisa Rook, Guidance Counselors	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>We are continuously planning for how best to serve our students. Our math and science staff hold collaborative meetings on a regular basis with the teachers and administrator for the purpose of reviewing the results from our formative assessments. Those interventions that continue to support increasing the level of achievement of identified title 1 students are kept and those that the data does not support as being effective are modified or abandoned. Supplies and materials will be purchased using title 1 funds to augment this effort.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Target Assistance</p>	Ruthie Walls, Principal	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Mathematics curriculum will be based on the Common Core frameworks and will provide for seamless alignment both horizontally and vertically; numeracy, graphing, and other mathematical skills will be incorporated across disciplines and curriculum areas.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>	Mary Foster, Math Dept. Chair	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Identified students who exhibit deficits in the area of mathematics will receive extra help and/or remediation during the extended day that is targeted to the specific deficit areas in relation to the Arkansas frameworks. The methods and strategies we use have scientifically based research that shows they have been effective. eStem High School has a Title I targeted assistance program in place. One of the components includes the use of Title I</p>	Ruthie Walls, Principal	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers • Teaching Aids 	<p>Title I - Employee \$14021.00 Benefits:</p> <p>Title I - Employee \$34108.00 Salaries:</p> <p>ACTION BUDGET: \$48129</p>

resources to help participating children achieve. Title I funds will be used to provide funding for a highly qualified Title 1 teacher (.50 FTE) Stacie Thompson to provide remediation in mathematics to identified targeted students during the regular instructional school day throughout the entire school year (salary \$34,108, benefits \$14,021). Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Target Assistance				
A variety of technologies will be purchased to improve instruction for identified title 1 students; teachers of identified title 1 students will use document cameras, InterWrite tablets, netbooks, and presentation software as tools for instruction and learning. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Target Assistance	Ruthie Walls, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	ACTION BUDGET: \$
Keystone Credit Recovery software programs are used as an additional resource to supplement the math instructional program for title 1 identified students who demonstrate learning gaps. Action Type: Alignment Action Type: Title I Target Assistance	Revenna Clayborn, Outreach Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers • Title Teachers 	ACTION BUDGET: \$
As a targeted assistance school, we use title 1 funds to support and supplement the regular educational program and coordinate title 1 resources with the regular instructional program. Action Type: Alignment Action Type: Professional Development Action Type: Title I Target Assistance	Ruthie Walls, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
We support professional development opportunities in the area of mathematics for teachers who serve students with identified deficits based on criterion and norm-referenced testing. Professional development will be provided to these teachers through attendance at conferences and in-house presentations that focuses on strategies for improving math skills using differentiated instruction to reach diverse learners. Action Type: Alignment Action Type: Professional Development	Ruthie Walls, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$

Math tutoring takes place during students' home room and study hall times, as well as after school during the extended day by highly qualified teachers. Action Type: Alignment Action Type: Professional Development	Mary Foster, Math Dept. Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	Title I - Purchased Services: \$2745.00 ACTION BUDGET: \$2745
The traditional 7 period day allows more time on task per week as well as daily continuity of instruction. An evaluation will take place at the end of each school year to determine the impact of this action on overall student performance. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation	Ruthie Walls, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
All classrooms will be visited by a member of the administrative team regularly with instructional and classroom management support and feedback provided. Action Type: Collaboration Action Type: Professional Development	Ruthie Walls, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Professional Development will be provided for all mathematics teachers on best practices in improving student performance on mathematics portions of the ACT, SAT, PSAT, AP and other standardized assessments. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Stacie Thompson, Curriculum Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	ACTION BUDGET: \$
Professional development opportunities will be provided to staff members through the Director of Teaching and Learning and his team as well as the Economics Arkansas organization. Specific focus areas of the training will include integrating economics across the curriculum and personal finance. Action Type: Professional Development	Ruthie Walls, Director	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
The EAST program will continue to be implemented as an elective course that encourages creative thinking and higher-order analysis skills. The EAST facilitator will attend a series of training sessions and events that will further his skills as the instructional leader of the course. Additional funds will be allocated above the minimum salary schedule in order to recruit and retain a highly qualified STEM professional for this position. This additional funding will amount to .25 of the full FTE for this position for	Ruthie Walls, Director	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	NSLA (State-281) - Employee Benefits: \$4011.00 NSLA (State-281) - Employee Salaries: \$14282.00 ACTION BUDGET: \$18293

Chris Forster (salary \$14,282, benefits \$4,011). Action Type: Professional Development				
Total Budget:				\$69167
Intervention: Facilitate effective communication between school, student, and family in order to increase parental engagement and involvement in the school				
Scientific Based Research: Parent Involvement, Southwest Educational Development Laboratory, 2004; Higher performing schools effectively involve families and community, Mapp, 2002.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Family kits will be created for distribution to parents Action Type: Equity Action Type: Parental Engagement	Sarah Jones, Louisa Rook, Guidance Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
Two parent-teacher conferences will be held for each student (one each in Fall and Spring semesters) to discuss academic progress toward proficiency; records of attendance at conferences will be kept to assess the percent of parents attending conferences. A review of parent conference data from 2013-2014 data shows that 60% of the parents attended parent-teacher conferences in the fall semester and 52% attended conferences in the spring semester. A review of parent conference data from 2012-2013 data shows that 62% of the parents attended parent-teacher conference in the fall semester and 54% attended conferences in the spring semester. A review of parent conference data from 2011-2012 shows that 63% of the parents attended parent-teacher conferences in the fall semester and 56% attended conferences in the spring semester. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Ruthie Walls, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
A parent facilitator has been selected to facilitate communication between school and home. Action Type: Collaboration Action Type: Equity	Revenna Clayborn, Outreach Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
A parent center has been established and maintained containing information that will be helpful to parents and families in supporting student academic success. Specific materials will be purchased to assist parents of Title 1 students. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Revenna Clayborn, Human Service Worker	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers 	ACTION BUDGET: \$
Responsible parenting activities will be presented in a series of "Parents Make a Difference" evenings to include an overview of what students will be learning, how students will be assessed, and how parents can assist and make a difference in the overall education of their child. Action Type: Collaboration Action Type: Equity	Stacie Thompson, Curriculum Compliance Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$

Action Type: Parental Engagement				
A volunteer resource book will be kept along with a record of volunteer hours of services rendered by parents. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Revenna Clayborn, Human Service Worker	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
An Alumni Advisory Committee will be established for the purpose of collaboration with business and community leaders Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Sarah Jones & Louisa Rook, Guidance Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Parent seminars will be held to discuss course selection, career planning, and preparation for post-secondary opportunities Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Sarah Jones & Louisa Rook, Guidance Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers District Staff Public Library Teachers 	ACTION BUDGET: \$
Opportunities to engage parents in activities that promote responsible parenting will be placed in newspaper notices as well as communicated to parents via email and the school's web site. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Revenna Clayborn, Outreach Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Statements attesting to the school's commitment to parental involvement will be distributed to parents of students as a part of the parent kit Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Ruthie Walls, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
School will publish a notice in the newspaper at the end of the year honoring parents who attend all parent/teacher conferences scheduled by the school Action Type: Collaboration Action Type: Parental Engagement	Revenna Clayborn, Outreach Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Public Library Teachers 	ACTION BUDGET: \$
Parents will be trained in the use of eSchool for the purpose of maintaining student progress and contact with teachers. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Heather Dorsey, Classroom Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers 	ACTION BUDGET: \$
Parental engagement will be evaluated through an annual assessment of volunteer hours of service provided by each family; it is expected that each family will provide a minimum of ten hours of service to the school each year. A review of the data from 2013-2014 shows that 42% of families participated in a minimum of ten hours of volunteer service. A review of the data from 2012-2013 shows that 47% of the families	Revenna Clayborn, Outreach Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Community Leaders 	ACTION BUDGET: \$

participated in a minimum of ten hours of volunteer service. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation				
We support ongoing parental involvement in our school by providing evening opportunities for families of identified students to receive relevant information to assist their children with school work. Action Type: Parental Engagement Action Type: Title I Target Assistance	Stacie Thompson, Curriculum Compliance Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
We have integrated our federal, state and local services, and programs by coordinating local efforts to support communication and help avoid duplication of efforts. We believe services and programs are best implemented through an integrated format. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Target Assistance	Revenna Clayborn, Outreach Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	ACTION BUDGET: \$
Instruction will be provided to parents on how to incorporate appropriate learning activities at home so that parents can assist in their own child's learning	Sarah Jones & Louisa Rook, Guidance Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Parents, teachers, and students will be encouraged to join the eStem High Parent-Teacher Organization Action Type: Parental Engagement	Ruthie Walls, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$
A TITLE I SCHOOL/PARENT/STUDENT COMPACT has been created to outline the responsibilities of all parties involved in the educational process for each student. Compacts will require parent and, when possible, student, and school signatures to attest to the fact that each entity has been apprised of the expectations. The compact will be presented during the second quarter. Parents of Title I students will serve on the PARENT INVOLVEMENT committee and will meet annually with the school district to review policies and procedures and make recommendations regarding changes and revisions in relation to the School Compact and Parent Involvement Committee. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Target Assistance	Revenna Clayborn, Outreach Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
High school counselors and instructional team members will access and monitor electronic grade books of all teachers to identify and assist students before they fall behind. Additionally, parents will be involved with the counselors in helping to develop a plan of action. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Sarah Jones, Louisa Rook, Counselors	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
School administrative staff will attend the National Charter School Conference in June of 2015. The conference will be held in New Orleans,	Ruthie Walls, Principal	Start: 07/01/2014 End:	<ul style="list-style-type: none"> • District Staff • Outside 	

Louisiana and provides sessions directly related to the functions of data disaggregation, instructional strategies, and fiscal management training. Action Type: Professional Development	06/30/2015	Consultants	ACTION BUDGET: \$
Total Budget:			\$0

Priority 2: LITERACY

Supporting
Data:

1. The 11th grade Literacy exam was administered to all juniors in the spring of 2014. The results reflected a slight decline from the 2013 scores with 80.31% of the combined population scoring at a proficient/advanced level and 70.71% of the TAGG group scoring at a proficient/advanced level. The 11th grade Literacy exam was administered to all juniors in the spring of 2013. The results reflected a slight improvement from the 2012 scores with 85% of the combined population scoring at a proficient/advanced level and 75.87% of the TAGG group scoring at a proficient/advanced level. The 11th grade EOC Literacy exam was administered in the Spring of 2012. The results of proficient or advance (according to Arkansas Department of Education AYP report) are as follows: 82.76 of the Combined Population; 79.6% African American; 91% Caucasian; 64% of Economically Disadvantaged Students. This performance was above the state average and was an increase over last school year's performance. The 11th grade EOC Literacy exam was administered in the Spring of 2011. The results of proficient or advanced (According to Arkansas Department of Education AYP report) are as follows: 76% of the Combined population; 69% of African American students; 82% of Caucasian students and 62% of Economically Disadvantaged students. This performance was at or above the state average in all areas. For the 2009-2010 school year, eStem High consisted of only grades 9 and 10. There were no state administered criterion-referenced tests taken by 9th or 10th grade students for the 2009-2010 school year. For the 2008-2009 school year, eStem High consisted of only grade 9. There were no state administered criterion-referenced tests taken by 9th grade students during the 2008-2009 school year.
2. All students in grades 9-12 were assessed in July of 2013 using the NWEA computer-adaptive assessment in reading. The July 2013 Mean RIT score for the general population was 231.00 with a standard deviation of 11.05. An interim assessment will be given in January of 2014, and the spring assessment will be administered at the end of the 2013-2014 school year. All students in grades 9 - 12 were assessed in July 2012 using the Northwest Evaluation Association (NWEA) computer-adaptive assessment in reading. The July 2012 the Mean RIT score for general population for Reading was 230.25. with a Standard Deviation of 14.28. The spring assessment will be administered at the end of the 2012-2013 school year. All students in grades 9 - 12 were assessed in July 2011 using the Northwest Evaluation Association (NWEA) computer-adaptive assessment in reading. The July 2011 the Mean RIT score for 12th grade is 230.6 with a median score of 233 and Standard Deviation of 14.6; for 11th grade the RIT score is 232.4 with a median score of 234 and a standard deviation of 14.3; for 10th grade the RIT score is 228.2 with a median score of 228 and a standard deviation of 15.1; for 9th grade, the RIT score is 221.5 with a median RIT of 223 and a standard deviation of 15.7. The spring assessment will be administered at the end of the 2011-2012 school year. All students in grades 9 - 11 were assessed in July 2010 using the Northwest Evaluation Association (NWEA) computer-adaptive assessment in reading. The July 2010 the mean RIT score for the general population was 235.8. The end of year spring assessment for 2011 was 230.8 for 11th grade, with a median score of 232 and a standard deviation of 232 and standard deviation of 11.8. The mean RIT for 10th grade was 232.1 with a median RIT of 234 and a standard deviation of 14.8. The mean RIT for 9th grade was 225.1 with a median RIT of 225 and a standard deviation of 13.5. All 9th and 10th grade students were assessed in reading in July 2009. The mean RIT score for the 9th grade general population was 226.6, median RIT was 230, standard deviation was 14.3. The mean RIT for the 10th grade general population was 224.9, median RIT was 226, and standard deviation was 16.0. All 9th grade students were assessed four times in 2009 using the Northwest Evaluation Association (NWEA) computer-adaptive assessment in language usage. July 2008 Mean RIT score for general population was 218, median score was 218, standard deviation was 12.0 as compared to national norm group mean of 220.8. Scores broken down by strands were as follows for the general population: writing process - 217.2, purpose/topic/form - 218.6, sentences/parts of speech - 218.7, spelling/cap/punctuation - 217.4 July 2009 mean RIT score for general population was 225.1, median RIT was 227, standard deviation was 11.8.
3. For the spring of 2013, a total of 428 AP exams were taken at eStem High. Of the students tested, a total of 68 scored a 3, 4, or 5. This is a slight decrease in passing scores when compared to 2012. For the Spring of 2012 a total of 431 students at eStem High School took the AP exams. Of the students tested, a total of 89 scored a 3, 4, or 5. This is an increase of +1.7%

when compared to the Spring 2011 AP Exams.

4. The ITBS norm-referenced assessment was given to all 9th grade students in the 2012-2013 school year. NPR for the combined population for vocabulary was 55, comprehension - 53, and reading total - 55. For revising writing, the NPR was 54. Stanford-10 Assessment scores for the 2011-2012 school year for Reading Total for the Combined population was 59.8% and for Language Total, the Combined Population was 55.7%. For African American Students, the Reading Total was 49.3% and for Language Total 46.6%; for Caucasian students, the Reading Total was 78% and the Language Total was 70%; for Economically Disadvantaged students, the Reading Total was 52.7% and the Language Total was 47.3%. Stanford-10 Assessment scores for the 2010-2011 school year the Combined Population Reading Total was 62.4% and the Language Total was 63.4%; For African American students the Reading Total was 47.2% and the Language Total was 50.0%; for Caucasian students the Reading Total was 83.3% and the Language Total was 81.5%; for Economically Disadvantaged Students the Reading Total was 41% and Language Total was 48.7%. A total of 81 9th grade students completed the Stanford-10 assessment in reading in April 2009. National individual PR-S of Mean NCE in reading was 46. Breakdowns by quartile were 15 students 76-99 %ile (19%), 25 students 51-75 %ile (31%), 21 students 26-50 %ile (26%), and 20 students in the 1-25 %ile (25%). A total of 80 students completed the Stanford-10 assessment in language in April 2009. National individual PR-S of Mean NCE was 46 for language, 49 for language mechanics, and 42 for language expression. Breakdowns by quartile for language were 8 students 76-99% ile (10%), 29 students 51-75 %ile (36%), 25 students 26-50 %ile (31%), and 23 students 1-25 %ile (23%).
5. Attendance rate for 2012-2013 = 93.68% Attendance rate for 2012-2013 = 95% Attendance rate for 2011-2012 = 95.72% Attendance rate for 2010-2011 = 91.44% Attendance rate for the 2009-2010 = 94.03% Attendance rate for 2008-2009 = 97.1%
6. Graduation rate for 2012-2013 = 96.58%. Graduation rate for the 2011-2012 school year was 98%. Graduation rate for 2010-2011 = There is no graduation rate to report as the first graduating class will be in 2012. Graduation rate for 2009-2010 = There is no graduation rate to report as the first graduating class will be in 2012. Graduation rate for 2008-2009 = There is no graduation rate to report as the first graduating class will be in 2012.
7. Literacy scores for 2013-2014 reflect a slight decrease in overall performance with students performing well above the state average. Subgroup performance reflects performance at or above the state average for all groups. Literacy scores (including language and reading) for 2011-2012 reflect overall performance that is above the state average. Subgroup performance for specific groups including African-American students also reflect scores that are above the state average. Specific areas of concern to continue to improve include the writing process, and spelling/capitalization/grammar. Literacy scores (including language and reading) for 2010-2011 reflect overall performance that is above the state average. Subgroup performance for specific groups including African-American students reflect scores that are above the state average. Specific areas of concern to continue to improve include the writing process, and spelling/capitalization/grammar. Literacy scores (including language and reading) for 2009-2010 reflect overall performance that is near the state average. Subgroup performance for specific groups including African-American students reflect scores that fall below the state average. Specific areas of concern to be addressed include the writing process, and spelling/capitalization /grammar. Literacy scores (including language and reading) for 2008-2009 reflect overall performance that is near the state average. Subgroup performance for specific groups including African-American students reflect scores that fall below the state average. Specific areas of concern to be addressed include the writing process, and spelling/capitalization/grammar
8. Literacy scores for 2012-2013 are above the state average and substantially higher than that of surrounding schools/districts. For the 2013-2014 school year, focus will be placed on converting to the Common Core curriculum. Literacy scores (including language and reading) for 2011-2012 reflect overall performance that is above the state average. For the 2012-2013 school year, focus will continue to be placed on the overall writing process for continued improvement. Literacy scores (including language and reading) for 2010-2011 reflect overall performance that is above the state average. For the 2011-2012 school year, focus will continue to be placed on the overall writing process for continued improvement.

Goal

Students at eStem High Public Charter School will meet or exceed the AMO (Annual Measurable Objective) goals for 2014-2015 of 83.12 for all students; 76.35 for Targeted Achievement Gap Group; 79.05 for African American Students; 80.00 for Hispanic Students; 87.10 for Caucasian Students; 74.71 for Economically Disadvantaged Students; 33.33 for English Learners; and 100.00 for Students with Disabilities. Specific focus will be placed on addressing to the areas of the writing process and spelling/capitalization/ punctuation.

Students at eStem High Public Charter School will meet or exceed the AMO (Annual Measurable Benchmark Objective) of 83.12 of students performing at a proficient level or better on End-of-Course Literacy Assessments for all identifiable subgroups of students.

Intervention: Infuse reading and writing activities across all disciplines and curriculum areas.				
Scientific Based Research: Improving Reading and Writing Skills in Language Arts Courses and Across the Curriculum; Bottoms, Gene and Bearman, Amy; 2002. Teaching Children to Read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction, NICHD; 2000.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will be encouraged to read 25 pieces of literature (novels, journal articles, magazine articles, pamphlets, etc.) outside of required reading per year. Parents will be involved in this process by encouraging students to read outside of class. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Tim Sisk, English Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Public Library Teachers 	ACTION BUDGET: \$
Students' test-taking skills will be enhanced by providing PARCC items and test preparation materials as supplementary learning activities. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Jennifer Choate, English Dept. Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers 	ACTION BUDGET: \$
Language arts and literacy curriculum will be based on the(Common Core) and will provide for seamless alignment both horizontally and vertically; reading and writing skills will be incorporated into all disciplines and curriculum areas. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Jennifer Choate, English Dept. Chair	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Public Library Teachers 	ACTION BUDGET: \$
Academic Improvement Plans (AIPs) will be developed for all students who are not proficient in literacy. The plans, which will be evaluated quarterly, will be developed in collaboration with teachers and parents. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Jennifer Choate, English Dept. Head	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
We are continuously planning for how to best serve our students. Our staff holds collaborative meetings on a regular basis with the teachers and administrator for the purpose of reviewing the results from our	Ruthie Walls, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$

formative assessments. Those interventions that continue to support increasing the level of student achievement are kept and those that the data do not support as being effective are modified or abandoned. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development				
All students will complete a semester course in rhetoric; the course will focus on communication skills (both written and oral). Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Ruthie Walls, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Public Library • Teachers 	ACTION BUDGET: \$
Students will complete a series of three computerized, standards-based assessments through the Northwest Evaluation Association (NWEA) in language usage and reading during the 2014-2015 school year; results of the assessments will be used to guide instruction and to determine remediation needs for each individual student. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Ruthie Walls, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$
Students who exhibit deficits in the areas of grammar, language usage, and reading will receive remediation during the extended day that is targeted to the specific deficit areas in relation to the Common Core frameworks. The methods and strategies we use have scientifically based research that shows they have been effective. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Target Assistance	Ruthie Walls, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
A variety of technologies are used to improve instruction; teachers will use document cameras, interwrite tablets, nooks, netbooks and presentation software as tools for instruction and learning. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Ruthie Walls, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	ACTION BUDGET: \$

Instruction is provided by highly qualified teachers as defined by our charter with the Arkansas Department of Education. Action Type: Professional Development	Ruthie Walls, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
We support professional development opportunities in the area of literacy. The focus of sessions will be on strategies for improving literacy skills to reach diverse learners. Action Type: Alignment Action Type: Professional Development	Ruthie Walls, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$
Professional development will be provided to staff to expand the Advanced placement program to include greater percentages of minority and under-served students. Most teachers are able to attend AP training provided free of charge by the state. Action Type: Professional Development	Stacie Thompson, Curriculum Compliance Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Keystone software will be used to supplement literacy instruction for identified students. Action Type: Technology Inclusion	Revenna Clayborn, Outreach Coordinator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$
Professional Development will be provided for all literacy teachers on best practices in improving student performance on reading comprehension and grammar portions of the ACT, SAT, PSAT, AP and other standardized assessments. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Stacie Thompson, Curriculum Facilitator	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	ACTION BUDGET: \$
Data from NWEA assessments in reading will be disaggregated by teachers and administrators working in collaboration to identify strengths and weaknesses of student performance. Action Type: Professional Development	Ruthie Walls, Director	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
A part-time instructional facilitator (Stacie Thompson) will be hired to provide ongoing professional development and technical assistance to teachers of identified title 1 students. This will be a .5 FTE position with a strong background in differentiated instruction and a record of successful student achievement levels (salary \$34,108, benefits \$14,021). Action Type: Professional Development Action Type: Title I Target Assistance	Ruthie Walls, Director	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	Title I - Employee \$34108.00 Salaries: Title I - Employee \$14021.00 Benefits: ACTION BUDGET: \$48129

School administrative staff will attend the Arkansas Secondary School Principals conference in the spring of 2015. Specific focus will be on the implementation of Common Core curriculum through alignment of school efforts. Action Type: Alignment Action Type: Professional Development	Ruthie Walls, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$48129

Priority 3: WELLNESS

Supporting
Data:

1. According to the 2010-2011 BMI report for eStem High School, the overall classification for all male students was 71.4% of all students are classified as healthy or underweight. 11.9% are classified as overweight. 16.7% are classified as obese. For females, 64.1% are classified as healthy or underweight, 18.8% are classified as overweight and 17.2% are classified as obese. For the total school combined, 16% of all students at eStem High are classified as overweight, while 17% are classified as obese.
2. According to Health United States, 2008, 18% of adolescents 12-19 years are overweight; 10% of adolescents 12-17 years of age smoked cigarettes in the past month; and 17% of adolescents 12-17 years of age used alcohol in the past month.
3. A report from UNC (University of North Carolina at Chapel Hill) News Release in May, 2011 indicated that the number of young adults in the United States with high blood pressure may be much higher than previously reported. They found that 19% of young adults had elevated blood pressure or hypertension.
4. Results from a 2010 study by the Kaiser family at StateHealthFacts.org indicate that when comparing the state of Arkansas to the U.S., The number for Teen Death Rates in Arkansas is 93 deaths per 100,000 population compared to 62 per 100,000 for the U.S.
5. Results from a 2010 study by the Kaiser family at StateHealthFacts.org indicate that when comparing the state of Arkansas to the U.S., the number of overweight or obese children is 37.5% for the state of Arkansas versus 31.6% for the U.S.
6. School attendance rate for 2012-2013 = 95% School attendance rate for 2011-2012 = 95.4% School attendance rate for 2010-2011 = 91.44% School attendance rate for 2009-2010 = 94.3% School attendance rate for 2008-2009 = 97.1%
7. Focus for the 2012-2013 school year will continue to be on student health and wellness with specific attention to decreasing the percentage of students who are overweight or at risk for other health factors. Focus for the 2011-2012 school year will continue to be on student health and wellness and decreasing the percentage of students who are overweight or at risk for other health factors. This focus will have an positive impact on school attendance rates and graduation rates.

Goal

To improve the health (and thus the academic performance) of all students during the 2014-2015 school year by addressing personal health, nutrition education and physical fitness. Focus will be on reducing the number of students who are identified as being at-risk for or are overweight by implementing wellness content and activities as part of the curriculum.

Benchmark We will reduce the number of students identified as overweight or at risk by at least 1%.

Intervention: Health and Wellness Education				
Scientific Based Research: Adolescent Health, Wellness, and Safety, NMSA, 2006; Adolescent health and well-being in the twenty-first century, Call, Riedel, Hein, Peterson, and Kipke, 2002.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Guidance and counseling services will be available by certified school counselors. A student population of 500 students would require 1.1 FTE in the area of guidance and counseling. To provide optimal services to our students, we will use NSLA funds to pay for .5 FTE of an additional	Ruthie Walls, Director	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • District Staff • Teachers 	NSLA (State-281) - Employee Salaries: \$23545.00 NSLA (State-281) - Employee Benefits: \$6012.00

counselor (Louisa Rook) above the minimum accreditation requirement (salary \$23,545, benefits \$6,012). This will ensure that all students receive appropriate guidance and academic advisement while providing extra assistance to students who are at risk of falling or dropping out of school. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness				ACTION BUDGET: \$29557
Coordinated health services will be provided via a school nurse program (1.0 FTE) Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Jane Igwe, School Nurse	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • District Staff • Outside Consultants 	ACTION BUDGET: \$
Students will be encouraged to participate in an enrichment program that supports physical activity. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Jeremy Brown, Health & P.E. Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	ACTION BUDGET: \$
Physical Education and Health curriculum are aligned to standards and guidelines for instruction Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Wellness	Jeremy Brown, Health & P.E. Teacher	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
Records maintained by guidance counselor and attendance secretary will be analyzed annually to assess effectiveness of interventions on student wellness. A review of records from 2013-2014 shows that 34% of the students met with the guidance counselor to for counseling services; 100% of the students met with the counselor for academic advisement and guidance. Early college planning services were provided to all students. Attendance data reflects an attendance rate of 93.63% for the 2013-2014 school year. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness	Ruthie Walls, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers 	ACTION BUDGET: \$
Provide educational programs for staff, students, and parents regarding the dangers and consequences of bullying (to include cyberbullying and inappropriate internet communication) Action Type: Parental Engagement Action Type: Professional Development	Sarah Jones & Louisa Rook, Counselor	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$

To provide additional assistance to students, a human service worker will be hired (1.0 FTE) to provide outreach to students and families, serving as a liaison between the school and home (Revenna Clayborn - \$42,184, benefits \$12,744). The goal will be to improve academic performance of students at risk of failing or dropping out of school. Action Type: Collaboration Action Type: Parental Engagement	Ruthie Walls, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	NSLA (State-281) - Employee Benefits: \$12744.00 NSLA (State-281) - Employee Salaries: \$42184.00 <hr/> ACTION BUDGET: \$54928
Selected administrative staff will attend a conference on Safety Awareness. This training is targeted to school-based initiatives that ensure a safe and orderly environment for students, staff, and parents. Action Type: Professional Development	Ruthie Walls, Principal	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$84485

• Planning Team

Classification	Name	Position	Committee
Business Representative	Vernard Henley	Board Member	Math
Classroom Teacher	Amanda Isbell	Spanish Teacher	Literacy
Classroom Teacher	Aubrey Pangle	English Teacher	Literacy
Classroom Teacher	Charlie Kinser	Economics Teacher	Math
Classroom Teacher	Chris Forster	EAST Facilitator	Math
Classroom Teacher	Dana Martin	Digital Photography	Literacy
Classroom Teacher	Daniel Driggers	Science Teacher	Math
Classroom Teacher	Emily Andrews	SPANISH TEACHER	Literacy
Classroom Teacher	Heather Dorsey	History Teacher	Wellness
Classroom Teacher	Jennifer Choate	ENGLISH TEACHER	Literacy
Classroom Teacher	Jennifer Posadas	Science Teacher	Math
Classroom Teacher	Jeremy Brown	Health & P.E. Teacher	Wellness
Classroom Teacher	Kandyce Long	Social Studies Teacher	Literacy
Classroom Teacher	Latrece Smith	English Teacher	Literacy
Classroom Teacher	Lenny Bryan	U S History Teacher	Literacy
Classroom Teacher	Mark O'Laughlin	Math Teacher	Math
Classroom Teacher	Mary Foster	Math Teacher	Math
Classroom Teacher	Matthew Martin	Math Teacher	Math
Classroom Teacher	Oscar Fuller	CBA & Finance Teacher	Math
Classroom Teacher	Pamela Cameron	Vocal/Instrumental Music Teacher	Parental Involvement
Classroom Teacher	Patti Ernst	Special Ed. Paraprofessional	Wellness
Classroom Teacher	Penny Chen	AP Govt; Chinese Teacher	Literacy
Classroom Teacher	Sandra Harrison	Science Teacher	Math
Classroom Teacher	Sarper Turker	Math Teacher	Math
Classroom Teacher	Stacie Thompson	Curriculum Coordinator	Literacy
Classroom Teacher	Virginia King	Art Teacher	Wellness
Classroom Teacher	Will Drew	Science Teacher	Math
Classroom Teacher	William Carwin	Social Studies Teacher	Literacy

Classroom Teacher	Yi Liu	Math	Math
Community Representative	John Ahlen	Board Member	Math
District-Level Professional	John Bacon	Chief Executive Officer	Literacy, Math, Wellness, Parental Involvement
Non-Classroom Professional Staff	Bryan Swymn	Director of Teaching and Learning	Wellness
Non-Classroom Professional Staff	Carmelita Paul	Attendance Coordinator	Parental Involvement
Non-Classroom Professional Staff	Ella Washington	Office Manager	Parental Involvement
Non-Classroom Professional Staff	Jane Igwe	School Nurse	Wellness
Non-Classroom Professional Staff	Judy Higgins	Registrar	Parental Involvement
Non-Classroom Professional Staff	Kevin Dillard	Building Security	Wellness
Non-Classroom Professional Staff	Kimberli Alston	Special Education	Parental Involvement
Non-Classroom Professional Staff	Louisa Rook	Guidance Counselor	Wellness, Parental Involvement
Non-Classroom Professional Staff	Maurice Guest	Dean of Students	Wellness
Non-Classroom Professional Staff	Revenna Clayborn	Human Service Worker	Wellness
Non-Classroom Professional Staff	Sarah Jones	Counselor	Parental Involvement, Wellness
Parent	Elisha Poteet	Parent	Parental Involvement
Parent	Jennifer Caffey	Parent	Literacy
Parent	Kameisha Lindsey	Parent	Parental Involvement
Parent	Teresa Gray	Parent	Parental Involvement
Principal	Ruthie Walls	Principal	Wellness, Literacy, Math, Parental Involvement