2010-2011 ARCHIVE

School Plan

Print Version

FAYETTEVILLE HIGH SCHOOL EAST

Arkansas Comprehensive School Improvement Plan

2010-2011

Mission Statement: Fayetteville High School engages all students in a rigorous, relevant curriculum to inspire a passion for attaining their highest academic and civic potential.
Vision Statement: All learners will engage in challenging, collaborative learning experiences in a personalized environment that prepares them to be continuous learners and successful contributors in their global community.

Grade Span: 9-12 Title I: Not Applicable School Improvement: MS

Table of Contents

Priority 1: Literacy
Goal: All students will improve in reading comprehension, vocabulary in context skills, and written expression with additional attention to Literary, Content, and Practical reading passages, and Mechanics and Sentence Formation writing domains. 80% of students scoring below the 50th percentile will meet or exceed their expected growth increment with regard to Literacy MAP testing.
Priority 2: Mathematics
Goal: All students will improve in mathematic skills and responding to constructed response questions with additional attention to Functions, Relations and Patterns and Solve Equations mathematic strands.
Priority 3: Professional Development
Goal: To provide high-quality professional development [to all faculty and teacher support personnel] which is classroom and student focused.
Priority 5: Wellness
Goal: Provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.
Priority 6: Safety and Security
Goal: To continue and to augment the provision of a safe and secure educational environment for all students, faculty, staff, and administrators.
Priority 7: Parent Engagement
Goal: To create parent/school relationships which occur in an atmosphere of trust, where confidentiality is ensured and parents and teachers treat each other with respect, and in which students may view their parents and teachers working together cooperatively.
Priority 8: Drop-out Decrease
Goal: Decrease the number of drop outs from Fayetteville High School.
Priority 9: English Language Learners
Goal: All students who are English Language Learners will improve in reading comprehension, vocabulary in

context skills, and written expression in English with additional attention to Literary, Content, and Practical reading passages, and Mechanics and Sentence Formation writing domains.
Priority 10: Prevent Disproportionate Representation (Over-identification) of African American Students
Goal: Reduce the relative proportion of African American students to students of other ethnicity identified as Mentally Retarded.

Priority 1: Improving Literacy

1. Iowa Test of Basic Skills:

   1. Combined (Total) Population: Reading Comprehension, Grade 9.

   In 2010, zero students were tests. In 2009 zero students were tested. In 2008, zero students were tested.

   2. Economically Disadvantaged (SES) Grade 9:

   3. Caucasian, Grade 9:

1. Literacy Priority
   1. Combined Population:
   Grade 11 Benchmark Exam: In 2010, 563 students were tests and 77.4% scored proficient or advanced. In 2009, 549 students were tested and 71.22%. In 2008, 549 students were tested and 71.4% scored proficient or advanced.

   In 2010, the trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was lpractical passage and in multiple choice was practical . The trend analysis of the writing domains revealed that the lowest identified area were content and style.
   In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest Identified area in open response was content passage and in multiple-choice was also content passage. The trend analysis of the writing domains revealed that the lowest identified areas were content domain.

   In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was content passage and in multiple-choice questions was also content passage. The trend analysis of the writing domains revealed that the lowest identified areas were content passage and content.

   2. Students with Disabilities (IEP):
   Grade 11 Benchmark Exam: In 2010, 56 students were tested and 19.6% scored proficient or advanced. In 2009, 55 students were tested and 14.55% scored proficient or advanced. In 2008, 50 students were tested and 18% scored proficient or advanced.

   In 2010, the trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was _____ and in multiple choice questions was _____. The trend analysis of the open response questions in the five writing domains revealed the lowest identified areas were _____.
   In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was content passage and in multiple-choice questions was literary passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were style and content passage.

In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was literary passage and in multiple-choice questions was content passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were style and content passage.

3. Limited English Proficient (LEP):
Grade 11 Benchmark Exam: In 2010, 32 students were tested and 50% scored proficient or advanced. In 2009, 30 students were tested and 16.67% scored proficient or advanced. In 2008, 27 students were tested and 11.1% scored proficient or advanced.
In 2010, the trend analysis of the open response and multiple choice quesitons, in the three types of reading passages, revealed that the lowest identified area in open response was _____ and in multiple choice was _____. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were _____.

In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was content passage and in multiple-choice questions was content passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were style and content passage.

Supporting Data:

In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was content passage and in multiple-choice questions was also content passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were content passage and style.

4. Economically Disadvantaged (SES):
Grade 11 Benchmark Exam: In 2010, 128 students were tested and 52.3% scored proficient or advanced. In 2009, 240 students were tested and 30.83% scored proficient or advanced. In 2008, 105 students were tested and 41.9% were proficient or advanced.
In 2010, the trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was literary passage and in multiple choice questions was literary. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were content and style.
In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was content passage and in multiple-choice questions was content passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were style and content passage.

In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was content passage and in multiple-choice questions was also content passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were content passage and style.

5. Caucasian:
Grade 11 Benchmark Exam: In 2010,425 students were tested and 81.9% scored proficient or advanced. In 2009, 435 students were tested and

77.93% scored proficient or advanced. In 2008, 427 students were tested and 78.2% scored proficient or advanced.

In 2010, the trend analysis of the open response and multiple choice questions, in the three types of reading domains, revealed that the lowest identified area in open response was _____ and in multiple choice questions was _____. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were _____.

In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was content passage and in multiple-choice questions was content passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were style and content passage.

In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in open response questions was content passage and in multiple-choice questions was also content passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were content passage and style and content.

6. African American:
Grade 11 Benchmark Exam: In 2010, 48 students were tested and 54.2% scored proficient or advanced. In 2009, 47 students were tested and 36.17% scored proficient or advanced. In 2008, 41 students were tested and 39% scored proficient or advanced.
In 2010, the trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area in the open response was _____ and in the multiple choice was _____. The trend analysis of the open response questions in the five writing domains revealed that the lowerst identified areas were _____.
In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was content passage and in multiple-choice questions was content passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were style and content passage.

In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in the open response questions was content passage and in multiple-choice questions was also content passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were content passage and content.

7. Hispanic:
Grade 11 Benchmark Exam: In 2010, 47 students were tested and 59.6% scored proficient or advanced. In 2009, 36 students were tested and 36.11% scored proficient or advanced. In 2008, 44 students were tested and 34.1% scored proficient or advanced.

In 2010, the trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified area in the open response questions was _____ and in the multiple choice questions was _____. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were ____.
In 2009, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in open response was content passage and in multiple-choice questions was content passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were style and content passage.

In 2008, the trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area in the open response questions was content passage and in multiple-choice questions was also content passage. The trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas were content passage and style.

1. AVERAGE DAILY ATTENDANCE RATE:
   In 2010, the attendance rate was 92.% In 2009, the attendance rate was 92.82%. In 2008, the attendance rate was 95.14%.
1. ACT:
   In 2010, the average score for the English portion of the ACT was 24.3. In 2009, the average score for the English portion of the ACT was 24.1% In 2008, 484 students took the ACT and the average score for the English portion was 23.9.
1. GRADUATION RATE:
   In 2009, the graduation rate was 80.5%. In 2008, the graduation rate was 81%. In 2007, the graduation rate was 86.6%.

Goal	All students will improve in reading comprehension, vocabulary in context skills, and written expression with additional attention to Literary, Content, and Practical reading passages, and Mechanics and Sentence Formation writing domains. 80% of students scoring below the 50th percentile will meet or exceed their expected growth increment with regard to Literacy MAP testing.
Benchmark	"The Combined Population exceeded the 2010 AYP target of 67.75% scoring proficient or advanced. Although the SED sub-population did not meet the 67.75% target, they did achieve Safe Harbor because of their improvement. In 2011, the combined population and SED will meet,or exceed, the 2010 AYP Target of 75.81% scoring Proficient/Advanced, or make AYP through either the "Safe Harbor" or "Growth" models.

Intervention: Writing to Learn in Content Areas: Students will write in all core classes.

Scientific Based Research: Wagner, Tony. The Global Achievement Gap. 2008. Fisher, Douglas, and Nancy Frey. Better Learning Through Structured Teaching. 2008. Popham, W. James. Transformative Assessment. 2008. Bender, William, and Cara Shores. Response to Intervention. 2007. Schlechty, Philip. Working on the Work. 2002. Sisserson, Kendra et.al. "Authentic Intellectual Achievement in Writing." English Journal. July 2002. Jolliffe, David. "Criteria for Measuring Authentic Intellectual Achievement in Writing." Practice in Context: Situating the Work of Writing Teachers. 2002. Newmann, Fred. Et.al. A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring. 1995. Strickland, Cindy. Tools for High-Quality Differentiated Instruction. 2007. Tomlinson, Carol Ann. How to Differentiate Instruction in Mixed-Ability Classrooms. 2001. Tomlinson, Carol Ann. Leadership for Differentiating Schools and Classrooms. 2000. Garner, Betty K. Getting It to Got It: How Struggling Students Learn How to Learn. 2007. Strickland, Cindy and Carol Ann Tomlinson. Differentiation in Practice: A Resource Guide for Differentiating Curriculum. 2005. Payne, Ruby. Framework for Understanding Poverty, 2005. Payne, Ruby. Under-Resourced Learners, 2008. Lubrano, Alfred. Limbo: Blue-Collar Roots, White-Collar Dreams, 2004. Educational Leadership, "Poverty & Learning," Apr. 2008, vol. 65, No.7. Brynildssen, Shawna. Vocabulary's Influence on Successful Writing, 2000. Fisher, Douglas and Nancy Frey. Improving Adolescent Literacy, 2003. Jacobs, Vicki A. Reading, Writing, and Understanding, 2002. Brandenburg, Sister M. Luka, Advanced Math? Write!, 2002. Irvin, Judith L. Assisting Struggling Readers in Building Vocabulary and Background Knowledge, 2001. Kezar, Adrianna. Summer Bridge Programs, Supporting All Students, 2000. Downey, Carolyn J. Leaving No Child Behind: 50 Ways to Close the Achievement Gap, 2003. Popham, W. James. TransFormative Assessment. 2008. Beers, Kyleen. When Kids Can't Read. 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Plan Evaluation: All literacy intensive (Fine Arts, Social Studies, English, Humanities, Foreign Languages) departments will meet to consider plan effectiveness, review ACSIP document and most recent literacy end-of-	Steve Jacoby, Building Principal, ACSIP Steering	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $

course scores annually. The method and means for this review will be established by the ACSIP steering committee and School Principal. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Committee, Leadership Committee			
Plan Evaluation: Annual faculty evaluation of the ACSIP document will be accomplished as directed by the ACSIP steering committee and building Principal. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Steve Jacoby, Building Principal; ACSIP steering committee	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Community Leaders • Computers • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Literacy Remediation: Students who score below proficient on any end-of-course exam are required by governing state regulations to complete a program of remediation. Action Type: AIP/IRI Action Type: Equity	Steve Jacoby, Building Principal; ACSIP Literacy Goal Chair, David F. Young, Literacy Administrator	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
Professional development designed to enhance teacher understanding of low socio-economic sub-population will be offered to teachers of all curriculum areas to enhance writing scores on the 11th grade literacy exam. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: $
PROGRAM EVALUATION: During the 2009-2010 school year, we used the following protocol for in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: End of Course Literacy Scores. In order to measure student growth and determine the EFFECTIVENESS OF THE INTERVENTION/PROGRAM we administed the 11th grade Literacy Exam. The combined population exceeded the minimum AYP. PROGRAM EVALUATION: In the 2010-2011 school year, we plan to use the M.A.P test to measure student growth and determine the EFFECTIVENESS OF THE INTERVENTION/PROGRAM. We will use the 50% as the cutpoint to predict the sophomores proficiency. In addition, we will use the 11th grade scores on the literacy EOCs to measure the effectiveness of our program. We expect the combined population and subpopulations to meet the target of 75.81% proficient or to demonstrate growth to achieve safe harbor or the growth model. We will include our students' scores in the 2011-2012 ACSIP document. Action Type: Program Evaluation	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
COMPREHENSIVE NEEDS ASSESSMENT: In 2008-2009 and 2009-2010, the 11th Grade Literacy Exam results for the combined population and the low socioeconomic	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers	ACTION BUDGET: $

subpopulation revealed our greatest needs within the Literacy Priority were the following: CONTENT PASSAGES FOR READING, CONTENT PASSAGES FOR WRITING, and STYLE FOR WRITING.In 2009-2010, the areas of greatest need were PRACTICAL PASSAGES FOR READING, LITERARY PASSAGES FOR WRITING, AND CONTENT AND STYLE. In addition, we used the M.A.P. test for this year's juniors. 16% of those tested were identified as LOW in FOUNDATIONS OF READING; our percentile is below the 33%tile nationally. 22% of current 11th graders were below the 50%tile at the end of the year. In the 2010-2011 school year, we are selecting interventions and coordinating our various state and federal funding sources to address these areas. In addition, we have formed Professional Learning Communities to identify the essential skills and knowledge our students must demonstrate and to create common student assessments of the essential knowledge and skills. The PLCs will meet to analyze data, identify best practices, and target instruction to facilitate student achievement. In addition, departments will meet regularly in grade level and departmental teams and as an entire faculty periodically so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our classroom instruction. Three times during the 2010-2011 school year, we will administer the M.A.P. test to this year's sophomores to target our instruction. Our goal is for 80% of students to score 50% or above. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development			• District Staff • Performance Assessments • Teachers	
In the fall of 2009, all sophomores took the PSAT as a formative assessment. All sophomores will take the PLAN in the fall of 2010 as a formative assessment. Sophomore teachers will evaluate the results and determine classroom interventions and curriculum based on the results. During CAP conferences in 2011, we will provide parents with information regarding their students' scores. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: Students who were at-risk of scoring basic or below basic based on previous standardized tests were invited to participate in a ten session lunch time literacy intervention program. A pre-test and post-test were administered to participants. The following EVALUATION RESULTS demonstrate that this INTERVENTION is successful: 98 students were invited to participate. 84 participated. Of the 74 students who attended more than 4 times, 37 scored proficient. This intervention has been implemented twice over	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $

the last three years and it has been successful both times in removing our school from Alert Status. We implemented the lunch time intervention again this year for juniors who are at-risk of scoring basic or below basic. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation				
English, Social Studies, Math, and Science teachers will attend three professional development sessions led by Lin Kuzmich on how to improve student achievement in literacy. The principal and assistant principals will attend as well. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Steve Jacoby Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Outside Consultants	ACTION BUDGET: $
The Sophomore English Professional Learning Community will collaborate to identify the essential knowledge and skills all sophomores must learn. The team of teachers will develop common formative and summative assessments of students' achievement of the identified knowledge and skills. They will meet to analyze student achievement data and identify best practice. They will submit a curriculum document in April 2011. Action Type: Alignment Action Type: Collaboration	Steve Jacoby, Buidling Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Performance Assessments • School Library • Teachers	ACTION BUDGET: $
The Advanced Placement English Collaborative Learning Community will meet to identify essential knowledge/skills and to create common assessments of the essential knowledge/skills. They will meet to analyze data on students' achievement on those assessments and to identify best practices. They will submit a curriculum document in April 2011. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Buidling Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Performance Assessments • School Library • Teachers	ACTION BUDGET: $
At the start of the 2010-2011 school year, teachers and administrators attended the Professional Learning Community sessions featuring the DuFours in August in order to learn how to enhance student achievement. Upon our return, the faculty has formed PLCs and has begun work on focusing instruction, assessment, and interventions. PLCs will submit their essential curriculum documents in April 2011. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
At the end of the spring semester of 2010, sophomores took the M.A.P. test in literacy as a formative assessment. The literacy scores of each individual will be provided to the student's English teacher this year, so the teacher can target student learning. Action Type: Alignment Action Type: Equity	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $

This year's sophomores will take the M.A.P. literacy exam two times. Test results for each student will be shared with the student's English teacher, so the teacher can provide targeted instruction. Action Type: Collaboration Action Type: Equity	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
The junior level English teachers form a Professional Learning Community. They meet to identify essential skills and knowledge and develop common assessments to gauge students' achievement of the knowledge/skills. They will use data from the assessments to identify best practices. They will submit a curriculum document in April 2011. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Senior level English teachers will meet to identify essential knowledge and skills their students must possess. The teachers will collaborate to design common learner asssessments of the essential knowledge and skills. They will meet to analyze data and to identify best practices. They will submit a curriculum document in April 2011. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
The district focus of Fayetteville Public Schools and a building focus of the high school is improved student literacy. The district has formed a district level literacy committee and members of our high school are on the committee. Throughout the year, they will share the progress and direction of the committee. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

Intervention: Reading in the Content Areas: Students will learn to read critically and analytically in all core classes.

Scientific Based Research: Wagner, Tony. The Global Achievement Gap. 2008. Fisher, Douglas, and Nancy Frey. Better Learning Through Structured Teaching. 2008. Popham, W. James. Transformative Assessment. 2008. Bender, William, and Cara Shores. Response to Intervention. 2007. Strickland, Cindy. Tools for High-Quality Differentiated Instruction. 2007. Tomlinson, Carol Ann. How to Differentiate Instruction in Mixed-Ability Classrooms. 2001. Tomlinson, Carol Ann. Leadership for Differentiating Schools and Classrooms. 2000. Garner, Betty K. Getting It to Got It: How Struggling Students Learn How to Learn. 2007. Strickland, Cindy and Carol Ann Tomlinson. Differentiation in Practice: A Resource Guide for Differentiating Curriculum. 2005. Payne, Ruby. Framework for Understanding Poverty, 2005. Payne, Ruby. Under-Resourced Learners, 2008. Lubrano, Alfred. Limbo: Blue-Collar Roots, White-Collar Dreams, 2004. Educational Leadership, "Poverty & Learning," Apr. 2008, vol. 65, No.7. Billmeyer, Rachel & Mary Lee Barton. Teaching Reading in the Content Areas, If Not Me, Then Who? McREL,1998. Hall, L.A. Teachers and Content Area Reading: Attitudes, Beliefs, and Change, 2005. National Endowment for the Arts, Reading at Risk: A Survey of Literary Reading in America, 2004. Barton, Mary Lee and Clare Heidema, et al. Teaching Reading in Mathematics and Science, 2002. Morgan, Katherine R. Using Primary Sources to Build a Community of Thinkers, 2002. Suhor, Charles. Contemplative Reading--The Experience, the Idea, the Applications, 2002. Hirth, Paul. What's the Truth about Nonfiction?, 2002. Smith, Michael and Jeffrey D. Wilhelm. Title: "I just like being good at it": The importance of competence in the literate lives of young men - Data from this study suggest that boys pursue activities outside school, including literacy activities, in which they feel competent. Literacy activities are often rejected in school because boys do not feel

competent in them. 2004. Popham, W. James. TransFormative Assessment. 2008. Beers, Kyleen. When Kids Can't Read. 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Research-based reading strategies for assisting struggling readers through content areas professional development will be provided to all faculty in the coming school year by a literacy interventionist and the literacy committee who are familiar with our curriculum and frameworks. Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Principal;Language Arts/Soc. Studies/Humanities Dept. Chairs, Literacy Goal Chair	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $
Classroom teachers, special education teachers, and other support staff will collaborate to implement differentiated strategies for students with Academic Improvement Plans and/or special needs to improve reading and writing skills Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Special Education Designee, Mr. Steven Jacoby, Building Principal, Byron Zeagler, 504 coordinator, Literacy Goal Chair	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Communicate reading, writing, and course expectations to parents through various combinations of the following methods: classroom assignment sheets, parent-teacher conferences, graded work with accompanying rubric, newsletters, web access to district curriculum and state frameworks, course syllabi, parent letters, interactive assignments, department/classroom teacher web sites. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Steve Jacoby,Building Principal, Parent Coordinator	Start: 07/01/2010 End: 06/30/2011	• Computers • District Staff • Teachers	ACTION BUDGET: $
Provide opportunities for independent and group library research projects that are integrated with classroom instruction, and that result in demonstrations that show reading comprehension skills, and ability to communicate content knowledge in writing. Action Type: Alignment Action Type: Collaboration	Media Specialists	Start: 07/01/2010 End: 06/30/2011	• Computers • Performance Assessments • School Library • Teachers	ACTION BUDGET: $
Continue optional reading remediation class led by a literacy interventionist for students identified with at least a 3 grade level reading deficiency based on benchmark scores. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Steve Jacoby, Building Principal, Literacy Goal Chair, English Department Chair	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • School Library • Teachers	ACTION BUDGET: $
Plan Evaluation: Annual faculty evaluation of the ACSIP document will accomplished as directed by the ACSIP steering committee and building principal.	Steve Jacoby, Building Principal; ACSIP steering committee	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Public Library • Teachers	ACTION BUDGET: $

Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness				
PROGRAM EVALUATION: PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year we evaluated this Intervention/Program through: the End of Course Literacy Exam. The following EVALUATION RESULTS demonstrate that this Intervention was valid in support of the teaching and learning that are part of this program: 77.4% of the combined population achieved proficient or advanced on the End of Course Exam. 52.3% of the economically disadvantaged population scored proficient or advanced. This was enough to bring the school into Safe Harbor. In 2010-2011 school year, we plan to use the following protocol for in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: M.A.P. tests and the Literacy End of Course Exam. In order to measure student growth and determine the EFFECTIVENESS OF THE INTERVENTION/PROGRAM we will administer the 11th grade Literacy Exam. We expect to see a minimum of 75.81% scoring proficient, or advanced. We plan to implement the lunch time literacy intervention program again, administering a pre- and a post test. We expect to see over 50% of the regular participants score proficient on the last assessment we administer. In addition, we will administer three literacy M.A.P. tests to our sophomores and use the 50%tile to predict their 11th grade proficiency. We will use this data/information to determine whether the objective of this Intervention/Program was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2011-2012 Plan and use those evaluation results in making decisions that impact our future instructional program. Action Type: Collaboration Action Type: Program Evaluation	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
All sophomores will take the M.A.P. test two times during the school year as a formative assessment. The data will be used to evaluate student achievement and provide targeted instruction. Action Type: Alignment	Steve Jacoby, Building Principal. Erin Johnson, English Chair	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Computers • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
The Literacy Committee will meet during	Steve Jacoby,	Start:	• Administrative	

the 2010-2011 school year to prepare and to offer a professional development session on facilitating student literacy. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Principal	07/01/2010 End: 06/30/2011	Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Faculty will receive professional development training on how to improve student achievement of students in the low socioeconomic levels. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
In the ALLPs program, 9th graders will receive instruction in READ 180 and literacy remediation will occur at lunch. Teachers will develop a common rubric they will use in all classes to assess students' open response writing. Teachers will collaborate to assess student work to assure consistency in evaluation. Three literacy M.A.P. exams will be given to sophomores. Staff will recieve professional development to assist struggling readers and how to analyze test data and formulate plans of interventions for struggling students. Students will recieve weekly SSR . There will be a satellite library media center, including a grant for new materials. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Jon Gheen, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • School Library • Teachers	ACTION BUDGET: $
We will explore the following: all teachers will identify content vocabulary and a language/literacy objective in the lessons they teach. Action Type: Alignment Action Type: Collaboration	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

Intervention: Library Media Program: The Library will serve as an academic and research hub for all courses, teachers, and students.

Scientific Based Research: Aronson, Marc. Exploding the Myths: the Truth about Teenagers and Reading, 2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Library faculty will teach information literacy skills and strategies in lessons integrated with classroom learning to enable students to find, access, evaluate and use information in any subject area. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Media Specialist	Start: 07/01/2010 End: 06/30/2011	• Computers • School Library • Teachers	ACTION BUDGET: $
Continue to provide access to a rich collection of diverse and up-to-date resources through the school library, using the district selection policy. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Media Specialist	Start: 07/01/2010 End: 06/30/2011	• School Library • Teachers	ACTION BUDGET: $

Purchase and maintain audio visual equipment to support instruction, following district purchase procedures. Action Type: Collaboration Action Type: Technology Inclusion	Media & Technology Specialist	Start: 07/01/2010 End: 06/30/2011	• Central Office • Computers	ACTION BUDGET: $
Use technology to access information, develop reading skills, and publish student work. Action Type: Collaboration Action Type: Technology Inclusion	Media & Technology Specialist	Start: 07/01/2010 End: 06/30/2011	• Computers • District Staff • School Library	ACTION BUDGET: $
Provide opportunities for a variety of reading experiences for all students (e.g., library instructional units, story times, shared reading experiences, reading motivation programs, reading contests, sustained silent reading). Action Type: Collaboration Action Type: Equity	Media Specialists	Start: 07/01/2010 End: 06/30/2011	• District Staff • School Library • Teachers	ACTION BUDGET: $
Collaborate with teachers to develop lessons integrated with classroom instructional units that implement research-based information literacy strategies according to the district curriculum and the identified needs of students based on formative tests. Action Type: Alignment Action Type: Collaboration	Media Specialists	Start: 07/01/2010 End: 06/30/2011	• Performance Assessments • School Library • Teachers	ACTION BUDGET: $
Plan Evaluation: Teacher and student end of year survey, End of Course Exams. Action Type: Program Evaluation	Steve Jacoby, Building Principal	Start: 07/30/2009 End: 06/30/2011	• School Library • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year we evaluated this Intervention/Program through: scores on the 11th grade literacy EOCs. The following EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program: The combined population exceeded the required 67.75% and the low socioeconomic subpopulation improved to bring the high school into Safe Harbor. During the 2010-2011 school year, we plan to use the following protocol for in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: student achievement on common literacy assessments developed by the PLCs; literacy scores on the 11th grade Literacy EOC, and M.A.P. scores on the 10th graders In order to measure student growth and determine the EFFECTIVENESS OF THE INTERVENTION/PROGRAM we will administer the common literacy assessments, the 11th grade Literacy Exam, and three M.A.P. tests to 10th graders. We expect to see a minimum of 10% improvement on the common assessments, 5.81% scoring proficient, or advanced, on the Literacy EOC, and 80% of sophomores scoring at least 50% on the last M.A.P. assessment we administer. We will use this data/information to determine whether the objective of this Intervention/Program was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2011/2012 Plan and use those	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $

evaluation results in making decisions that impact our future instructional program. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation				
PROGRAM EVALUATION:The high school librarians are members of a district Literacy/Library Program Evaluation Professional Learning Community. They will assess the districtwide library program using the American Association of School Library Assessment. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers • District Staff • School Library • Teachers	ACTION BUDGET: $
Total Budget:				$0

Intervention: Curriculum Mapping: Implementing collaboration at all levels and in all core and elective areas.

Scientific Based Research: Schlechty, Philip. Working on the Work. 2002. Sisserson, Kendra et.al. "Authentic Intellectual Achievement in Writing." English Journal. July 2002. Jolliffe, David. "Criteria for Measuring Authentic Intellectual Achievement in Writing." Practice in Context: Situating the Work of Writing Teachers. 2002. Newmann, Fred. et.al. A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring. 1995. Carter, Lisa. Total Instructional Alignment. 2007. Drake, Susan. Creating Standards-Based Integrated Curriculum. 2007. Jacobs, Heidi Hayes. Mapping the Big Picture: Integrating Curriculum and Assessment. 1997. Aligning Curriculum, Standards, and Assessments: Fulfilling the Promise of School Reform. CSE Report 645, 2004. "Developing Knowledgeable Teachers: A Framework for Standards-Based Teacher Education Supported by Institutional Collaboration. The STEP reports." Garvin, Patty. American Association of Colleges for Teacher Education, 2007. "Curriculum Mapping: Building Collaboration and Communication." Koppang, Angela. 2004.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Faculty will meet monthly in both vertical and horizontal team meetings within departments to align content, skills, and processes, create assessments to determine student mastery of the curriculum, evaluate data on student mastery of identified content, skills, and processes, and formulate tier one and tier two interventions. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Department Chairs, Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Performance Assessments • School Library • Teachers	ACTION BUDGET: $
Grade level or common subject teachers will meet monthly to align curriculum, instruction, and assessment to state frameworks as well as benchmark and end of course testing. In addition, the textbook adoption process should ensure that textbooks are aligned with Arkansas State Frameworks. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Steve Jacoby, Building Principal, Dept Chairs	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • School Library • Teachers	ACTION BUDGET: $
FHS has targeted the subpopulation of Socioeconomically disadvantaged students. Targeted professional development in these areas will be provided for teachers and administrative staff. The school leadership team and central office are developing a comprehensive plan that will include formative and summative evaluations and designated resources along with allocation of resources to address the needs of this subpopulation.	Steve Jacoby	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $

Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion				
PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year we evaluated this Intervention/Program through: the End of Course Literacy Exam. The following EVALUATION RESULTS demonstrate that this Intervention was valid in support of the teaching and learning that are part of this program: 77.4% of the combined population achieved proficient or advanced on the End of Course Exam. 52.3% of the economically disadvantaged population scored proficient or advanced. This was enough to bring the school into Safe Harbor. In 2010-2011 school year, we plan to use the following protocol for in evaluating, and adjusting, the programs, processes, and activities that make up the action descriptions within this intervention/program: M.A.P. tests and the Literacy End of Course Exam. In order to measure student growth and determine the EFFECTIVENESS OF THE INTERVENTION/PROGRAM we will administer the 11th grade Literacy Exam. We expect to see a minimum of 75.81% scoring proficient, or advanced. We plan to implement the lunch time literacy intervention program again, administering a pre- and a post test. We expect to see at least 80% of the regular participants score proficient on the last assessment we administer. In addition, we will administer three literacy M.A.P. tests to our sophomores and use the 50%tile to predict their 11th grade proficiency. We will use this data/information to determine whether the objective of this Intervention/Program was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2011-2012 Plan and use those evaluation results in making decisions that impact our future instructional program. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Performance Assessments • School Library • Teachers	ACTION BUDGET: $
Departments will create curriculum documents for classes within their departments. The documents will include curriculum maps of the essential units and the essential knowledge and skills each student must demonstrate proficiency in. These documents will be available on the school's web page. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Computers • District Staff • Performance Assessments • School Library • Teachers	ACTION BUDGET: $
The American History Professional Learning Community, the World History Professional Learning Community, and the American Government Professional Learning Community will create the following documents for their respective courses: curriculum maps, essential knowledge and skills students must	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Computers • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $

attain,common formative assessments, and best practices based on student achievement data on the common assessments. The PLCs will submit documents of essential curriculum in April 2011. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development				
The Math Professional Learning Community will collaborate to create documents of the following: curriculum maps, essential knowledge and skills students must be proficient in, common assessments, and best practices based on analysis of student achievement data on the common assessments. In April 2011,they will submit documents containing the essential curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Members of the science department will meet in teams based on the course they teach and will create curriculum documents that reflect the following: curriculum map, essential knowledge and skills for all students, common assessments, and best practices based on analysis of student achievement data on the common assessments. In April 2011, the science PLCs will submit documents containing the essential curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Teachers in the Business Education Professional Learning Community, the Business and Marketing PLC, the Drama PLC, and the Photography PLC are meeting in their respective PLCs to create the following curriculum documents: curriculum maps, essential knowledge/skills, and common formative assessments. Their documents, which they will submit in April 2011, will include "best practices" based on analysis of student achievement on the common assessments. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Total Budget:				$0

Priority 2: Improving Mathematics

1. 1. Combined Population:
   Algebra End of Course Exam: In 2010, 11 students were tested and27.27% scored proficient or advanced. In 2009, 19 students were tested and 17.65% scored proficient or advanced. In 2008, 22 students were tested and 31.8% scored proficient or advanced.

   In 2010, the lowest identified area (based on the trend analysis of the open response questions)in the five mathematics strands, revealed weaknesses in Language of Algebra. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands, revealed weaknesses in Nonlinear Functions.

   In 2009, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Data Interpretation and Probability. The lowest identified area (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Data Interpretation and Probability.

In 2008, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Sovling Equations and Inequalities and Linear Functions. The lowest identified area (based on the trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Language of Algebra.

2. Students with Disabilities (IEP):
Algebra End of Course Exam: In 2010, _2 students were tested and 50% scored proficient of advanced. In 2009, fewer than 10 students were tested. In 2008, fewer than 10 students were tested.

In 2010, the number of students tested did not comprise a signiciant subpopulation.
In 2009, the number of Students with Disabilities taking the Algebra End of Course exam did not comprise a significant sub-population.

In 2008, the number of Students with Disabilities taking the Algebra End of Course exam did not comprise a significant sub-population.

3. Limited English Proficient (LEP):
Algebra End of Course Exam: In 2010, no LEP students were tested. In 2009, fewer than 10 students were tested. In 2008, fewer than 10 students were tested.

In 2010, no LEP students were tested.
In 2009, the number of Limited English Proficient Students taking the Algebra End of Course exam did not comprise a significant sub-population.

In 2008, the number of Limited English Proficient Students taking the Algebra End of Course exam did not comprise a significant sub-population.

4. Economically Disadvantaged (SES):
Algebra End of Course Exam: In 2010, 10 students were tested. In 2009, fewer than 10 students were tested. In 2008, 14 students were tested and 14/3% scored proficient or advanced.

In 2010, the number of students tested did not comprise a significant subpopulation.

In 2009, the number of Economically Disadvantaged Students taking the Algebra End of Course exam did not comprise a significant sub-population.

In 2008, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Solving Equations and Inequalities and Linear Functions. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Language of Algebra.

5. Caucasian:
Algebra End of Course Exam: In 2010, 5 students were tested. In 2009, 13 students were tested and 16.67% were proficient or advanced. In 2008, 14 students were tested and 42.9% scored proficient or advanced.
In 2010, the number of students tested did not comrise a significant subpopulation.
In 2009, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Linear Functions. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Data Interpretation and Probability.

In 2008, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Linear Functions. The lowest identified area (based on the

trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Language of Algebra.

6. African-American:
Algebra End of Course Exam: In 2010, fewer than 10 students were tested. In 2009, fewer than 10 students were tested. In 2008, fewer than 10 students were tested.

In 2010, 2009 and 2008, the number of African American Students taking the Algebra End of Course exam did not comprise a significant sub-population.

7.Hispanic:
Algebra End of Course Exam: In 2010, fewer than 10 students were tested. In 2009, fewer than 10 students were tested. In 2008, fewer than 10 students were tested.

In 2010, 2009 and 2008, the number of Hispanic Students taking the Algebra End of Course exam did not comprise a significant sub-population.

1. 1. Combined Population:
Geometry End of Course Exam: In 2010, 355 students were tested and 74.65% scored proficient or advanced. In 2009, 384 students were tested and 69.61% scored proficient or advanced. In 2008, 345 students were tested and 71.6% scored proficient or advanced.
In 2010, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Coordinate Geometray and Transformations. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Triangles.

In 2009, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Triangles.

Supporting Data:

In 2008, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Triangles. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations.

2. Students with Disabilities (IEP):
Geometry End of Course Exam: In 2010, 34 students were tested and 52.94% scored proficient or advanced. In 2009, 36 students were tested and 41.67% scored proficient or advanced. In 2008, 29 students were tested and 48.3% scored proficient or advanced.

In 2010, the number of students tested did not comprise a significant subpopulation.

In 2009, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Relationships Between Two & Three Dimensions. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Triangles.

In 2008, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Triangles. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations.

3. Limited English Proficient (LEP):
Geometry End of Course Exam: In 2010, 34 students were tested. In 2009, fewer than 10 students were tested. In 2008, 25 students were tested and 44% scored proficient or advanced.

In 2010, the number of students tested did not comprise a significant subpopulation.

In 2009, the number of Limited English Proficient Students taking the Geometry End of Course exam did not comprise a significant sub-population.

In 2008, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Triangles. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations.

4. Economically Disadvantaged (SES):
Geometry End of Course Exam: In 2010, 129 students were tested and 60.47% scored proficient or advanced. In 2009, 131 students were tested and 51.13% scored proficient or advanced. In 2008, 101 students were tested and 52.5% scored proficient or advanced.

In 2010, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in _____. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathetmatics strands revealed weaknesses in _____.

In 2009, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations.

In 2008, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Triangles. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations and Measurement.

5. Caucasian:
Geometry End of Course Exam: In 2010, 253 students were tested and 84.19% scored proficient or advanced..
In 2009, 276 students were tested and 74.18% scored proficient or advanced. In 2008, 266 students were tested and 77.8% scored proficient or advanced.

In 2010, _____.

In 2009, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations.

In 2008, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Triangles. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations and Measurement.

6.African-American:
Geometry End of Course Exam: In 2010, 52 students were tested and 55.77% scored proficient or advanced.
In 2009, 45 students were tested and 48.89% scored proficient or advanced.
In 2008, 33 students were tested and 45.5% scored proficient or advanced.

In 2010, _____
In 2009, the lowest identified area (based on the trend analysis of the

open response questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations.

In 2008, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Triangles. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Triangles

7. Hispanic:
Geometry End of Course Exam: In 2010, 38 students were tested and 36.84% were scored proficient or advanced.
In 2009, 47 students were tested and 61.22% scored proficient or advanced.
In 2008, 32 students were tested and 50% scored proficient or advanced.

In 2010, _____

In 2009, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Non-Linear Functions. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Relationships Between Two & Three Dimensions.

In 2008, the lowest identified area (based on the trend analysis of the open response questions) in the five mathematics strands revealed weaknesses in Triangles. The lowest identified area (based on the trend analysis of the multiple choice questions) in the five mathematics strands revealed weaknesses in Coordinate Geometry and Transformations.

1. Grade 9-Iowa Test of Basic Skills (ITBS)

In 2010, zero students were tested.

2009: Combined Population: Zero students were tested.

Grade 9-Iowa Test of Basic Skills (ITBS) 2008: Combined Population: 0 Students were tested.

Grade 9-Iowa Test of Basic Skills (ITBS) 2007: Combined Population: 21 students were tested and 5.3% scored above the 50th percentile. Analysis of data indicates weakness in the area of math computation.

In 2007 13 Economically Disadvantaged students took the ITBS and 9.1% scored above the 50th percentile with a weakness in math computation.

1. GRADUATION RATE:

2008--81%
2009--80.5%
2010--80.5%

1. AVERAGE DAILY ATTENDANCE RATE:
2010--92.8%
2009--92.82%
2008--95.14%

1. ACT SCORES:

2008 ACT -- MATHEMATICS--23.0
2009 ACT -- MATHEMATICS--23.4%
2010 ACT -- MATHEMATICS--23.4%

Goal	All students will improve in mathematic skills and responding to constructed response questions with additional attention to Functions, Relations and Patterns and Solve Equations mathematic strands.
Benchmark	"The Combined Population EXCEEDED the 2010 AYP target of 64.60%% scoring Proficient/Advanced; however, the SED sub-pop did not meet the required AYP target. It is expected that each of these populations will meet, or exceed, the 2011 AYP Target of 73.45% scoring Proficient/Advanced, or make AYP through either the "Safe Harbor" or "Growth" models.

Intervention: Standards-Based Math Program: In which course instruction will effectively lead all students through the state frameworks and standards for mathematics instruction to an effective level of understanding and application.

Scientific Based Research: Wagner, Tony. The Global Achievement Gap. 2008. Fisher, Douglas, and Nancy Frey. Better Learning Through Structured Teaching. 2008. Popham, W. James. Transformative Assessment. 2008. Bender, William, and Cara Shores. Response to Intervention. 2007. Strickland, Cindy. Tools for High-Quality Differentiated Instruction. 2007. Tomlinson, Carol Ann. How to Differentiate Instruction in Mixed-Ability Classrooms. 2001. Tomlinson, Carol Ann. Leadership for Differentiating Schools and Classrooms. 2000. Garner, Betty K. Getting It to Got It: How Struggling Students Learn How to Learn. 2007. Strickland, Cindy and Carol Ann Tomlinson. Differentiation in Practice: A Resource Guide for Differentiating Curriculum. 2005. The Thomas B. Fordham Foundation, Klein, David, et.al. The State of State Math Standards, 2005. Popham, W. James. TransFormative Assessment. 2008.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement standards-based mathematics strategies using lessons and assessments appropriate for 10 - 12 grade math. Action Type: Alignment Action Type: Collaboration	Steve Jacoby, Building Principal, Math Committee, Math Goal Chair	Start: 07/01/2010 End: 06/30/2011	• Performance Assessments • Teachers	ACTION BUDGET: $
Common subject area teachers will continue to meet weekly to review student work, share effective teaching and formative/summative assessment strategies, and align curriculum, instruction, and summative assessment to state frameworks as well as benchmark and end of course testing to assist all students to achieve proficiency in mathematics. Teams will be grouped based on courses taught (Geometry, Algebra II, Pre-Calculus w/Trig Honors, Advanced Algebra with Trig). Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Math Department Chair, Math Committee, Math Goal Chair	Start: 07/01/2010 End: 06/30/2011	• Performance Assessments • Teachers	ACTION BUDGET: $
Classroom teachers, special education teachers, and other support staff will collaborate to implement differentiated strategies for students with Academic Improvement Plans and/or special needs to improve mathematics skills including, but not limited to, tutorial sessions, make-up sessions and the use of mathematics tutorial software. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Special Education Designee, Math Committee, Math Goal Chair	Start: 07/01/2010 End: 06/30/2011	• Performance Assessments • Teachers • Teaching Aids	ACTION BUDGET: $
Use district technology resources to pool and	Math Dept.	Start:	• Central Office	

aggregate data results from 8th grade benchmarks and the Algebra I and Geometry End of Course Exams to address specific needs of incoming sophomore students' progress in math achievement. Give Mathematics teachers access to this data and previous math grades. Use this information to make predictions and appropriate placement for sophomores and transfer students. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Chair, Math Committee, Math Goal Chair	07/01/2010 End: 06/30/2011	• Computers • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Help students improve test-taking skills by simulating the types of questions on the EOC exams at every opportunity. District Quarterly Assessments will be given. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Math Dept. Chair, Math Committee, Math Goal Chair	Start: 07/01/2010 End: 06/30/2011	• Central Office • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $
Use EOC exams to evaluate teaching strategies and student progress. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Math Dept. Chair, Math Committee, Math Goal Chair	Start: 07/01/2010 End: 06/30/2011	• Central Office • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Teachers will implement mathematics problem-solving strategies similar to those on the EOC exams into appropriate math classes. Action Type: Alignment Action Type: Collaboration	Math Dept. Chair, Math Committee, Math Goal Chair	Start: 07/01/2010 End: 06/30/2011	• Performance Assessments • Teachers	ACTION BUDGET: $
Continue to evaluate the effectiveness of problem-solving strategies using performance assessments, open-ended math prompts, etc. Share results with parents through either grade reports, progress reports, parent/teacher conference, e-mail, etc. or a combination of the above. Action Type: Collaboration Action Type: Parental Engagement	Math Department Chair, Math Committee, Math Goal Chair	Start: 07/01/2010 End: 06/30/2011	• Central Office • Performance Assessments	ACTION BUDGET: $
Align the use of integrated technology with mathematics standards. Once a year, new software and technology equipment will be evaluated and plans for acquiring will be made as needed. Action Type: Professional Development Action Type: Technology Inclusion	Steve Jacoby, Building Principal, Math Goal Chair, Math Committee	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers • District Staff • Teachers	ACTION BUDGET: $
Continue to implement the use of integrated technology in classroom instruction and evaluate the effectiveness through teacher input and subjective individual evaluations of students. Action Type: Technology Inclusion	Math Committee, Math Goal Chair, Math Dept. Chair	Start: 07/01/2010 End: 06/30/2011	• Central Office • Community Leaders • Computers • Teachers	ACTION BUDGET: $
EOC Remediation: Students who score below proficient on any end-of-course exam will be required to complete a program of remedial activities ranging from regularly scheduled tutorial sessions to enrollment in a non-credit remedial course. Placement will be based upon the student's score on the EOC exam.	Steve Jacoby, Building Principal, Math Goal Chair	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $

Action Type: AIP/IRI Action Type: Equity				
Summative Assessments: end of course exams, ACT/SAT	Building test coordinator, ACSIP Math goal chair, Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Formative Assessments: teacher and department produced unit, quarterly, and semester exams. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Math Department Chair, Math Committee, Math Goal Chair, Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
In accordance with requirements for schools identified as SI Year I, we will offer professional development relying heavily on Ruby Payne's work on low socio-economic sub-populations to teachers of all content areas in order to raise scores on end of course mathematics exams. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff	ACTION BUDGET: $
Math interventionist will work with students scoring Below Basic on the Algebra I EOC taken prior to attending Fayetteville High in order to remediate Algebra I skills and supplement Geometry topics. Action Type: AIP/IRI Action Type: Equity	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff	ACTION BUDGET: $
Offer math tutoring to students outside class time. Action Type: Collaboration Action Type: Equity	Math Dept. Chair	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
Make assignments, Power Point presentations, worksheets, and the timeline for tests and quizzes available on the team website . Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Math Dept. Chair	Start: 07/01/2010 End: 06/30/2011	• Computers • Teachers	ACTION BUDGET: $
Students who are identified as at-risk will be placed in an alternative learning environment (ALE) with access to services of a school counselor/mental health professional, a nurse, and support services, all provided by the district. The ALE will employ sufficient personnel in the core academic content areas in order to meet the student/teacher ratios (as outlined in section 4.02-Rules Governing the Distribution of Student Special Needs Funding-September, 2007) and allow students to secure enough credits for graduation. Any student eligible for special education services will continue to receive services while in the ALE. Students	Jon Gheen, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $

will not be placed in the ALE based on academic problems alone. Students placed, otherwise intelligent and capable, may have one or more of the following characteristics: Disruptive behavior, potential drop out, personal or family problems, recurring absenteeism, transition to or from residential programs or conditions that negatively affect the student's academic progress. (Abuse-physical, mental, sexual, frequent relocation of residency, homelessness, inadequate emotional support, mental/physical health problems, pregnancy, single parenting) Documentation shall be maintained as to placement decisions made by the Alternative Education Placement Team. All ALE teachers will receive professional development pursuant to ADE Rules and Regulations. The Alternative Learning Environment will have as its goal to increase attendance of at-risk students and to graduate them. Parent conferences will be required for placement in the program and school personnel will be in frequent contact with parents. The placement conference will include the principal, counselor, teachers, parents, and other appropriate personnel in order to make good decisions about what services will be available while in the ALE. If the student makes significant academic and/or behavioral progress while in the ALE, the student may be exited from the program. The ALE Placement Team will develop exit criteria. The ALE will meet all guidelines required by the ADE and state laws. The counselor for the ALE, who is also the homeless liaison, will work directly with the FIT (families in transition) director to provide food, clothing, school supplies and sometimes rental reimbursement for students in need. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Wellness				
PROGRAM EVALUATION: During the 2009-2010 school year, we used the Algebra EOC and the Geometry EOC as the evaluation tool to determine whether this intervention/program was effective in improving student achievement. The number of students in the combined population was not enough to trigger status. The combined population scored 74.65% proficient or higher and EXCEEDED the requirement of 64.60%. The low socioeconomic subpopulation scored 41.94% proficient or advanced. As a result we failed to meet Safe Harbor and are on School Improvement,	Susan King, Math Chair; Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $

Year One. We plan to use the same protocol for assessing the Intervention/Program and making decisions that impact the various activities, as described in the action descriptions, during the 2010-2011 School Year. We are implementing actions and developing a two-year plan for School Improvement. In order to measure student growth and determine the EFFECTIVENESS OF THE INTERVENTION/PROGRAM we will administer Algebra EOC and Geometry EOC. We expect to see a minimum of 73.45% scoring proficient, or advanced, on the end of course exams. We will give three M.A.P. math tests to this year's sophomores and expect 80% to achieve proficiency on the last assessment. We will report the results in our 2011/2012 Plan. The evaluation results will be used to impact the decisions we make that affect our future instructional program. Action Type: Collaboration Action Type: Program Evaluation				
Closing the Achievement Gap (Math): Regular meetings of our ACSIP Leadership Committee will continue to be held. These meetings will focus on building capacity within our school. Each meeting agenda will include the following Core Principles: A. The selection, and continuous evaluation, of research-based, scientifically validated, Interventions designed to improve our ability to improve student performance on the Literacy portion of all Assessments. B. The ongoing monitoring of student progress in order to influence classroom instruction. C. The utilization of Formative and Summative Assessment Data to make decisions that impact: Curriculum, Instruction, Assessment and Professional Development. D. Coordination of resources in order to better meet the needs of all students. Written minutes of each meeting, along with a sign-in sheet, will be kept and made available upon request. The intent is that each Intervention, and Action, is carefully monitored…through the collection of Formative and Summative Data….so that those strategies that prove ineffective can be revised, or abandoned. Our ACSIP Plan will be revised each spring, and fall, in order to keep it timely and valid in our efforts to improve teaching and learning. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Training is offered in the Achievement Series which will enable teachers to access student scores on state mandated tests as well as local formative assessments. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Lester Long	Start: 07/01/2010 End: 06/30/2011	• Central Office • Computers • District Staff • Teachers	ACTION BUDGET: $
COMPREHENSIVE NEEDS ASSESSMENT:	Steve	Start:	• Administrative	

Based on our Data Analysis of the 2009-2010 math EOC results, we came to the conclusion that the following areas reflect our greatest need within the Math Priority: ALGEBRA I-LINEAR EQUATIONS; GEOMETRY--COORDINATE GEOMETRY and TRANSFORMATION BETWEEN 2 AND 3 DIMENSIONS. In 2009-2010, the greatest need was ALGEBRA I-LANGUAGE OF ALGEBRA; GEOMETRY--COORDINATE GEOMETRY AND TRANSFORMATION and TRIANGLES. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Jacoby, Principal	07/01/2010 End: 06/30/2011	Staff ● Central Office ● Performance Assessments	ACTION BUDGET: $
We have been notified by the Arkansas Department of Education that our school has been placed on "School Improvement, Year One" because we failed to meet the expected Math performance level for the SED sub-pop during the 2009-2010 school year. We are taking the following measures, during the 2010-2011 school year, that are designed to make a positive difference in the teaching and learning that occurs in our building: all subject area math teachers will meet weekly to assess teaching strategies and create common assessments based on the released items for the EOC of each individual course; Power Point presentations of lessons will be available to all students through the math web site for the school; teachers are available during lunch for interventions that will assist in comprehension. We will have math interventionists/coaches assist in the instruction of students. We will administer the M.A.P. test in math to sophomores three times. Teachers will analyze the students' achievement and target instruction as needed. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	● Teachers	ACTION BUDGET: $
The Math Committee will collaborate to develop a professional development session and offer it to the faculty to facilitate students' achievement in math. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	● Administrative Staff ● Central Office ● District Staff ● Teachers	ACTION BUDGET: $
A math teacher was hired as a "class size reduction" teacher in response to our school's Alert status last year. Action Type: Equity	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	● Administrative Staff ● Central Office ● Teachers	ACTION BUDGET: $
We will incorporate teacher mentoring activities and programs (other than Pathwise) that are connected to the professional development and may include a quality coaching model with trained math interventionists providing assistance to the math teachers in the school.	Steve Jacoby, Buidling Principal	Start: 07/01/2010 End: 06/30/2011	● Administrative Staff ● Central Office ● Computers ● District Staff ● Performance Assessments	ACTION BUDGET: $

Action Type: Collaboration Action Type: Equity Action Type: Professional Development			• Teachers	
In August 2010, the district sent letters to parents to notify them of the school's SY, Year I status. They were informed of the subject and subpopulation that caused our school to be in school improvement, year one. The letter said we were appealing the designation of School Improvement, Year One Action Type: Equity Action Type: Parental Engagement	Lester Long, Secondary Curriculum	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office	ACTION BUDGET: $
The building administration is conducting Classroom Walk Throughs. They are examining and gathering data on the instruction, the learning environment, the learning strategies, and best practices. Action Type: Alignment Action Type: Collaboration	Steve Jacoby, Buidling Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
In ALLPS, remediation will exist for students who failed to achieve proficient or advanced on the Geometry and Algebra I EOCs. There are social workers for the district on campus, including a full-time graudate-level social work intern. The FIT [Families in Transition} coordinator is on campus, along with the ALC counselor. An Ozark Guidance Counselor and part-time nurse are on campus. The ALLPS program has two elective teachers in addition to its core program. ALLPS is establishing a mentoring program for at-risk African Americans males. Action Type: Collaboration Action Type: Equity	Jon Gheen, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
We are exploring the implemention of a lunch time math intervention to prepare students who are at-risk of not scoring proficient on the math EOC exam. Action Type: Collaboration Action Type: Equity	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Teachers will employ research-based best practices and include approaches that are identified as assisting socioeconomically disadvantaged students. Action Type: Equity Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Our school is creating a school-wide system of interventions for unsuccessful students. We will implement our systematic, school-wide interventions in 2011-2012. Action Type: Collaboration Action Type: Equity	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Math teachers will attend seminars to improve their math knowledge and usage. Action Type: Professional Development	Susan King, Chair	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	Title II-A - Materials & Supplies: $0.00 ACTION BUDGET: $0

Total Budget:	$0

Priority 3:	Develop meaningful job-embedded professional development
Supporting Data:	
Goal	To provide high-quality professional development [to all faculty and teacher support personnel] which is classroom and student focused.
Benchmark	Evaluation of professional development activities will be based on teacher response to an evaluation survey, and on student growth (documented improvement on standardized tests, class assignments and performance assessments) anually.

Intervention: Professional Development Design: Meeting professional development mandates by fulfilling teacher and student needs.

Scientific Based Research: Wagner, Tony. The Global Achievement Gap. 2008. Fisher, Douglas, and Nancy Frey. Better Learning Through Structured Teaching. 2008. Popham, W. James. Transformative Assessment. 2008. Erkens, Cassandrs. et.al. The Collaborative Teacher. 2008. DuFour, R., and Eaker, R. Professional Learning Communities at Work. 1998. DuFour, R., et.al. Learning by Doing. 2006. Bender, William, and Cara Shores. Response to Intervention. 2007. Schlechty, Philip. Working on the Work. 2002. Sisserson, Kendra, et.al. "Authentic Intellectual Achievement in Writing." English Journal. July 2002. Jolliffe, David. "Criteria for Measuring Authentic Intellectual Achievement in Writing." Practice in Context: Situating the Work of Writing Teachers. 2002. Newmann, Fred, et.al. A Guide to Authentic Instruction and Assessment: Vision, Standards and Scoring. 1995. Payne, Ruby. Framework for Understanding Poverty, 2005. Payne, Ruby. Under-Resourced Learners, 2008. Lubrano, Alfred. Limbo: Blue-Collar Roots, White-Collar Dreams, 2004. Educational Leadership, "Poverty & Learning," Apr. 2008, vol. 65, No.7. Strickland, Cindy. Tools for High-Quality Differentiated Instruction. 2007. Tomlinson, Carol Ann. How to Differentiate Instruction in Mixed-Ability Classrooms. 2001. Tomlinson, Carol Ann. Leadership for Differentiating Schools and Classrooms. 2000. Garner, Betty K. Getting It to Got It: How Struggling Students Learn How to Learn. 2007. Strickland, Cindy and Carol Ann Tomlinson. Differentiation in Practice: A Resource Guide for Differentiating Curriculum. 2005. Cumming, Jim and Christine Owen. Reforming Schools through Innovative Teaching, 2001. Sandholtz, Judith Haymore. Inservice Training or Professional Development: Contrasting Opportunities in a School/University Partnership, 2002. Mendler, Brian, et.al. Strategies for Successful Classroom Management.2008. Boynton, Mark and Christine Boynton. Assessing and Improving School Discipline Programs. 2007. Rothstein-Fisch, Carrie and Elise Trumbell. Managing Diverse Classrooms: How to Build on Students' Cultural Strengths. 2008. Kohn, Alfie. Beyond Discipline: From Compliance to Community. 1996. Hall, Philip and Nancy Hall. Educating Oppositional and Defiant Children. 2003. Di Martino, Joseph. Personalizing the High School Experience. 2008. Sullo, Mark. Activating the Desire to Learn. 2007. Goldberg, Mark. How to Design an Advisory. 1998. Dillow, Roger. Mission-Based Adisory. 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Encourage professional development which enhances teacher knowledge and skills (deep teacher knowledge of content, strong foundation in pedagogy, general knowledge on teaching and learning processes, general knowledge about school culture, library services, information access and use). Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Steve Jacoby,Building Principal; Professional Development Committee.	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Community Leaders • District Staff • Outside Consultants • School Library • Teachers	ACTION BUDGET: $
Coordinate building-level professional development with district professional development steering committee (PDSC) and build connections among schools Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Rita Gilmeister, District PD Coordinator, Building PD Committee, ACSIP Steering Committee, Mr. Steve Jacoby, Building Pr	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Use technology to plan,deliver, and evaluate professional development. Action Type: Professional Development	Steve Jacoby, Building Principal;	Start: 07/01/2010 End:	• Administrative Staff • Central Office	ACTION $

Action Type: Technology Inclusion	Professional Development Committee Chair	06/30/2011	• District Staff • Teachers	BUDGET:
Use community resources to provide additional expertise in meeting the professional development needs of teachers. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion Action Type: Wellness	Steve Jacoby, Building Principal; PD Committee, ACSIP Steering Committee	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Community Leaders • Computers • District Staff • Outside Consultants • Public Library • School Library • Teachers	ACTION BUDGET: $
Required Professional Development hours will include six hours of educational technology and two hours of parent involvement strategy for teachers, and six hours of educational technology and three hours of parent involvement strategy for administrators. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Outside Consultants • School Library • Teachers	ACTION BUDGET: $
Each faculty member belongs to a Professional Learning Community and participates in independent study to complete district professional development requirements and support teacher learning and the implementation of new theories, best practices, and trends in the classroom. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion Action Type: Wellness	Steve Jacoby, Building Principal; Professional Development Committee Chair	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • School Library • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: At the conclusion of the 2009-2010 school year we evaluated this Intervention/Program through the National Staff Development Council's NSDC Standards Assessment Inventory and determined that it was effective in support of our Professional Development. The Following EVALUATION RESULTS demonstrate that this Intervention is valid in support of the teaching and learning that are part of this program: 36% OF TEACHERS FELT DISTRICT PROFESSIONAL DEVELOPMENT IN TECHNOLOGY WAS BENEFICIAL and 36% OF TEACHERS FELT THAT PD OFFERINGS WERE KEY TO OUR SCHOOL IMPROVEMENT. During the 2010-2011 school year, we plan to use	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers • District Staff • Teachers	ACTION BUDGET: $

the following protocol in evaluating, and adjusting the program, processes, and activities that make up the action descriptions within this intervention/program: National Staff Development Council's NSDC Standards Assessment Inventory. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report the results in our 2011-2012 ACSIP Plan and use those evaluation results in making decisions that impact our future instructional program. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation				
Teachers will participate in a professional learning community for 12 hours of embedded professional development . Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Wellness	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers • District Staff • School Library • Teachers	ACTION BUDGET: $
COMPREHENSIVE NEEDS ASSESSMENT: Faculty members completed a PD NEEDS ASSESSMENT SURVEY in the spring of 2010. Based on the results of this survey, 50% OF TEACHERS FELT THE GREATEST NEED IN PROFESSIONAL DEVELOPMENT WAS THE TRAINING IN DATA ANALYSIS AND 58% OF TEACHERS FELT LAST YEAR'S PRINCIPAL NEEDED TO MODEL COLLABORATION FOR THE FACULTY. We will select Interventions and coordinate our various state and federal funding sources to address these areas. Action Type: Professional Development Action Type: Program Evaluation	Rita Gilmeister, District PD; Mr. Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: $
Teachers will attend professional development on the Gradual Release of Responsibility Model of instruction and use the model during instruction. Administrators will conduct walk-throughs to observe the teachers' use of the model. Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
The school will offer professional development opportunities in formative and summative assessment of student achievement, and teachers will attend professional development in order to	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $

use these assessments in the collection and analysis of student achievement data. Action Type: Collaboration Action Type: Professional Development				
Teachers, administrators, and community members became members of a professional learning community committee to research, study, and guide implementation of small learning communities. Four SLC lead teachers were chosen and began, in collaboration with administrators and community members, the design of our SLCs. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Teachers will receive professional development training on response to intervention in order to implement tier one and tier two interventions. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff	ACTION BUDGET: $
Professional development will be offered to assist faculty to gather and to analyze student achievement data to improve student achievement. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Wellness	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers • District Staff • Teachers	ACTION BUDGET: $
Teachers and administrators attended the DuFour presentations in Bentonville to learn about professional learning communities. This knowledge will assist faculty in forming and in participating in professional learning communities. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Professional development on advisory will be offered to the faculty during the 2010-2011 school year and during the summer of 2011 in order to facilitate the implementation of a school-wide advisory in the 2011-2012 school year. Sessions include the following: 1. How to conduct home visits 2. How to relate to parents of low SES students 3. How to relate to parents of ELL/ESL 4. Advisory: Roles, Responsibilities and Voice of the Advisor 5. How to Report Alleged Abuse to the state police hotline 6. School and community resources for students in need	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • School Library • Teachers	ACTION BUDGET: $

Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion				
All teachers will have the opportunity to participate in the school, district professional development plan. Teachers will use an instrument developed by the district professional development committee to evaluate the effectiveness of the professional development plan, the course offerings, and the effectiveness of the knowledge gained. Annually, upon review of the test data, the professional development committee will develop a profesional development plan for the school and individual teachers. All new teachers (first 3 years) and teachers in need of assistance will be assigned a mentor to assist them in reaching their professional development goals. All teachers will have the opportunity to input regarding the district and buildling level professional development plan. The district will provide all teachers and administrators with no less than 60 hours of professional development to include: 6 hours of technology and 2 hours of parental involvement (3 hours of parental involvement for administrators) 2 hours of PD for those who teach Arkansas History and training in data disaggregation, instructional leadership and fiscal management for administrators. Teachers will have the opportunity to evaluate the benefit of professional development activities and provide the feedback on needed changes. Special needs funding (PD) will be used to support the following initiatives and training: advisory, small learning communities, and professional learning communities. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Building Principal; building pd committee, district professional development coordinator	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers • District Staff • School Library • Teachers	ACTION BUDGET: $
Teachers attended professional development session led by Bill Daggett on best practices and effective schools. Action Type: Collaboration Action Type: Professional Development	Steve Jacoby Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Outside Consultants	ACTION BUDGET: $
English, Social Studies, Math, and Science teachers and the principal and assistant principals will attend three sessions led by Lin Kuzmich on improving student achievement in literacy three times in the 2010-2011 school year. Action Type: Alignment	Steve Jacoby Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Outside Consultants	ACTION BUDGET: $

Action Type: Collaboration Action Type: Professional Development				
Professional development will be offered on differentiated instruction. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
Teachers and staff will attend professional development sessions on best practices and visit highly effective schools, especially as it relates to personalizing the high school experience. Upon their return,they will share the information they learn with the faculty. One group ofteachers will be attending a Rigor and Relevance Conference in Nashville. Action Type: Professional Development	Marianne Hauser, Secondary Curriculum; Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers	Title II-A - Purchased Services: $0.00 ACTION BUDGET: $0
The advisory steering committee is meeting throughout the year. They have defined "advisory," established goals of our advisory program, and developed curriculum to facilitate the goals for our advisory program for 2011-2012. Training sessions for advisors has been offered and will continue to be offered throughout the summer and fall of 2011. Best practices, technology and parental and community involvement are categories of pd. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Mr. Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Our principal offered a session on "How to Conduct Home Visits" in the spring and is offering a session in the summer regarding how to conduct home visits. Participants will receive training, pair off and conduct a home visit, and return to share their experiences. This is a session designed to personalize the high school experience for our students. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Mr. Steve Jacoby	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
During the summer of 2011, training will be offered on how to administer and to engage students in using information from interest inventories, personality tests, and learning style inventories. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Mr. Steve Jacoby	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Professional development courses will be offered which are related to our district foci: 1. Rigor and Relevance 2. Relationships 3. Specific pd related to Common Cor 4. Online courses from	Mr. Jacoby	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Computers • District Staff • Performance	ACTION BUDGET: $

ICLE 5. Literacy strategies across all content 6. Using data to inform instruction 7. RTI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion			Assessments • Teachers	
Administration will receive training in the DuFour collaborative process. Action Type: Professional Development	Steve Jacoby	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff	Title IV-A - Purchased Services: $0.00 ACTION BUDGET: $0
Assistant Principal David Young will attend an administrative technology conference in Little Rock. Action Type: Professional Development	David Young	Start: 07/01/2010 End: 06/30/2011		Title II-A - Purchased Services: $0.00 ACTION BUDGET: $0
Total Budget:				$0

Priority 5: To increase student awareness and knowledge of the effects of good nutrition and physical activity.

Supporting Data:

1. Body Mass Index Data 2008-2009: of the 1810 student population, only 254 10th grade students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight or overweight: Grade 10: Males 29.3%, Females 15% Body Mass Index Data 2007-2008: of the 1877 student population, only 306 10th grade students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight or overweight: Grade 10: Males 36.0%, 22.2% Females Body Mass Index Data 2006-07: of the 1940 student population, 383 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and overweight: Grade 10: Males 34.1%, 9.5% Females Grade 11: Males 28.2%, 11.8% Females Grade 12: Males 19.6%, 14.0% Females
2. National Youth Risk Behavior Survey (YRBS):2005 The percentage of 9-12 grade students that did not participate in any vigorous or moderate physical activity has not significantly changed since 1999.

The number of students who attended physical education classes on one or more days in an average week when they were in school has not significantly changed since 1995.

The number of students who watched television on an average school day for three or more hours per day has significantly decreased (5.6%) since 1999.

1. Free/Reduced Rate: In 2009 the percentage of free and reduced lunch was 23%. In 2008 the percentage of free and reduced lunch was 28%. In 2007 the percentage of free and reduced lunch was 22%.
1. COMPREHENSIVE NEEDS ASSESSMENT: The two lowest areas on our health index report were SCHOOL HEALTH POLICIES AND ENVIRONMENT and HEALTH PROMOTION FOR STAFF.

Goal	Provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.
Benchmark	Healthier BMI results will be evident by June 30, 2010. There will be a 1/2% difference in the 2010-2011 BMI results indicating healthier lifestyles are being practiced.
Benchmark	To decrease the number of students at risk of overweight and overweight by 5% annually.

Intervention: Increase awareness and knowledge of the benefits of physical activity for lifelong health and wellness.

Scientific Based Research: Morrow, James R., Jr. and Allen W. Jackson, et. al. Physcial Activity Promotion and School Physical Education, 1999. Weiss, Maureen R. Motivating Kids in Physical Activity, 2000.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Assert efforts to increase and/or maintain the current approximate 50% of student population involved in courses and/or school activities which require daily physical activity. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Steve Jacoby, Building Principal, Heather Hunsucker, Chair FHS Child Health Advisory Committee, Daryl Patton, SIP provi	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Community Leaders • Teachers	ACTION BUDGET: $
Monitor data regarding student participation in both school coursework/activities and after-school activities which require daily/weekly physical activity. Action Type: Parental Engagement Action Type: Wellness	Steve Jacoby, Buidling Principal, Sarah McKenzie	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff	ACTION BUDGET: $
When students are not participating in a course or school activity which provides a minimum of 150 minutes per week of physical activity, FHS makes contact with parents regarding the importance of significant physical activity, and parents are required to sign a waiver and to provide information about after-school physical activities in which their children engage regularly. This functions to increase awareness of the importance of staying physically active and promotes the school's interest in the idea of a healthy mind and a healthy body. Action Type: Parental Engagement Action Type: Wellness	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff	ACTION BUDGET: $
Implement and encourage participation in physical education program taught by a highly qualified teacher that supports phsyical activity. Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Steve Jacoby, Buidling Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games by sending home informational packages that include tips for parents/caregivers. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Steve Jacoby, Buidling Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $

Encourage participation in family oriented, community-based physical activity program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Community Leaders • Teachers	ACTION BUDGET: $
Asthma management strategies will be available in the parent information center for parents. Action Type: Parental Engagement	Parent Involvement Committee	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • School Library • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: During the 2009-2010 school year we elected to use BMI screening and a School Health Index Survey as the evaluation tool to determine whether this Intervention/Program was effective in improving student achievement. EVALUATION RESULTS: Males 27.9%, Females 22.6% of our assessed students were considered to have a high body mass index. The School Health Index Survey results showed that the percentage of 9-12 grade students that did not participate in any vigorous or moderate physical activity has not significantly changed since 1999. During the 2010-2011 school year we plan to use the AR Prevention Needs Assessment Student Survey and the Health Index Survey in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within the intervention program. We will use this data/information to determine whether the objectives of this intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation Action Type: Wellness	Byron Zeagler	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Administer the AR Prevention Needs Assessment Student Survey. Action Type: Program Evaluation Action Type: Wellness	Steve Jacoby, Building Principal; Byron Zeagler, Assistant Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

Intervention: Increase awareness and knowledge of the benefits of sound nutritional practices for lifelong health and wellness.

Scientific Based Research: Food, Nutrition, and Consumer Services (USDA), Washington, DC. Center for Nutrition Policy and Promotion, Breakfast and Learning in Children. Symposium Proceedings (Washington, DC, April 22, 1999). Schlosser, Eric. Fast food nation : the dark side of the all-American meal,2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Specific nutrition standards pertain to all foods and beverages served or made available to students on our campus and to their parents (school meals are governed by USDA regulations). Maximum portion size restricitions pertain to all foods and beverages served, sold, or made available to students on our campus.	Steve Jacoby, Building Principal, Arlene Davis, Food Service Manager	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff	ACTION BUDGET: $

Action Type: Parental Engagement Action Type: Wellness				
Healthy breakfast foods will be available near the school's entrance each morning to promote students beginning the day nutritionally and helping them to avoid overeating during the lunch period. Action Type: Wellness	Arlene Davis, Food Services Manager	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff	ACTION BUDGET: $
Sophomore BMI assessments will be analyzed annually to determine the percentage of students decreasing in the categories of at risk of overweight or overweight. Interventions will be evaluated for their effectiveness based on this data. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Wellness	Steve Jacoby, Building Principal; Sarah McKenzie	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Information will be available in the parent information center for parents on the new nutrition pyramid and portion size. Action Type: Parental Engagement Action Type: Wellness	Parent Involvement Committee	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • School Library • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: During the 2009-2010 school year we elected to use BMI screening and a School Health Index Survey as the evaluation tool to determine whether this Intervention/Program was effective in improving student achievement. EVALUATION RESULTS: 27.9% of the males and 22.6% of the females of our assessed students were considered to have a high body mass index. The School Health Index Survey results showed that the percentage of 9-12 grade students that did not participate in any vigorous or moderate physical activity has not significantly changed since 1999. During the 2010-2011 school year we plan to use the AR Prevention Needs Assessment Student Survey and the Health Index Survey in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within the intervention program. We will use this data/information to determine whether the objectives of this intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Program Evaluation Action Type: Wellness	Byron Zeagler	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
Administer the AR Prevention Needs Assessment Student Survey. Action Type: Program Evaluation Action Type: Wellness	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
COMPREHENSIVE NEEDS ASSESSMENT: We met to assess the needs of our school with regard to Health and Wellness, using the School Health Index to identify our strengths and	Steve Jacoby, Building Principal;	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff	ACTION BUDGET: $

weaknesses. Based on our data analysis we came to the conclusion that the following areas reflect our greatest need within the Wellness Priority: ASTHMA EDUCATION FOR STUDENTS and ASTHMA INFORMATION FOR THE PARENT CENTER. We will select Interventions and coordinate our various state and federal funding sources to address these areas. Action Type: Parental Engagement Action Type: Wellness	Byron Zeagler, Assistant Principal		• Teachers	
The Wellness Committee will collaborate to develop and to offer professional development on healthy lifestyle choices and sound nutritional practices. Action Type: Professional Development Action Type: Wellness	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
The A.L.L.P.S Program is a partner in a coordinated school health initiative including the wellness center at Owl Creek and efforts are being made to reduce the number of students smoking. A dental clinic is on campus to provide dental services to free and reduced lunch students free of charge up to 20 times per year. Action Type: Collaboration Action Type: Equity	Jon Gheen, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Physical testing of all students in Health, Strength and Nutrition, and Sports Medicine classes. Action Type: Alignment Action Type: Wellness	Heather Hunsucker, Department Chair	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: $
Total Budget:				$0

Priority 6: Maintain a safe and secure environment

Supporting Data:

Goal: To continue and to augment the provision of a safe and secure educational environment for all students, faculty, staff, and administrators.

Benchmark: The faculty will be trained in A.L.I.C.E.

Intervention: Implement training, education, and practice required by the effective execution of FHS CRISIS plan in the event of emergencies. Consider innovations in our current handling of safety/security problems as new technology, data, and situations arise.

Scientific Based Research: Wide Scope, Questionable Quality: Three Reports from the Study on School Violence and Prevention Executive Summary. U.S. Dept. of Education, 2002. A Comprehensive Framework for School Violence Prevention. Hamilton Fish Institute, 2001. NASRO School Resource Office Survey, 2002:Final Report on the 2nd Annual National Survey of School-Based Police Officers. Trump, Kenneth S. 2002. School Resource Officers and School Administrators: "Talking and Walking" Together to Make Safer Schools. Research Bulletin. Center for the Prevention of School Violence North Carolina Department of Juvenile Justice and Delinquency Prevention, 2002. Violence in U.S. Public Schools: A Summary of Findings. ERIC development team, 2003. Brian Mendler. et.al. Strategies for Successful Classroom Management.2008. Boynton, Mark and Christine Boynton. Assessing and Improving School Discipline Programs. 2007. Rothstein-Fisch, Carrie and Elise Trumbell. Managing Diverse Classrooms: How to Build on Students' Cultural Strengths. 2008. Kohn, Alfie. BeyondDiscipline: From Compliance to Community.. 1996. Hall, Philip and Nancy Hall. Educating Oppositional and Defiant Children. 2003. Mendler, Brian. et.al. Strategies for Successful Classroom Management.2008. Boynton, Mark and Christine Boynton. Assessing and Improving School Discipline Programs. 2007. Rothstein-Fisch, Carrie and Elise Trumbell. Managing Diverse Classrooms: How to Build on Students' Cultural Strengths. 2008. Kohn, Alfie. Beyond Discipline: From Compliance to Community.. 1996. Hall, Philip and Nancy Hall. Educating Oppositional and Defiant Children. 2003.

Actions	Person Responsible	Timeline	Resources	Source of Funds
A copy of the FHS Crisis Plan will be in	Bryon	Start:	• Administrative	

every classroom, within reach of the teaching professional or substitute teacher, on the desks of administrators, and all support staff, all of the time. Action Type: Wellness	Zeagler, Asst. Principal	07/01/2006 End: 06/30/2011	Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Use Resource Officers as security consultants to work with students and faculty/staff to prepare for possible crises. Action Type: Collaboration Action Type: Wellness	Byron Zeagler, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Explore the process (over the course of subsequent book adoptions) of issuing each student a book to keep at home for the term of the coursework and each teacher 1 class set to keep in the classroom in an effort to eliminate students carrying backpacks. Action Type: Collaboration	Byron Zeagler, Asst. Principal	Start: 07/01/2006 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Explore spending professional development inservice day led by the CRISIS committee to cover the building CRISIS plan carefully. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Byron Zeagler, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Conduct 12-16 CRISIS drills of various sorts throughout the year to train students about their responsibilities in the event of a CRISIS. Action Type: Collaboration Action Type: Wellness	Bryon Zeagler, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Purchase and install a proliferation of cameras both inside the building and in entry and parking areas, funded by the Student Council. Action Type: Wellness	Byron Zeagler, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff	ACTION BUDGET: $
Include two student representatives on the crisis team to respond effectively to emergencies and train fire marshalls who will be able to respond effectively in the event of fire. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Byron Zeagler, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Community Leaders	ACTION BUDGET: $
PROGRAM EVALUATION: During the 2008-2009 school year we elected to use a Parent Survey developed by the School Climate Professional Learning Team administered in the spring of 2009 as the evaluation tool to determine whether this Intervention/Program was effective in improving student achievement. EVALUATION RESULTS: Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Safety and Security Priority: PROVIDE MEANINGFUL STUDENT RECOGNITION PROGRAMS and FOR STAFF MEMBERS TO CONSISTENTLY ENFORCE SCHOOL RULES. During the 2009-2010 school year we plan to use faculty, parent	Byron Zeagler, Assistant Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $

and student surveys developed by the School Climate Professional Learning Team in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within the intervention program. We will use this data/information to determine whether the objectives of this intervention were achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in 2010/2011 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness				
COMPREHENSIVE NEEDS ASSESSMENT: We administered an Parent Survey in the spring of 2010. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Safety and Security Priority: STAFF MEMBERS TO CONSISTENTLY ENFORCE SCHOOL RULES. We will select Interventions and coordinate our various state and federal funding sources to address these areas. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
The Safety and Security Committee will collaborate to develop and to offer professional development for the staff and faculty on how to enhance the safety and security for our campus. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
The A.L.L.P.S. Program engages in fire marshall training. It requires identification of individuals wishing to visit campus. Faculty, staff, and student sign in and out. Faculty engage in duty and wear picture identification. Action Type: Wellness	Jon Gheen, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
At the high school, faculty wear picture identification. If they leave campus during the school day, students, faculty, and staff sign-in and out. Students are trained as fire marshalls. Students, faculty, and staff practice drills for safety. The sophomore blocks are taught by the school resource officers how to respond if we go into lockdown. Action Type: Wellness	Byron Zeagler, Assistant Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: $
School resource officers join the administrative team during the administrative team meetings. Action Type: Collaboration Action Type: Wellness	Mr. Steve Jacoby	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Outside Consultants	ACTION BUDGET: $

Students now possess and are required to carry a picture student identification card at school and at all school related events. Action Type: Wellness	Mr. Steve Jacoby	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff	ACTION BUDGET: $
As a "safety and security" subcommittee of the faculty, we met to identify actions we need to take to ensure that FHS is a safe and secure educational enviroment. We have recommended actions and have created an advisory program to implement during the 2011-2012 school year. Action Type: Professional Development Action Type: Wellness	Susan Colvin	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
Staff will receive training related to preventing and stopping bullying.	Byron Zeagler	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff	Title I SIP04 - Purchased Services: $0.00 ACTION BUDGET: $0
Total Budget:				$0

Priority 7: Foster quality parent/school relationships

Supporting Data:

Goal: To create parent/school relationships which occur in an atmosphere of trust, where confidentiality is ensured and parents and teachers treat each other with respect, and in which students may view their parents and teachers working together cooperatively.

Benchmark: Parent, teacher, and administrators will complete evaluation surveys annually for frequent consideration of the processes involved.

Intervention: Encouraging effective parent communication and interaction with their students, students' teachers, and administrators.

Scientific Based Research: Henderson, A. and Mapp, K. "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement." 2002. Yonezawa, Susan and Jeannie Oakes. "Making Parents Partners in the Placement Process." 1999. White-Hood, Marian. "Mapping the Road to High School." 2001. Rosenzwieg, Charlotte. "A Meta-Analysis of Parenting and School Success: The Role of Parents in Promoting Students' Academic Performance." 2001. Henderson, A. and K. Mapp. "A new wave of evidence. The impact of school, family, and community connections on student achievement." 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will maintain an advisory board of teachers, administrators, students, parents, and alumni to provide advice and guidance for school improvement. Current students and recent graduates will be placed in appropriate existing advisory capacities. School alumni on the committee will be asked to help evaluate academic progress as well as the amount of parental participation within the school and identification of barriers that exist that hinder greater participation by parents. Action Type: Collaboration Action Type: Parental Engagement	Steve Jacoby, School Principal; Parent Involvement Coordinator	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Community Leaders • District Staff • School Library • Teachers	ACTION BUDGET: $
In order to encourage communication with parents our school will prepare an information packet in the form of a student handbook to be distributed annually to the parents of each child in the school. These handbooks will describe: The school's parental involvement	Steve Jacoby, Building Principal; Parent Involvement Coordinator	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • School Library • Teachers	ACTION BUDGET: $

program; The recommended role of the parent, student, teacher and school; Ways for parents to become involved in the school and their child's education; A survey for the parent regarding their interests concerning volunteering at the school; A schedule of activities planned throughout the school year to encourage parental involvement; and procedures to allow the parents and teachers to communicate in a regular, two-way, and meaningful manner with the child's teacher and principal. Action Type: Collaboration Action Type: Parental Engagement				
To help our parents in assisting their children our school shall: Schedule regular parental involvement meetings at which parents are given a report on the state of the school and an overview of: A. What students will be learning. B. How students are assessed. C. What parents should expect for their child's education and D. How a parent can assist and make a difference in their child's education. Action Type: Parental Engagement	Mr. Jim Price, Building Principal; Parent Involvement Coordinator	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Community Leaders • School Library • Teachers	ACTION BUDGET: $
The school will sponsor seminars to inform the parents of high school students about how to be involved in decisions affecting course selection, career planning, and preparation for post-secondary opportunities. Action Type: Collaboration Action Type: Parental Engagement	Steve Jacoby, Building Principal; Parental Invovlement Coordinator	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • School Library • Teachers	ACTION BUDGET: $
The school will maintain a designated area to be used as the Parent Center. Parenting books, magazines and other informative material regarding responsive parenting will be available for parents to borrow for review. Parent Center materials, which may include, but are not limited to brochures, pamphlets, and computers for use on site. The school will publicize the center on the school's website, at Parent/Teacher conferences and through the Parent Teacher Student Organization. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Steve Jacoby, Building Principal; Parental Involvement Coordinator	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Community Leaders • Computers • District Staff • School Library • Teachers	ACTION BUDGET: $
Teachers will have the option of receiving training that specifically addresses how to hold effective and appropriate parent conferences. Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Steve Jacoby, Building Principal; Building Professional Development Committee	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • School Library • Teachers	ACTION BUDGET: $
Administrators will have the option of receiving training that specifically addresses how to hold effective and appropriate conferences with parents, conflict resolution, and communicating effectively with parents. Action Type: Parental Engagement Action Type: Professional Development	Jim Price, Building Principal; Building Professional Development Committee	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Outside Consultants • School Library • Teachers	ACTION BUDGET: $

Each department will engage parents through various means including, but not limited to, newsletters, email, web pages and progress reports Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers • District Staff • School Library • Teachers	ACTION BUDGET: $
The building principal will designate one certified staff member to serve as a parent facilitator to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. The district will ensure that parental participation is recognized as an asset to the school. The district will pay the parent facilitator a stipend for assuming duties as required by ACT 603 of 2003. Effectiveness will be documented by results of parental involvment survey. Action Type: Collaboration Action Type: Parental Engagement	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
In order to welcome parents our school shall use the volunteer surveys to compile a volunteer resource book listing the interests and availability of volunteers so that school staff may determine how frequently a volunteer would like to participate; including options for those who are available to help at home and help match school needs with volunteer interests. Action Type: Collaboration Action Type: Parental Engagement	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • School Library • Teachers	ACTION BUDGET: $
The school will use the Career and Academic Plan (CAP) process to help students develop a six-year academic plan based on their Career Focus and state graduation requirements. Action Type: Collaboration Action Type: Parental Engagement	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
The school will provide parents with information concerning the CAP process through a variety of means such as letters, flyers, information packets, parent nights, website postings, telephone messages, email, radio, television, and newspapers Action Type: Parental Engagement	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Computers • District Staff • School Library	ACTION BUDGET: $
The school will provide CAP Advisors with training and information on state laws dealing with parent involvement in academic planning, graduation requirements, and the CAP process through professional development at faculty meetings and other training sessions. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
The school will conduct parent-teacher conferences in the fall and include parent conferences in the spring CAP conferences each year with parents and students in order to make decisions concerning class schedules based on students' six-year plans. These conferences will be widely advertised and scheduled in such a manner that as many	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • School Library • Teachers	ACTION BUDGET: $

parents as possible may visit our campus and interact with the students' faculty. Action Type: Collaboration Action Type: Parental Engagement				
The school will form a committee made up of certified staff representing all disciplines to coordinate all activities relating to the CAP process. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
The school will form a student focus group comprised of graduating seniors to advise the CAP committee about their experiences with the CAP process and make suggestions for improvement. The CAP committee will determine a process for choosing the students who will participate Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Community Leaders • District Staff • School Library • Teachers	ACTION BUDGET: $
In order to encourage parents to participate as a full partner in the decisions that affect their child and family, our school will include in our school's student handbook the school's process for resolving parental concerns, including how to define a problem, who to approach first and how to develop solutions. Action Type: Collaboration Action Type: Parental Engagement	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
In order to take advantage of community resources our school will enable the formation of a parent teacher association, or organization, that will foster parental and community involvement within the school. Action Type: Collaboration Action Type: Parental Engagement	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Community Leaders • District Staff • School Library • Teachers	ACTION BUDGET: $
Parents and teachers are encouraged to join the Parent-Teacher-Student Organization. Action Type: Collaboration Action Type: Parental Engagement	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Community Leaders • School Library • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: During the 2009-2010 school year we elected to use Parent Surveys as the evaluation tool to determine whether this Intervention/Program was effective in improving student achievement. EVALUATION RESULTS: Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Parent Engagement Priority: COMMUNICATION WITH PARENTS AND SCHOOL SAFETY/SECURITY. During the 2010-2011 school year we plan to use the Fayetteville High School Parent Survey and Advisory Parent Survey in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within the intervention program. We will use this data/information to determine whether the	Byron Zeagler, Assistant Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $

objective of this intervention was achieved and whether it has been successful in attaining the anticipated participant outcome objectives. We will report these results in 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation				
Parental Involvement Committee developed and administered a high school parent survey during the 2008/2009 school year. The assessment will be administered during the 2009/2010 school and the results will be reported in the 2010/2011 ACSIP report. Action Type: Parental Engagement Action Type: Program Evaluation	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
COMPREHENSIVE NEEDS ASSESSMENT: We created and administered a Parent Survey during school year 2009/2010. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Parent Engagement Priority: COMMUNICATION WITH PARENTS AND SCHOOL SECURITY/SAFETY. We will select interventions and coordinate our various state and federal funding sources to address these areas. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Our school will provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment through parent conferences and materials available in the parent library. Action Type: Collaboration Action Type: Parental Engagement	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • School Library • Teachers	ACTION BUDGET: $
Our school will engage in other activities determined by the school to help a parent assist in his or her child's learning. Action Type: Collaboration Action Type: Parental Engagement	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Outside Consultants • Public Library • School Library • Teachers	ACTION BUDGET: $
The Parent Involvement Committee will lead a professional development session for the faculty on parental involvement and communication with parents. Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • School Library • Teachers	ACTION BUDGET: $
Professional development sessions are being offered during the school year and the summer of 2011 on how to conduct a home visit. We will pair off, conduct a home visit, and return to school to share our experiences and to reflect. Action Type: Equity Action Type: Parental Engagement	Mr. Steve Jacoby	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $

Action Type: Professional Development				
Staff joined a subcommittee of the full faculty to facilitate greater parental involvment. We identified needs and solutions. We are exploring some solutions in the coming school year. This year our school staff has created an advisory program to increase our knowledge of each student in our school. Each advisor will have a minimum of 4 parent contacts outside of open house, parent-teacher conferences, and CAP. Action Type: Parental Engagement	Susan Colvin, ACSIP chair	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

Intervention: Parental Involvement: The district will ensure that each school will implement an effective means of outreach to parents of ELL students to involve parents in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the same challenging state academic standards as all other children are expected to meet.

Scientific Based Research: Echevarria, Jana; Vogt, Mary Ellen; Short, Deborah. "Making Content Comprehensive for English Learners: The SIOP Model." 2007. Echevarria, Jana; Vogt, Mary Ellen. "99 Ideas and Activities for Teaching English Language Learners with the SIOP Model." 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will provide professional development to district staff to substantially increase the knowledge and understanding of ELL students, and to enhance teaching skills of classroom teachers, principals, administrators, and other school personnel. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	district pd coordinator	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Schools will hold meetings with teachers and ELL parents at the beginning of each school year to interpret language assessments scores and to determine the educational plan for each student. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Interpreters will be available as needed to provide translations for parent/teacher conferences and meetings to assist parents in helping their children improve their academic achievement and in becoming active participants in the education of their children. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	district ESL coordinator; Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: This is a new intervention. At the conclusion of the 2009-2010 school year parent involvement actions will be evaluated by each school, analyzing the participation rate of ELL parents by school and grade level in parent teacher conferences. We expect to see a 25% increase in participation this school year. We will report the results in our 2010/2011 Plan and use the results to determine whether the obectives of this Intervention were reached to to set a standard for future expectations. The evaluation results will be used to impact the decisions we make	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Community Leaders • District Staff • Teachers	ACTION BUDGET: $

that affect our future instructional program. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement				
Teachers will be offered professional development on how to best relate to ELL/ESL parents. Action Type: Equity Action Type: Parental Engagement	Mr. Steve Jacoby	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

Priority 8:	District personnel will work with high school personnel to analyze and address an increasing drop out rate among high school students
Supporting Data:	1. 1. Drop Out Rate: In 2009 the drop out rate for the for the high school was 9%. In 2008 the drop out rate for the district was 9.1%. In 2007 the drop out rate for the district was 6.4%.
Goal	Decrease the number of drop outs from Fayetteville High School.
Benchmark	The district and faculty and staff will work together to decrease the drop out rate of Fayetteville High School students. The drop out rate for our school in 2008-2009 was 6%. Following an effort to identify and to locate students who have left our school, our drop out rate was below 3% as of January 1, 2011.

Intervention: Prevention, Retention, and Recovery of Drop Out students.

Scientific Based Research: Price, Hugh. Mobilizing the Community to Help Students Succeed. 2008. Bender, William, and Cara Shores. Response to Intervention. 2007. Scientific Based Research: Moving Beyond Dropout Towards School Completion: An Integrative Review of Data-Based Interventions. School Psychology Review 2003. Di Martino, Joseph. Personalizing the High School Experience. 2008. Sullo, Mark. Activating the Desire to Learn. 2007. Mendler, Brian, et.al. Strategies for Successful Classroom Management.2008. Boynton, Mark and Christine Boynton. Assessing and Improving School Discipline Programs. 2007. Rothstein-Fisch, Carrie and Elise Trumbell. Managing Diverse Classrooms: How to Build on Students' Cultural Strengths. 2008. Kohn, Alfie. BeyondDiscipline: From Compliance to Community.. 1996. Hall, Philip and Nancy Hall. Educating Oppositional and Defiant Children. 2003. Goldberg, Mark. How to Design an Advisory. 1998. Dillow, Roger. Mission-Based Adisory. 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Data collection and follow up procedures regarding students who have left Fayetteville schools will be more clearly defined between administrative personnel, and APSCN personnel. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Sarah McKenzie	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers • District Staff	ACTION BUDGET: $
Identify commonalities in students who have dropped out of school. Analysis of this information will be used to determine goals and types of professional development offered. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Steve Jacoby, Buidling Principal; Sarah McKenzie	Start: 06/30/2009 End: 07/01/2010	• Administrative Staff • Central Office • Computers • District Staff	ACTION BUDGET: $
Provide additional and more intensive professional development opportunities for teachers in the following areas: dealing with issues of lower socioeconomic background,small learning communities, response to intevention, learning styles and differentiated instruction. Action Type: Collaboration Action Type: Equity	Steve Jacoby, Principal,	Start: 06/30/2009 End: 07/01/2010	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $

Action Type: Parental Engagement Action Type: Professional Development				
Create a wider spectrum of course offerings in academic classrooms that would allow for and encourage additional co-teaching and multiple intelligence classrooms that would provide more curricular support for students with special needs thereby creating a culture of acceptance of everyone. Emphasize information regarding these classes during CAP conferences with parents and students so they may make an informed decision regarding selection of academic courses and a career focus based on the individual needs of the student. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Wellness	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Computers • District Staff • Outside Consultants • School Library • Teachers	ACTION BUDGET: $
Continue Ozark Guidance Center school-based counseling services as well as Aggression Replacement Training (ART), a social skills program used with targeted ALE students and families to address emotional and social issues. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Analyze annual drop out rate of the high school student body in general and subpopulations to determine interventions to help prevent, retain and recover students at risk of dropping out of school. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Steve Jacoby, Building Principal; Sarah McKenzie	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: During the 2009-2010 school year we elected to use a survey of parents and teachers as the evaluation tool to determine whether this Intervention/Program was effective in improving student achievement. EVALUATION RESULTS: HAVE AN ADVISORY PROGRAM THAT PERSONALIZES THE EDUCATION EXPERIENCE and FOR EACH CHILD TO HAVE AN ADVISOR AS A CONTACT PERSON FOR BOTH THE CHILD AND THE PARENT. During the 2010-2011 school year we plan to use the AR Prevention Needs Assessment Student Survey in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within the intervention program. We will use this data/information to determine whether the objective of this intervention was achieved and whether it has been successful in attaining the anticipated participant	Steve Jacoby, Building Principal, Byron Zeagler,	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $

outcome objectives. We will report these results in 2011/2012 ACSIP Plan, and use those evaluation results in making decisions that impact our future instructional program. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness				
COMPREHENSIVE NEEDS ASSESSMENT: We administered an Advisory Survey in the spring of 2009. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Drop-out Decrease Priority: HAVE AN ADVISORY PROGRAM THAT PERSONALIZES THE EDUCATION EXPERIENCE and FOR EACH CHILD TO HAVE AN ADVISOR AS A CONTACT PERSON FOR BOTH THE CHILD AND THE PARENT. We will select Interventions and coordinate our various state and federal funding sources to address these areas. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Faculty members meet as members of Professional Learning Communities to research, document, develop and to begin implementation of an advisory program for Fayetteville High School. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
Teachers will attend professional development sessions on advisory in order to be ready to implement advisory in the 2011-2012 school year. Sessions are being offered: 1. Relating to parents of low SES background 2. Relating to ELL/ESL parents, 3. Goals, role, curriculum, and structure of our advisory program, and 4. Making Home Visits 5. Following the Process of Reporting Alleged Abuse to the State Hotline 6. Role, Voice, and Responsibilities of Advisors 7. Implementing the Curriculum of Advisory 8. Community and School Resources for Students in Need Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion Action Type: Wellness	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Outside Consultants • School Library • Teachers	ACTION BUDGET: $
The Drop-out Professional Learning Community will obtain information on the drop-out rate and gather and analyze data on attendance rates and the effectiveness of attendance contracts. Action Type: Collaboration Action Type: Equity	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $

Action Type: Professional Development				
The Drop-Out Committee will offer professional development based on their study of our school. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • School Library • Teachers	ACTION BUDGET: $
Teachers and staff will visit schools with leading advisory programs. Action Type: Collaboration Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
Supplemental Instructional Program[S.I.P] will meet in 1109 and teachers and volunteers from the National Honor Society and Service Learners will tutor the students. Action Type: Collaboration Action Type: Equity	Daryl Patton	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
A.L.L.P.S. conducts attendance intervention meetings and works in conjunction with FINS officers and the new truancy court. Referrals are made to Tom Triplett, Director of Student Services. Triplett and Gheen make home visits for chronic non-attenders. Action Type: Collaboration Action Type: Wellness	;Tom Triplett, Directors of Student Services; Jon Gheen, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
The Director of Student Services, the counselors, and administrators are contacting every student who has dropped out since the beginning of this school year to determine their current educational status. They are also making home visits. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff	ACTION BUDGET: $
Every department chair meeting has some aspect of the ACSIP document as part of the agenda. In addition, it is on the agenda of faculty meetings as well. It is intended to drive school improvement, increasing the success of our students. Action Type: Collaboration	Steve Jacoby, Principal; Susan Colvin, ACSIP chair	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
Two additional administrators are being hired to provide an assistant principal for each of the four small learning communities in grades 10-12. Action Type: Alignment	Mr. Steve Jacoby	Start: 07/01/2010 End: 06/30/2011		Special Grants: $0.00 ACTION BUDGET: $0
Four student interest/thematic SLCs have been created. Teachers have indicated their preference for membership ahd will belong to one of the SLCs. In the fall of 2011, teachers will collaborate during their collaborative planning period to develop curriculum, to provide academic and other support for all their students and to know each of their students, personally and academically. Action Type: Alignment Action Type: Collaboration	Mr. Steve Jacoby	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
As a faculty subcommittee, we identified	Susan Colvin	Start:	• Administrative	

preventions we needed to implement as school next year to reduce the drop out rate. We have worked as a faculty and as an advisory steering committee to create a program this year for implementation in the school year 2011-2012. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development		07/01/2010 End: 06/30/2011	Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

Priority 9: Improve in reading comprehension, vocabulary in context skills, and written expression in English for ELL students

Supporting Data:

1. Current data has the following: 20 students who are levels 1, 2, or 3 who receive no direct services 27 students who are level 4 who receive no direct services Only 6 teachers at the high school are or are seeking endorsement in ESL/ELL (3 of the 6 are English certified, one foreign language certified and one special ed certified)
2. In 2010, 50% of the Limited English Proficient scored proficient or advanced on the 11th grade literacy exam. In 2009, 27% of Limited English Proficient Students scored proficient or advanced on the 11th Grade Literacy Exam. In 2008, 11% of Limited English Proficient Students scored proficient or advanced on the 11th Grade Literacy Exam.
3. In 2010, 43.35 of Limited English Proficient students scored proficient or advanced on the Math End of Course Exams. In 2009, 53.1% of Limited English Proficient Students scored proficient or advanced on the Math End of Course Exams. In 2008, 39.3% of Limited English Proficient Students scored proficient or advanced on the Math End of Course Exams.
4. The building has three ELL endorsed teachers who work with all Limited English Proficient students: Gail DeWitt, Christen Hall, and Cindy Willis. In addition we have Diana Bonilla in our building, one of the district interpreters, who aids teachers in parental contact both by telephone and in writing.

Goal: All students who are English Language Learners will improve in reading comprehension, vocabulary in context skills, and written expression in English with additional attention to Literary, Content, and Practical reading passages, and Mechanics and Sentence Formation writing domains.

Benchmark: The LEP sub population did not have enough students to qualify as an official sub population for AYP, however, The percentage of proficient or advanced students for mathematics is 43.3% for 2010 and the percentage for literacy is 50% for 2010. It is expected that there will be a 10% increase from 2010 to 2011 CRT scores.

Intervention: Students will write in the content areas.

Scientific Based Research: Lubrana, Alfred. Limbo Blue-Collar Roots, White-Collar Dreams. 2004. Bender, William, and Cara Shores. Response to Intervention. 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will host at least one ESL/ELL parent nights to increase parental involvement and knowledge of student achievement. We will provide parents with information about school and community resources to facilitate student achievement. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Steve Jacoby Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Community Leaders • District Staff • Public Library • School Library • Teachers	ACTION BUDGET: $
The school provides ELL professional development twice a year for all high school faculty. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: During the 2009-2010 school year we used Literacy EOC scores of the ELL subpopulation as the evaluation tool to	Steve Jacoby, Principal	Start: 07/01/2010 End:	• Administrative Staff • Teachers	ACTION

determine whether this Intervention/Program was effective in improving student achievement. EVALUATION RESULTS: the number of LEP scoring proficient on the Litercy EOC rose from 26.7% in 2009 to 50% in 2010 which demonstrates that this Intervention is valid in support of the teaching and learning that are part of this program. During the 2010-2011 school year we plan to use the following protocol in evaluating and adjusting the programs, processes, and activities that make up the action descriptions within this intervention/program: EOC literacy scores and all English Language Learners will be tested annually to determine level of proficiency and necessary services; all faculty will attend professional development twice a year to further their knowledge of differentiation necessary for English Language Learners. We will use this data/information to determine whether the objectives of this Intervention/Program were achieved and whether it has been successful in attaining the anticipated participant outcomes. We will report the results in our 2010-2011 ACSIP Plan and use those evaluation results in making decisions that impact our future instructional program. Action Type: Equity Action Type: Program Evaluation		06/30/2011		BUDGET: $
Some members of the staff joined a subcommittee for this priority. We met to identify needs and solutions. We have created and planned pd for involving the parents of ESL/ELL students, including how to make home visits to these families in particular. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Susan Colvin, ACSIP Chair	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

Intervention: Students will read in the content areas.

Scientific Based Research: Billmeyer, Rachel, and Mary Lee Barton. Teaching Reading in the Content Areas If Not Me, Then Who? 1998. Bender, William, and Cara Shores. Response to Intervention. 2007. Strickland, Cindy. Tools for High-Quality Differentiated Instruction. 2007. Tomlinson, Carol Ann. How to Differentiate Instruction in Mixed-Ability Classrooms. 2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will host at least one ESL/ELL parent nights to increase parental involvement and knowledge of student achievement. We will provide parents with information about school and community resources to facilitate student achievement. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers • District Staff • Public Library • School Library • Teachers	ACTION BUDGET: $
The school provides ELL professional development twice a year for all high school faculty. Action Type: Collaboration	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers	ACTION BUDGET: $

Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion			• District Staff • School Library • Teachers	
We will explore all teachers indentifing a literacy student learner objective such as vocabulary, speaking, reading, writing, etc in each lesson. Action Type: Collaboration Action Type: Equity	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
The ESL Professional Learning Community will collaborate to create a handbook of ESL procedures. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
The ELL Committee will create a professional development session for our faculty to enable them to better enhance student achievement. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • School Library • Teachers	ACTION BUDGET: $
We are increasing the number of certified teachers. We have trained four, one in each core area and the social studies teacher in sheltered instruction. In addition, our school met an objective of increasing the number of ELL/ESL teachers by hiring an additional ELL/ESL teacher. We are also hiring an aditional part-time ELL/ESL teacher. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
Our high school ELL/ESL department is employing READ 180 to improve students' reading comprehension and writing based on their LEXILE score. Action Type: Equity	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Our ESL/ELL Department is employing System 44, a phonics program for students who lack phonological awareness. Action Type: Equity	Steve Jacoby, Buidling Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
The ELL/ESL Department is preparing a plan for newcomers, students with one year or less in the United States and/or an interruption in their formal education. This is to facilitate the achievement of level one speakers. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Rita Gilmeister, District PD; Mr. Steve Jacoby, Building Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers • District Staff • Teachers	ACTION BUDGET: $
We are offering professional development on how to better relate to the parents of ELL/ESL students, including how to make home visits. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Mr. Steve Jacoby	Start: 07/01/2010 End: 06/30/2010	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
Total Budget:				$0

Intervention: We will develop a Standards-Based Math Program in which course instruction will effectively lead all students through the state frameworks and standards for mathematics instruction to an effective level of understanding and application.				
Scientific Based Research: Better Learning Through Structured Teaching. 2008. Popham, W. James. Transformative Assessment. 2008. Bender, William, and Cara Shores. Response to Intervention. 2007. Strickland, Cindy. Tools for High-Quality Differentiated Instruction. 2007. Tomlinson, Carol Ann. How to Differentiate Instruction in Mixed-Ability Classrooms. 2001.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will host at least one ESL/ELL parent nights to increase parental involvement and knowledge of student achievement. We will provide parents with information about school and community resources to facilitate student achievement. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Public Library • Teachers	ACTION BUDGET: $
COMPREHENSIVE NEEDS ASSESSMENT: Since our data shows 40 ELL students are failing math or science, we feel HAVING MATH AND SCIENCE TEACHERS WHO HAVE ELL ENDORSEMENT is a priority. In addition, we feel that ELL DEPARTMENTS SHOULD BE STAFFED SIMILARLY TO THE SPECIAL ED DEPARTMENT (15 Special Ed teachers contrasted to 2 ELL teachers shows inequity). Action Type: Collaboration Action Type: Equity	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
The school provides ELL professional development twice a year for all high school faculty. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
The ESL/ELL teachers are in the the process of electronically filing LPAC documentation. Action Type: Collaboration Action Type: Equity	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers • District Staff • Teachers	ACTION BUDGET: $
To meet the COMPREHENSIVE NEEDS expressed in last year's document, four certified teachers have received ESL training and one of the four is a sheltered social studies teacher. In addition, an additional ESL teacher has been hired. Action Type: Equity	Steve Jacoby, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff	ACTION BUDGET: $
Total Budget:				$0

Priority 10: Prevent Disproportionate Representation (Over-identification) of African American Students

Supporting Data:

1. ☐ An analysis of the 2009-2010 data for Fayetteville suggests that there is a possible disproportionate representation of Black students (overrepresented) and White students (underrepresented) within the category of mental retardation. A district identified for dis-proportionality must under Federal regulations ensure that its current policies, procedures and practices used to identify students for SPED are sound and free of bias with regard to a student's race, ethnicity or linguistic diversity.
2. ☐ The comparison between risk rates of African American SPED students to Caucasian students who are labeled Mentally Retarded: ☐ African American:
   ☐ 2007-2008 5.21% ☐ 2008-2009 5.33% ☐ 2009-2010 5.21%

☐ Caucasian:
☐ 2007-2008 .34% ☐ 2008-2009 .27% ☐ 2009-2010 .21%

3. African American Students Labeled MR: 20/50 or 40%. All other ethnicity: 30/50 or 60%.
4. Referrals 2009-2010: 15% of students referred are African American. 66% of students referred are Caucasian. Placements 2009-2010: 16% of placed students are African American. 66% of placed students are Caucasian.

Goal	Reduce the relative proportion of African American students to students of other ethnicity identified as Mentally Retarded.
Benchmark	Fayetteville Public Schools will reduce the risk ratio of African American students labeled as Mentally Retarded to below the state target for the 2010-2011 school year.

Intervention: Fayetteville Public Schools will monitor and maintain the number of African American students referred for special education services and identified as mentally retarded by using EARLY INTERVENTION STRATEGIES, SCHOOL-BASED INTERVENTION TEAMS and EARLY LITERACY STRATEGIES. These strategies include LEAP AHEAD, summer instruction, early intervention literacy strategy training for core teachers, Middle School/Early Intervention Literacy Coaches, intervention materials (Read 180/System44), ICLE Lin Kuzmich training for core teachers and lunchtime tutoring at FHS.

Scientific Based Research: RESEARCH For MAPS testing: Kingsbury Center at NWEA, State Standards and Student Growth: Why State Standards Don't Matter as Much as We Thought, Cronin, Dahlin, Durant and Xiang, Feb. 1, 2010. Linking MAP to State Tests: Proficency Cut Score Estimation Procedures, NWEA For Early Intervening: Early Intervening An Administrators Guide, National Alliance of Black School Educators, IDEA partnerships, IDEAS that Work, US Office of Special Education Programs, Council for Exceptional Children, ADE, Sped., Coordinated Early Intervening Services Workshop, Hardin, Watkins, Fields, and Smart. October 13, 2008. RTI Guide: Development of Response to Intervention Model in Your School, John McCook, 2006. Coordinated Early Intervention Policy, National Association of State Directors of Special Education, P. Burdette, 2008. For Lit Coaches: The Literacy Coach, A Key to Improving Teaching and Learning in Secondary Schools, E. Sturtevant, Alliance for Excellent Education Literacy Coaching Clearinghouse Program Evaluation – ALL levels Data will be collected on Early Intervening Services provided to all students K-7 …. Individual Progress Monitoring by RTI teams and Literacy Coaches and analyzed. Instruction and Interventions will be assessed and modified based on analysis of data. Data on Referrals, Evaluations, Disability Categories, and Placements including the race will be collected and analyzed. Curriculum department/Curriculum leaders will review district data routinely regarding progress in core curriculum and Interventions to assess progress. Lit Coaches will review data routinely to assess progress. Modifications to Professional Development plans, Intervention Plans and Intervention Team process will be identified in relation to progress on data and Referral data.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Fayetteville Schools will conduct a book study exploring the issues related to cultural diversity and race in the educational realm. The book study will focus on targeted staff, and include "The Courageous Conversation about Race". These efforts will keep all CIAA staff aware of issues related to diverse cultural and ethnic and linguistic backgrounds. Action Type: Professional Development Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: $
The AYP targets for the 2010-2011 year in Literacy in Mathematics will be met by all Special Education Student Sub Populations in the Fayetteville Schools. The AMO targets are as follows: K-5: Literacy: 78.40% Math: 77.50% 6-8: Literacy: 75.70% Math: 73.41% 9-12: Literacy: 75.81% Math: 73.45% Action Type: Program Evaluation Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: $
Elementary, Middle School and Secondary teachers will receive training in core instruction to improve early-intervening Literacy strategies across the district. Action Type: Collaboration Action Type: Professional Development	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: $
The percent of children with parental consent to evaluate who are evaluated for Special Education within the state established time line of 60 days (CHILD FIND) will be 100% for the overall district, the early childhood ages 3-5 and	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: $

school age 5-21. In the 2009-2010 school year, the school age percentage was 100% which meets the goal from 2009. Action Type: Parental Engagement Action Type: Special Education				
Fayetteville Schools will purchase early intervention materials, including Read 180 and System 44 kits, that will be proactive in meeting the needs of all learners in hopes of preventing inappropriate SPED referrals. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: $
Personnel will receive training on literacy strategies across the curriculum/content areas and differentiation for general education teachers and leadership team with Lin Kuzmich. This will improve core instruction for all students. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: $
System 44 and Read 180 will be implemented at Fayetteville High School. Computers will be purchased in order to provide all components with fidelity of implementation. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: $
Lunchtime Tutoring will be offered this year for all FHS students. This will be an early-intervening service aimed at the diverse group of learners at Fayetteville High School. Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: $
Fayetteville schools will employ a national consultant to provide training in improvement of our co-teaching model. These sessions will be aimed at both SPED and general education teachers. Action Type: Collaboration Action Type: Professional Development Action Type: SIF 1003(a) ARRA Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: $
Program Evaluation – ALL levels Data will be collected on Early Intervening Services provided to all students K-7 …. Individual Progress Monitoring by RTI teams and Literacy Coaches and analyzed. Instruction and Interventions will be assessed and modified based on analysis of data. Data on Referrals, Evaluations, Disability Categories, and Placements including the race will be collected and analyzed. Curriculum department/Curriculum leaders will review district data routinely regarding progress in core curriculum and Interventions to assess progress. Lit Coaches will review data routinely to assess progress. Modifications to Professional Development plans, Intervention Plans and Intervention Team process will be identified in relation to progress on data and Referral data. Action Type: Program Evaluation Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: $
The total amount allocated from CEIS funding for MAP testing computers at Fayetteville High School will be $5289.12. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Debra Wilson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: $

Total Budget:	$0

- Planning Team

Classification	Name	Position	Committee
	Deborah Griffin	teacher	Dropout committee
	Kim Murie	teacher	Dropout committee
Classroom Teacher	Andrew Yoakum	member/Social Studies and Athletics Depts.	Safety/Security Committee
Classroom Teacher	Andy Milburn	member/Career-Tech Education Dept.	Dropout committee;ACSIP steering committee
Classroom Teacher	Anita Lietzke	member/Foreign Languages Dept.	ESL/ELL Committee
Classroom Teacher	Anna Beaulieu	member/Foreign Languages Dept.	Parental Involvement Committee
Classroom Teacher	Barry Gebhart	member/Health education and Athletic Director.	Wellness Committee
Classroom Teacher	Barry Harper	member/Fine Arts Dept.	Parental Involvement Committee
Classroom Teacher	Becky Cox	member/English Dept.	Literacy Committee
Classroom Teacher	Betty Brutus	member/Special Education Dept.	ESL/ELL Committee
Classroom Teacher	Bill Laney	member/Career-Tech Education Dept.	Dropout Committee
Classroom Teacher	Bobby Smith	member/English and Athletics dept.	Safety/Security Committee
Classroom Teacher	Boyd Logan	member/Co Chair English Dept	Literacy Committee
Classroom Teacher	Brenda Hancock	member/English Dept.	ACSIP steering committee; Dropout committee
Classroom Teacher	Brett Bell	Member/Science Dept.	Dropout Committee
Classroom Teacher	Brian Early	member; Physical Education	Wellness Committee
Classroom Teacher	Carol Cogburn	Member/Math Department	Math Committee
Classroom Teacher	Carol Ellison	member/Special Education--Inclusion	Math Committee
Classroom Teacher	Carol Widder	member/Special Education Dept.	Literacy Committee
Classroom Teacher	Carolyn Powell	Member/Special Ed. Dept.	Literacy Committee
Classroom Teacher	Carolyn Steward	member/Math Dept.	Math Committee
Classroom Teacher	Chris Clarke	member/Business Education and Leadership	Wellness Committee
Classroom Teacher	Chris Engledowl	member, Math Department	Math Committee
Classroom Teacher	Christen Hall	ESL/ELL	ESL/ELL Committee
Classroom Teacher	Cindy Willis	ESL/ELL Department	ESL/ELL Committee
Classroom Teacher	Claire Lowe	member/Special Ed Teacher	Dropout Committee
Classroom Teacher	Darin Phelan	member/ Physical Education/ Special Education	Wellness Committee
Classroom Teacher	Daryl Patton	member/Athletics	Safety/Security Committee, SIP Coordinator
Classroom Teacher	David A. Young	member/Math dept.	Math committee
Classroom Teacher	David Riggs	member/Social Studies	Dropout Committee
Classroom Teacher	Dawnelle Fincher	member/Fine Arts Dept.	Parental Involvment Committee
Classroom Teacher	Deanna. Easton	member/Consumer Science Dept.	Wellness Committee
Classroom Teacher	Debbie Crouch	member/Special Education Dept.	Dropout committee
Classroom Teacher	Debbie McChristian	member/Science Dept. and Alternative Learning Programs	Safety/Security Committee
Classroom Teacher	Debbie McFall	member/Career and Tech Education Dept.	Dropout committee
Classroom Teacher	Denise Hoy-Whitfield	member/ Special Education Dept.	ACSIP Steering; Dropout Committee
Classroom Teacher	Diane Adams	member/Fine Arts Dept.	Dropout Committee
Classroom Teacher	Dona Brady	member/Math dept.	Math Committee

Classroom Teacher	Donna Shepherd	special education teacher	Dropout Committee
Classroom Teacher	Emery Faulkner	member/Career-Tech Education Dept.	Math Committee
Classroom Teacher	Erin Johnson	member/English Dept.	Literacy Committee
Classroom Teacher	Gail DeWitt	member/English dept.	ESL/ELL Committee
Classroom Teacher	Gena McGee	member/Social Studies dept.	Wellness Committee
Classroom Teacher	Geniece Yates	member/Fine Arts Dept.	Wellness Committee
Classroom Teacher	George Spencer	member/Science Dept.	Safety/Security Committee
Classroom Teacher	Ginger Eubanks	member/ALLPS Social Studies	Wellness Committee
Classroom Teacher	Ginny Swinney	member, Math Department	Math Committee; ACSIP Steering Committee
Classroom Teacher	H.B. Whitaker	member/Career-Tech Education	Safety/Security Committee
Classroom Teacher	Heather Hunsucker	member/Health Dept.	Wellness Committee; Chair Health Dept
Classroom Teacher	Jackie White	member/Special Ed Dept	ASCIP Steering Committe Rep for Special Ed Dept.; Safety/Security Committee
Classroom Teacher	Jade Holcomb	agri teacher	Dropout committee
Classroom Teacher	Jeb Huckeba	member, Physical Education	Wellness Committee
Classroom Teacher	Jeff Jackson	member/Fine Arts Dept.	Parental Involvment Committee
Classroom Teacher	Jennifer Norbberg	member/English Dept.	Literacy Committee
Classroom Teacher	Jessica Phelan	member/Social Studies Dept.	Wellness Committee
Classroom Teacher	Jeter Morse	member/ALLPS Teacher	Math Committee; ACSIP Steering Committee
Classroom Teacher	Jim Frisby	member/Career-Tech Education Dept.	Safety/Security Committee; ACSIP Steering Committee
Classroom Teacher	Joel Emerson	member/Science Dept	Science Department Chair; Literacy Committee
Classroom Teacher	Joel Henderson	member/Alternative Education	Safety/Security Committee
Classroom Teacher	John Delap	member/Social Studies Dept.	ESL/ELL Committee
Classroom Teacher	Jon Gheen	Assistant Principal, ALLPS	Literacy Committee
Classroom Teacher	Jon Medders	member/English dept.	Literacy Committee
Classroom Teacher	Jonelle Grace Lipscomb	member/Fine Arts Dept.	ACSIP Steering Committee; Parental Involvment Committee
Classroom Teacher	Katie Stueart	member/English Dept	ACSIP Steering Committee; Literacy Committee
Classroom Teacher	Kelly Riley	ALLPS English	Literacy Committee
Classroom Teacher	Kelly Williams	member/ Math Dept.	Math Committee
Classroom Teacher	Kimberly Thomas	Member/Math Dept.	Math Committee
Classroom Teacher	Kris Sykes	member/Consumer Science Dept.	Math Committee
Classroom Teacher	Kristy Sykes	Consumer Science	Wellness Committee
Classroom Teacher	Kyle Adams	member/Physical Education and Athletics Depts.	Safety/Security Committee
Classroom Teacher	Laura Leto	member/Alternative Education Dept.	Safety/Security Committee
Classroom Teacher	Laura Ring	member/Science Dept	ACSIP Steering Committee; Safety/Security Committee
Classroom Teacher	Lauren Elam	member/Foreign Language Dept.	Literacy Committee
Classroom Teacher	Leslie Martin	member/Special Ed Teacher	Safety/Security Committee
Classroom Teacher	Leverett Archer	member/ALLPS Math	Dropout Committee
Classroom Teacher	Libby Combs	Special Education Dept.	Parental Involvement
Classroom Teacher	Linda Clay	Chair/Business Education and Leadership Dept.	Math Committee
Classroom Teacher	Linda Heter	member/Math Dept.	Math Committee
Classroom Teacher	Linda Martens	Special Ed Teacher	Literary Committee
Classroom Teacher	Linda Turner	member/Humanities-Social Studies Dept	Parental Involvement Committee
Classroom Teacher	Linley Lyerly	member/ALLPS Science	Safety/Security Committee

Classroom Teacher	Luke Adams	social studies teacher	Dropout committee
Classroom Teacher	Lynda Brothers	member/English & Social Studies	Literacy Committee
Classroom Teacher	Lynn Burnett	member/Social Studies Dept.	Dropout committee
Classroom Teacher	Mark Reif	member/Science Dept.	Parental Involvement Committee
Classroom Teacher	Mark White	member/Special Education and Athletics Depts.	Safety/Security Committee
Classroom Teacher	Martha McNair	member/English Dept.	Literacy Committee
Classroom Teacher	Melody Jones	member/Co Chair English Dept.	Literacy Committee
Classroom Teacher	Michelle Fyfe	member/English Dept	Wellness Committee
Classroom Teacher	Michelle Miller	member/Math Dept.	ACSIP Steering; Math Committee
Classroom Teacher	Michelle Moore	member/Foreign Languages Dept.	Safety/Security Committee
Classroom Teacher	Mike Johnson	member/Science Dept.	Safety/Security Committee
Classroom Teacher	Mike Robinson	member/Math Dept.	Math Committee
Classroom Teacher	Mim Heinrichs	member/Foreign Languages Dept.	Wellness Committee
Classroom Teacher	Nate Magre	member/Social Studies Dept.	Wellness Committee
Classroom Teacher	Neil Norberg	member/Social Studies and Humanities Dept.	Math Committee
Classroom Teacher	Pamela Baker	member/Math Dept.	Math Committee
Classroom Teacher	Patricia Richmond	member/Special Education Dept.	Math Committee
Classroom Teacher	Peggy James	member/Fine Arts Dept.	Parental Involvement Committee
Classroom Teacher	Pete Howard	member/Foreign Languages Dept	ACSIP Steering Committee; ESL/ELL Committee
Classroom Teacher	Phyllis McGinty	member/Consumer Science	Dropout committee
Classroom Teacher	Rita Caver	member/Social Studies Dept.;AP Department Chair	Literacy Committee
Classroom Teacher	Robert McKee	member/Social Studies Dept.	Literacy Committee
Classroom Teacher	Robin Buff	member/Science Department	Wellness Committee
Classroom Teacher	Ron Liter	member/Math Dept.	Professional Development; Math Committee
Classroom Teacher	Ronald Townsend	member/Math Dept.	Activities; Math Committee
Classroom Teacher	Russ Cole	member/Social Studies Dept.	Literacy Committee
Classroom Teacher	Sallie Langford	member/Fine Arts Dept	Chair Fine Arts Dept.; Parental Involvement; Professional Development
Classroom Teacher	Sarah Applegate	member/English Dept.	Literacy Committee
Classroom Teacher	Sarah Roberson	member/Librarian	Literacy Committee
Classroom Teacher	Scott Gallagher	member/ALLPS Social Studies Dept.	Safety/Security Committee
Classroom Teacher	Scott Williams	member/Science Dept.	Parental Involvment Committee
Classroom Teacher	Stephen Adams	member/Social Studies Dept.	Social Studies Chair ; Dropout Committee
Classroom Teacher	Stephen Teague	member/Fine Arts Dept.	Wellness Committee
Classroom Teacher	Suki Highers	member/Social Studies Dept	Literacy Committee
Classroom Teacher	Susan Colvin	member/ Social Studies Dept.	ACSIP Chair; Dropout Committee
Classroom Teacher	Susan Hunt	member/Social Studies Dept.	Safety/Security Committee
Classroom Teacher	Susan King	Member/Chair Math Dept	Math Committee
Classroom Teacher	T. Vance Arnold	member/Social Studies and Student Government Depts.	Safety/Security Committee
Classroom Teacher	Tam Stassen	member/Foreign Languages Dept.	Wellness Committee
Classroom Teacher	Tanya Evans	member/Foreign Languages Dept.	ESL/ELL Committee
Classroom Teacher	Thomas Cochran	member/English Dept.	Literacy Committee
Classroom Teacher	Tim Chitwood	member/Science Dept.	Safety/Security Committee
Classroom Teacher	Tim Hollis	member/Fine Arts Dept.	Parental Involvment Committee
Classroom Teacher	Tim Miller	member/Social Studies	Wellness Committee
Classroom Teacher	Todd Ballinger	member/English Dept.	Literacy Committee
Classroom Teacher	Tom Whitaker	special education teacher	Dropout Committee

Classroom Teacher	Tommi Caston	member/English Dept.	Literacy Committee
Classroom Teacher	Tommy Deffebaugh		Safety/Security Committee
Classroom Teacher	Virginia Swinney	member/Math Dept	Math Committee
Classroom Teacher	Warren Rosenaur	member/Fine Arts Dept.	Wellness Committee
Classroom Teacher	Wendell Harris	member/Science and Athletics Depts.	Safety/Security Committee
Classroom Teacher	William Rosser	member/Science Dept	Dropout committee
Classroom Teacher	Zac Clarke	member, Physical Education	Safety/Security Committee
District-Level Professional	Christie Jay	District ACSIP	ACSIP Steering Committee
Non-Classroom Professional Staff	Anthony Smith	School Resource Officer	Safety/Security Committee
Non-Classroom Professional Staff	Blake Childers	member/Special Education	Dropout committee
Non-Classroom Professional Staff	Cassandra Barnett	member/Librarian	Literacy Committee
Non-Classroom Professional Staff	Connie Crisp	member/Service Learning Depts.	Literacy Committee
Non-Classroom Professional Staff	Dawn Norman	member/School Counselor	Wellness Committee; Counseling Department Chair, Professional Development; CAP
Non-Classroom Professional Staff	Diana Bonilla	member/Translator	ACSIP Steering Committee
Non-Classroom Professional Staff	Doug Wright	member/School Counselor	Wellness Committee; CAP committee; ACSIP steering
Non-Classroom Professional Staff	John Foster	Resource Officer	Safety/Security Committee
Non-Classroom Professional Staff	Kate Thill	technology support	Technology
Non-Classroom Professional Staff	Lesli Zeagler	member/School Counselor	Chair CAP committee; Parental Involvment Committee
Non-Classroom Professional Staff	Louise Gamache	Teacher/Study Hall	
Non-Classroom Professional Staff	Lynn Stewart	technology support	Technology
Non-Classroom Professional Staff	Tina Bulla	counselor	Dropout committee
Parent	Chris Bell	member	ACSIP Planning, School Board
Parent	Daniel Levine	member	ACSIP Planning; Parental Involvement
Parent	George Sabo	member	ACSIP Planning
Parent	Jim Stowe	Member	Parent Involvement
Parent	Jorge Lopez-Mendoza	member	ACSIP Planning
Parent	Mark Arnold	member	ACSIP Planning; Math Committee
Parent	Necia Parker Gibson	member	ACSIP Planning; Literacy Committee
Principal	Byron Zeagler	Member/Assistant Principal	Safety/Security Committee
Principal	David F. Young	Assistant Principal	ACSIP Steering Committee,
Principal	Evelyn Marbury	member/Assistant Principal	Dropout committee
Principal	Steve Jacoby	principal	ACSIP Steering Committee