

(Updated 3/26/04)

# Fayetteville High School

## Arkansas Consolidated School Improvement Process

2003-2004

The mission of Fayetteville High School, in partnership with family and community, is to ensure that all students attain skills necessary for responsible citizenship and that all students experience success as goal-oriented, lifelong learners in a secure environment where opportunities foster recognition and respect for diversity of talents and interests.

**Priority 1:**

## Improving Literacy

**Supporting Data:**

- 1) 1) On the 2001-2003 Literacy Benchmark Exam: On the combined population of students: In 2003, 477 students were tested and 65.2% scored proficient or advanced. In 2002, 500 students were tested and 64.6% scored proficient or advanced. In 2001, 437 students were tested and 41.42 % scored proficient or advanced. Students showed consistent weaknesses in: Reading Multiple Choice Literary and Content passage types; Reading Open Response Practical and Content passage types; Writing Mechanics and Sentence Formation domains.
- 2) 2) IEP Students: In 2003, 38 students were tested and 3.23% scored proficient or advanced. In 2002, 31 students were tested and 2.63 % scored proficient or advanced. In 2001, 9 students were tested and 0% scored proficient or advanced. Students showed consistent weaknesses: Reading Multiple Choice Literacy and Content passage types, Reading Open Response Literacy and Content passage types; Writing Mechanics and Sentence Formation domains.
- 3) 3) LEP Students: In 2003, 17 students were tested and 11.76% scored proficient or advanced. In 2002, 8 students were tested and 0% scored proficient or advanced. In 2001, 0 students were tested and 0% scored proficient or advanced. Students showed consistent weaknesses on: Reading Multiple Choice Literacy and Practical passage types; Reading Open Response Literacy and Content passage types; Writing Mechanics and Sentence Formation domains.
- 4) 4) SES Students: In 2003, 26 students were tested and 38.46% scored proficient or advanced. In 2002, 37 students were tested and 21.62 % scored proficient or advanced. In 2001, 24 students were tested and 12.50% scored proficient or advanced.
- 5) 5) Ethnic populations: Hispanics: In 2003, 27 students were tested 29.63 % scored proficient or advanced. In 2002, 16 students were tested and 37.50% scored proficient or advanced. In 2001, 13 students were tested and 15.30% scored proficient or advanced. Caucasian: In 2003, 370 students were tested and 71.08 % scored proficient or advanced. In 2002, 396 students were tested and 68.43% scored proficient or advanced. In 2001, 378 students were tested and 42.33 % scored proficient or advanced. African Americans: In 2003, 28 students were tested and 35.71 % scored proficient or advanced. In, 2002, 22 students were tested and 36.36% scored proficient or advanced. In 2001, 17 students were tested and 23.53% scored proficient or advanced.

- 6) 6) \_\_\_\_\_ Grade SAT 9 Total Reading: In 2003, # students were tested and % scored above the 50th percentile. In 2002, # students were tested and % scored above the 50th percentile. In 2001, # students were tested and % scored above the 50th percentile. Consistently students showed weaknesses in \_\_\_\_\_.
- 7) 7) \_\_\_\_\_ Grade SAT 9 Total Language: In 2003, # students were tested and % scored above the 50th percentile. In 2002, # students were tested and % scored above the 50th percentile. In 2001, # students were tested and % scored above the 50th percentile. Consistently students showed weaknesses in \_\_\_\_\_.
- 8) 8) Attendance Rate: 2003, the attendance rate for the building was %. In 2002, the attendance rate for the building was %. In 2001, the attendance rate for the building was %.
- 9) 9) Graduation Rate: In 2003, the graduation rate for \_\_\_\_\_ High School was %. In 2002, the graduation rate for \_\_\_\_\_ High School was %. In 2001, the graduation rate for \_\_\_\_\_ High School was %.

**Goal:** All students will improve in reading comprehension and written expression with additional attention to Literacy and Content reading passages, and Mechanics and Sentence Formation writing domains.

**Benchmark:** There will be an annual increase of 2.9% of students scoring proficient or advanced on the End of Course Literacy exam. (This is approximately 13 students)

<b>Intervention: Parent Involvement Plan ACT 603 National PTA Standards 1998.</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$750</b>
<u>Action Type: Hire personnel</u> <u>Action Type: Parental Engagement</u> 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 participations is recognized as an asset to the school. The district will	Randy Willison, Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• District Coordinator</li> <li>• Parent Facilitator</li> </ul>	<u>Local Funds:</u> \$750  <b>ACTION BUDGET: \$750</b>

<b>Intervention: Parent Involvement Plan ACT 603 National PTA Standards 1998.</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$750</b>
pay the parent facilitator a stipend for assuming duties as required by ACT 603 of 2003.				
<u>Action Type: Parental Engagement</u> <u>Action Type: Purchase Resources</u> The school will have a designated area to be used as the Parent Center. Parenting books, magazines and other informative material regarding responsible parenting will be available for parents to borrow for review in each building. Parent Center materials, which may include, but not limited to brochures, pamphlets, computers for use on site, or laptops to be checked out will be designated by each building.	Anne Butt, Parent Facilitator	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• District Coordinator</li> <li>• Parent Facilitator</li> </ul>	None: \$0 <b>ACTION BUDGET: \$0</b>
<u>Action Type: Parental Engagement</u> <u>Action Type: Professional Development</u> Teachers will receive training to enhance understanding of effective parental involvement strategies.	Anne Butt, Parent Facilitator	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• District Coordinator</li> <li>• Parent Facilitator</li> </ul>	None: \$0 <b>ACTION BUDGET: \$0</b>
<u>Action Type: Parental Engagement</u> <u>Action Type: Professional Development</u> Administrators will receive training to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation.	Anne Butt, Parent Facilitator	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• District Coordinator</li> <li>• Parent Facilitator</li> </ul>	None: \$0 <b>ACTION BUDGET: \$0</b>
<u>Action Type: Parental Engagement</u> All parents will receive "Family Kits" that include: *Parental Involvement Plan *School Calendar *A system encouraging the home and school connection	Anne Butt, Parent Facilitator	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• District Coordinator</li> <li>• Parent Facilitator</li> </ul>	None: \$0 <b>ACTION BUDGET: \$0</b>
<u>Action Type: Collaboration</u> <u>Action Type: Parental Engagement</u> All parents will be invited to an Open House Night to welcome parents and students to our school and to share expectations for the school year. The school's process for resolving parental concerns will be discussed at this meeting.	Anne Butt, Parent Facilitator	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• District Coordinator</li> <li>• Parent Facilitator</li> </ul>	None: \$0 <b>ACTION BUDGET: \$0</b>

<b>Intervention: Parent Involvement Plan ACT 603 National PTA Standards 1998.</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget:</b> <b>\$750</b>
<p><u>Action Type: Collaboration</u> <u>Action Type: Parental Engagement</u> Administrators, teachers and parents will develop a volunteer resource book including: a parent interest survey, an option for parents to designate how frequently they would participate in the program, and include opportunities for parents to assist from home.</p>	Anne Butt, Parent Facilitator	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• District Coordinator</li> <li>• Parent Facilitator</li> </ul>	<p>None: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Collaboration</u> <u>Action Type: Parental Engagement</u> The district will designate two Parent/Teacher Conferences each school year. At the end of the school year, the school will publish a notice in the local newspaper thanking the parents as a group for attending the conference.</p>	Anne Butt, Parent Facilitator	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• District Coordinator</li> </ul>	<p>None: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Parental Engagement</u> <u>Action Type: Purchase Resources</u> The school will develop cards that include: the school's commitment to parental involvement, the process for resolving parental concerns, and tips for how parents can foster their child's success. School personnel will distribute cards to the parents of all students in the building.</p>	Anne Butt, Parent Facilitator	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• District Coordinator</li> <li>• Parent Facilitator</li> </ul>	<p>None: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Parental Engagement</u> The school will sponsor an annual seminar to inform the parents about decisions affecting course selection, career planning, and preparation for post-secondary opportunities.</p>	Anne Butt, Parent Facilitator	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• District Coordinator</li> <li>• Parent Facilitator</li> </ul>	<p>None: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Collaboration</u> <u>Action Type: Parental Engagement</u> The school will create an alumni advisory board to provide advice and guidance for school improvement.</p>	Anne Butt, Parent Facilitator	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• District Coordinator</li> <li>• Parent Facilitator</li> </ul>	<p>None: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>

<b>Intervention: Reading in the Content Areas: Billmeyer, Rachel &amp; Mary Lee Barton, Teaching Reading in the Content Areas, If Not Me, Then Who? McREL, c1998</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
<p><u>Action Type: Alignment</u> <u>Action Type: Professional Development</u> Ensure that the Arkansas Content Frameworks for Literacy is being incorporated into all content areas.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Arkansas Department of Education</li> <li>• Benchmark and EOC Exams</li> <li>• Central Office</li> <li>• Curriculum Maps</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Principal</li> <li>• Teachers</li> </ul>	<p>Title V - None: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Alignment</u> <u>Action Type: Collaboration</u> <u>Action Type: Professional Development</u> Teachers map their instruction in reading and writing (horizontally and vertically) and collaborate to evaluate alignment with district curriculum and state frameworks.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Arkansas Content Standards</li> <li>• Benchmark and EOC Exams</li> <li>• Curriculum Maps</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Step Up to Writing</li> <li>• Teachers</li> </ul>	<p>Title V - None: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Collaboration</u> <u>Action Type: Professional Development</u> Participate in ongoing professional development in reading, reading strategies and literature, such as Step Up to Writing.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Benchmark and EOC Exams</li> <li>• Curriculum Maps</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Principals</li> </ul>	<p>General Revenue: \$0 Local Revenue: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>

<b>Intervention: Reading in the Content Areas: Billmeyer, Rachel &amp; Mary Lee Barton, Teaching Reading in the Content Areas, If Not Me, Then Who? McREL, c1998</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
			<ul style="list-style-type: none"> <li>• Step Up to Writing</li> <li>• Teachers</li> <li>• Training Materials</li> </ul>	
<p><u>Action Type: Academic Improvement Plan</u>  <u>Action Type: Implementation</u>                      The Reading Committee will explore the possibility of providing time school-wide for Silent Sustained Reading and make recommendations to the faculty.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003  <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• Curriculum Maps</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Principals</li> <li>• Teachers</li> </ul>	<p>None: \$0  <b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Academic Improvement Plan</u>  <u>Action Type: Implementation</u>  <u>Action Type: Professional Development</u>                      Use performance assessments and open-ended (constructed) responses with rubrics to enable students to demonstrate proficiency in responding in writing to practical, content, and literary passages by finding the main idea, interpreting, analyzing, drawing conclusions, and providing examples and evidence. Practice ACTAAP tests will be used to help develop assignments that are similar to what students face on the ACTAAP.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003  <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• Curriculum Maps</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Principals</li> <li>• School Library</li> <li>• Step Up to Writing</li> <li>• Student AIP</li> <li>• Teachers</li> </ul>	<p>None: \$0  <b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Academic Improvement Plan</u>  <u>Action Type: Collaboration</u>  <u>Action Type: Special Education</u></p>	Diana Falkner, Special Education Designee	<p><b>Start:</b> July 1, 2003  <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Arkansas Content Standards</li> </ul>	<p>None: \$0  <b>ACTION BUDGET: \$0</b></p>

<b>Intervention: Reading in the Content Areas: Billmeyer, Rachel &amp; Mary Lee Barton, Teaching Reading in the Content Areas, If Not Me, Then Who? McREL, c1998</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
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. The Accountability/Remediation Committee will explore options such as after-school programs, mentoring, and incentives for proficient and advanced scores and make recommendations to the faculty.			<ul style="list-style-type: none"> <li>• Benchmark and EOC Exams</li> <li>• Curriculum Maps</li> <li>• Performance Assessments</li> <li>• Step Up to Writing</li> <li>• Student AIP</li> <li>• Student IEP</li> <li>• Teachers</li> </ul>	
<p><u>Action Type: Alignment</u></p> <p><u>Action Type: Collaboration</u></p> <p><u>Action Type: Professional Development</u></p> <p>Learning teams will meet to review student work, share effective teaching and assessment strategies, and align instructional objectives to assist all students to achieve proficiency in reading and writing in all content areas. Learning team outcomes will be organized and made available for sharing among the faculty.</p>	Bill Rosser, Professional Development Chair	<p><b>Start:</b> July 1, 2003</p> <p><b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• Central Office</li> <li>• Curriculum Maps</li> <li>• Performance Assessments</li> <li>• Principal</li> <li>• School Library</li> <li>• Step Up to Writing</li> <li>• Teachers</li> </ul>	<p>General Revenue: \$0</p> <p>Local Revenue: \$0</p> <p>Title V - Employee Benefits: \$0</p> <p>Title V - Employee Salaries: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Parental Engagement</u></p> <p><u>Action Type: Technology Inclusion</u></p> <p>Communicate reading and writing expectations and student progress in reading and writing along with content areas expectations to parents through classroom assignment sheets, parent-teacher conferences, graded work with accompanying rubric, newsletters and Web access to the curriculum.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003</p> <p><b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• Curriculum Maps</li> <li>• Performance Assessments</li> <li>• Principal</li> <li>• Teachers</li> </ul>	<p>General Revenue: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Collaboration</u></p> <p><u>Action Type: Implementation</u></p>	Cassandra Barnett, Library Media Specialist	<p><b>Start:</b> July 1, 2003</p> <p><b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> </ul>	<p>General Revenue: \$0</p> <p>Local Revenue: \$0</p> <p>Title V - Materials &amp; Supplies: \$0</p>

<b>Intervention: Reading in the Content Areas: Billmeyer, Rachel &amp; Mary Lee Barton, Teaching Reading in the Content Areas, If Not Me, Then Who? McREL, c1998</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
<p><u>Action Type: Library Media Services</u> 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.</p>			<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Curriculum Maps</li> <li>• Library Media Specialists</li> <li>• Performance Assessments</li> <li>• Public Library</li> <li>• School Library</li> <li>• Step Up to Writing</li> <li>• Teachers</li> </ul>	<p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Implementation</u> <u>Action Type: Library Media Services</u> <u>Action Type: Technology Inclusion</u> Use technology to access information for content learning, develop reading and writing skills, and publish student work.</p>	Sarah Roberson, Library Media Specialist	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Library Media Specialists</li> <li>• Online subscriptions</li> <li>• Public Library</li> <li>• School Library</li> <li>• Step Up to Writing</li> <li>• Teachers</li> </ul>	<p>General Revenue: \$0 Local Revenue: \$0 Special Grants: \$0 <u>Title V - Materials &amp; Supplies: \$0</u></p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Alignment</u> <u>Action Type: Diagnostic</u> <u>Action Type: Plan Evaluation</u> Compare the scores on the literacy portion of the benchmark/end of course exams and SAT 9 or SAT 10 exams to the aligned curriculum to identify areas of weakness and gaps in the curriculum.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• Central Office</li> <li>• Curriculum Maps</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• SAT 10</li> <li>• SAT-9</li> <li>• Teachers</li> </ul>	<p>General Revenue: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Alignment</u></p>	Randy Willison,	<p><b>Start:</b> July 1, 2003</p>	<ul style="list-style-type: none"> <li>• Arkansas Content</li> </ul>	<p>General Revenue: \$0</p>

<b>Intervention: Reading in the Content Areas: Billmeyer, Rachel &amp; Mary Lee Barton, Teaching Reading in the Content Areas, If Not Me, Then Who? McREL, c1998</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
<p><u>Action Type: Collaboration</u> <u>Action Type: Professional Development</u> Learning teams will develop a set of vocabulary expectations for students by grade level based on a national standard. These teams will explore ways to measure grade level vocabulary at the beginning and end of each semester, and develop strategies for implementation across all content areas.</p>	Building Principal	<b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Frameworks</li> <li>• Arkansas Content Standards</li> <li>• Benchmark and EOC Exams</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Principals</li> <li>• SAT 10</li> <li>• SAT-9</li> <li>• Standardized Tests</li> <li>• Step Up to Writing</li> <li>• Teachers</li> </ul>	Local Revenue: \$0 Title V - Employee Benefits: \$0 Title V - Employee Salaries: \$0  <b>ACTION BUDGET: \$0</b>
<p><u>Action Type: Collaboration</u> <u>Action Type: Diagnostic</u> <u>Action Type: Equity</u> A Learning Team will develop diagnostic tools to determine why students don't read or read poorly and/or don't write well in all content areas, and determine strategies/activities that will benefit these students. These could include but not be limited to, interviews with students and parents, surveys, needs assessment and identifying mentors.</p>	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• Outside Consultants</li> <li>• Parents</li> <li>• Performance Assessments</li> <li>• Step Up to Writing</li> <li>• Student AIP</li> <li>• Students</li> <li>• Teachers</li> </ul>	General Revenue: \$0 Title V - Employee Benefits: \$0 Title V - Employee Salaries: \$0  <b>ACTION BUDGET: \$0</b>
<p><u>Action Type: Collaboration</u> <u>Action Type: Parental Engagement</u> Investigate ways to utilize the literary community (poets, writers, journalists, etc) to motivate and inspire students and to support the academic curriculum.</p>	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Library Media Specialists</li> <li>• Parents</li> <li>• Public Library</li> </ul>	General Revenue: \$0 Special Grants: \$0  <b>ACTION BUDGET: \$0</b>

<b>Intervention: Reading in the Content Areas: Billmeyer, Rachel &amp; Mary Lee Barton, Teaching Reading in the Content Areas, If Not Me, Then Who? McREL, c1998</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
			<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> </ul>	
<u>Action Type: Alignment</u> <u>Action Type: Collaboration</u> <u>Action Type: Professional Development</u> Form a teacher curriculum coordinating council. This council will, among other tasks, make contact with the junior highs to align language arts and math curriculum vertically and horizontally and investigate ways to integrate reading, writing, and math strategies in all content areas.	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Arkansas Content Standards</li> <li>• Benchmark and EOC Exams</li> <li>• Central Office</li> <li>• Performance Assessments</li> <li>• Principal</li> <li>• SAT 10</li> <li>• SAT-9</li> <li>• Teachers</li> </ul>	<u>None:</u> \$0 <b>ACTION BUDGET: \$0</b>
<u>Action Type: Academic Improvement Plan</u> <u>Action Type: Accountability</u> <u>Action Type: Professional Development</u> Develop test-making strategies for unit tests and semester finals based on higher level thinking skills and the types of questions used on SAT/ACT/Benchmark exams. Use released benchmark and end of course exam prompts as part of 1st semester exams. Explore ways to improve student literacy based on the results of these tests.	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Benchmark and EOC Exams</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Released Item Bank</li> <li>• SAT 10</li> <li>• SAT-9</li> <li>• Step Up to Writing</li> <li>• Teachers</li> </ul>	General Revenue: \$0 <u>Special Grants:</u> \$0 <b>ACTION BUDGET: \$0</b>
<u>Action Type: Library Media Services</u> <u>Action Type: Professional Development</u> <u>Action Type: Purchase Materials</u> <u>Action Type: Technology Inclusion</u> Purchase anti-plagiarism online subscription and provide training in its use.	Sarah Roberson, Library Media Specialist	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Library Media Specialists</li> <li>• Online subscriptions</li> <li>• School Library</li> </ul>	General Revenue: \$0 Special Grants: \$0 <u>Title V - Materials &amp; Supplies:</u> \$0 <b>ACTION BUDGET: \$0</b>

<b>Intervention: Reading in the Content Areas: Billmeyer, Rachel &amp; Mary Lee Barton, Teaching Reading in the Content Areas, If Not Me, Then Who? McREL, c1998</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget:</b> <b>\$0</b>
<p><u>Action Type: Accountability</u> <u>Action Type: Hire personnel</u> Explore the possibility of hiring a building Reading Specialist to assist in the reading remediation necessary to student success and make recommendations for implementation to the faculty.</p>	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• Parents</li> <li>• Principal</li> <li>• Teachers</li> </ul>	<p>General Revenue: \$0 Special Grants: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Academic Improvement Plan</u> <u>Action Type: Diagnostic</u> Develop AIPs for those students scoring less than proficient on End of Course exams. Analyze and revise AIPs from 8th grade benchmark test and based on their performance in 9th &amp; 10th grade.</p>	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Benchmark and EOC Exams</li> <li>• SAT 10</li> <li>• SAT-9</li> </ul>	<p>None: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Accountability</u> <u>Action Type: Diagnostic</u> <u>Action Type: Professional Development</u> Investigate the impact of attendance on student learning, and make recommendations for corrective measures to the faculty.</p>	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Arkansas Department of Education</li> <li>• Central Office</li> <li>• Parents</li> <li>• Students</li> <li>• Teachers</li> </ul>	<p>None: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Academic Improvement Plan</u> <u>Action Type: Implementation</u> Implement research-based reading strategies such as EVOKER, FIT, and 2 Column Notes according to the district curriculum and the identified needs of students.</p>	Diana Reeves, Lang. Arts Chair	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• Curriculum Maps</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Principals</li> <li>• Teachers</li> </ul>	<p>None: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>

<b>Intervention: Library Media Program: Aronson, Marc, Exploding the Myths: the Truth about Teenagers and Reading</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget:</b> <b>\$0</b>
<u>Action Type: Alignment</u> <u>Action Type: Library Media Services</u> <u>Action Type: Professional Development</u> Map instruction in information skills and collaborate to evaluate alignment with district curriculum and state frameworks.	Cassandra Barnett, Library Media Specialist	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Arkansas Content Frameworks</li> </ul>	General Revenue: \$0 Title V - Employee Benefits: \$0 Title V - Employee Salaries: \$0  <b>ACTION BUDGET: \$0</b>
<u>Action Type: Accountability</u> <u>Action Type: Collaboration</u> <u>Action Type: Library Media Services</u> 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.	Sarah Roberson, Library Media Specialist	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• Curriculum Maps</li> <li>• District Staff</li> <li>• Library Media Specialists</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	None: \$0  <b>ACTION BUDGET: \$0</b>
<u>Action Type: Collaboration</u> <u>Action Type: Library Media Services</u> Collaborate with teachers to use performance assessments and open-ended (constructed) responses with rubrics to enable students to demonstrate proficiency in responding to practical, content, and literary passages by finding the main idea, interpreting, analyzing, drawing conclusions, and providing examples and evidence.	Cassandra Barnett, Library Media Specialist	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• District Staff</li> <li>• Information Power II</li> <li>• Library Media Specialists</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	None: \$0  <b>ACTION BUDGET: \$0</b>
<u>Action Type: Academic Improvement Plan</u>	Sarah Roberson, Library Media Specialist	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC</li> </ul>	General Revenue: \$0 Special Ed. IDEA: \$0 Special Grants: \$0

<b>Intervention: Library Media Program: Aronson, Marc, Exploding the Myths: the Truth about Teenagers and Reading</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget:</b> <b>\$0</b>
<p><u>Action Type: Library Media Services</u> <u>Action Type: Special Education</u> Collaborate with classroom teachers, special education teachers, and other support staff to implement differentiated strategies for students with Academic Improvement Plans and /or special needs to improve information skills.</p>			<p>Exams</p> <ul style="list-style-type: none"> <li>• Curriculum Mapping</li> <li>• District Staff</li> <li>• Information Power II</li> <li>• Library Media Specialists</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p><b>ACTION BUDGET:</b> <b>\$0</b></p>
<p><u>Action Type: Library Media Services</u> <u>Action Type: Technology Inclusion</u> 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.</p>	Cassandra Barnett, Library Media Specialist	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Curriculum Maps</li> <li>• Information Power II</li> <li>• Library Media Specialists</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<p>General Revenue: \$0 <u>Local Revenue:</u> \$0</p> <p><b>ACTION BUDGET:</b> <b>\$0</b></p>
<p><u>Action Type: Library Media Services</u> <u>Action Type: Technology Inclusion</u> The Anti-Plagiarism Committee will plan and implement training that will allow teachers to address the ethical use of information to all students.</p>	Sarah Roberson, Library Media Specialist	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Curriculum Maps</li> <li>• District Staff</li> <li>• Information Power II</li> <li>• Library Media Specialists</li> <li>• Online subscriptions</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<p><u>General Revenue:</u> \$0</p> <p><b>ACTION BUDGET:</b> <b>\$0</b></p>
<p><u>Action Type: Library Media Services</u> <u>Action Type: Technology Inclusion</u> Use technology to access information, develop reading skills, and publish student work.</p>	Cassandra Barnett, Library Media Specialist	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Information Power II</li> <li>• Library Media Specialists</li> <li>• Online subscriptions</li> </ul>	<p>General Revenue: \$0 Local Revenue: \$0 <u>Title V - Materials &amp; Supplies:</u> \$0</p> <p><b>ACTION BUDGET:</b> <b>\$0</b></p>

<b>Intervention: Library Media Program: Aronson, Marc, Exploding the Myths: the Truth about Teenagers and Reading</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
			<ul style="list-style-type: none"> <li>• School Library</li> <li>• Software</li> </ul>	
<p><u>Action Type: Library Media Services</u> <u>Action Type: Purchase Resources</u> Provide access to a rich collection of diverse and up-to-date resources through the school library, using the district selection policy.</p>	Sarah Roberson, Library Media Specialist	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• Central Office</li> <li>• Curriculum Maps</li> <li>• District Staff</li> <li>• Library Media Specialists</li> <li>• Online subscriptions</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<p>General Revenue: \$0 Local Revenue: \$0 Special Grants: \$0 <u>Title V - Materials &amp; Supplies: \$0</u></p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Library Media Services</u> <u>Action Type: Purchase Resources</u> <u>Action Type: Technology Inclusion</u> Purchase and maintain audio visual equipment to support instruction, following district purchase procedures.</p>	Cassandra Barnett, Library Media Specialist	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Computers</li> <li>• Principals</li> </ul>	<p>General Revenue: \$0 <u>Local Revenue: \$0</u></p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Collaboration</u> <u>Action Type: Library Media Services</u> Maintain a flexible schedule in the library in order to provide opportunities for independent and group library research projects that are integrated with classroom instruction and that result in student work that shows skills in reading comprehension and written expression, and knowledge in content and information literacy.</p>	Sarah Roberson, Library Media Specialist	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• Curriculum Maps</li> <li>• Information Power II</li> <li>• Library Media Specialists</li> <li>• Performance Assessments</li> <li>• Public Library</li> <li>• School Library</li> </ul>	<p>General Revenue: \$0 <u>Local Revenue: \$0</u></p> <p><b>ACTION BUDGET: \$0</b></p>

<b>Intervention: Library Media Program: Aronson, Marc, Exploding the Myths: the Truth about Teenagers and Reading</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
			<ul style="list-style-type: none"> <li>• Step Up to Writing</li> <li>• Teachers</li> </ul>	
<p><u>Action Type: Library Media Services</u> <u>Action Type: Professional Development</u> Participate in ongoing professional development in information skills and library services.</p>	Cassandra Barnett, Library Media Specialist	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• Central Office</li> <li>• Computers</li> <li>• Curriculum Maps</li> <li>• District Staff</li> <li>• Library Media Specialists</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Principals</li> <li>• Training Materials</li> </ul>	<p>General Revenue: \$0 Local Revenue: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Alignment</u> <u>Action Type: Collaboration</u> <u>Action Type: Professional Development</u> Participate in learning teams to review student work, share effective teaching and assessment strategies, and align instructional objectives to assist all students to achieve proficiency in information literacy.</p>	Bill Rosser, Professional Development Committee Chair	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Benchmark and EOC Exams</li> <li>• Central Office</li> <li>• Curriculum Maps</li> <li>• District Staff</li> <li>• Library Media Specialists</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>General Revenue: \$0 Local Revenue: \$0 Title V - Employee Benefits: \$0 Title V - Employee Salaries: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Library Media Services</u> <u>Action Type: Purchase Materials</u> <u>Action Type: Technology Inclusion</u> Provide opportunities for a variety of reading experiences for all students (e.g., library instructional</p>	Sarah Roberson, Library Media Specialist	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Library Media Specialists</li> <li>• Parents</li> <li>• Principals</li> <li>• School Library</li> </ul>	<p>General Revenue: \$0 Local Revenue: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>

<b>Intervention: Library Media Program: Aronson, Marc, Exploding the Myths: the Truth about Teenagers and Reading</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
units, story times, shared reading experiences, reading motivation programs, reading contests, sustained silent reading).			<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> </ul>	
<u>Action Type: Collaboration</u> <u>Action Type: Library Media Services</u> <u>Action Type: Professional Development</u> Collaborate with teachers to analyze student performance on benchmark/end of course exams and the SAT 9 OR SAT 10 in terms of information skills performance.	Sarah Roberson, Library Media Specialist	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Benchmark and EOC Exams</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Library Media Specialists</li> <li>• Principals</li> <li>• SAT 10</li> <li>• SAT-9</li> <li>• Teachers</li> </ul>	General Revenue: \$0 Local Revenue: \$0 <b>ACTION BUDGET: \$0</b>
<u>Action Type: Library Media Services</u> <u>Action Type: Professional Development</u> <u>Action Type: Technology Inclusion</u> Provide professional development and assistance to teachers in information access and use.	Cassandra Barnett, Library Media Specialist	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• Computers</li> <li>• Curriculum Maps</li> <li>• Library Media Specialists</li> <li>• School Library</li> <li>• Teachers</li> </ul>	General Revenue: \$0 Local Revenue: \$0 <b>ACTION BUDGET: \$0</b>
<u>Action Type: Parental Engagement</u> <u>Action Type: Technology Inclusion</u> Communicate information literacy expectations to parents through special programs, assignment sheets, newsletters, and Web access to the curriculum.	Sarah Roberson, Library Media Specialist	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Library Media Specialists</li> <li>• Parents</li> <li>• Principals</li> <li>• School Library</li> <li>• Teachers</li> </ul>	General Revenue: \$0 <b>ACTION BUDGET: \$0</b>

<b>Intervention: Professional Development Design: Loucks-Horsley, S., Designing Professional Development for Teachers of Science and Mathematics. NSTA Press. 2001.</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
<u>Action Type: Collaboration</u> <u>Action Type: Professional Development</u> Elect a professional development committee that offers broad representation of teachers throughout the school.	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Principals</li> <li>• Teachers</li> </ul>	None: \$0 <b>ACTION BUDGET: \$0</b>
<u>Action Type: Collaboration</u> <u>Action Type: Plan Evaluation</u> <u>Action Type: Professional Development</u> Assess professional development needs through the ACSIP process by analyzing student performance on criterion-referenced tests, norm-referenced tests, and other measures, by looking at the district areas of focus, and by analyzing teacher needs in relation to the analysis of student performance.	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Benchmark and EOC Exams</li> <li>• Central Office</li> <li>• Curriculum Maps</li> <li>• Principals</li> <li>• SAT 10</li> <li>• SAT-9</li> <li>• Teachers</li> </ul>	General Revenue: \$0 Local Revenue: \$0 <b>ACTION BUDGET: \$0</b>
<u>Action Type: Equity</u> <u>Action Type: Plan Evaluation</u> <u>Action Type: Professional Development</u> Conduct an individualized needs assessment with teachers to enable them to identify their own needs in relation to student achievement. Once compiled, this information will be used to plan future professional development opportunities within the school.	Bill Rosser, Professional Development Chair	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Benchmark and EOC Exams</li> <li>• Curriculum Maps</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	General Revenue: \$0 <b>ACTION BUDGET: \$0</b>
<u>Action Type: Academic Improvement Plan</u> <u>Action Type: Professional Development</u> <u>Action Type: Special Education</u> Use student Academic Improvement Plans and identified special needs of students to assess professional development needs of teachers.	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• Curriculum Maps</li> <li>• Principals</li> <li>• Teachers</li> </ul>	General Revenue: \$0 Local Revenue: \$0 Special Ed. IDEA: \$0 <b>ACTION BUDGET: \$0</b>
<u>Action Type: Collaboration</u> <u>Action Type: Equity</u> <u>Action Type: Professional Development</u> Develop faculty wide consensus on areas of focus for	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Central Office</li> <li>• Principals</li> </ul>	None: \$0 <b>ACTION BUDGET: \$0</b>

<b>Intervention: Professional Development Design: Loucks-Horsley, S., Designing Professional Development for Teachers of Science and Mathematics. NSTA Press. 2001.</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
building-level professional development.			<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	
<u>Action Type: Collaboration</u> <u>Action Type: Implementation</u> <u>Action Type: Professional Development</u> Plan, design, and implement professional development activities for school areas of focus, using district guidelines for design, content, implementation, and results.	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• Central Office</li> <li>• Curriculum Maps</li> <li>• District Staff</li> <li>• Principals</li> <li>• Teachers</li> <li>• Training Materials</li> </ul>	General Revenue: \$0 Local Revenue: \$0  <b>ACTION BUDGET: \$0</b>
<u>Action Type: Implementation</u> <u>Action Type: Professional Development</u> Provide diverse professional development opportunities to offer teachers a balanced approach to enhanced knowledge and skills (deep teacher knowledge of content, strong foundation in pedagogy, general knowledge on teaching and learning processes, general knowledge about school culture).	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• Central Office</li> <li>• Curriculum Maps</li> <li>• Outside Consultants</li> <li>• Principals</li> <li>• Teachers</li> <li>• Training Materials</li> </ul>	General Revenue: \$0 Local Revenue: \$0  <b>ACTION BUDGET: \$0</b>
<u>Action Type: Collaboration</u> <u>Action Type: Professional Development</u> Coordinate building-level professional development with district professional development steering committee (PDSC) and build connections among schools.	Bill Rosser, Professional Development Chair	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Principals</li> <li>• Teachers</li> </ul>	General Revenue: \$0  <b>ACTION BUDGET: \$0</b>
<u>Action Type: Professional Development</u> <u>Action Type: Technology Inclusion</u> Use technology to plan and deliver professional development.	Bill Rosser, Professional Development Chair	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Ed Vision Software</li> <li>• Principals</li> <li>• Teachers</li> </ul>	General Revenue: \$0 Local Revenue: \$0  <b>ACTION BUDGET: \$0</b>

<b>Intervention: Professional Development Design: Loucks-Horsley, S., Designing Professional Development for Teachers of Science and Mathematics. NSTA Press. 2001.</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget:</b> <b>\$0</b>
<p><u>Action Type: Collaboration</u>  <u>Action Type: Professional Development</u>                      Use community resources and outside consultants to provide additional expertise in meeting the professional development needs of teachers.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003  <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Principals</li> <li>• Teachers</li> </ul>	<p>General Revenue: \$0                      Local Revenue: \$0                      Special Ed. IDEA: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Plan Evaluation</u>  <u>Action Type: Professional Development</u>                      Evaluate professional development activities based on teacher growth (documented changes in teacher practice and assessment of student learning) and teacher response to an evaluation survey.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003  <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• Central Office</li> <li>• Curriculum Maps</li> <li>• Performance Assessments</li> <li>• Principals</li> <li>• Teachers</li> </ul>	<p><u>None:</u> \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Plan Evaluation</u>  <u>Action Type: Professional Development</u>                      Evaluate professional development activities based on student growth (documented improvement on standardized tests, class assignments and performance assessments).</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003  <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Benchmark and EOC Exams</li> <li>• Central Office</li> <li>• Performance Assessments</li> <li>• Principals</li> <li>• SAT 10</li> <li>• SAT-9</li> <li>• Teachers</li> </ul>	<p>General Revenue: \$0                      Local Revenue: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Implementation</u>  <u>Action Type: Plan Evaluation</u>  <u>Action Type: Professional Development</u>                      Evaluate the implementation of the professional development plan by assessing its involvement of teachers, focus on teacher and student needs, and</p>	Bill Rosser, Professional Development Chair	<p><b>Start:</b> July 1, 2003  <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Principals</li> <li>• Teachers</li> </ul>	<p><u>None:</u> \$0</p> <p><b>ACTION BUDGET: \$0</b></p>

<b>Intervention: Professional Development Design: Loucks-Horsley, S., Designing Professional Development for Teachers of Science and Mathematics. NSTA Press. 2001.</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
implementation efficiency and effectiveness.				

<b>Intervention: Special Education Needs: Lombardi, Thomas P. &amp; Ludlow, Barbara L., Trends Shaping the Future of Special Education</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
<u>Action Type: Equity</u> <u>Action Type: Implementation</u> <u>Action Type: Special Education</u> <u>Action Type: Technology Inclusion</u> A transition class will be offered to students to help them prepare for employment, postsecondary education, vocational training, continuing and adult education and training.	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Classroom-Based Assessment</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teacher-made assessments</li> <li>• Teachers</li> </ul>	General Revenue: \$0 Local Revenue: \$0 <u>Special Grants:</u> \$0  <b>ACTION BUDGET: \$0</b>
<u>Action Type: Professional Development</u> <u>Action Type: Special Education</u> Conduct an individualized needs assessment with teachers to enable them to identify their own needs in relation to the targeted special education areas.	Diana Falkner, Special Education Designee	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Principals</li> <li>• Student AIP</li> <li>• Student IEP</li> <li>• Teachers</li> </ul>	General Revenue: \$0 <u>Special Ed. IDEA:</u> \$0  <b>ACTION BUDGET: \$0</b>
<u>Action Type: Collaboration</u> <u>Action Type: Professional Development</u> <u>Action Type: Special Education</u> Use professional development needs assessment information and special education targeted areas to plan, design, and implement building-level professional development activities	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Principals</li> <li>• Teachers</li> </ul>	General Revenue: \$0 Special Ed. IDEA: \$0 Title V - Employee Benefits: \$0 <u>Title V - Employee Salaries:</u> \$0  <b>ACTION BUDGET: \$0</b>
<u>Action Type: Academic Improvement</u>	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Computers</li> </ul>	General Revenue: \$0 Local Revenue: \$0

<b>Intervention: Special Education Needs: Lombardi, Thomas P. &amp; Ludlow, Barbara L., Trends Shaping the Future of Special Education</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
<u>Plan</u> <u>Action Type: Equity</u> <u>Action Type: Special Education</u> Use varied instructional methodologies, techniques, and resources in the classroom to address the needs of all students, including those with disabilities.			<ul style="list-style-type: none"> <li>• Curriculum Maps</li> <li>• Performance Assessments</li> <li>• Principals</li> <li>• Student AIP</li> <li>• Student IEP</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Special Ed. IDEA: \$0  <b>ACTION BUDGET: \$0</b>
<u>Action Type: Academic Improvement</u> <u>Plan</u> <u>Action Type: Plan Evaluation</u> <u>Action Type: Special Education</u> Evaluate the delivery of instruction to meet the special learning needs of students with disabilities.	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Benchmark and EOC Exams</li> <li>• Central Office</li> <li>• Classroom-Based Assessment</li> <li>• District Assessments</li> <li>• Performance Assessments</li> <li>• SAT 10</li> <li>• SAT-9</li> <li>• Standardized Tests</li> <li>• Student AIP</li> <li>• Student IEP</li> <li>• Teacher-made assessments</li> <li>• Teachers</li> <li>• Writing Prompts and Rubrics</li> </ul>	General Revenue: \$0 Local Revenue: \$0 Special Ed. IDEA: \$0  <b>ACTION BUDGET: \$0</b>
<u>Action Type: Equity</u> <u>Action Type: Professional Development</u> <u>Action Type: Special Education</u> Assess professional development needs in the targeted areas of prereferral interventions, positive behavioral supports, integrating students with disabilities into	Diana Falkner, Special Education Designee	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Outside Consultants</li> <li>• Principals</li> <li>• Student AIP</li> <li>• Student IEP</li> </ul>	General Revenue: \$0 Local Revenue: \$0 Special Ed. IDEA: \$0  <b>ACTION BUDGET: \$0</b>

<b>Intervention: Special Education Needs: Lombardi, Thomas P. &amp; Ludlow, Barbara L., Trends Shaping the Future of Special Education</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget:</b> <b>\$0</b>
general education classrooms (general curriculum content, modifications, differentiated instruction, multiple intelligences, and co-teaching), conflict resolution and negotiation skills, assistive technology, and learning disabilities.				

<b>Intervention: Curriculum Mapping: Jacobs, Heidi H., Mapping the big picture: Integrating curriculum and assessment, K-12.</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget:</b> <b>\$0</b>
<u>Action Type: Alignment</u> <u>Action Type: Collaboration</u> <u>Action Type: Mapping</u> Department Heads of FHS will evaluate options and select a method of curriculum mapping that reflects the needs of the building.	David F. Young, ACSIP Chair	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Research and publications</li> <li>• State Standards</li> <li>• Support Staff</li> <li>• Survey</li> <li>• Teachers</li> </ul>	None: \$0  <b>ACTION BUDGET: \$0</b>
<u>Action Type: Accountability</u> <u>Action Type: Plan Evaluation</u> <u>Action Type: Professional Development</u> Once a method of curriculum mapping is selected, teachers will be trained in the implementation of the plan. The teachers will then establish a timeline and procedure for following and evaluating the plan.	David F. Young, ACSIP Chair	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Arkansas Content Frameworks</li> <li>• Arkansas Course Content Standards</li> <li>• Classroom Teachers</li> </ul>	None: \$0  <b>ACTION BUDGET: \$0</b>
<u>Action Type: Parental Involvement</u> <u>Action Type: Purchase Materials</u> <u>Action Type: Technology Inclusion</u> Software will be evaluated and purchased that will assist in tracking progress and sharing information. This software should allow the information to be shared	David F. Young, ACSIP Chair	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Administrators</li> <li>• Arkansas Content Frameworks</li> <li>• Computer Software</li> <li>• Computers</li> <li>• Ed Vision Software</li> </ul>	General Revenue: \$0  <b>ACTION BUDGET: \$0</b>

<b>Intervention: Curriculum Mapping: Jacobs, Heidi H., Mapping the big picture: Integrating curriculum and assessment, K-12.</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
within the school and the community.			<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	
<u>Action Type: Collaboration</u> <u>Action Type: Equity</u> <u>Action Type: ESL</u> <u>Action Type: Special Education</u> Special Education, ESL teachers and 504 coordinators will collaborate with other departments to ensure that students with special needs are being addressed by the mapping process.	Diana Falkner, Special Education Designee	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• ESL Teachers</li> <li>• Principals</li> <li>• Special Ed Teachers</li> <li>• Student 504 Plans</li> <li>• Teachers</li> </ul>	Equity Budget: \$0 General Revenue: \$0 Special Ed. IDEA: \$0  <b>ACTION BUDGET: \$0</b>

<b>Intervention: Sophomore Academy: Weir, Robert M. Jr., Lessons from a Middle Level At-Risk Program. ClearingHouse V.70 n.1. 1996</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
<u>Action Type: Academic Improvement Plan</u> <u>Action Type: Collaboration</u> <u>Action Type: Special Education</u> Students with failing grades in the 9th grade will be considered for placement within the Sophomore Academy. These students will be placed in a close-knit environment that will allow them to build relationships with peers and teachers. Students with special needs or modifications will continue to be served within the program.	Ric Davies, ALE Chair	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• ALE classroom</li> <li>• Benchmark and EOC Exams</li> <li>• Classroom Teachers</li> <li>• Parents</li> </ul>	General Revenue: \$0 Special Ed. IDEA: \$0  <b>ACTION BUDGET: \$0</b>
<u>Action Type: Equity</u> <u>Action Type: Implementation</u> Sophomore Academy teachers will teach the core classes in addition to a class period devoted to building trust, acceptance, social skills, and effective study habits. All	Ric Davies, ALE Chair	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• ALE classroom</li> <li>• Assessments</li> <li>• Classroom Teachers</li> <li>• Community Leaders</li> </ul>	General Revenue: \$0  <b>ACTION BUDGET: \$0</b>

<b>Intervention: Sophomore Academy: Weir, Robert M. Jr., Lessons from a Middle Level At-Risk Program. ClearingHouse V.70 n.1. 1996</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
students in the Academy program will participate in this class.			<ul style="list-style-type: none"> <li>• Curriculum Materials</li> <li>• Professional Development</li> </ul>	
<p><u>Action Type: Library Media Services</u></p> <p><u>Action Type: Technology Inclusion</u></p> <p>Appropriate technology will be made available for all students within the Academy. The use of computer labs and multimedia stations is an integrated part of the program.</p>	Ric Davies, ALE Chair	<p><b>Start:</b> July 1, 2003</p> <p><b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Professional Development</li> <li>• Supplemental Resources</li> <li>• Teachers</li> <li>• Teaching materials</li> <li>• Technology Specialist</li> </ul>	<p><u>General Revenue:</u> \$0</p> <p><b>ACTION BUDGET: \$0</b></p>

**Goal:** All students will improve in reading comprehension and written expression with additional attention to Literacy and Content reading passages, and Mechanics and Sentence Formation writing domains.

**Benchmark:** There will be an annual increase of 2.9% of the students scoring proficient or advanced on the End of Course Literacy Exam (This is approximately 13 students).

<b>Intervention: Writing to Learn in Content Areas: Brynildssen, Shawna, Vocabulary's Influence on Successful Writing</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget:</b> <b>\$0</b>
<p><u>Action Type: Implementation</u> Teach critical analysis in all content areas. This could include but not be limited to Bloom's Taxonomy.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Step Up to Writing</li> <li>• Teachers</li> </ul>	<p><u>General Revenue:</u> <b>\$0</b></p> <p><b>ACTION BUDGET:</b> <b>\$0</b></p>
<p><u>Action Type: Implementation</u> Require students to write to demonstrate their learning in every content area, using the Arkansas Scoring Guide for Writing as the rubric and emphasizing content and style in non-language arts classrooms. All departments in the school use the Arkansas Writing Rubric and similar vocabulary for writing.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• Curriculum Maps</li> <li>• Performance Assessments</li> <li>• Step Up to Writing</li> <li>• Teachers</li> </ul>	<p><u>None:</u> <b>\$0</b></p> <p><b>ACTION BUDGET:</b> <b>\$0</b></p>
<p><u>Action Type: Alignment</u> <u>Action Type: Collaboration</u> <u>Action Type: Implementation</u> Teach vocabulary in context in all grades and in all classes. A list of vocabulary words will be given to teachers each semester and these words will be incorporated into daily lessons.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• Curriculum Maps</li> <li>• District Math Curricula</li> </ul>	<p><u>General Revenue:</u> <b>\$0</b></p> <p><b>ACTION BUDGET:</b> <b>\$0</b></p>

<b>Intervention: Writing to Learn in Content Areas: Brynildssen, Shawna, Vocabulary's Influence on Successful Writing</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
			<ul style="list-style-type: none"> <li>• NCTM National Standards</li> <li>• Principals</li> <li>• SAT 10</li> <li>• Step Up to Writing</li> <li>• Teachers</li> </ul>	
<u>Action Type: Equity</u> <u>Action Type: Purchase Materials</u> Explore funding sources to place complete class sets of good dictionaries in every classroom.	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Parents</li> <li>• Principal</li> <li>• Teachers</li> </ul>	General Revenue: \$0 <b>ACTION BUDGET: \$0</b>
<u>Action Type: Alignment</u> <u>Action Type: Professional Development</u> <u>Action Type: Technology Inclusion</u> Incorporate writing skills and strategies from the Arkansas Frameworks into the curriculum of every content area and align vertically from kindergarten through twelfth grade.	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• Curriculum Maps</li> <li>• District Staff</li> <li>• Ed Vision Software</li> <li>• NCTM National Standards</li> <li>• Performance Assessments</li> <li>• Step Up to Writing</li> <li>• Teachers</li> </ul>	General Revenue: \$0 Title V - Employee Benefits: \$0 Title V - Employee Salaries: \$0 <b>ACTION BUDGET: \$0</b>
<u>Action Type: Collaboration</u> <u>Action Type: Implementation</u> <u>Action Type: Professional Development</u> Develop a common note-taking system for all content areas and grade levels. (2 possibilities: Step Up to Writing, SQ3R)	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• Library Media Specialists</li> <li>• Step Up to Writing</li> <li>• Teachers</li> </ul>	General Revenue: \$0 <b>ACTION BUDGET: \$0</b>

<b>Intervention: Writing to Learn in Content Areas: Brynildssen, Shawna, Vocabulary's Influence on Successful Writing</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
<p><u>Action Type: Library Media Services</u>  <u>Action Type: Parental Engagement</u>  <u>Action Type: Technology Inclusion</u>                      Find additional ways to expand display of student writing and to publish student writing.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003  <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Computers</li> <li>• Library Media Specialists</li> <li>• Parents</li> <li>• Principals</li> <li>• Teachers</li> </ul>	<p>General Revenue: \$0                      Special Grants: \$0  <b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Academic Improvement Plan</u>  <u>Action Type: Purchase Resources</u>  <u>Action Type: Technology Inclusion</u>                      Explore utilization of computer labs to include writing tutorial programs and extended hours for writing assignment completion.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003  <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>General Revenue: \$0                      Special Grants: \$0  <b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Professional Development</u>                      Explore the development of a procedure for student interviews to gather information about test success/failure.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003  <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Principals</li> <li>• Students</li> <li>• Teachers</li> </ul>	<p>General Revenue: \$0  <b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Collaboration</u>  <u>Action Type: Implementation</u>  <u>Action Type: Professional Development</u>                      Establish a learning team to explore the possibility of sophomore student, sharing the same four core teachers so that interdisciplinary writing, vocabulary, reading, math, and study skills curriculum can be shared and reinforced.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003  <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Parents</li> <li>• Principal</li> <li>• Students</li> <li>• Teachers</li> </ul>	<p>General Revenue: \$0                      Title V - Employee Benefits: \$0                      Title V - Employee Salaries: \$0  <b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Accountability</u>  <u>Action Type: Parental Engagement</u>  <u>Action Type: Professional Development</u>                      Establish a learning team to investigate the possibility of using incentives to reward proficient and advanced scores on standardized tests (could include but not be</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003  <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Parents</li> <li>• Students</li> <li>• Teachers</li> </ul>	<p>General Revenue: \$0                      Special Grants: \$0                      Title V - Employee Benefits: \$0                      Title V - Employee Salaries: \$0  <b>ACTION BUDGET: \$0</b></p>

<b>Intervention: Writing to Learn in Content Areas: Brynildssen, Shawna, Vocabulary's Influence on Successful Writing</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
limited to cash, prizes, bicycles) - use community resources and parent involvement for obtaining necessary resources.				
<p><u>Action Type: Accountability</u>  <u>Action Type: Professional Development</u>                      Determine appropriate ways to remediate students who score at basic or below basic on the Benchmark exams or the End of Course exams. AIPs will be written for each of these students. Other remediation options could include a TEAM math class, math labs, and compensatory after-school programs.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003  <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• Central Office</li> <li>• Curriculum Maps</li> <li>• District Math Curricula</li> <li>• NCTM National Standards</li> <li>• Parents</li> <li>• Student AIP</li> <li>• Students</li> <li>• Teachers</li> </ul>	<p>General Revenue: \$0                      Special Grants: \$0  <b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Collaboration</u>  <u>Action Type: Parental Engagement</u>                      Explore the possibility for obtaining funds from community grants for the purpose of hiring a community relations coordinator for our building. Responsibilities would include but not be limited to bringing authors, journalists, public speakers, and business people into the school as guest speakers and teachers - inviting local politicians to hold debates on campus, etc. The objective is that students will have more meaningful subject matter about which to write. Recommendations will be made to the faculty by the end of the year.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003  <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Parents</li> <li>• Principals</li> <li>• Students</li> <li>• Teachers</li> </ul>	<p>General Revenue: \$0                      Special Grants: \$0  <b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Collaboration</u>  <u>Action Type: Library Media Services</u>  <u>Action Type: Professional Development</u>                      Establish a learning team to explore the possibility of</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003  <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Arkansas Content Frameworks</li> <li>• Central Office</li> <li>• Community Leaders</li> </ul>	<p>General Revenue: \$0                      Special Grants: \$0                      Title V - Employee Benefits: \$0                      Title V - Employee Salaries: \$0</p>

<b>Intervention: Writing to Learn in Content Areas: Brynildssen, Shawna, Vocabulary's Influence on Successful Writing</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget:</b> <b>\$0</b>
implementing an interdisciplinary Summer Bridge program for incoming sophomores to teach study skills, academic responsibility, what will be expected, and how generally to succeed in high school.			<ul style="list-style-type: none"> <li>• Library Media Specialists</li> <li>• Parents</li> <li>• Principals</li> <li>• Students</li> <li>• Teachers</li> </ul>	<b>ACTION BUDGET:</b> <b>\$0</b>
<p><u>Action Type: Professional Development</u> Provide professional development activities that stress critical analysis in the classroom.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Benchmark and EOC Exams</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p><u>General Revenue:</u> <b>\$0</b></p> <p><b>ACTION BUDGET:</b> <b>\$0</b></p>

**Priority 2:**

Improving Mathematics:

**Supporting Data:**

- 1) 1) On the 2001-2003 Mathematics Benchmark Exam: On combined population of students: In 2003, 318 students were tested and 31.67% scored proficient or advanced. In 2002, 334 students were tested and 23.2% scored proficient or advanced. In 2001, 392 students were tested and 19.65% scored proficient or advanced. Students showed consistent weaknesses on: Multiple Choice Functions Relations and Patterns, Solve Equations and Inequalities and Polynomial Operations strands; Constructed Response Solve Equations and Inequalities, Polynomial Operations and Language of Algebra strands.
- 2) 2) IEP Students: In 2003, 14 students were tested and 0% scored proficient or advanced. In 2002, 18 students were tested and 1% scored proficient or advanced. In 2001, 30 students were tested and 0% scored proficient or advanced. Students showed consistent weaknesses on: Multiple Choice Functions, Relations, and Patterns, Polynomial Operations and Geometry of Patterns strands; Constructed Response Solve Equations and Inequalities, Graphs and Tables and Functions, Relations, and Patterns strands.
- 3) 3) LEP Students: In 2003, 31 students were tested and 15% scored proficient or advanced. In 2002, 20 students were tested and 11.91% scored proficient or advanced. In 2001, 31 students were tested and 19.35% scored proficient or advanced. Students showed consistent weaknesses on: Multiple Choice Polynomial Operations, Functions, Relations, and Patterns and Geometry of Relationship strands; Constructed Response Solve Equations and Inequalities, Functions, Relations, and Patterns and Polynomial Operations strands.
- 4) 4) SES Students: In 2003, 40 students were tested and 26.38% scored proficient or advanced. In 2002, 37 students were tested and 21.62% scored proficient or advanced. In 2001, 24 students were tested and 12.50% scored proficient or advanced.
- 5) 5) Ethnicity: Hispanic: In 2003, 38 students were tested and 11.11% scored proficient or advanced. In 2002, 28 students were tested and 10.72% scored proficient or advanced. In 2001, 15 students were tested and 0% scored proficient or advanced. Caucasian: In 2003, 236 students were tested and 39.13% scored proficient or advanced. In 2002, 229 students were tested and 29.12% scored proficient or advanced. In 2001, 319 students were tested and 23.86% scored proficient or advanced. African American: In 2003, 15 students were tested and 18.43%

- scored proficient or advanced. In 2002, 28 students were tested and 16.67% scored proficient or advanced. In 2001, 25 students were tested and 0% scored proficient or advanced.
- 6) 6) \_\_\_\_\_ Grade SAT 9 Total Math: In 2003, # students were tested and % scored above the 50th percentile. In 2002, # students were tested and % scored above the 50th percentile. In 2001, # students were tested and % scored above the 50th percentile. Consistently students showed weaknesses in \_\_\_\_\_.
  - 7) Attendance Rate: 2003, the attendance rate for the building was %. In 2002, the attendance rate for the building was %. In 2001, the attendance rate for the building was %.
  - 8) Graduation Rate: In 2003, the graduation rate for \_\_\_\_\_ High School was %. In 2002, the graduation rate for \_\_\_\_\_ High School was %. In 2001, the graduation rate for \_\_\_\_\_ High School was %.

**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:**

There will be an average increase of 8.2% scoring proficient or advanced on the End of Course Algebra I Exam, and an 6.4% increase on the End of Course Geometry Exam.

<b>Intervention: Standards-Based Math Program: Ascher, Carol, Assessing Bilingual Students for Placement and Instruction</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget:</b> <b>\$0</b>
<p><u>Action Type: Collaboration</u> <u>Action Type: Implementation</u> Implement standards-based mathematics strategies using lessons and assessments appropriate for 10 - 12 grade math.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Arkansas Content Standards</li> <li>• Benchmark and EOC Exams</li> <li>• NCTM National Standards</li> <li>• Parents</li> <li>• Teachers</li> </ul>	<p>None: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Alignment</u> <u>Action Type: Collaboration</u> <u>Action Type: Professional Development</u> Teams of teachers will meet weekly to review student work, share effective teaching and assessment strategies, and align instructional objectives to assist all students to achieve proficiency in mathematics. Teams will be grouped based on courses taught (Geometry, Algebra II, Trig/Analysis, and College-Prep Algebra).</p>	Patsy Williford, Math Department Chair	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Arkansas Content Standards</li> <li>• Benchmark and EOC Exams</li> <li>• Curriculum Mapping</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>General Revenue: \$0 Title V - Employee Benefits: \$0 Title V - Employee Salaries: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Academic Improvement Plan</u> <u>Action Type: Collaboration</u> <u>Action Type: Special Education</u> <u>Action Type: Technology Inclusion</u> 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, study labs, make-up sessions and the use of mathematics tutorial software.</p>	Diana Falkner, Special Education Designee	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Benchmark and EOC Exams</li> <li>• Computers</li> <li>• District Math Curricula</li> <li>• Performance Assessments</li> <li>• Student AIP</li> <li>• Student IEP</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>General Revenue: \$0 Special Ed. IDEA: \$0</p> <p><b>ACTION BUDGET: \$0</b></p>

<b>Intervention: Standards-Based Math Program: Ascher, Carol, Assessing Bilingual Students for Placement and Instruction</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget:</b> <b>\$0</b>
<p><u>Action Type: Academic Improvement Plan</u>  <u>Action Type: Plan Evaluation</u>                      Use results of off-level SAT 10 (grade 8), 8th grade benchmarks, the Algebra I and Geometry End of Course Exams to address specific needs of incoming sophomore students' progress in math achievement. Mathematics teachers have access to this data and previous math grades and use this information to make predictions and appropriate placement for sophomores and transfer students.</p>	Patsy Williford, Math Dept. Chair	<p><b>Start:</b> July 1, 2003  <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Benchmark and EOC Exams</li> <li>• Central Office</li> <li>• Computers</li> <li>• District Math Curricula</li> <li>• NCTM National Standards</li> <li>• SAT-9</li> <li>• Standardized Tests</li> </ul>	<p>None: <b>\$0</b>  <b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Accountability</u>  <u>Action Type: Alignment</u>  <u>Action Type: Plan Evaluation</u>                      Use EOC exams to evaluate teaching strategies and student progress.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003  <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Benchmark and EOC Exams</li> <li>• District Math Curricula</li> </ul>	<p>None: <b>\$0</b>  <b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Academic Improvement Plan</u>  <u>Action Type: Diagnostic</u>  <u>Action Type: Parental Engagement</u>                      Develop diagnostic tools to determine why a student fails a math class and determine strategies that will benefit these students. This could include, but not be limited to, interviews with students and parents, surveys, and needs assessments.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003  <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Benchmark and EOC Exams</li> <li>• Parents</li> <li>• Performance Assessments</li> <li>• Students</li> <li>• Teacher-made assessments</li> </ul>	<p>General Revenue: <b>\$0</b>  <b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Alignment</u>  <u>Action Type: Collaboration</u>  <u>Action Type: Professional Development</u>                      Algebra I and Geometry teachers will build a test bank of open response questions. These questions will be used as a part of all assessments in these courses.</p>	Patsy Williford, Math Department Chair	<p><b>Start:</b> July 1, 2003  <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Arkansas Content Standards</li> <li>• Benchmark and EOC Exams</li> <li>• Computers</li> <li>• District Math</li> </ul>	<p>General Revenue: <b>\$0</b>  <b>ACTION BUDGET: \$0</b></p>

<b>Intervention: Standards-Based Math Program: Ascher, Carol, Assessing Bilingual Students for Placement and Instruction</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget:</b> <b>\$0</b>
			<ul style="list-style-type: none"> <li>Curricula</li> <li>• Ed Vision Software</li> <li>• NCTM National Standards</li> <li>• Teachers</li> </ul>	
<p><u>Action Type: Implementation</u> Teachers will implement mathematics problem-solving strategies similar to those in the EOC exams into all math classes.</p>	Patsy Williford, Math Dept. Chair	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Arkansas Content Frameworks</li> <li>• Arkansas Content Standards</li> <li>• Benchmark and EOC Exams</li> <li>• NCTM National Standards</li> <li>• Teachers</li> </ul>	<p>None: _____ \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Collaboration</u> <u>Action Type: Parental Engagement</u> Evaluate effectiveness of problem-solving strategies using performance assessments, open-ended math prompts, etc. Share results with parents through grade reports, progress reports, parent/teacher conference, e-mail, etc.</p>	Patsy Williford, Math Dept. Chair	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Benchmark and EOC Exams</li> <li>• District Math Curricula</li> <li>• Performance Assessments</li> </ul>	<p>None: _____ \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Library Media Services</u> <u>Action Type: Professional Development</u> Review available research on instructional strategies and instructional materials proven to be effective in improving math skills and share this information at weekly team meetings.</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Computers</li> <li>• District Grade Level Math Curricula</li> <li>• District Staff</li> <li>• Library Media Specialists</li> <li>• NCTM National Standards</li> </ul>	<p>General Revenue: _____ \$0 Special Grants: _____ \$0</p> <p><b>ACTION BUDGET: \$0</b></p>
<p><u>Action Type: Professional Development</u> <u>Action Type: Technology Inclusion</u> Train secondary math teachers in the use of the</p>	Randy Willison, Building Principal	<p><b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Computers</li> <li>• Software</li> </ul>	<p>General Revenue: _____ \$0</p> <p><b>ACTION BUDGET: \$0</b></p>

<b>Intervention: Standards-Based Math Program: Ascher, Carol, Assessing Bilingual Students for Placement and Instruction</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
Geometer's Sketchpad upgraded software for instructional purposes. Align the use of the software with mathematics standards. In addition, new software and technology equipment will be evaluated and plans for acquiring will be made as needed.			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
<u>Action Type: Implementation</u> <u>Action Type: Technology Inclusion</u> Implement the use of Geometer's Sketchpad in classroom instruction.	Patsy Williford, Math Dept. Chair	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>Computers</li> <li>Software</li> <li>Teachers</li> </ul>	None: \$0 <b>ACTION BUDGET: \$0</b>
<u>Action Type: Accountability</u> <u>Action Type: Technology Inclusion</u> Evaluate effectiveness of Geometer's Sketchpad in classroom instruction.	Patsy Williford, Math Dept. Chair	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>Teacher-made assessments</li> </ul>	None: \$0 <b>ACTION BUDGET: \$0</b>
<u>Action Type: Collaboration</u> <u>Action Type: Professional Development</u> Help students improve test-taking skills by simulating the types of questions on the EOC exams at every opportunity. At least once each semester, a practice EOC exam will be given.	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>Arkansas Content Standards</li> <li>Benchmark and EOC Exams</li> <li>District Math Curricula</li> <li>Outside Consultants</li> <li>SAT 10</li> <li>SAT-9</li> </ul>	General Revenue: \$0 Special Grants: \$0 <b>ACTION BUDGET: \$0</b>
<u>Action Type: Collaboration</u> <u>Action Type: Parental Engagement</u> <u>Action Type: Professional Development</u> Form a teacher committee to develop and implement a plan for improving and increasing parent involvement. Possibilities could include Contract/Learning agreements, parent orientations, posting information on school website, parent-visit programs, discussion groups, establishing advisory groups and home visits.	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>Parents</li> <li>Principal</li> <li>Students</li> <li>Teachers</li> </ul>	General Revenue: \$0 Special Grants: \$0 Title V - Employee Benefits: \$0 Title V - Employee Salaries: \$0 <b>ACTION BUDGET: \$0</b>
<u>Action Type: Parental Involvement</u> Engage parents through various means including but not	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>Assessment Tools</li> <li>Parents</li> </ul>	None: \$0

<b>Intervention: Standards-Based Math Program: Ascher, Carol, Assessing Bilingual Students for Placement and Instruction</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
limited to newsletters, email, web pages and progress reports.			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<b>ACTION BUDGET: \$0</b>
<u>Action Type: Collaboration</u> <u>Action Type: Parental Engagement</u> <u>Action Type: Professional Development</u> Form a learning team to explore the possibility of implementing a homework hotline and make recommendations to the faculty.	Randy Willison, Building Principal	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>Central Office</li> <li>Community Leaders</li> <li>Parent volunteers</li> <li>Principal</li> <li>Teachers</li> <li>Waiver Days</li> </ul>	General Revenue: \$0 Special Grants: \$0 Title V - Employee Benefits: \$0 Title V - Employee Salaries: \$0 <b>ACTION BUDGET: \$0</b>

<b>Intervention: School-within-a-School: Reinke, Wendy M. &amp; Herman, Keith, Creating School Environments that Deter Antisocial Behaviors in Youth. Psychology in the Schools. Sep 2002.</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
<u>Action Type: Academic Improvement Plan</u> <u>Action Type: Diagnostic</u> <u>Action Type: Parental Engagement</u> Classroom teachers, parents, counselors, and administrators will evaluate student behavior and academic progress to determine if placement within SwS is appropriate.	Wisty Rorabacher, SwS Teacher	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Benchmark and EOC Exams</li> <li>Classroom Teachers</li> <li>Classroom-Based Assessment</li> </ul>	None: \$0 <b>ACTION BUDGET: \$0</b>
<u>Action Type: Instruction</u> <u>Action Type: Program Implementation</u> Students in SwS will engage in activities devoted to providing opportunities to experience and practice developmentally appropriate, emotionally healthy involvement and interaction. Students are expected to take personal responsibility for their behavior and learning.	Wisty Rorabacher, SwS Teacher	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>Classroom-Based Assessment</li> <li>Community Leaders</li> <li>Curriculum Materials</li> </ul>	None: \$0 <b>ACTION BUDGET: \$0</b>
<u>Action Type: Accountability</u>	Wisty Rorabacher,	<b>Start:</b> July 1, 2003	<ul style="list-style-type: none"> <li>Arkansas Content</li> </ul>	None: \$0

<b>Intervention: School-within-a-School: Reinke, Wendy M. &amp; Herman, Keith, Creating School Environments that Deter Antisocial Behaviors in Youth. Psychology in the Schools. Sep 2002.</b>				
<b>Actions</b>	<b>Person Responsible</b>	<b>Timeline</b> (Starting/Ending dates)	<b>Resources</b>	<b>Source of Funds</b> <b>Total Budget: \$0</b>
<p><u>Action Type: Collaboration</u>  <u>Action Type: Program Implementation</u>                      Students will study the core courses during their sophomore year in the SwS setting. The teachers will use a variety of approaches that are developmentally and educationally appropriate for the individual students. Students will transition to more conventional classes in their junior and senior years but will remain in close contact with SwS teachers.</p>	SwS Teacher	<b>End:</b> June 30, 2004	Frameworks <ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Counselors</li> <li>• Learning Teams</li> <li>• Student AIPs</li> </ul>	<b>ACTION BUDGET: \$0</b>
<p><u>Action Type: Equity</u>  <u>Action Type: Special Education</u>                      Students with 504 plans and special education support may be included in the SwS classes and all accommodations will be implemented.</p>	Wisty Rorabacher, SwS Teacher	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Assessment Tools</li> <li>• Classroom Teachers</li> <li>• Special Ed Teachers</li> </ul>	None: \$0 <b>ACTION BUDGET: \$0</b>
<p><u>Action Type: Alignment</u>  <u>Action Type: Library Media Services</u>  <u>Action Type: Technology Inclusion</u>                      Art and technology are interwoven into the academic studies using up-to-date technology, accessories and programs. The students will assist in the maintenance of the SwS website, use digital photos to document research and activities, use recorders to collect primary source information, and use CBL's and CBR's with calculators to experience math through manipulation of collected data.</p>	Wisty Rorabacher, SwS Teacher	<b>Start:</b> July 1, 2003 <b>End:</b> June 30, 2004	<ul style="list-style-type: none"> <li>• Academic Computer Lab</li> <li>• ALE classroom</li> <li>• Arkansas Content Frameworks</li> <li>• Art Materials</li> <li>• Assessment Tools</li> <li>• Calculators</li> <li>• CBL's</li> <li>• Community Volunteers</li> </ul>	None: \$0 <b>ACTION BUDGET: \$0</b>

# APPENDIX

## SCHOOL IMPROVEMENT PLANNING TEAM

SCHOOL IMPROVEMENT PLANNING TEAM MEMBERS			
Classification	Name	Position	Committee
Classroom Teacher	David F. Young	Chair	ACSIP Steering committee
Classroom Teacher	Diana Reeves	member	ACSIP Steering committee
Classroom Teacher	Donna Stephens	member	ACSIP Steering committee
Classroom Teacher	Lynda Brothers	member	ACSIP Steering committee
Classroom Teacher	Pete Howard	member	ACSIP Steering committee
Librarian	Cassandra Barnett	member	ACSIP Steering committee,
Classroom Teacher	Ada Poland	member	Literacy
Classroom Teacher	Anita Lietzke	member	Literacy
Classroom Teacher	Barry Gebhart	member	Literacy
Classroom Teacher	Barry Harper	member	Literacy
Classroom Teacher	Blake Childers	member	Literacy
Classroom Teacher	Carolyn Griffith	member	Literacy
Classroom Teacher	Cynthia Moss	member	Literacy
Classroom Teacher	David Herman	member	Literacy
Counselor	Dawn Norman	member	Literacy
Counselor	Deborah Goodell	member	Literacy
Classroom Teacher	Diana Falkner	member	Literacy
Classroom Teacher	Diana Reeves	member	Literacy
Classroom Teacher	Diane Adams	member	Literacy
Associate Principal	Evelyn Marbury	member	Literacy
Classroom Teacher	Geniece Yates	member	Literacy
Classroom Teacher	John Remmers	member	Literacy
Classroom Teacher	Judy Allen	member	Literacy
Classroom Teacher	Kathy Lemons	member	Literacy
Classroom Teacher	Leslie Colebank	member	Literacy
Classroom Teacher	Libby Combs	member	Literacy

SCHOOL IMPROVEMENT PLANNING TEAM MEMBERS			
Classification	Name	Position	Committee
Classroom Teacher	Lynn Burnett	member	Literacy
Classroom Teacher	Marian Heinrichs	member	Literacy
Classroom Teacher	Martha McNair	member	Literacy
Classroom Teacher	Mary Cooper	member	Literacy
Classroom Teacher	Mary Frances Kretschmar	member	Literacy
Classroom Teacher	Mary Grace	member	Literacy
Classroom Teacher	Mike Maloney	member	Literacy
Classroom Teacher	Milton Burke	member	Literacy
Classroom Teacher	Nancy Smith	member	Literacy
Classroom Teacher	Nora Edwards	member	Literacy
Classroom Teacher	Rebecca Cox	member	Literacy
Classroom Teacher	Rita Caver	member	Literacy
Classroom Teacher	Robert Neralich	member	Literacy
Librarian	Sarah Roberson	member	Literacy
Classroom Teacher	Sheila Freeman	member	Literacy
Classroom Teacher	Stephen Adams	member	Literacy
Classroom Teacher	Stephen Teague	member	Literacy
Classroom Teacher	Susan Colvin	member	Literacy
Classroom Teacher	Tamara Stassen	member	Literacy
Classroom Teacher	Tanya Evans	member	Literacy
Classroom Teacher	Thelma Tarver	member	Literacy
Classroom Teacher	Thomas Cochran	member	Literacy
Classroom Teacher	Tim Hollis	member	Literacy
Classroom Teacher	Tom Williams	member	Literacy
Classroom Teacher	Vance Arnold	member	Literacy
Classroom Teacher	Warren Rosenaur	member	Literacy
Classroom Teacher	Wisty Rorabacher	member	Literacy

SCHOOL IMPROVEMENT PLANNING TEAM MEMBERS			
Classification	Name	Position	Committee
Classroom Teacher	Bill Laney	member	Math
Classroom Teacher	Bob McKee	member	Math
Classroom Teacher	Carolyn Isles	member	Math
Classroom Teacher	Carolyn Steward	member	Math
Classroom Teacher	D'Ann Whittle	member	Math
Classroom Teacher	David A. Young	member	Math
Classroom Teacher	Deanna Hawkins	member	Math
Classroom Teacher	Debbie McFall	member	Math
Classroom Teacher	Denise Hoy	member	Math
Classroom Teacher	Donelle Fincher	member	Math
Classroom Teacher	Drew Yoakum	member	Math
Classroom Teacher	Emery Faulkner	member	Math
Classroom Teacher	Gail Sager	member	Math
Classroom Teacher	George Spencer	member	Math
Classroom Teacher	Gilda Pierce	member	Math
Classroom Teacher	H.B. Whitaker	member	Math
Classroom Teacher	Jean Pharr	member	Math
Classroom Teacher	Jim Frisby	member	Math
Classroom Teacher	Joel Emerson	member	Math
Classroom Teacher	Jonna Dodd	member	Math
Classroom Teacher	Juliana Hendrix	member	Math
Classroom Teacher	Kimberly Thomas	member	Math
Classroom Teacher	Kimberly Wertenberger	member	Math
Classroom Teacher	Laurie Adkins	member	Math
Classroom Teacher	Linda Clay	member	Math
Classroom Teacher	Linda Turner	member	Math
Classroom Teacher	Mark White	member	Math

SCHOOL IMPROVEMENT PLANNING TEAM MEMBERS			
Classification	Name	Position	Committee
Classroom Teacher	Michael Lemons	member	Math
Classroom Teacher	Michelle White	member	Math
Assistant Principal	Nancy Johnson	member	Math
Classroom Teacher	Nate Magre	member	Math
Classroom Teacher	Pamela Baker	member	Math
Classroom Teacher	Patsy Williford	Chair	Math
Classroom Teacher	Richard Davies	member	Math
Classroom Teacher	Rick Holmes	member	Math
Classroom Teacher	Robin Buff	member	Math
Classroom Teacher	Ronald Townsend	member	Math
Classroom Teacher	Susan King	member	Math
Classroom Teacher	Susie Stewart	member	Math
Classroom Teacher	Tim Chitwood	member	Math
Classroom Teacher	Wendell Harris	member	Math
Classroom Teacher	William Rosser	member	Math
Classroom Teacher	Ada Poland	Classroom Teacher	Title V
Counselor	Berta Seitz	Counselor	Title V
Media Specialist	Cassandra Barnett	Media Specialist	Title V
Classroom Teacher	David F. Young	Classroom Teacher	Title V
District-Level Professional	Denise Airola	Title V Coordinator	Title V
Counselor	Lesli Zeagler	Counselor	Title V
Parent	Michelle Brown	Parent	Title V