

2009-2010 ARCHIVE

School Plan

Print Version

EMMET HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2009-2010

Approved:

It is the mission of Emmet High School to provide the opportunity for all students to become proficient in math and literacy skills, as well as developing a Healthy Life Style. This will be accomplished through relevant and challenging curriculum; proficiency of higher level thinking skills; and the enhancement of technology skills

EAGLES - Everyone Acquiring Great Lifelong Enhanced Skills.

Grade Span: 7-12

Title I: Not Applicable

School Improvement: SI_3

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Goal: TO ENSURE THE ENVIRONMENT IS CONDUCIVE TO LEARNING FOR ALL STUDENTS

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Priority 1: To improve Literacy Skills for all students with emphasis on proper writing skills, reading comprehension, and use of open

response questions.

1. The review of data for the past three years reveal a decrease in proficiency in the areas of open response questions, reading comprehension and writing content and style.
2. The PLAN Evaluation indicated in all three most recent years (2007,2006,& 2005) that Language was a strong suite but could work on the improvement of content in writing.
3. IN 2007, End of Course Literacy scores resulted in 16 Students: 31.2% of Combined Students 1 Students: 0% of African American Students . Students: N/A% of Hispanic Students 14 Students: 28.5% of Caucasian Students 6 Students: 33.3% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 1 Students: 0% of Students with Disabilities In 2006, End of Course Literacy Scores resulted in 83% scoring below proficiency. This 83% represents 0% African American, 0% Hispanic, 100% were Caucasian, 20% Socio Economic Deprived, 0% LEP, and 19% with disabilities.In 2005, End of Course Literacy scores resulted in, 84% scoring below proficiency. This 84 % represents 5% African American, 0% Hispanic, 95% Caucasian, 29% Socio Economic Deprived, 0% LEP, and 19% with Disabilities.
4. The graduation rate for the past three years are as follows: 2007 - 73.9% 2006 - 96%, 2005- 95%, .
5. 8th Grade Benchmark Exam: In 2005, 48% of combined students scored above proficient on the 8th Grade Benchmark Exam. 25% of African American students scored above proficient 53% of Caucasian students scored above proficient 25% of Scio Economic Deprived students scored above proficient. 0% of Students with Disabilities scored above proficient. There were no Hispanic or LEP Students attending or assessed in this school. The lowest identified areas for the combined population were: Reading Open Response & Multiple Choice -Content. Writing - Content and Style. The lowest identified areas for the African Americans were: Reading- Open Response - Practical and Multiple Choice - Literary and Practical. Writing - Content and Style The lowest identified areas for the Caucasians were: Reading -Open Reponse and Multiple Choice - Content and Writing - Content and Style. The lowest identified areas for students with disabilities were: Reading -Open Response - Practical and Multiple Choice-Practical. Writing - Content and Style. The lowest identified areas for Socio Economic Deprived were: Reading Open Response & Multiple Choice -Content. Writing - Content and Style. In 2006, 51% of Combined Population students scored at or above proficient (49% below proficient) on the 8th Grade Benchmark Exam. 75% of the African Americans, 48% of Caucasian Students, 53% of Socio Economic Deprived students score at or above proficient. 0% of Students with Disabilities scored at or above proficient. There were no Hispanic or LEP Students attending or assessed at the school. The lowest identified areas for the combined population were: Reading Open Response and Multiple Choice- Content Writing-Content Style. The lowest identified areas for the Caucsians were; Reading- Open Response & Multiple Choice- Content and Writing - Content and Style. The lowest identified areas for students with disabilities were: Reading- Open Response- Practical and Multiple Choice - Practical. Writing- Content and Style. The lowest identified areas for Socio Economic Deprived were: Reading Open Response and Multiple Choice- Content. Writing - Content and Style. In 2006, 85% of 7th Grade Stdents scored below proficient. 75% of the African American, 0% of Hispanic, 86% of Caucasians, 87% of the Socio Economic Deprived Students, 0% of LEP, and 100% of Students with Disabilities. The lowest combined area and for all subgroups were: Reading - Open Response and Writing Content and Style. 7th grade: In 2007, of the 17 Tested 35.2% of the combined population scored at or above proficient. 17 Students: 35.2% of Combined Students 1 Students: 0% of African American Students 1 Students: 0% of Hispanic Students 14 Students: 35.7% of Caucasian Students 13 Students: 38.4% of Econ. Disadvantaged Students 1 Students: 0% of LEP Students 2 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: reading comprehension and punctuation The lowest identified areas for African Americans were:
6. In 2007 IOWA basic skills test for 7th grde resulted in 16 students being tested. Of that 16 9 scored below the 50th

Supporting Data:

percentile, representing 57%, with the lowest area being comprehension. Of the 57%, 62.6% % scoring below the 50% were economically disadvantaged, 100% of limited english proficiency, 100% of african american, 61.6% of caucasian, and 100% of hispanic scored below the 50th percentile. Of those tested reading comprehension was the lowest scoring area. 8th grade: In 2007 IOWA basic skills test for 8th grade resulted in 27 students being tested. Of that 27, 14 scored below the 50th percentile, representing 59%, with the lowest area being comprehension. Of the 59%, 70.3% % scoring below the 50% were economically disadvantaged, 70.3% of limited english proficiency, 100% of african american, 69.6% of caucasian, and na% of hispanic scored below the 50th percentile. Of those tested vocabulary was the lowest scoring area. 9th grade: In 2007 IOWA basic skills test for 9th grde resulted in 32 students being tested. Of that 32 17 scored below the 50th percentile, representing 59%, with the lowest area being vovabulary. Of the 59%, 65.7% % scoring below the 50% were economically disadvantaged, na% of limited english proficiency, 50% of african american, 66.6% of caucasian, and 100% of native american scored below the 50th percentile. Of those tested vocabulary was the lowest scoring area. In 2006 IOWA Basic Skills Test for Grade 9 resulted in 25 students being tested in reading. Of that 25, 16 scored below the 50th percentile, representing 64%, with the lowest area being in vocabulary. Also, in 2006, 32 8th Graders were tested with 19 scoring below the 50th percentile representing 59%. The weakest area determined is that of Understanding Words in Context. The 7th Graders were also tested. A total of 27 were tested with 17 scoring below the 50th percentile, representing 63% with the lowest area being Vocabulary and Factual Understanding. In 2005 IOWA Basic Skills Tests for Grade 9 resulted in 19 students being tested in reading. Of that 19, 9 scored below the 50th percentile, representing 44%, with the lowest area being in Factual Understanding. Also, in 2005 23 8th Graders were tested with 8 scoring below the 15% representing 35%. The weakest area determined is that of Understanding Words in Context. The 7th Graders were also tested. A total of 30 were tested with 15 scoring below the 50th percentile, representing 50%, with the lowest area being in Analysis and Generalization.

Goal To improve Literacy Skills for all students with emphasis on proper writing skills, reading comprehension, and use of open response questions.

Benchmark Currently, 31.5% of Emmet High school students scored proficient which is 2.3 above the state mandated AYP of 29.2%.

Intervention: Reading and Literacy Programs				
Scientific Based Research: "Reflective and Literate boys: can design and technology make a difference": Stables and Rogers, 2001. (Students Performance Evaluations/SWAEC Workshops) District Technoogy and Gold File Articles.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Accelerated Reader Program will be implemented in Grades 7-11 according to student's reading level. Students will take and pass each reading test with a 80% degree of accuracy. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Traci Brewington	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
As a part of Accelerated Reader Program, teachers will conduct a	Traci	Start:	<ul style="list-style-type: none"> Administrative Staff 	

<p>post-test of student reading ability using Star Testing. As needs are identified, Title VI Funds will be used to purchase up-dated materials to assist students in need. We will continue with on grade and off grade testing of Stanford 10, along 8th Grade Benchmark to measure improvement through this program.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion</p>	Brewington	07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Computers Performance Assessments School Library 	ACTION BUDGET: \$
<p>The Jane Schaffer Writing Curriculum will be the adopted writing program for Emmet High School. All teachers, including the Special Education Teacher, will attend training to learn strategies of program and will implement into classroom lesson plans this fall. The program will be measured by writing samples and improved test scores. NSLA funds will be used for professional development in the area of literacy.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development</p>	Beckie Loe	Start: 06/30/2009 End: 07/01/2010	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
<p>Pacing Guides and Interim Assessments from The Learning Institute will be used, along with Buckle Down guides to build the curriculum for the school enrichment, which will have 45 minutes 3 days a week.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration</p>	Classroom teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Character Education will be established through a variety of means.

Scientific Based Research: Scientific Research in Education By Richard J. Shavelson, Lisa Towne, 2002. Educating Hearts and Minds: A Comprehensive Character Education Framework By Edward F. DeRoche, Mary M. Williams, 2001. The ANNALS of the American Academy of Political and Social Science, Vol. 591, No. 1, 72-85 (2004) "Character Centered Teaching: An Arkansas Initiative", Arkansas Department of Education, "Creating a Positive School Culture": Beaudoin and Taylor, 2004.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The effectiveness of the program will be evaluated	Traci	Start:	<ul style="list-style-type: none"> Administrative Staff 	

through the interpretation of the Benchmark 8 Test and the End of the Level Achievement Tests. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Brewington	07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Performance Assessments 	ACTION BUDGET: \$
Implement Character Education across the curriculum (7-12) using WOW (Word of the Week); Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	Pat Loe	Start: 06/30/2009 End: 07/01/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Student Academic Improvement Plan/AIP (Act.999) , Standards-Arkansas Department of Education,
Scientific Based Research: "Improving Schools in Socioeconomically Disadvantaged Areas" Muys, Harris, Cahpman, Stoll, Russ, 2004.
Technological Horizons in Education: Vol. 30, 2003.

Actions	Person Responsible	Timeline	Resources	Source of Funds
In conjunction with Math all teaching staff will have all updated curriculum frameworks to work with and will continue the process of "Curriculum Mapping" completing a Monthly Statistic Plan. This mapping will include the use of Math and Literacy across the curriculum. Grade/Subject Level staff will meet annually to ensure proper scope and sequence. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Mary Ward	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$
In conjunction with Math, all faculty/administrators in Blevins School District-Emmet High School will formulate a Professional Development Plan each school year in cooperation and collaboration with the school district. This plan will include individual improvement needs, technology (6 hrs), and the improvement of students achievement as determined by student data (12 hrs). Title VI state funds will be used for professional development above the state mandated requirements. Action Type: AIP/IRI Action Type: Alignment	Kathleen Wicker	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers • Title Teachers 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement				
In conjunction with Math, staff will meet under the direction of the administration and current department leaders to review Benchmark/End of Level Released Items to ensure students are exposed to all items needed to be proficient. The items that appear to mastered by most students will be reviewed and the items that most students are weak on will be taught and re-evaluated as needed to bring up to proficient. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Mary Ward	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Teachers 	ACTION BUDGET: \$
In conjunction with Math, students in Grades 7-9 and those in Grades 10-12 (that does not have to have an Activity Period) and have not scored Proficient on the Benchmark Exams, will attend an additional 45 minutes of tutoring during the school day. Students will be paired with teachers that can best help them with the weak areas identified in the student's AIP. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Pat Loe	Start: 06/30/2009 End: 07/01/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Develop and Implement a parental involvement plan; Act 703 of 2007.				
Scientific Based Research: Journal of Educational Administration: 2002. "Parent Involvement Strategies"-US Department of Education Educational Review, Volume 52, June 1, 2000. "Parental Involvement and Student's Academic Achievement": Fan & Chen, 2001.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Parental Involvement is much needed and is directly related to student achievement. In conjunction with Math, a Parent Center has been established and maintained to provide information, materials, and assistance to parents throughout all the grades towards improving student's homework, attitude, attendance, and help ensure academic progress. This parent center has a certified teacher as coordinator and has a half-time aid to facilitate the operation of the center.	Yolonda Reed	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • Outside Consultants • School Library • Teachers 	ACTION BUDGET: \$

<p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>				
<p>In conjunction with Math, there will be various "Parent Nights" throughout the year conducted by the parental facilitator. Two will be for parents to learn about preparation for and the results of the Benchmark Assessments. Consequently, students will take the assessment seriously and thus there will be improvement of test scores. Other programs will depend upon current needs of parents as surveyed during the year. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Cindy Ward	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>In conjunction with the literacy committee, the teachers will develop and implement a parental involvement plan. It will involve parents, teachers, alumni, and community members. Emmet High School will provide an opportunity for the formation of a Booster Club. Emmet High School has published in its student handbook the grievance procedure for parents. The evaluation of the parent compact will be evaluated through attendance records and/or surveys conducted. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>	Pat Loe	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The administrators will attend a workshop addressing parental involvement, will present a workshop to the teachers, and will form a committee including administrators, teachers, community residents, and parents to address the need for parental involvement. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	Lynn Johnson	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>We will promote and encourage responsible parenting by updating a parent center, purchasing parental materials to stock the center, and recognizing parent attendance at school events. The Parent Center will distribute information packets to parents on a quarterly basis. All information will be available in the Parent Center. Information will be displayed during Open House, Parent-Teacher Conferences and other school events. Emmet High school will distribute a letter stating the school</p>	Yolanda Reed	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

improvement status of the school within one week of receiving official improvement status notification. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement				
We will encourage parent participation at least two parent/teacher conferences, open house, annual public meeting, club programs, school committees, and other extracurricular activities. The High School will host a seminar about deciding course selection, career planning, and preparation for postsecondary opportunities using CAPS. We will continue the parent volunteer program and develop a volunteer resource book for school staff. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Pat Loe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: To improve Math Skills for all students with emphasis on open response items.

1. Reviews of the past three years data show a decrease in mathematical gains in the areas of geometry open response and measurements. Other areas of improvement include data analysis and probability and algebra.
2. 8th Grade Benchmark Exam: In 2004, for combined population were Geometry Open Response and Measurements Open Response. The lowest areas for African Americans were Geometry Open Response and Number Sense/Properties open response, for Hispanic N/A, for Caucasian were Geometry Open response and measurement Open Response , for LEP students N/A, for Students with Disabilities Geometry Open Response and Number Sense/Properties Open Response, and for Socio Economic Deprived Geometry Open Reponse and Number Sense/Properties Open Response. In 2005 26% of combined students scored above proficient on the 8th Grade Benchmark Exam. 25% of African American students scored above proficient. 26% of Caucasian students scored above proficient. 0% of Socio Economic Deprived students scored above proficient. 0% of Students with Disabilities scored above proficient. There were no Hispanic or LEP Students in attendance or assessed at this school The lowest identified areas for combined population were: All Open Response with emphasis on Geometry and Measurements, which is true to the overall Caucasian Population. The African American were Geometry Open Response and Number Sense/Properties. Students with Disabilities were Open Response in all areas and Patterns- Algebraic Functions. Students Socio Economic Deprived weakest areas were also all Open Response and Geometry. In 2006, 21% of Combined Students scored at or above proficient on the 8th Grade Benchmark Exam. 15% of African American students scored at or above proficient and 21% of the Caucasian Students. 0% of the Socio Economic Deprived Students scored at or above Proficient as well as 0% of the Students with Disabilities. There were no Hispanic or LEP Students in attendance or assessed at the school. The lowest identified areas for Combined Population were Number and Operations along with Open Response for Geometry, as well as the Caucasian Student. The African American Student weakest area was in Geometry Open Response. For students with disabilities, all Open Response in all areas were the weakest and the Socio Economic Deprived were Open Response in all areas and Measurement/Data Analysis.

Supporting Data:

3. 2007 EOC Geometry, resulted in 44.4% of the combined population scoring proficient or advanced: 18 Students: 44.4% of Combined Students 2 Students: 100.0% of African American Students . Students: N/A% of Hispanic Students 16 Students: 37.5% of Caucasian Students 8 Students: 50.0% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 1 Student: 0% of Students with Disabilities 2007 EOC Geometry: 20 Students: 30.0% of Combined Students 5 Students: 20.0% of African American Students . Students: N/A% of Hispanic Students 14 Students: 28.5% of Caucasian Students 14 Students: 28.5% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 2 Students: 0% of Students with Disabilities The 2006 EOC Algebra, 57% scored below proficient. This represents 50% of African American, 0% Hispanic, and 42% Caucasian. Of these, 69% of socio economic deprived, 0% LEP and 0% were students with disabilities. EOC Geometry resulted in 60% scoring below proficient, 0% of African Americans, 0% Hispanic, and 50% of Caucasian. This represents 50% Socio Economic Deprived, 0% LEP, and 0% with disabilities. The 2005 EOC Algebra - 40% scored below proficient. This represents 0% African American, 0% Hispanic, and 35% Caucasian. Of these, 44% were socio-economic deprived, 0% LEP, and 0% were students with disabilities. EOC Geometry resulted in 64% scoring below proficiency, 50% African American, 0% Hispanic, and 43% Caucasian. This represents 75% Socio Economic Deprived, 0% LEP, and 0% with disabilities. The 2004 EOC Algebra - 70% scored below proficient. This represents 0% African American, 0% Hispanic, and 100% caucasian. Of these 63% were socio-economic deprived, 0% LEP, 13% were students with disabilities. EOC Geometry resulted in 53% scoring below proficiency, 11% were African American, 0% Hispanic, and 89% caucasian. This represents 86% Socio-Economic Deprived, 0% LEP, 11% with Disabilities. The lowest identified areas (for each of the last three years have remained the same)-- for the combined population were: Open Response- Geometry and Spatial Sense and Multiple Choice - Data Analysis. Statistics and Probability. The lowest identified areas for the African Americans were: Open Response- Geometry and Spatial Sense and Multiple Choice - Data Analysis. Statistics and Probability. The lowest identified areas for the Caucasians were: Open Response- Geometry and Spatial Sense and Multiple Choice - Data Analysis. Statistics and Probability. The lowest identified areas for Students with Disabilities were: Open Response- Geometry and Spatial Sense & Pattern - Algebra and Functions and Multiple Choice - Data Analysis. Statistics and Probability. The lowest identified areas for Socio Economic Deprived were: Open Response- Geometry and Spatial Sense & Pattern - Algebra and Functions and Multiple Choice - Data Analysis. Statistics and Probability.
4. The Graduation Rates are as follows: 2007 - 73.9% 2006 - 96%, 2005 - 95%,
5. ITBS: 7th grade: In 2007, of the 16 students tested 53% of students scored below proficient. 100% of African American, 100% of Hispanic, 53.9% of Caucasian, 53.6% of Socio Economic Deprived, 53.6% of LEP, 75.1% of Students with Disabilities. The lowest areas were computation and problem solving and data interpretation. 8th grade: In 2007, of the 27 students tested 61% of students scored below proficient. Of those tested 100% of African American, na% of Hispanic, 82.6% of Caucasian, 77.7% of Socio Economic Deprived, 77.7% of LEP, 100% of Students with Disabilities scored below the 50th percentile. The lowest areas were computation and problem solving and data interpretation. 9th grade: In 2007, of the 32 students tested 77% of students scored below proficient. Of those tested 50% of African American, 100% of native american, 66.6% of Caucasian, 65.1% of Socio Economic Deprived, na% of LEP, 100% of Students with Disabilities scored below the 50th percentile. The lowest area was computation. In 2006, 25 9th Graders completed the IOWA Basic Skills Test with 14 scoring below the 50th Percentile, representing 56%. The weakest area noted was in Comparison and Data Interpretation. Also, 32 8th Graders were tested with 18 scoring below the 50th Percentile, representing 56%. The weakest area noted was in decimals and estimation. In 2006, the 7th Grade were tested, 27 students being tested with 18 scoring below the 50th percentile, representing 67%. The weakest area noted was in Estimation and Decimals. In 2005, 19 9th Graders completed the IOWA Basic Skills Test with 12 scoring below the 50th percentile, representing 63%. The weakest area noted was in Data Interpretation. Also, 23 8th Graders were tested with 15 scoring below the 50th percentile,

representing 65%. The weakest area noted was that in Problem Solving. The in 2005 there were 30 7th Graders tested with 15 scoring below the 50th percentile, representing 50%. The weakest areas noted were in Estimation and Multiple Step Process.

Goal To improve Math Skills for all students with emphasis on open response items.

Benchmark Currently, Emmet High School students scored 32.4% proficient which is 3.1% below the state AYP of 35.5%.

Intervention: Math Enrichment				
Scientific Based Research: "Improving Schools in Socioeconomically Disadvantaged Areas" Muys, Harris, Cahpman, Stoll, Russ, 2004. - www.katy,isd.tenet.edu, www.edhelper.com				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Guidelines will be developed for math enrichment activities for 7th-9th grade students. Workshops will be conducted for selected teachers and students will be will be evaluated using progress reports and report cards and Benchmark exam scores. NSLA funds will be used for professional development in the area of mathematics.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation</p>	Steven Pruitt	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
<p>Math assessment across the curriculum using math units which includes open response questions.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Kathleen Wicker	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
<p>Pacing Guides and Interim assessments from The Learning Institute will be used, along with the Buckle Down program, to enrich student achievement. 45 minutes 2 days a week will be used enrich math concepts for benchmark success.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration</p>	classroom teachers	Start: 09/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Balanced Assessment/				
Scientific Based Research: "The Best Schools": Armstrong, 2006. Smart Step Initiatives from the Arkansas Dept of Ed and the Southwest Arkansas Educational Cooperative.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Guidelines will be formulated to ensure Balanced Testing in all Math related subjects areas as related to subject areas as well as in other curriculum areas that have math segments. Emphasis will be placed on Benchmark Released Items, especially open response questions, to improve testing scores of students below proficient. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Lisa Doss	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Conduct Staff Development with the SWAEC Math Specialist to include model teaching and lessons concerning the implementation and monitoring of the Balance Testing Plan. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Lisa Doss	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
The full implementation of the plan will be monitored monthly to ensure that all grades 7-11 math classes are using it. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Lisa Doss	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
The effectiveness of the program will be evaluated through the interpretation of the Benchmark 8 Test and the End of Year Assessments. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Pat Loe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Special Education (Local School Committee),				
Scientific Based Research: Student teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school Authors Avramidis E.; Bayliss P.; Burden R. Source: Teaching and Teacher Education, Volume 16, Number 3, April 2000, Rebecca S. Martínez .				

(2006) Social support in inclusive middle schools: Perceptions of youth with learning disabilities. *Psychology in the Schools* 43:2, 197 Issue: Volume 8, Number 2 / April-June 2004 Understanding and developing inclusive practices in schools: a collaborative action research network MEL AINSCOW, TONY BOOTH, ALAN DYSON Mathematics Interventions for Children with Special Educational Needs: A Meta-Analysis Journal article by Evelyn H. Kroesbergen, Johannes E. H. Van Luit; Remedial and Special Education, Vol. 24, 2003

Actions	Person Responsible	Timeline	Resources	Source of Funds
In conjunction with Literacy, students will have the following programs available to them to enhance their learning both in Math and Literacy. These programs include, but not limited to Accelerated Reader, tutoring, and regular classroom pull out. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Leslie Taylor	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Computers District Staff School Library Teachers Teaching Aids 	ACTION BUDGET: \$
A student IEP will be written for each student according to their level of math and literacy. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Leslie Taylor	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
In conjunction with Literacy, special education guidelines have been aligned with the state. Action Type: AIP/IRI Action Type: Alignment Action Type: Special Education	Leslie Taylor	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
Students will be evaluated in an annual review conference at the end of each school year. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Leslie Taylor	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Emmet High School will implement various health and wellness programs in order to combat the obesity epidemic.

Supporting Data: 1. Currently, Emmet High School has 4% of the student population at risk of becoming obese. 2006-07 With 50 males tested, 30% were at risk of being overweight. With 41 females being tested, 26.8% were at risk of being

overweight.

Goal To increase the students awareness of health issues and health related topics.

Benchmark With emphasis on BMI results, students will gain knowledge of health related issues.

Intervention: Students in Grades 7-9 will be required to participate in Physical Education Class with a minimum of 225 minutes weekly.				
Scientific Based Research: "School-Based Obesity Prevention: A blueprint for Taming the Epidemic": Baranowski, Cullen, Nicklas, Thompon, 2002. New Standards as set by the Arkansas Department of Education, 2005.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
To build character and mental wellness, Emmet High School has implemented a "Student of the Week" The staff will nominate a student that has demonstrated excellent character and behavior for the week. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Wellness	Pat Loe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Students in Grades 10-12 will be required to participate in a minimum of 150 minutes of Physical Activity weekly.				
Scientific Based Research: "American Psychologist", 2003. New Standards set by the Arkansas Department of Education, 2005.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
To build character and mental wellness the school has established a "Student of the Week" Program. Each staff member will nominate a student that has demonstrated excellent character and behavior for the week. To determine the effectiveness of the program, behavior records will be maintained. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Wellness	Mary Ward/Pat Loe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Emmet High School will follow the SCHOOL HEALTH INDEX				
Scientific Based Research: "Marking America Fit and Trim -- Steps Big and Small!": Gerberding and Marks. 2004.				

<http://www.cdc.gov/HealthYouth/SHI>

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students, Staff, and Parents will be involved in a variety of Health Related Self Assessments that will validate the effectiveness of the program. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Wellness	Margie Richardson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers • Teaching Aids 	ACTION BUDGET: \$
Students will become aware of Health/Wellness related issues to include but not limited to Physical Activity, Smoke/Drug Free, Nutrition, and Safety. This will be done through completion of survey, guidance sessions, classes such as Science and Health and professional guest speakers. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion Action Type: Wellness	Margie Richardson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: Emmet High School will offer highly qualified instruction through CIV and classroom thus increasing students' achievement levels.

Supporting Data:

Goal To improve academic performance

Benchmark Emmet High School will meet AYP set forth during the 2009-2010 school year in the areas of mathematics and literacy.

Intervention: Students will improve their academic performance				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Emmet High School will implement CIV-Distance Learning to improve student achievement.	Steve Kelley	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$

Teachers will be re-assigned to ensure students are receiving instruction from highly qualified teachers. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Pat Loe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Parents will be notified that the school is on year 3 of school improvement. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Pat Loe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Emmet High School will offer instruction through highly qualified instructors both classroom and distance learning. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Pat Loe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Computers District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Ensure that each student experiences a rigorous curriculum aligned to the Arkansas Frameworks. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Pat Loe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Analyze test data and secondary indicators to determine school improvement plan. Action Type: Collaboration Action Type: Program Evaluation	Cindy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Identify content, subpopulations and secondary INDICATORS TO BE CONTINUALLY MONITORED FOR GROWTH; USING A MATH AND LITERACY TO TRACK GRADE LEVEL, CLASSROOM AND STUDENT GROWTH Action Type: Alignment Action Type: Collaboration Action Type: Equity	Cindy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
IMPLEMENT TARGETED RESEARCH BASED PRACTICES THAT ADDRESS THE SPECIFIC NEEDS OF THE SUBPOPULATION IDENTIFIED FOR MATH AND LITERACY. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration	Cindy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

ASSESS STUDENT LEARNING FREQUENTLY WITH STANDARDS BASED ASSESSMENTS Action Type: Alignment Action Type: Collaboration Action Type: Equity	Classroom teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
PROVIDE ADDITIONAL TIME ON TASK BY IMPLEMENTING QUALITY AFTER SCHOOL, BEFORE SCHOOL AND/OR SUMMER SCHOOL FOR THE PURPOSE OF ALTERNATIVE INSTRUCTION, SMALL GROUP INTERVENTION, ONE TO ONE INTERVENTION OR ACCELERATION FOR SCHOOLS IN WSI YEAR 3. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Pat Loe/ Randy Treat	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
PROVIDE TARGETED STUDENT SERVICES Action Type: Alignment Action Type: Collaboration Action Type: Equity	Pat Loe/ Randy Treat	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Through data analysis, obtained from the learning institute, teachers will study test results to better prepare students for benchmark exams.

Scientific Based Research: "Improving Schools in Socioeconomically disadvantaged areas": Muys, Harris, Chapman, Stoll, & Russ, 2004.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will review test data from chunk test to better prepare students for benchmark exams. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Classroom teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Teachers will attend professional development on the use of The Learning Institute data analysis to help provide better instruction for individual student improvement. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Brenda Smith	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$

Teachers will provide in depth lesson plans that demonstrates content knowledge and presentation. Teachers will also show quality instructional time.	Pat Loe	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Learning Environment

Scientific Based Research: Teachers will have quality professional development in the areas of Cognitively Guided Instruction, classroom management, parental involvement and technology.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will attend professional development sessions that will provide necessary training to help improve teaching strategies and effective styles to improve student achievement. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Pat Loe/ Cindy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
The leadership team, which consist of all high school teachers, will meet monthly to review data obtained from classroom walk-throughs and chunk test to enhance student improvement. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Classroom teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Restructuring the internal organization of the school.

Scientific Based Research: "Reflective Practice to Improve Schools": York-Barr, Sommers, Ghere, & Montie, 2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will attend distance learning classes which are taught by highly qualified instructors. Teachers have been re-assigned to other teaching positions to help improve student performance and improve discipline to increase student achievement. Action Type: Alignment Action Type: Collaboration	Pat Loe/ Randy Treat	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers 	ACTION BUDGET: \$

Action Type: Equity				
Action Type: Professional Development				
Action Type: Special Education				
Action Type: Technology Inclusion				
Total Budget:				\$0

Goal TO ENSURE THE ENVIRONMENT IS CONDUCIVE TO LEARNING FOR ALL STUDENTS

Benchmark Emmet High School will meet AYP set forth during the 2009-2010 school year in the areas of mathematics and literacy.

Intervention: LEARNING ENVIRONMENT				
Scientific Based Research: ADE PROFESSIONAL DEVELOPMENT RULES				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will attend professional development on the use of The Learning Institute data analysis to help provide better instruction for individual student improvement. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Classroom teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
REQUIRE TEACHERS TO MAKE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS BASED ON STUDENT DATA AND CLASSROOM OBSERVATIONS. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Cindy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Goal TO IMPROVE EFFICIENCY IN POLICIES, PROCEDURES AND PRACTICES.

Benchmark Emmet High School will meet AYP set forth during the 2009-2010 school year in the areas of mathematics and literacy.

Intervention: EFFICIENCY				
Scientific Based Research: MARZANO (2003) WHAT WORKS IN SCHOOLS-TRANSLATING RESEARCH INTO ACTION. WATERS, MARZANO (2003) BALANCED LEADERSHIP				
Actions	Person Responsible	Timeline	Resources	Source of Funds
REQUIRE DAILY CLASSROOM WALKTHROUGH OBSERVATIONS BY THE BUILDING ADMINISTRATOR TO MONITOR CLASSROOM	Pat Loe	Start: 07/01/2009	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION \$

INSTRUCTION. Action Type: Alignment Action Type: Collaboration Action Type: Equity		End: 06/30/2010		BUDGET:
CONDUCT AN AUDTI OF TIME RESOURCE ALLOCATION FOR THE PRINCIPAL AND INCREASE THE AMOUNT OF TIME FOR INSTRUCTIONAL LEADERSHIP Action Type: Alignment Action Type: Collaboration Action Type: Equity	Pat Loe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
REPORT SCHOOL IMPROVEMENT PLAN PROGRESS TO THE SUPERINTENDENT QUARTERLY, WHO IN TURN WILL REPORT THE PROGRESS TO THE SCHOOL BOARD. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Pat Loe/ Randy Treat	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
NOTIFY PARENTS THAT THE SCHOOL IS IDENTITIED AS WSI YEAR 3. Action Type: Collaboration Action Type: Parental Engagement	Pat Loe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
REVIEW POLICIES, PROCEDURES ADN PRACTICES THAT MAY PRESENT BARRIERS TO ALL STUDENTS' ACHIEVEMENT Action Type: Alignment Action Type: Collaboration Action Type: Equity	Pat Loe/ Randy Treat	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
ADE SHALL PROVIDE ON-SITE TECHNICAL ASSISTANCE FROM ADE ACSIP SUPERVISORS OR OTHER DESIGNATED STAFF. IN ADDITION, STATE SPECIALTY TEAMS WILL ASSIST IN ENHANCING THE QUALITY AND EFFECTIVENESS OF THE SCHOOL IMPROVEMENT SYSTEM FOR THOSE SCHOOLS IN WSI YEAR 3. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Pat Loe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
PROVIDE INFORMATION AND DIRECTION ON BEST PRACTICES AS NOTED IN SCIENTIFIC-BASED READING RESEARCH ADN CLEARINGHOUSE. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Pat Loe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
PROVIDE FACULTY MEMBERS WITH PROFESSIONAL	Cindy Lee	Start:	<ul style="list-style-type: none"> District Staff 	

DEVELOPMENT ON HOW TO ANALYZE AND EFFECTIVELY USE DATA TO BUILD SCHOOL CAPACITY AND IMPROVE STUDENT PERFORMANCE Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development		07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
PROVIDE OPPORTUNITIES FOR LEADERSHIP TRAINING TO SCHOOL LEADERSHIP TEAMS Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Cindy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
PROVIDE PROFESSIONAL DEVELOPMENT FOR ALL FACULTY MEMBERS ON HIGHER EXPECTATIONS FOR ALL STUDENTS IN YEAR 3 Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Cindy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
PROVIDE LEADERSHIP TRAINING AND FACILITATE THE LEADERSHIP TEAM PROCESS FOR ALL FACULTY MEMBERS Action Type: Alignment Action Type: Collaboration Action Type: Equity	Pat Loe/ Cindy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
DEVELOP A SCHOOL IMPROVEMENT PLAN THAT FOLLOWS THE SCHOOL IMPROVEMENT PROCESS AND CLEARLY OUTLINES THE NECESSARY INTERVENTIONS AND ACTIONS TO MOVE ALL STUDENTS TO PROFICIENCY BY 2013-2014. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Pat Loe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Beckie Loe	English/Literacy Chairperson	Steering
Classroom Teacher	Caleb Plyler	Voc Agriculture	Math
Classroom Teacher	Georgia Estes	Family-Cons Science	Literacy

Classroom Teacher	Joyce Thrasher	Voc Business	Math
Classroom Teacher	Kathleen Wicker	Math/Math Chairperson	Steering
Classroom Teacher	Leslie Taylor	Special Education	Math/Literacy
Classroom Teacher	Libby Millward	English	Literacy
Classroom Teacher	Steve Pruitt	Math Teacher	Math
Community Representative	Caitlin Freeman	Student	Math/Literacy
Community Representative	Jewell Allen	Community Rep	Math
Non-Classroom Professional Staff	Cindy Ward	GT/Parent Coordinator	Literacy/Math
Non-Classroom Professional Staff	Mary Ward	counselor	Steering
Non-Classroom Professional Staff	Traci Brewington	Media Specialist	Steering
Parent	Yolonda Reed	Parent Center Facilitator	Math/Literacy
Principal	Pat Loe		Steering
