

School Plan

RIVERCREST HIGH SCHOOL

1702 W. State Hwy. 14

Arkansas Comprehensive School Improvement Plan

2013-2014

Rivercrest High School will educate all students for success.

Grade Span: 7-12

Title I: Title I Schoolwide

School Improvement: SI_M

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Priority 1: Literacy

Goal: To improve comprehension in the areas of practical, content, and literary reading and to improve open response in the aforementioned areas, including revising and editing skills.

Priority 2: Math

Goal: To improve math computation, problem solving, and content writing skills with a specific focus on constructed response style questions.

Priority 4: Parental Involvement

Goal: To improve parental involvement in the learning community and to engage parents as active partners in their student's education.

Priority 5: Wellness

Goal: To improve the overall health and wellness of students.

Priority 6: Science

Goal: To increase students' ability to read and comprehend science content, use scientific techniques, and solve scientific problems.

Priority 9: Development of leadership capacity within the school to promote a positive school culture

Goal: To address the deficiencies identified by the Scholastic Audit Team in the areas of Leadership and School Culture and the requirements of the ADE State Specialty Team.

Priority 1: To improve literacy skills.

Needs Assessment: Based on data from 2011-13 as set forth in more detail below, the reading of both fiction and non-fiction texts must be emphasized across all subpopulations in 2013-14, with particular attention paid to improving students' vocabulary and application skills. The data also reflects a need to target the African-American subpopulation. These students need to improve in their basic understanding of the meaning of words. When combined with reading comprehension strategies and immersion of texts, this will, in turn, help with their ability to determine the meaning of phrases, paragraphs, and ultimately, entire reading passages. Not only do students need reading comprehension strategies, they need to refine skills in responding to what they read.

Supporting Data:

Results from Grade 11 Literacy Exams administered from 2011 through 2013 (percentage of students who scored proficient or above):

Combined population: 55.4% (2011); 65.7% (2012); and 62.19% (2013).

African-American subpopulation: 47.8% (2011); 50.0% (2012); and 46.43% (2013).

Caucasian subpopulation: 57.9% (2011); 73.5% (2012); and 70% (2013).

Economically Disadvantaged subpopulation: 50.0% (2011); 53.2% (2012); and 56.67% (2013).

Hispanic subpopulation: 50.0% (2011); 50.0% (2012); and 75% (2013).

Asian/Pacific Islander Subpopulation: 100% (2010).

Students with Disabilities Subpopulation: 40% (2011); 0.0% (2012); and 0% (2013).

There were no Asian/Pacific Islander students tested in 2012 or 2013, and no Native American or LEP students tested in 2011, 2012, or 2013.

Reading Strand Data:

In 2013, the lowest multiple choice and open response scores were recorded in the practical passage for the Combined population as well as all subpopulations.

In 2012, the Combined population and the African-American, Economically Disadvantaged and Students with Disabilities subpopulations scored lowest in the literary passage section on multiple choice questions. The Hispanic and Caucasian subpopulations scored lowest on the practical passage section.

In the open response format, the Combined population and the African-American, Hispanic, Caucasian, Economically Disadvantaged and Students with Disabilities subpopulations scored the lowest on the practical passage.

In 2011, the Combined population and the Caucasian and Economically Disadvantaged subpopulations scored lowest in the literary passage section on multiple choice questions. The African-American and the Hispanic subpopulations scored lowest on the practical passage section, and Students with Disabilities scored lowest in the content passage section.

In the open response format, the Combined population and the African-American, Caucasian, and Economically Disadvantaged subpopulations scored lowest in the content passage section. The Hispanic and the Students with Disabilities subpopulations scored lowest in the literary passage section.

Writing Strand Data:

In 2013, the Combined population and all subpopulations scored lowest in content and style.

In 2012, the Combined population and the African-American, Hispanic, Caucasian, Economically Disadvantaged and Students with Disabilities subpopulations scored lowest in content and style.

In 2011, the Combined population and the Caucasian and Economically Disadvantaged subpopulations scored lowest in style. The African-American subpopulation scored lowest in content. Hispanic students scored lowest in content and style. Students with Disabilities scored lowest in sentence formation, content, and style.

In 2010, the Combined population and the Hispanic and Economically Disadvantaged subpopulations scored lowest in content and style. The

Caucasian subpopulation scored lowest in content and Students with Disabilities scored lowest in sentence formation.

Results from the Iowa Test of Basic Skills (ITBS) administered to 7th and 9th grade students in 2011, 2012 and 2013:

7th Grade: NPR Language - 39 (2011); 34 (2012); and 40 (2013) .

NPR Reading - 41 (2011); 35 (2012); and 40 (2013).

9th Grade: NPR Language - 38 (2011); 38 (2012); 31 (2013).

NPR Reading - 48 (2011); 43 (2012); and 41 (2013).

8th Grade Results from the Literacy Benchmark Exam, administered from 2010 through 2012:(percentage of students who scored proficient or above):

Combined population: 75.5% (2011);75.0% (2012); 65.17% (2013).

African-American subpopulation: 65.0% (2011); 65.6% (2012); and 58.33% (2013).

Caucasian subpopulation: 78.6% (2011); 80.7% (2012); and 69% (2013).

Economically Disadvantaged subpopulation: 69.1% (2011); 70.0% (2012); and 65.16% (2013).

Students with Disabilities subpopulation: 0.0% (2011); 11% (2012); and 0% (2013).

A three-year trend analysis of 8th grade performance on the Benchmark exam reveals the following:

Reading: On the multiple choice portion of the exam, students in all subpopulations scored lowest on the literary passage, with the exception of LEP students who scored lowest on the practical passage. On the open response portion of the exam, the Caucasian, African-American, and Economically Disadvantaged students scored lowest on the content passage while Hispanic and LEP students scored lowest on the practical passage. Students with Disabilities scored lowest on the literary passage.

Writing: The greatest areas of weakness in the Combined population and across all subpopulations was in content and style. The areas of strength for the Combined population and subpopulations usage and mechanics.

7th Grade Results from the Literacy Benchmark Exam, administered from 2011 through 2013:(percentage of students who scored proficient or above):

Combined population: 49.5% (2011); 72.1% (2012); and 70.83% (2013).

African-American subpopulation: 38.2% (2011); 74.3% (2012); and 55.17% (2013).

Caucasian subpopulation: 58.1% (2011); 70.8% (2012); and 78.94% (2013).

Economically Disadvantaged subpopulation: 43.0% (2011); 69.2% (2012); and 66.19% (2013).

Students with Disabilities subpopulation: 0.0% (2011); 10% (2012); and 33% (2013).

A three-year trend analysis of 7th grade performance on the Benchmark exam reveals the following:

Reading: On the multiple choice portion of the exam, the Caucasian and Economically Disadvantaged subpopulations scored lowest on the content passages. African-American subpopulation scored lowest on the Literary passage while Students with Disabilities scored lowest on the practical passage. In the open response format, the Combined population and all subpopulations other than Students with Disabilities scored lowest on the literary passage. LEP students scored lowest on the content passage.

Writing: The Combined population and the Caucasian, African-American, Economically Disadvantaged, Hispanic, and Students with Disabilities subpopulations scored lowest on content and style. Usage and mechanics were areas of strength in the Combined population and across all subpopulations.

Interim assessments were administered to 7th, 8th, 9th, 10th, and 11th graders in 2010-11, 2011-12, and 2012-13 through The Learning Institute in Hot Springs, Arkansas. The results were as follows, expressed as the average percent correct on each module assessment:

2010-11 - Grade 7 Reading: 53-72-65-61; Grade 7 Writing: 53-45-62-55; Grade 8 Reading: 61-65-75-48; Grade 8 Writing: 52-46-45; Grade 9 Reading: 58-41-47-42; Grade 9 Writing: 49-47-52; Grade 10 Reading: 43-46-64-63; Grade 10 Writing: 60-54-55; Grade 11 Reading: 61-56-60-50; and Grade 11 Writing: 53-46-58-55.

2011-12 - Grade 7 Reading: 58-53-53; Grade 7 Writing: 47-48-41; Grade 8 Reading: 63-56-79; Grade 8 Writing: 41-47-48; Grade 9 Reading: 64-67-73; Grade 9 Writing: 43-41-51; Grade 10 Reading: 56-59-62; Grade 10 Writing: 44-43-51; Grade 11 Reading: 60-52-69; and Grade 11 Writing: 58-61-51.

2012-2013 - Grade 7 Reading: 44-38-70-49; Grade 7 Writing: 53-55-52-45; Grade 8 Reading: 50-51-56-53; Grade 8 Writing: 46-53-49-53; Grade 9 Reading: 37-59-70-43; Grade 9 Writing: 51-41-41; Grade 10 Reading: 44-48-54-51; Grade 10 Writing: 55-38-56-37; Grade 11 Reading: 67-55-60-44; Grade 11 Writing: 43-38-37-54.

Graduation rate: 2010 - 80.1%, 2011 - 81.42% and 2012 - 78.63%. In 2012 the AMO graduation rate of 78.63% for All Students was met (84.51%), and the AMO graduation rate of 73.41% for TAGG was met (87.76%).

Goal	To improve comprehension in the areas of practical, content, and literary reading and to improve open response in the aforementioned areas, including revising and editing skills.
Benchmark	In order to meet the ESEA Flexibility AMO for literacy in 2013-14, All Students must reach 70.3% and TAGG must reach 64.92% to meet AMO. The African-American subpopulation must reach 61.04% in order to meet AMO for 2014. The Caucasian subpopulation must reach 77.92% while the Economically Disadvantaged must reach 69.01%. In 2012 the AMO graduation rate of 78.63% for All Students was met (84.51%), and the AMO graduation rate of 73.41% for TAGG was met (87.76%). Rivercrest High School was designated an Achieving School for graduation rate.

Intervention: Rivercrest High School will use a comprehensive literacy approach to reading comprehension instruction, which will include (a) answering open

response questions, (b) generating on-task questions, (c) recognizing text structure (literary, practical, or content), (d) summarizing, (e) rephrasing, (f) making use of prior knowledge, (g) contextual skills, and (h) vocabulary.

Scientific Based Research: Heller, R. & Greenleaf, C.L. (2007, June). Literacy instruction in the content areas: Getting to the core of middle and high school improvement. Washington, DC: Alliance for Excellent Education.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will utilize research-based reading comprehension strategies such as RAFT, Admit/Exit Slips, QAR, Read-alouds, graphic organizers, and other appropriate strategies specific to each content area for teaching comprehension of literary, practical, and content passages across the curriculum.	Elea Robertson - Literacy Coach	Start: 08/19/2013 End: 05/23/2014	Teachers Teaching Aids	ACTION BUDGET: \$
The principal will monitor implementation of this intervention by conducting protocol-based observations and reviewing lesson plans, teacher-created assessments, and student work.	William Fortson - Principal	Start: 08/19/2013 End: 05/23/2014	Administrative Staff Teachers	ACTION BUDGET: \$
Results from the ACTAAP Grade 6, Grade 7, and Grade 8 Augmented Benchmark Examinations will be used as a placement tool for reading instruction and to identify at-risk students entering the 7th, 8th, and 9th grades. Action Type: AIP/IRI Action Type: Equity	Lee Ann Graham - Counselor	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Performance Assessments	ACTION BUDGET: \$
This intervention will be evaluated by student performance on (a) TLI module assessments, (b) internal teacher-created assessments, and (c) external standardized assessments.	William Fortson - Principal	Start: 08/19/2013 End: 05/23/2014	Administrative Staff Performance Assessments Teachers	ACTION BUDGET: \$
Students who scored below proficient on the literacy portion of the 8th Grade ACTAAP Augmented Benchmark Exam or on the Grade 11 Literacy Exam will receive supplemental instruction in the computer labs. Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide	Lee Ann Graham - Counselor	Start: 08/19/2013 End: 05/23/2014	Computers Performance Assessments Teachers	ACTION BUDGET: \$
Teachers will create unit plans and lesson plans for English 7-12 to align curricula with the Common Core State Standards. Action Type: ADE Scholastic Audit Action Type: Alignment	Elea Robertson - Literacy Coach	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Computers Teachers	ACTION BUDGET: \$
Students will be assessed using rubrics to improve their ability to think critically and logically and to solve problems.	William Fortson - Principal	Start: 08/19/2013	Performance Assessments	ACTION BUDGET: \$

Action Type: ADE Scholastic Audit		End: 05/23/2014	Teachers Teaching Aids	
NSLA funds will be used to provide interim assessments in literacy will be administered periodically through The Learning Institute (TLI). Teachers will be given released time to collaborate during the TLI grading process and the results will be analyzed by teachers and students and used to measure progress and inform instruction. (In 2012-13, TLI forecasted that 87.63% of 7th graders and 77.48% of 8th graders would score proficient or above on the Benchmark. 72.04% of 7th graders and 62.14% of 8th graders were proficient or better. TLI forecasted that 60.98% of 11th graders would be proficient or above on the Grade 11 Literacy exam, and 62.96% of those students were proficient.) Action Type: Collaboration Action Type: Program Evaluation	William Fortson - Principal	Start: 08/19/2013 End: 05/23/2014	Administrative Staff Outside Consultants Performance Assessments Teachers	ACTION BUDGET: \$
Title VI money will be provided for the librarian to expand the resources available for student use.	Leslie Lancaster - Librarian	Start: 07/01/2013 End: 06/30/2014	School Library	Title VI State - Materials & \$1500.00 Supplies: ACTION BUDGET: \$1500
Title I funds will be used for the Librarian will purchase materials and supplies for a print-rich environment to enhance student engagement and learning for literacy across the curriculum.	Leslie Lancaster - Librarian	Start: 07/01/2013 End: 06/30/2014	School Library	ACTION BUDGET: \$
Software for the library will be purchased to provide access to library materials by students beyond the school day and to access research materials beyond the local school library resources. Action Type: Technology Inclusion	Leslie Lancaster - Librarian	Start: 07/01/2013 End: 06/30/2014	District Staff School Library	ACTION BUDGET: \$
NSLA funds will be used to purchase license for the maintenance of Plato and Jedi software will be purchased to meet individual student needs in core academic areas (literacy, math and science)and to provide ongoing data relating to student achievement. The software will also provide enrichment for students above grade level and for whole group instruction in the classroom. Action Type: Technology Inclusion	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Computers Teachers	NSLA (State-281) - \$33850.00 Purchased Services: ACTION BUDGET: \$33850

<p>Title I funds will be used to hire a certified teacher including substitute expenses paid to an outside agency) to tutor small groups of students to address literacy deficits identified by assessment data. A writing software will be available for students which will give immediate feedback for editing writing pieces and for publishing.(P. Pleasants - FTE .50). Action Type: Equity</p>	<p>William Fortson - Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff Central Office Computers Performance Assessments Teachers</p>	<p>Title I - Purchased Services: \$1185.00 Title I - Employee Salaries: \$21557.00 Title I - Employee Benefits: \$6467.00 <hr/>ACTION BUDGET: \$29209</p>
<p>NSLA funds will be provided to purchase books and materials to support the guided and independent reading programs and to provide supplemental reading materials to increase students' reading comprehension skills. These materials will be used for students to develop projects, for skill practice, and for supplemental books for student use across the curriculum.</p>	<p>Elea Robertson - Literacy Coach</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Teachers Teaching Aids</p>	<p>NSLA (State-281) - Materials & Supplies: \$8000.00 <hr/>ACTION BUDGET: \$8000</p>
<p>Student learning in the core subject areas will be enhanced through meaningful student and teacher use of technology in the classroom, including Chromebooks, SMART boards, SMART Response Systems, Sympodiums, iPads, computers, document cameras, GPS units, and the internet. Action Type: Technology Inclusion</p>	<p>Kristy Graham - Instructional Technology Facilitator</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Computers Teachers Teaching Aids</p>	<p><hr/><hr/>ACTION BUDGET: \$</p>
<p>Teachers and parents will collaborate to write Academic Improvement Plans (AIP) and Individualized Educational Programs (IEP) for improvement in reading comprehension. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>William Fortson - Principal and Dorothy Johnson - Special Education Director</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>District Staff Teachers</p>	<p><hr/><hr/>ACTION BUDGET: \$</p>
<p>Title I and Title VI funds will be provided for the purchase of classroom materials and supplies to enhance student achievement in the content areas.</p>	<p>William Fortson - Principal</p>	<p>Start: 08/05/2013 End: 05/23/2014</p>	<p>Teachers Teaching Aids</p>	<p>Title VI State - Materials & Supplies: \$1500.00 Title I - Materials & Supplies: \$8220.00 <hr/><hr/></p>

				ACTION BUDGET: \$9720
Students will self-select reading materials for independent reading based on their interest and needs. Action Type: Equity	Elea Robertson - Literacy Coach	Start: 08/19/2013 End: 05/23/2014	School Library Teaching Aids	ACTION BUDGET: \$
Students will use various methods, including written, oral, and technological, to respond to self-selected reading materials. Action Type: Equity	Elea Robertson - Literacy Coach	Start: 08/19/2013 End: 05/23/2014	Performance Assessments	ACTION BUDGET: \$
Technology will be maintained and updated for quality instructional and student use. Action Type: Technology Inclusion	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	ACTION BUDGET: \$
Teachers will update literacy data walls after each TLI assessment module and use the information reflected on those walls to address student achievement. Action Type: Collaboration	Elea Robertson - Literacy Coach	Start: 08/19/2013 End: 05/23/2014	Administrative Staff Performance Assessments Teachers	ACTION BUDGET: \$
Students in the 11th grade who are not enrolled in AP English Language and Composition will be enrolled in a Critical Reading course, in addition to their regular English course, in order to better prepare them for the Grade 11 Literacy exam.	Portis Pleasants - English Teacher	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
Title I funds will be used to purchase Accelerated Reader to supplement reading instruction and assessment in the English classrooms.	Elea Robertson - Literacy Coach	Start: 07/01/2013 End: 06/30/2014	Computers Performance Assessments Teachers	ACTION BUDGET: \$
Technology, including digital readers and audiobooks, will be integrated into literacy to increase students' exposure to books and meet their diverse learning styles in a digital age, thereby increasing reading comprehension and vocabulary. Action Type: Technology Inclusion	Leslie Lancaster - Librarian	Start: 07/01/2013 End: 06/30/2014	Computers	ACTION BUDGET: \$
Students will engage in focused learning activities to increase their vocabulary, as reflected in their daily classroom usage and written work.	Elea Robertson - Literacy Coach	Start: 08/19/2013 End: 05/23/2014	Teachers Teaching Aids	ACTION BUDGET: \$

Total Budget:	\$82279
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Intervention: Rivercrest High School will use a comprehensive literacy approach in composition, which includes (a) writing, editing, and revising pieces such as research papers and journals; (b) writing to learn, such as short research projects; (c) writing to demonstrate learning and understanding; and (d) constructing a response to a prompt.

Scientific Based Research: Sebranek, P., Kemper, D., & Meyer, V. (2007). Writers inc. Wilmington, MA: Great Source Education Group, Inc./Houghton Mifflin Co.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The principal will monitor implementation of this intervention by conducting protocol-based observations and reviewing lesson plans, teacher-created assessments, and student work.	William Fortson - Principal	Start: 08/19/2013 End: 05/23/2014	Administrative Staff Teachers	ACTION BUDGET: \$
Students will participate in grade-level writing activities in all classes, including responding to written prompts in open response, short answer, and essay formats in the areas of content, literary, and practical writing.	Elea Robertson - Literacy Coach	Start: 08/19/2013 End: 05/23/2014	Teachers Teaching Aids	ACTION BUDGET: \$
This intervention will be evaluated for effectiveness by student performance on (a) teacher-created writing prompts, (b) the writing portion of the TLI tests, and (c) external standardized assessments.	William Fortson - Principal	Start: 08/19/2013 End: 05/23/2014	Administrative Staff Performance Assessments Teachers	ACTION BUDGET: \$
Interim assessments will be administered in grades 7-11 through The Learning Institute (TLI). Results will be analyzed by teachers and used to measure progress and inform instruction. Action Type: Collaboration Action Type: Program Evaluation	William Fortson - Principal	Start: 08/19/2013 End: 05/23/2014	Administrative Staff Outside Consultants Performance Assessments Teachers	ACTION BUDGET: \$
A Literacy Night with parents and community members will be held to showcase the literary talents of students. Action Type: Parental Engagement	Elea Robertson - Literacy Coach	Start: 08/19/2013 End: 05/23/2014	Administrative Staff Teachers	ACTION BUDGET: \$
Proficient student work and any accompanying rubric will be displayed outside classrooms as a method of review and reinforcement. Action Type: ADE Scholastic Audit	William Fortson - Principal	Start: 08/19/2013 End: 05/23/2014	Performance Assessments Teachers	ACTION BUDGET: \$
Teachers will incorporate research-based writing strategies such as RAFT, and graphic organizers into their content areas to teach writing across the curriculum, as well as student response to writing prompts.	Elea Robertson - Literacy Coach	Start: 08/19/2013 End:	Administrative Staff Performance	ACTION BUDGET: \$

		05/23/2014	Assessments Teachers	
Teachers will collaborate to write Academic Improvement Plans (AIP) and Individualized Educational Programs (IEP) for improvement in writing. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	William Fortson - Principal and Dorothy Johnson - Special Education Director	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	ACTION BUDGET: \$
Teachers will review released EOC and Benchmark items with their students as a method of increasing student achievement and enhancing test-taking strategies.	William Fortson - Principal	Start: 08/19/2013 End: 05/23/2014	Performance Assessments Teachers	ACTION BUDGET: \$
A portfolio of writing assessments in the literacy classroom will be maintained and shared with parents to show student progress. Action Type: Parental Engagement	Elea Robertson - Literacy Coach	Start: 08/19/2013 End: 05/23/2014	Performance Assessments Teachers	ACTION BUDGET: \$
Students will utilize computers and the internet for research and to complete writing assignments across the curriculum. Action Type: Technology Inclusion	Elea Robertson - Literacy Coach	Start: 08/19/2013 End: 05/23/2014	Computers Teachers	ACTION BUDGET: \$
Title I funds will be used to provide a certified teacher(including substitute expenses paid to an outside agency) to work with Grade 7 and Grade 8 students who are double-blocked in literacy to improve their writing and composition skills (J. Fleming, Title I - FTE .875). Action Type: Equity	Gary Masters - Superintendent	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Teachers	Title I - Employee \$8587.00 Benefits: Title I - Employee \$28624.00 Salaries: Title I - Purchased \$567.00 Services: ACTION BUDGET: \$37778
Title I funds will be used to provide supplemental writing materials to increase students' writing skills. These materials will include but are not limited to writing process aids and novel unit materials.	Elea Robertson - Literacy Coach	Start: 07/01/2013 End:	Teachers	ACTION BUDGET: \$

		06/30/2014	Teaching Aids	
Students will use supplementary materials to improve their use of grammar as a foundational piece to addresses deficits in their writing.	Elea Robertson - Literacy Coach	Start: 08/19/2013 End: 05/23/2014	Teachers Teaching Aids	ACTION BUDGET: \$
Students will be provided electronic devices to meet student needs for research, project based learning development, to address diversities, and to support different learning styles. NSLA funds will provide the devices and the carts to house and charge the devices. Action Type: Equity Action Type: Technology Inclusion	Gary Masters - Superintendent	Start: 08/19/2013 End: 05/23/2014	Administrative Staff Teachers	ACTION BUDGET: \$
Students in literacy classes will complete writing events each nine weeks that involve providing support from multiple reading passages. Action Type: Alignment	Elea Robertson, Literacy Coach	Start: 08/19/2013 End: 05/28/2014	Computers	ACTION BUDGET: \$
Literacy teachers will receive release time in order to score students' completed Writing Events. (8 teachers x 2 days each) Action Type: Alignment Action Type: Title I Schoolwide	Elea Robertson, Literacy Coach	Start: 08/19/2013 End: 05/28/2014	Administrative Staff Teachers	Title I - Purchased \$1296.00 Services: ACTION BUDGET: \$1296
Students will complete Writing Events that incorporate the use of multiple sources of information. Action Type: Alignment Action Type: Title I Schoolwide	Elea Robertson, Literacy Coach	Start: 08/19/2013 End: 05/28/2014	Teachers	ACTION BUDGET: \$
A benchmark bootcamp will be held for students in order to provide after-school tutoring to help prepare students for the state assessment. Action Type: Title I Schoolwide	Elea Robertson, Literacy Coach	Start: 03/03/2014 End: 04/04/2014	Administrative Staff Teachers	ACTION BUDGET: \$
Teachers will be hired in order to work with students at the Benchmark Bootcamp. Action Type: Title I Schoolwide	Elea Robertson, Literacy Coach	Start: 08/19/2013 End: 05/28/2014	Administrative Staff Teachers	Title I - Employee \$864.00 Benefits: Title I - Employee \$2880.00 Salaries: ACTION \$3744

				BUDGET:
Computers and Smart boards will be purchased for classrooms so that students and teachers will be able to present lessons and projects. Action Type: Technology Inclusion	Dana Lane, Technology Coordinator	Start: 08/19/2013 End: 05/28/2014	Administrative Staff	NSLA (State-281) \$18000.00 - Materials & Supplies: NSLA (State-281) \$6500.00 - Capital Outlay: <hr/> ACTION BUDGET: \$24500
A 1:1 initiative is in place to provide students with consistent opportunities to utilize digital resources to complete classroom assignments and research projects. Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide	William Fortson - Principal	Start: 08/19/2013 End: 05/23/2014	Computers District Staff	<hr/> ACTION BUDGET: \$
Teachers will utilize various digital resources as methods of communication with students and parents including, but not limited to, Remind 101, email, Edmodo and blogs. Action Type: Parental Engagement Action Type: Technology Inclusion	William Fortson - Principal	Start: 08/19/2013 End: 05/23/2014	Computers Teachers	<hr/> ACTION BUDGET: \$
NSLA funds will help provide a Summer Academy to serve targeted students with academic deficiencies in the Core content areas. Students will attend based on teacher recommendations and summative assessments. Action Type: Equity Action Type: Title I Schoolwide	William Fortson - Principal	Start: 05/24/2014 End: 07/15/2014	Teachers	<hr/> ACTION BUDGET: \$
Students attending the Summer Academy will complete pre and post assessments to gauge academic improvement based on intense, personalized lessons given through small group and computerized instruction aimed at students' areas of weakness. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	William Fortson - Principal	Start: 05/24/2014 End: 07/15/2014	Administrative Staff Teachers	<hr/> ACTION BUDGET: \$

<p>NSLA funds will help provide tutoring in math, literacy, and science beyond the school day. (based on 6 eachers, 2 drivers, 36 hours each at \$30 per hour plus transportation costs) Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide</p>	<p>William Fortson - Principal</p>	<p>Start: 08/19/2013 End: 05/23/2014</p>	<p>Teachers</p>	<p>NSLA (State-281) - Employee Salaries: \$8640.00 NSLA (State-281) - Employee Benefits: \$2592.00 NSLA (State-281) - Purchased Services: \$10000.00 <hr/> ACTION BUDGET: \$21232</p>
<p>Total Budget:</p>				<p>\$88550</p>

<p>Intervention: Implementation of a professional development support system.</p>				
<p>Scientific Based Research: DuFour, Ri., DuFour, Re., & Eaker, R. (2008). Revisiting professional learning communities at work. Bloomington, IN: Solution Tree.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Teachers and staff will be trained in administering and proctoring the Grade 11 Literacy examination and the Augmented Benchmark examination. Action Type: Professional Development</p>	<p>Lee Ann Graham - Counselor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>District Staff</p>	<p><hr/>ACTION BUDGET: \$</p>
<p>A literacy coach will provide professional development and support to teachers by providing quality instruction for improvement of student achievement, and materials and supplies will be purchased to supplement that support. Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Elea Robertson - Literacy Coach</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff Central Office District Staff</p>	<p><hr/>ACTION BUDGET: \$</p>
<p>Certified social studies teachers will receive training in Arkansas History. Action Type: Professional Development</p>	<p>Gary Masters - Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Outside Consultants</p>	<p><hr/>ACTION BUDGET: \$</p>
<p>Certified staff will receive training in Economic education through the Arkansas Economic Training Council. Action Type: Professional Development</p>	<p>Gary Masters - Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Outside Consultants</p>	<p><hr/>ACTION BUDGET: \$</p>

Vocational teachers will attend trainings and conferences sponsored by the Department of Workforce Education and the Arkansas Department of Education. Action Type: Professional Development	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Outside Consultants	ACTION BUDGET: \$
Teachers with Chromebooks in their classrooms will attend three hours of technology professional development to enhance the use of those devices in providing meaningful instruction to students, with follow-up training as needed. Action Type: Professional Development Action Type: Technology Inclusion	Dana Lane - District Technology Trainer	Start: 06/01/2013 End: 06/30/2014	Computers District Staff	ACTION BUDGET: \$
The ACSIP Building Chairperson will receive appropriate training to facilitate development of the ACSIP plan. Action Type: Professional Development	Renella Clemons - District ACSIP Chairperson	Start: 07/01/2013 End: 06/30/2014	District Staff Outside Consultants	ACTION BUDGET: \$
Teachers in the English Department will meet bi-monthly to discuss learning strategies, provide professional support, share ideas from other professional development opportunities, and evaluate the literacy plan. Action Type: Professional Development	Elea Robertson - Literacy Coach	Start: 08/19/2013 End: 05/23/2014	Administrative Staff Title Teachers	ACTION BUDGET: \$
The principal will monitor implementation of this intervention by maintaining and reviewing (a) meeting agendas; (b) sign-in sheets; (c) minutes of meetings; and (d) evidence of attendance at external professional development opportunities. Action Type: Professional Development	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Teachers	ACTION BUDGET: \$
This intervention will be evaluated by conducting protocol-based observations and reviewing lesson plans, teacher-created assessments, and student work. Action Type: Professional Development Action Type: Program Evaluation	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Teachers	ACTION BUDGET: \$
Teachers will participate in annual surveys to identify professional development needs and to evaluate the effectiveness of professional development. Action Type: Professional Development Action Type: Program Evaluation	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Teachers	ACTION BUDGET: \$
Selected paraprofessionals and certified staff will be trained in the use of Plato as a means of student instruction and assessment. Action Type: Collaboration Action Type: Professional Development	Dana Lane - District Technology Trainer	Start: 07/01/2013 End: 06/30/2014	District Staff Outside Consultants	ACTION BUDGET: \$
NSLA funds will be used to provide Professional Development expenses including travel, conference fees, lodging, stipends and meals. Action Type: Professional Development	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff	ACTION BUDGET: \$

The Literacy Coach will attend "train-the-trainer" for Literacy Design Collaborative in order to receive training on writing and organizing curriculum units. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	William Fortson	Start: 09/23/2013 End: 06/30/2014	Computers Outside Consultants	ACTION BUDGET: \$
The Literacy Coach will work with teachers in building curriculum units that are aligned with common core standards. Title 1003a funds will be used to provide Common Core Standard and Strategies flip books to teachers for immediate and easy access to understanding of each of the standards with effective methods of implementation in the class instruction. Action Type: Alignment Action Type: Professional Development	Elea Robertson - Literacy Coach	Start: 08/19/2013 End: 05/28/2014	Computers Teachers	Title I 1003(a) - Materials \$598.00 & Supplies: ACTION BUDGET: \$598
Teachers will be trained on differentiation, classroom management and student engagement through TESS. Action Type: Title I Schoolwide	William Fortson - Principal	Start: 08/01/2013 End: 05/23/2014	Administrative Staff Teachers	ACTION BUDGET: \$
Teachers will be evaluated on differentiated education through TESS in order to better engage and instruct students. Action Type: Professional Development Action Type: Title I Schoolwide	William Fortson - Principal	Start: 08/19/2013 End: 05/23/2014	Administrative Staff	ACTION BUDGET: \$
Total Budget:				\$598

Priority 2: To improve numeracy.

Needs Assessment: Based on internal and external assessment data from the 7th and 8th grade Benchmark Exams, the Algebra I and Geometry End-of-Course Exams, and the SAT-10, the greatest area of deficiency for all subpopulations at all grade levels is on open response items. It is believed that focusing on real-world scenarios will lend relevancy and yield a corresponding increase in student achievement. For Math 7 and Math 8, these scenarios should focus on Measurement, Algebra, and Numbers and Operations. For Algebra I students, these scenarios should focus on Non-Linear Functions, Language of Algebra, and Solving Equations and Inequalities. For Geometry students, the scenarios should include Coordinate Geometry and Transformations as well as Language of Algebra and Triangles.

Supporting Data: 7th Grade Results from the Math Benchmark Exam (% of students scoring proficient/advanced in 2011, 2012, and 2013):

Combined: 63-59-66;

African-American: 53-40-41;

Caucasian: 69-67-77; and

Economically Disadvantaged: 58-53-65.

All subpopulations were weakest in Measurement on multiple choice items and all were weakest in Numbers & Operation on the open response items.

8th Grade Results from the Math Benchmark Exam (% of students scoring proficient/advanced in 2011, 2012, and 2013):

Combined: 58-49-31;

African-American: 30-31-25;

Caucasian: 69-63-35; and

Economically Disadvantaged: 51-43-28.

All subpopulations were weakest in Measurement on both multiple choice and open response items, as well as Geometry multiple choice items.

Results from the Algebra I EOC Exam (% of district students scoring proficient/advanced in 2011, 2012, and 2013):

Algebra I EOC Exam:

Combined: 67-72-46;

African-American: 56-54-25;

Caucasian: 75-78-56; and

Economically Disadvantaged: 59-71-42.

Algebra I: All subpopulations were weakest in Non-Linear Functions on both multiple choice and open response items. Caucasian and Economically Disadvantaged students were very weak in Language of Algebra I on multiple choice items, while African-American students scored very low in Solving Equations and Inequalities.

Results from the Iowa Test of Basic Skills (ITBS) administered to 7th and 9th grade students in 2011, 2012, and 2013:

7th Grade: NPR Math - 47 (2011); 42 (2012); and 50 (2013).

9th Grade: NPR Math - 48 (2011); 46 (2012); and 31 (2013).

Interim assessments were administered to 7th, 8th, 9th, 10th, and 11th graders in 2010-11, 2011-12, and 2012-13 through The Learning Institute in Hot Springs, Arkansas. The results were as follows, expressed as the average percentile rank on each module assessment:

2010-11 - Grade 7 Math: 54-48-57-57-49-38

Grade 8 Math: 44-40-40-47-38-39-50-47

8th Grade Algebra I: 54-52-56-56

Algebra I: 33-42-41-30-37-37-44-37

Geometry: 50-40-48-50-52-52-52-66

Algebra II: 46-47-53-41-53-44-59

2011-12 - Grade 7 Math: 53-52-47-44-29-26-34.

Grade 8 Math: 41-49-50-51-44-43-47-34.

8th Grade Algebra I: 53-45-49-55-48.

Algebra I: 33-35-37-37-38-45-39-47.

Geometry: 49-39-45-54-55-35-48-38.

Algebra II: 54-44-44-57-60-55-42-61.

2012-13 - Grade 7 Math: 62-34-45-42-39

Grade 8 Math - 55-34-34-53-46-55

Algebra I - 35-39-30-31-29

Algebra II - 50-33-38-45-44-60-43

Goal To improve math computation, problem solving, and content writing skills with a specific focus on constructed response style questions.

Benchmark In order to meet the ESEA Flexibility AMO for math in 2013-2014, All Students must reach 70.5% and TAGG must reach 65.68% to meet AMO. The African-American subpopulation must reach 59.34% in order to meet AMO for 2014. The Caucasian subpopulation must reach 76.88% while the Economically Disadvantaged much reach 65.55%. In 2012 the AMO graduation rate of 78.63% for All Students was met (84.51%), and the AMO graduation rate of 73.41% for TAGG was met (87.76%). Rivercrest High School was designated an Achieving School for graduation rate.

Intervention: Develop and implement a 7-12 math vertical alignment team and professional development support system.				
Scientific Based Research: Martin, T. (Ed.) (2007) Mathematics Teaching Today. Reston, VA: NCTM.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Math teachers will meet bi-monthly in PLCs to discuss learning strategies, provide	William Fortson -	Start:	Administrative Staff	=====

professional support, share ideas from other professional development opportunities, and align curriculum with state, local, and AP standards. Action Type: Alignment Action Type: Professional Development	Principal	07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
The implementation of this intervention will be evidenced by (a) agendas, (b) sign-in sheets, (c) minutes of meetings, and (d) annotated TLI curriculum maps for reflection.	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Teachers	ACTION BUDGET: \$
The effectiveness of this intervention will be evaluated by (a) student performance on TLI interim assessments, (b) protocol-based classroom observations, and (c) student performance on teacher-created internal assessments. Action Type: Program Evaluation	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Performance Assessments Teachers	ACTION BUDGET: \$
Teachers and staff will be trained to administer and proctor the EOC Algebra I and Geometry examinations and the Augmented Benchmark examination. Action Type: Professional Development	Lee Ann Graham - Counselor	Start: 07/01/2013 End: 06/30/2014	Administrative Staff	ACTION BUDGET: \$
Teachers will review and revise as needed curricula documents for math to align with the Common Core State Standards. Action Type: Alignment	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Computers Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The implementation of research-based programs and materials that present a rigorous curriculum through an investigative approach.				
Scientific Based Research: Achieve-American Diploma Project Network. (2011). Closing the achievement gap 2011. Washington, D.C.: Achieve-American Diploma Project Network.; Rankin, M.A. (2011). The national math & science initiative 2011 annual report. Dallas, TX: National Math & Science Initiative.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Math teachers will receive professional development geared to enhance teaching skills, increase student achievement, and raise rigor. Action Type: Equity Action Type: Professional Development	Emily Thomasson - Arkansas AIMS Lead Teacher	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Outside Consultants Teachers	ACTION BUDGET: \$
Math teachers will receive training on the integration of technology into instruction, including the use of SMART boards. Action Type: Professional Development Action Type: Technology Inclusion	Dana Lane - District Technology Trainer	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Teaching Aids	ACTION BUDGET: \$
Teachers will incorporate TI-calculators, academic software, and SMART	William Fortson -	Start:	Computers	

technologies into lesson plans as supplemental instruction. Action Type: Technology Inclusion	Principal	07/01/2013 End: 06/30/2014	Teachers Teaching Aids	ACTION BUDGET: \$
NSLA funds will be used to provide students access to computer programs, TI-calculators, and SMART technologies in order to provide immediate feedback and to help improve problem-solving math skills. Students will utilize these technologies in problem-solving procedures. Action Type: Technology Inclusion	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Computers Teachers Teaching Aids	ACTION BUDGET: \$
Title I funds will be used to hire two paraprofessionals to manage the computer labs in order to assist all students with access to computer-assisted instruction designed to support the math curriculum and increase student achievement (W. Herrera - FTE 1.0; T. Henard - FTE 1.0). Action Type: Equity Action Type: Technology Inclusion	Gary Masters - Superintendent	Start: 07/01/2013 End: 06/30/2014	Central Office Computers Performance Assessments	Title I - Employee \$9110.00 Benefits: Title I - Employee \$30368.00 Salaries: ACTION BUDGET: \$39478
AIPs/IAIPs will be created for students who score below proficient on the mathematics portion of the Augmented Benchmark exam or on the EOC Algebra I or EOC Geometry exam. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Title I Schoolwide	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Computers Teachers	ACTION BUDGET: \$
AIPs and IAIPs will be reviewed at least quarterly and interventions will be suggested and written into AIPs based on TLI interim assessment scores, classroom performance, and results of Augmented Benchmark or EOC exams. Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Performance Assessments Teachers	ACTION BUDGET: \$
Advanced Placement (AP) and and Pre-AP math classes will be offered to all students beginning in the 7th grade. Action Type: Equity	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Outside Consultants Teachers	ACTION BUDGET: \$
Pre-AP students will learn strategies and skills in an accelerated environment to better prepare them for Advanced Placement classes in high school and for college-level classes.	William Fortson - Principal	Start: 07/01/2013 End:	Teachers	ACTION BUDGET: \$

Action Type: Equity		06/30/2014		
Interim assessments in math for grades 7-11 will be administered periodically through The Learning Institute (TLI). The results will be analyzed by teachers and students and used to measure progress and inform instruction. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Outside Consultants Performance Assessments Teachers	ACTION BUDGET: \$
Algebra I and Geometry students who scored below proficient on their last Augmented Benchmark or EOC exam will have access to individualized small-group instruction with a math interventionist. Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff	ACTION BUDGET: \$
Students who scored below proficient on the EOC exams and 7th and 8th graders who scored below proficient on the Augmented Benchmark exam will be placed in math labs to receive remedial instruction. Action Type: AIP/IRI Action Type: Equity	Lee Ann Graham - Counselor	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Teachers	ACTION BUDGET: \$
Implementation of this intervention will be evidenced by protocol-based classroom observations and evaluation of lesson plans and assessments, specifically looking for a problem-solving approach to math instruction.	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Performance Assessments Teachers	ACTION BUDGET: \$
The effectiveness of this intervention will be evaluated by (a) protocol-based classroom observations, (b) a review of lesson plans and assessments, and (c) student performance on formative and summative assessments.	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Performance Assessments Teachers Title Teachers	ACTION BUDGET: \$
NSLA and Title I funds will be used to provide math interventions for students performing below grade level. A math interventionist will tutor students in small groups to address deficits as defined by test data (NSLA F. Felizco - FTE 1.0; New - FTE -1.0) (Title I C. Watson - .125). Action Type: Equity	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Teachers Teaching Aids	NSLA (State-281) - \$55848.00 Employee Salaries: NSLA (State-281) - \$16754.00

				Employee Benefits: Title I - Employee Benefits: \$1246.00 Title I - Employee Salaries: \$4154.00 <hr/> ACTION BUDGET: \$78002
Title I funds will be used to provide materials for teachers to update math data walls after each TLI assessment module and use the information reflected on those walls to address student achievement. Action Type: Collaboration	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Performance Assessments Teachers	<hr/> ACTION BUDGET: \$
Teachers will utilize manipulatives in the classroom to provide students with more opportunities to learn through hands-on activities.	Emily Thomasson - Math Chair	Start: 07/01/2013 End: 06/30/2014	Teachers Teaching Aids	<hr/> ACTION BUDGET: \$
Proficient student work with accompanying rubrics will be displayed in math classrooms and in the hallways to celebrate student successes and reflect the standards of proficiency.	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Title Teachers	<hr/> ACTION BUDGET: \$
Math teachers will create and display word walls in their classrooms. These walls will contain both EOC/Benchmark and math vocabulary words. Students will update these walls as they progress through each TLI module.	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Teachers Teaching Aids	<hr/> ACTION BUDGET: \$
Teachers will incorporate the Singapore Math Program, Math is Focus. This focused program provides a rigorous, relevant, and coherent curriculum to 7th and 8th grade math students. Action Type: Alignment	Emily Thomasson - Department Chair	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
NSLA funds will be used to purchase math materials that will be used for students to develop projects, for skill practice, and for supplemental books for students to use across the curriculum.	Emily Thomasson - Math Chair	Start: 07/01/2013 End: 06/30/2014	Teachers	<hr/> ACTION BUDGET: \$
Tutoring will be offered for students who need extra assistance in order to be more successful on classroom and state assessments.	William Fortson, Principal	Start: 08/19/2013	Administrative Staff	<hr/>

Action Type: Title I Schoolwide		End: 05/28/2014	Teachers	ACTION BUDGET: \$
Teachers will be hired in order to provide math tutoring for students. (44 hours: 22 hours/2 teachers) Action Type: Title I Schoolwide	William Fortson, Principal	Start: 08/19/2013 End: 05/28/2013	Administrative Staff	Title I - Employee \$594.00 Benefits: Title I - Employee \$1320.00 Salaries: <hr/> ACTION BUDGET: \$1914
Materials and supplies, including Buckle Down, math manipulatives and calculators, will be purchased for students to use. Action Type: Alignment Action Type: Title I Schoolwide	Emily Thomasson, Math Chair	Start: 08/19/2013 End: 05/28/2014	Central Office Teachers	Title I - Materials & \$3000.00 Supplies: <hr/> ACTION BUDGET: \$3000
Total Budget:				\$122394

Priority 4: To improve parental engagement.
Graduation Rate (Goal: 85%; Target: 70%):
2009 - 77.6%; 2010 - 80.1%; 2011 - 81.4 (All Students) and 79.1 (TAGG); 2012 - 84.51% (All Students) and 87.76% (TAGG).

Student Attendance Rate (Goal: 91.13%):
2009-10: 92.99% 2010-11: 93.90%; 2011-12: 94.99%.

Parental Attendance -
Supporting Data: August Public Meetings (% of students with one or more parents in attendance): 2010 - 11%; 2011 - 14%; 2012 - 7%. (grades 7-12).
October Parent/Teacher Conferences (% of students with one or more parents in attendance): 2010 - 76%; 2011 - 76%; 2012 - 70%.
March Parent/Teacher Conferences (% of students with one or more parents in attendance): 2010 - 67%; 2011 - 60%; 2012 - 64%.

Percent of Students Tested (Goal: 95%)
Combined Population: We met the goal of testing 95% of the students in math and literacy in 2010, 2011, and 2012.

African-American Subpopulation: We met the goal of testing 95% of the students in math and literacy in 2010, 2011, and 2012.

Caucasian Subpopulation: We met the goal of testing 95% of the students in literacy 2010, 2011, and 2012, and in math in 2010, 2011, and 2012.

Economically Disadvantaged Subpopulation: We met the goal of testing 95% of the students in math and literacy in 2010, 2011, and 2012.

Hispanic Subpopulation: We met the goal of testing 95% of the students in math and literacy in 2010, 2011, and 2012.

Limited English Proficient Subpopulation: Data was not applicable for the last three years.

Students with Disabilities Subpopulation: We met the goal of testing 95% of the students in literacy in 2010, 2011, and 2012, and in math in 2010, 2011, and 2012.

Parental Involvement Surveys:

Surveys were sent home to parents of Rivercrest Junior High students in the spring of 2012. The results were as follows:

90% of respondents believed that the academic quality of the school has improved. Comments were "The student knowledge level has increased," "There are not enough class options for students," and "Edline has been very helpful in tracking grades."

75% of respondents believed that parent participation has increased. Comments were "The older the child gets the less the parents are included," and "Math/Literacy nights are great opportunities for involvement."

49% of respondents believed that barriers exist that hinder participation by parents. Comments were "Parents would like to see announcements online," "Distance between communities is a problem," and "Jobs pose a problem in parents participating."

Goal To improve parental involvement in the learning community and to engage parents as active partners in their student's education.

Benchmark Current data supports the theory that achievement increases proportionately to the extent of the parental engagement with the learning process. Therefore, our benchmark is, through expanded parental outreach, to increase the percentage of students whose parents attend open house and parent/teacher conferences by 20% and to meet or exceed our ESEA Flexibility graduation rate AMO of 82.97% for All Students and 80.82% for TAGG.

Intervention: The school will communicate with parents about their student's progress using various formats to engage the parents in the learning process.				
Scientific Based Research: The Center for Public Education. (2011, August 30). Back to school: How parent involvement affects student achievement. Retrieved on September 5th, 2011 from http://centerforpubliceducation.org/Main-Menu/Public-education/Parent-Involvement .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Informational packets will be distributed to each student on the first day of school to share with their parents. A contact list of staff members, a student handbook, and statements attesting to the school district's commitment to parental involvement will be included in the informational	Elea Robertson - Parent Facilitator; Portia Routon - District Parent Coordinator	Start: 07/01/2013 End: 06/30/2014	Central Office District Staff	ACTION BUDGET: \$

packet. Action Type: Parental Engagement Action Type: Title I Schoolwide				
The school will participate in seminars for college and career guidance through Arkansas Northeastern College so that parents can become involved in decisions regarding their child's future. Parents will participate in a workshop for financial aid assistance for higher education. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Lee Ann Graham - Counselor	Start: 07/01/2013 End: 06/30/2014	District Staff Outside Consultants	ACTION BUDGET: \$
All teachers will receive two hours of Parental Involvement training and all administrators will receive three hours of Parental Involvement training. Action Type: Parental Engagement Action Type: Professional Development	Gary Masters - Superintendent	Start: 07/01/2013 End: 06/30/2014	Outside Consultants	ACTION BUDGET: \$
In order to help parents be informed of their student's progress, the school will provide (a) periodic progress reports, (b) two parent/teacher conferences, (c) a school-based web site, and (d) Edline so that parents can view their student's grades. Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide	William Fortson - Principal and Dana Lane - District Technology Trainer	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Computers District Staff Teachers	ACTION BUDGET: \$
A license will be purchased for the maintenance of a web-based grade book so that teachers will be able to post grades weekly and parents will be informed of their student's grades on a regular basis. Action Type: Parental Engagement Action Type: Technology Inclusion	William Fortson - Principal; Monty Townson - District Technician; Dana Lane - District Technology Trainer	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Teachers	ACTION BUDGET: \$
Parents will be invited to visit the on-site Parent Centers at Rivercrest High School. Current materials will be purchased for the center as funds are available, and fliers will be passed out at teacher conferences highlighting information found in the center. Action Type: Parental Engagement	Elea Robertson - Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	District Staff None	ACTION BUDGET: \$
Title I funds will be available to aid in school programs that are designed to help a parent assist in his or her child's learning. These activities include but are not limited to open house/orientation, honors receptions, athletic receptions, Junior National Honor Society and National Honor Society inductions, senior nights, JROTC military ball, Veteran's Day ceremony, prom, winter and spring Band/Choir concerts and art shows, Homecoming events, National School Lunch Week, Literacy Night, Math Night, 7th/8th grade spelling bee, and awards nights. Action Type: Parental Engagement	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Teachers	ACTION BUDGET: \$

Action Type: Title I Schoolwide				
In order to increase our level of outreach, parents will be invited to attend ACSIP meetings and to offer assistance in the planning process and implementation of the plan. These meetings will be held at flexible times throughout the year. Efforts will be made to include alumni in these meetings, as well as on other parental committees. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide	Elea Robertson - ACSIP Chair	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Teachers	ACTION BUDGET: \$
The principal will designate a teacher with a current teaching license to act as the parent facilitator for the Rivercrest High School campus and to assist in coordinating the parent/teacher center. Action Type: Parental Engagement Action Type: Title I Schoolwide	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff None Teachers	ACTION BUDGET: \$
In order to encourage parents to participate as a full partner, the faculty will survey parents available to volunteer for school activities. A Volunteer Resource Book will be in the teacher workroom and teachers will be encouraged to use parent volunteers. Action Type: Parental Engagement Action Type: Title I Schoolwide	Elea Robertson - Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
Parents will be notified of the process for resolving concerns on page 45 of the student handbook under the sections "Parental Involvement" and "Due Process." Action Type: Parental Engagement Action Type: Title I Schoolwide	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff	ACTION BUDGET: \$
NSLA funds will be used to employ a District Parent Coordinator to maintain the District Parent Teacher Center and to work with the Parent Facilitator and parents to plan activities and enhance parental involvement. Materials for parents will be available through the Center. Action Type: Parental Engagement	Gary Master - Superintendent and Portia Routon - District Parent Coordinator	Start: 07/01/2013 End: 06/30/2014	Central Office District Staff	ACTION BUDGET: \$
The implementation of this intervention will be evidenced by (a) the maintenance of a parent/teacher center, (b) documented parental and staff attendance at various functions throughout the school year, (c) parent volunteer documentation, and (d) academic and attendance records. Action Type: Parental Engagement Action Type: Program Evaluation	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Teachers	ACTION BUDGET: \$
The effectiveness of this intervention will be evaluated by (a) documented parental and staff attendance at various functions throughout the school year, (b) parent volunteer documentation, and (c) academic and	William Fortson - Principal and Elea Robertson - Parent Facilitator	Start: 07/01/2013 End:	Administrative Staff District Staff	ACTION BUDGET: \$

attendance records. Action Type: Parental Engagement Action Type: Program Evaluation		06/30/2014	Teachers	
The school will provide an opportunity for parents to establish and be actively engaged in a parent/teacher organization. This includes informational materials for implementation of the program. Action Type: Parental Engagement Action Type: Title I Schoolwide	Portia Routon - District Parent Coordinator	Start: 07/01/2013 End: 06/30/2014	District Staff	————— ACTION BUDGET: \$
A license will be purchased for Edline (an online grade reporting system) to inform parents of their student's academic progress, and teachers will update grades weekly. Parents may enter their e-mail addresses and be alerted when new reports are posted. Action Type: Parental Engagement Action Type: Technology Inclusion	William Fortson - Principal; Monty Townson - District Technician	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Computers District Staff	————— ACTION BUDGET: \$
Parents will be instructed on how to incorporate developmentally appropriate learning activities into the home environment of students. Action Type: Parental Engagement Action Type: Title I Schoolwide	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Teachers	————— ACTION BUDGET: \$
Parents will receive written notice, in multiple languages if applicable, of the school's ESEA Flexibility status. Action Type: Parental Engagement	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff	————— ACTION BUDGET: \$
A license will be purchased through Edline for SiteReporter Web Y1 to increase access to student achievement data on Edline. A group of 2-8 teachers will attend a three-hour on-line professional development training on optimizing use of the SiteReporter. Action Type: Parental Engagement Action Type: Technology Inclusion	Dana Lane - District Technology Trainer	Start: 07/01/2013 End: 06/30/2014	District Staff	————— ACTION BUDGET: \$
A Career Coach employed by Arkansas Northeastern College will work with students, teachers and staff to enhance students' level of academic preparation and career awareness for success post-graduation. Action Type: Parental Engagement	Walt Barton - Career Coach	Start: 07/01/2013 End: 06/30/2014	Outside Consultants	NSLA (State-281) - \$9902.00 Purchased Services: ————— ACTION BUDGET: \$9902
School Messenger will be used as a tool for communication between school and parents concerning school events and student attendance.	William Fortson - Principal	Start: 07/01/2013	District Staff	————— ACTION BUDGET: \$

Action Type: Parental Engagement Action Type: Title I Schoolwide		End: 06/30/2014		
Written notification will be mailed to parents of students who did not pass the Algebra I EOC exam. Action Type: Parental Engagement	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff	————— ACTION BUDGET: \$
A school website will be maintained as an avenue to keep parents and patrons informed of upcoming news and school events. Action Type: Parental Engagement Action Type: Technology Inclusion	Dana Lane - District Technology Trainer	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Computers District Staff	————— ACTION BUDGET: \$
An Open House will be held at the beginning of school to inform parents of test scores, school improvement status, attendance policies, and other relevant information to engage them in the learning community. Action Type: Parental Engagement Action Type: Title I Schoolwide	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Teachers	————— ACTION BUDGET: \$
A Parent-School Compact will be jointly developed by parents and the school staff, and will be included in the Student Handbook sent home to parents. Action Type: Parental Engagement	Portia Routon - District Parent Coordinator	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Teachers	————— ACTION BUDGET: \$
A survey will be sent home with each student at the beginning and end of the year to gather data concerning parental involvement during the school year and to receive input on areas of need. Action Type: Parental Engagement	Elea Robertson - Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff	————— ACTION BUDGET: \$
Teachers will maintain a contact log reflecting two-way communication during the year between staff members and parents. Action Type: Parental Engagement Action Type: Title I Schoolwide	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Teachers	————— ACTION BUDGET: \$
Parents will have the option of being trained in Edline and other appropriate internet educational resources during Open House and parent/teacher conferences. If a parent is unable to attend an appointment time may be scheduled. Action Type: Parental Engagement Action Type: Technology Inclusion	Dana Lane - District Technology Trainer	Start: 07/01/2013 End: 06/30/2014	Computers District Staff	————— ACTION BUDGET: \$
Title I meetings will be held to inform parents of activities that are occurring. Action Type: Parental Engagement Action Type: Title I Schoolwide	Renella Clemons - Assistant Superintendent	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Teachers	————— ACTION BUDGET: \$

A copy of the Rivercrest High School ACSIP plan will be posted on the school's web site. Action Type: Parental Engagement Action Type: Technology Inclusion	Dana Lane - District Technology Trainer	Start: 07/01/2013 End: 06/30/2014	District Staff	_____
Rivercrest High School will use supplemental funds to support various parent involvement activities throughout the year. Action Type: Parental Engagement	Elea Robertson - Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	None	_____
Parents will receive Title I information through mail, informational packets, school handbook, school/district website, newspaper and parent meetings. This information will include: Parents Right to Know, Annual Report Card, Individual Student Assessment Report, Progress Review, Written State Complaint Procedures, Parental communication, and Disabled Parents to ensure meaningful participation in Title I, Part A Programs. Action Type: Parental Engagement	Elea Robertson - Parent Coordinator	Start: 07/01/2013 End: 06/30/2014	Administrative Staff	_____
Title I funds will be available to host a Community Breakfast for parents, community leaders, and students to learn about the initiatives underway at Rivercrest and to provide input on ways to improve collaboration. Action Type: Parental Engagement	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Community Leaders	Title I - Materials & \$497.00 Supplies: _____
Parents are notified by letter of the Highly Qualified status of teachers at Rivercrest High School. Action Type: Parental Engagement	William Fortson - Principal	Start: 08/19/2013 End: 05/23/2014	Administrative Staff	_____
Total Budget:				\$10399

Priority 5:

To promote a healthy lifestyle.

As related by the most recent statistics from the Arkansas Governor's Initiative Healthy Arkansas, 55.3% of Arkansans failed to meet recommendations for moderate or vigorous activity. (<http://www.arkansas.gov/ha/physical>)

An Assessment of Childhood and Adolescent Obesity was conducted for 8th grade students at Rivercrest High School in each of the past three years. The results are as follows:

Supporting Data:

2012-13: Among female students, 57.5% were healthy or underweight and 42.5% were overweight or obese. Among male students, 47.5% were healthy or underweight and 52.5% were overweight or obese.

2011-12: Among female students, 59.5% were healthy or underweight and 40.5% were overweight or obese. Among male students, 43.9% were healthy or underweight and 56.1% were overweight or obese.

2010-11: Among female students, 51.2% were healthy or underweight and 48.8% were overweight or obese. Among male students, 50% were healthy or underweight and 50% were overweight or obese.

An Assessment of Childhood and Adolescent Obesity was conducted for 10th grade students at Rivercrest High School in each of the past three years. The results are as follows:

2012-13: Among female students, 51.6% were healthy or underweight and 48.4% were overweight or obese. Among male students, 41.2% were healthy or underweight and 58.8% were overweight or obese.

2011-12: Among female students, 53.1% were healthy or underweight and 46.9% were overweight or obese. Among male students, 58.3% were healthy or underweight and 41.7% were overweight or obese.

2010-11: Among female students, 61.1% were healthy or underweight and 38.9% were overweight or obese. Among male students, 36% were healthy or underweight and 63.2% were overweight or obese.

Free/Reduced Lunch (% of students receiving free or reduced meals):

2010-11: 75%; 2011-12: 76%; 2012-13: 74%.

Research indicates that Rivercrest High School students are at risk for future health problems, physical and mental, due to risk factors related to poverty and BMI.

Goal To improve the overall health and wellness of students.

Benchmark There will be a 5% decrease in overweight or obese students as measured by the 2012-13 BMI results, indicating that healthier lifestyles are being practiced, and students will complete courses in Health, Physical Education and ROTC.

Intervention: Implementation of strategies to increase students' knowledge of social well-being, including physical, mental, emotional, and social health.				
Scientific Based Research: Mental Health America. (2013). Helping children grow up healthy: Mind and body. Retrieved on August 13, 2013 from www.mentalhealthamerica.net/go/information/get-info/healthy-living .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will display community service and academic achievement awards to acknowledge students' contributions to the community and school. Action Type: Wellness	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff	ACTION BUDGET: \$
Teachers will utilize instructional strategies aligned with state frameworks to teach health and wellness. Action Type: Wellness	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Teachers	ACTION BUDGET: \$
The principal will monitor the implementation of this intervention by (a) conducting protocol-based observations; (b) reviewing lesson plans, student	William Fortson - Principal	Start: 07/01/2013	Administrative Staff District Staff	ACTION \$

work, and teacher-created assessments; and (c) reviewing the School Health Index. Action Type: Wellness		End: 06/30/2014	Teachers	BUDGET:
The effectiveness of this intervention will be evaluated by (a) reviewing the results of teacher-created assessments, (b) reviewing the results of a pre- and post-perceptual surveys, and (c) reviewing BMI results for students in the Class of 2016. Action Type: Program Evaluation Action Type: Wellness	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Teachers	ACTION BUDGET: \$
Staff will be trained in CPR and First Aid. Action Type: Professional Development	J.C. Northcutt - JROTC Instructor	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
Students will participate in physical activity as offered through their physical education classes aligned with the Arkansas Frameworks. Action Type: Wellness	Johnny Fleming and Judy Watson - P.E. Teachers	Start: 07/01/2013 End: 06/30/2014	Teachers Teaching Aids	ACTION BUDGET: \$
7th and 8th grade students will have the opportunity for physical activity by participating in an intramural program. Action Type: Wellness	Johnny Fleming - P.E. Teacher	Start: 07/01/2013 End: 06/30/2014	Administrative Staff	ACTION BUDGET: \$
Physical education teachers will incorporate health education concepts in the physical education classes. Action Type: Wellness	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
Students will participate in health awareness through a Health education course aligned with the Arkansas Frameworks. Action Type: Wellness	Allen Higgins and Amanda Milligan - Health Teachers	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implementation of strategies to encourage a safe and drug-free lifestyle.

Scientific Based Research: Johnston, L.D., O'Malley, P.M., Bachman, J.G., & Schulenberg, J.E. (2009). Monitoring the future: National results on adolescent drug use. National Institute on Drug Abuse, U.S. Department of Health and Human Services.

Actions	Person Responsible	Timeline	Resources	Source of Funds
All students will be given the opportunity to participate in Red Ribbon Week and other activities to promote drug and alcohol abuse awareness and to establish positive peer support for a safe learning environment . Action Type: Equity	Christy Stewart - Counselor	Start: 09/01/2013 End: 06/30/2014	Community Leaders District Staff	Title VI State - \$2250.00 Materials &

Action Type: Wellness			Outside Consultants Teachers Teaching Aids	Supplies: <hr/> ACTION BUDGET: \$2250
Counselors will conduct group and individual counseling sessions with 7th-grade students and parents to promote a drug-free and violence-free school. Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Christy Stewart - Counselor	Start: 07/01/2013 End: 06/30/2014	District Staff	<hr/> ACTION BUDGET: \$
"A Team" students will attend programs and workshops to obtain training in facilitating safe and drug-free schools. Action Type: Collaboration Action Type: Wellness	Tammy Henard - Sponsor	Start: 07/01/2013 End: 06/30/2014	Community Leaders Outside Consultants Teachers	<hr/> ACTION BUDGET: \$
The principal will monitor the implementation of this intervention by (a) conferring with sponsors and reviewing student participation in Red Ribbon Week activities; (b) conferring with the Dean of Students to verify that school policies related to gangs and gang-related activities are being enforced; and (c) conferring with the counselor and with the sponsor of the A-Team to verify that appropriate counseling and training is occurring. Action Type: Wellness	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Teachers	<hr/> ACTION BUDGET: \$
The effectiveness of this intervention will be evaluated by reviewing school disciplinary records and by conferring with counselors and sponsors. Action Type: Program Evaluation Action Type: Wellness	Greg Griffin and Judy Holaway - Assistant Principals	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Teachers	<hr/> ACTION BUDGET: \$
"A Team" students will attend Teen Summit to obtain training in safe and drug-free schools. Action Type: Wellness	Tammy Henard - Sponsor	Start: 07/01/2013 End: 06/30/2014	District Staff Outside Consultants	Title VI State - Purchased Services: \$750.00 <hr/> ACTION BUDGET: \$750
Policies on gangs and gang-related activities will be published in the Student Handbook distributed to students on the first day of school. Action Type: Wellness	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff	<hr/> ACTION BUDGET: \$

All students in grades 9-12 who are involved in extracurricular activities will be placed in a pool of participants and randomly selected for substance testing. Action Type: Wellness	Mike Smith - Athletic Director	Start: 07/01/2013 End: 06/30/2014	Outside Consultants Teachers	ACTION BUDGET: \$
Security personnel will work in the school to provide a safe and drug free environment to protect and to ensure quality student learning place. The personnel will work with the principals, counselors and staff to serve the needs of the students.	Gary Masters, superintendent	Start: 10/01/2013 End: 05/23/2014	Administrative Staff Community Leaders Teachers	NSLA (State-281) - Employee Benefits: \$6000.00 NSLA (State-281) - Employee Salaries: \$20000.00 Title VI State - Employee Benefits: \$5569.55 Title VI State - Employee Salaries: \$21000.00 <hr/> ACTION BUDGET: \$52569.55
Total Budget:				\$55569.55

Priority 6: To improve students' science knowledge and skills.
End-of-Course Biology Exam

Supporting Data: In 2012-13, an increase was observed in student performance on the EOC Biology Exam. There was a 3% increase in the percentage of students in the Combined population who scored proficient or above; a 20% increase in the percentage of African-American students who scored proficient or above; and a 2% increase in the percentage of Economically Disadvantaged students who scored proficient or above. However, there was a 5% decrease in the percentage of Caucasian students who scored proficient or above. For 2013-14, concentration is needed on multiple choice and Open Response questions for the Molecules and Cells and the Ecology and Behavioral Relationships strands.

The results for the past three years are as follows:

2010-11: The percentage of students scoring proficient or above was as follows:

Combined population: 35.38%; African-American subpopulation: 16.67%; Caucasian subpopulation: 44.19%; Hispanic subpopulation: 25.0%; Economically Disadvantaged subpopulation: 29.41%; and Students with Disabilities subpopulation: 0.0%.

2011-12: The percentage of students scoring proficient or above was as follows:

Combined population: 19.59%; African-American subpopulation: 0.00%; Caucasian subpopulation: 30.16%; Hispanic subpopulation: 0%; Economically Disadvantaged subpopulation: 16.18%; and Students with Disabilities subpopulation: 0%.

2012-13: The percentage of students scoring proficient or above was as follows:

Combined population: 23.6%; African-American subpopulation: 20%; Caucasian subpopulation: 25.81%; Hispanic subpopulation: 0%; Economically Disadvantaged subpopulation: 18.75%; and Students with Disabilities subpopulation: 14.29%.

Science 7 Augmented Benchmark Exam

In 2013-12, students in the Combined population, African-American, Economically Disadvantaged, Hispanic, and Students with Disabilities subpopulations held steady in the proficient or above level while there was a 16% increase in the percentage of Caucasian students who scored proficient or above. For 2013-14, concentration is needed on both multiple choice and open response questions for the Nature of Science and Physical Science.

The Science 7 Augmented Benchmark exam was administered from 2011-2013. The results are as follows (expressed as % of students scoring proficient or above):

Combined population: 19%-25%-25%.

African-American subpopulation: 6%-3%-3%.

Caucasian subpopulation: 25%-24%-40%.

Economically Disadvantaged subpopulation: 10%-20%-20%.

Hispanic subpopulation: 50%-0%-0%.

Students with Disabilities subpopulation: 0%-33%-33%.

Results from the Iowa Test of Basic Skills (ITBS) administered to 7th grade students in 2011-2012:

7th Grade: NPR Science - 48 (2011), 44 (2012) and .

Interim assessments in science were administered in 2010-11 and 2011-12 through The Learning Institute in Hot Springs. The results are as follows:

2012-13 - Science 7: 50-61-58-58; Science 8: 42-50-55-44; and Biology: 57-51-44-47-48.

2011-12 - Science 7: 54-51-55-54; Science 8: 48-54-49-55; and Biology: 55-54-39-49-48.

2010-11 - Science 7: 54-58-57-49; Science 8: 47-54-44-56; and Biology: 51-43-56-44-47.

Graduation rate (Goal: 85%; Target: 70%)

2009 - 77.6%, 2010 - 80.1% and 2011 - 81.42%. In 2012 the AMO graduation rate of 78.63% for All Students was met (84.15%), and the AMO graduation rate of 73.41% for TAGG was met (87.76%). This data suggests that students with comprehension problems in the areas of practical and content reading will have difficulty graduating from high school on time.

Goal To increase students' ability to read and comprehend science content, use scientific techniques, and solve scientific problems.

Benchmark To increase by ten percent (10%) the percentage of students who score proficient or advanced on the Biology EOC exam and on the science portion of the Grade 7 Augmented Benchmark exam.

Intervention: Teachers will use a comprehensive approach to science instruction, which will include instruction designed to increase students' ability to comprehend practical and content text structure, to engage in problem-solving, and to enhance use of scientific skills.				
Scientific Based Research: Behrens, L. & Rosen, L.J. (2010). Writing and reading across the curriculum (11th ed.). Boston: Longman-Pearson.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will model and students will use research-based reading comprehension strategies such as graphic organizers to improve students' comprehension of science content.	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Teachers Teaching Aids	ACTION BUDGET: \$
Teachers will develop and use assessments that contain questions at various levels of the Revised Bloom's Taxonomy to improve students' ability to think critically and logically about science content. Action Type: ADE Scholastic Audit	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Teachers Teaching Aids	ACTION BUDGET: \$
Teachers will utilize rubrics as an assessment tool to improve students' ability to think critically and logically to solve problems, including open response questions. Action Type: ADE Scholastic Audit	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Teachers Teaching Aids	ACTION BUDGET: \$
Implementation of this intervention will be evidenced by (a) conducting protocol-based observations; (b) reviewing lesson plans, teacher-created assessments, and student work; and (c) reviewing curricula documents.	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Performance Assessments Teachers	ACTION BUDGET: \$
This intervention will be evaluated by student performance on (a) TLI module assessments; (b) internal teacher-created assessments; and (c) external standardized assessments. Action Type: Program Evaluation	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Performance Assessments	ACTION BUDGET: \$

			Teachers	
Science teachers will receive AP and Pre-AP training in order to increase classroom rigor and to promote higher-order thinking skills that will facilitate connecting Pre-AP courses to subsequent AP (Advanced Placement) courses. Action Type: Professional Development	Dewayne Poag - Arkansas AIMS Lead Teacher	Start: 07/01/2013 End: 06/30/2014	Outside Consultants	ACTION BUDGET: \$
Teachers and staff will be trained to administer and proctor the EOC Biology examination and the Augmented Benchmark examination. Action Type: Professional Development	Lee Ann Graham - Counselor	Start: 07/01/2013 End: 06/30/2014	District Staff	ACTION BUDGET: \$
Students will use test preparation materials from the textbook publisher to prepare for the Biology EOC exam and to reinforce their reading comprehension and writing skills in science.	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Teachers Teaching Aids	ACTION BUDGET: \$
Students will use materials from the Benchmark Buckle Down Science Edition to prepare for the Augmented Benchmark exam to reinforce their reading comprehension and writing skills in science.	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Teachers Teaching Aids	ACTION BUDGET: \$
Teachers and parents will collaborate to write Academic Improvement Plans (AIP) for increased student achievement in science. Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Performance Assessments Teachers	ACTION BUDGET: \$
Students in Science 7, Science 8, and Biology will take interim assessments coordinated by The Learning Institute (TLI). The results will be analyzed by teachers and students and used to measure progress and inform instruction. Action Type: Collaboration	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Outside Consultants Performance Assessments Teachers	ACTION BUDGET: \$
Teachers will review and revise curricula documents to align curricula with the Common Core State Standards and to coordinate interim assessments through The Learning Institute (TLI). Action Type: Alignment	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Teachers	ACTION BUDGET: \$
Student learning of scientific concepts and skills will be enhanced through meaningful student and teacher use of technology in the classroom, including SMART boards, SMART Response Systems, Sympodiums, iPads, computers, and the internet. Action Type: Technology Inclusion	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Computers District Staff Teachers	ACTION BUDGET: \$

Students who score below proficient in science on the ACTAAP Augmented Benchmark exam or on the Biology EOC exam will receive supplemental online instruction in computer labs. Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Lee Ann Graham - Counselor	Start: 07/01/2013 End: 06/30/2014	Computers Teachers	ACTION BUDGET: \$
Proficient student work and any accompanying rubric will be displayed outside classrooms as a method of review and reinforcement.	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Performance Assessments Teachers	ACTION BUDGET: \$
Science teachers will meet periodically in PLCs to discuss learning strategies, provide professional support, share ideas from other professional development opportunities, and evaluate the ACSIP science priority. Action Type: Professional Development	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Performance Assessments Teachers	ACTION BUDGET: \$
Teachers will review Augmented Benchmark and Biology EOC data to identify gaps in student learning and in curricula. Action Type: Alignment	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Performance Assessments Teachers	ACTION BUDGET: \$
Supplementary materials will be purchased to enhance the hands-on activities and experiences of students in science classes.	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Teachers Teaching Aids	ACTION BUDGET: \$
Students will use AP Biology and AP Chemistry supplemental materials to prepare for Advanced Placement exams in those courses.	Dewayne Poag - Arkansas AIMS Lead Science Teacher	Start: 07/01/2013 End: 06/30/2014	Teachers Teaching Aids	ACTION BUDGET: \$
Total Budget:				\$0

Priority 9: To utilize the Scholastic Audit report and the findings and requirements of the Arkansas Department of Education State Specialty Team to guide effective and continuous building level school improvement practices.

Supporting Data: The Arkansas Department of Education conducted a Scholastic Audit of Rivercrest High School during the period of January 13 to January 18, 2008. Based on the Scholastic Audit Performance levels (i.e., Performance Level 4-Exemplary level of development and implementation; Performance Level 3-Fully functional and operational level of development and implementation; Performance Level 2-Limited development or partial implementation; and Performance Level 1-Little or no development and implementation), the level of performance for each of the 9 Standards for school improvement for Rivercrest High School is as follows:

Standard 1-Curriculum: Level 4: NE 3: 14% 2: 14% 1: 72%.

Standard 2-Classroom Evaluation/Assessment: Level 4: NE 3: NE 2: 50% 1: 50%.

Standard 3-Instruction: Level 4: NE 3: NE 2: 75% 1: 25%.

Standard 4-School Culture: Level 4: NE 3: NE 2: 82% 1: 18%.

Standard 5-Student, Family and Community Support: Level 4: NE 3: 40% 2: 60% 1: NE.

Standard 6-Professional Growth, Development and Evaluation: Level 4: NE 3: NE 2: 67% 1: 33%.

Standard 7-Leadership: Level 4: NE 3: 9% 2: 82% 1: 9%.

Standard 8-School Organization and Fiscal Resources: Level 4: NE 3: NE 2: 80% 1: 20%.

Standard 9-Comprehensive and Effective Planning: Level 4: NE 3: NE 2: 94% 1: 6%.

Rivercrest High School will address the recommendations of the report over a period of three to five years; however, the focus for 2013-14 will address the following standards: Standard 1 - Curriculum and Standard 9 - Comprehensive and Effective Planning.

A perceptual survey of members of the Site-Based Management Team at RHS was conducted in 2009-10. The results are as follows:

85.7% of respondents agreed or strongly agreed that the team has engaged in decisions designed to promote high expectations for all students; 71.4% of respondents agreed or strongly agreed that the team has engaged in decisions designed to promote the development of critical-thinking skills in students; 71.5% of respondents agreed or strongly agreed that the team has engaged in decisions designed to promote the protection of instructional time; 42.9% of respondents agreed or strongly agreed that the team has executed plans to develop horizontal instructional alignment; 28.6% of respondents agreed or strongly agreed that the team has executed plans to develop vertical instructional alignment; 57.2% of respondents agreed or strongly agreed that the team has monitored implementation of the school's ACSIP plan; 57.2% of respondents agreed or strongly agreed that the team has carried out the principal's vision; 71.4% of respondents agreed or strongly agreed that the team has effectively solicited input from teachers and staff prior to making instructional or curricular decisions; 28.6% of respondents agreed or strongly agreed that the team has effectively communicated instructional or curricular decisions to teachers and staff; 28.6% of respondents agreed or strongly agreed that the team has effectively brainstormed ideas and possible solutions to issues; 42.9% of respondents agreed or strongly agreed that contributions from each member of the team have been sought and given due consideration; 42.9% of respondents agreed or strongly agreed that serving as a member of the team has helped them grow as an educator; 57.1% of respondents agreed or strongly agreed that serving on the team has helped them grow as a person; and 57.1% of respondents agreed or strongly agreed that serving on the team has allowed them to make a valuable contribution to the learning community at Rivercrest High School.

A perceptual survey of RHS faculty and staff was conducted in 2009-10 to measure the effectiveness of the Site-Based Management Team. The results are as follows:

58.3% of respondents agreed or strongly agreed that the team has effectively solicited their input prior to making instructional decisions; 50% of respondents agreed or strongly agreed that the team has effectively communicated instructional decisions to them; 50% of respondents agreed or

strongly agreed that the team has effectively solicited input from them prior to making curricular decisions; 50% of respondents agreed or strongly agreed that the team has effectively communicated curricular decisions to them; 49.9% of respondents agreed or strongly agreed that the team has met with the ACSIP priority team they serve on to help disaggregate data; 36.4% of respondents agreed or strongly agreed that the team has met with the ACSIP priority team they serve on to monitor implementation of actions in their ACSIP priority; and 50% of respondents agreed or strongly agreed that the team has been an asset to the learning community at Rivercrest High School.

Goal To address the deficiencies identified by the Scholastic Audit Team in the areas of Leadership and School Culture and the requirements of the ADE State Specialty Team.

Benchmark Rivercrest High School will attain a fully functional and operational level of development and implementation in the areas of leadership and school culture to increase student achievement.

Intervention: An Instructional Leadership Team will engage in instructional and curricular decision-making, monitoring implementation of the school's ACSIP plan, and carrying out of the principal's vision for the school. [This intervention is in response to the Scholastic Audit Report and to 13.D(e.) of the Arkansas Department of Education Approval Rubric].				
Scientific Based Research: DuFour, Ri., DuFour, Re., & Eaker, R. (2008). Revisiting professional learning communities at work. Bloomington, IN: Solution Tree.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
An instructional facilitator, who will serve as a member of the Instructional Leadership Team, will be hired to provide resources, support, and professional development for teachers (7.1b, 7.1d, 7.1e, 7.1g) (E. Robertson, NSLA .375). Action Type: ADE Scholastic Audit Action Type: Title I Schoolwide	Gary Masters - Superintendent	Start: 07/01/2013 End: 06/30/2014	Administrative Staff	NSLA (State-281) - Employee Benefits: \$5377.00 NSLA (State-281) - Employee Salaries: \$17923.00 <hr/> ACTION BUDGET: \$23300
The Instructional Leadership Team will assist the ACSIP priority committees as needed in the disaggregation of data to inform instructional and curricular decisions (7.1b, 7.1d). Action Type: ADE Scholastic Audit	Elea Robertson - ACSIP Chair	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Performance Assessments Teachers	<hr/> ACTION BUDGET: \$
Implementation of Instructional Leadership Team goals will be evidenced by meeting agendas and minutes of meetings (7.1a, 7.1b, 7.1c, 7.1d, 7.1e, 7.1f, and 7.1g). Action Type: ADE Scholastic Audit Action Type: Program Evaluation	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Teachers	<hr/> ACTION BUDGET: \$

The Instructional Leadership Team will review the school's ACSIP plan periodically to evaluate the implementation of each intervention and action (7.a). Action Type: ADE Scholastic Audit	Elea Robertson - ACSIP Chair	Start: 07/01/2013 End: 06/30/2014	District Staff Teachers	————— ACTION BUDGET: \$
The Instructional Leadership Team will meet with teachers from ACSIP committees to provide focus and direction for the professional learning community at Rivercrest High School (7.1a). Action Type: ADE Scholastic Audit Action Type: Title I Schoolwide	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Teachers	————— ACTION BUDGET: \$
The effectiveness of the Instructional Leadership Team will be evaluated by (a) a review of the agendas for team and committee meetings; (b) a review of the minutes of team and committee meetings; and (c) the results of perceptual surveys of team and committee members (7.1a, 7.1b, 7.1c, 7.1d, 7.1e, 7.1f, and 7.1g). Action Type: ADE Scholastic Audit Action Type: Program Evaluation	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Teachers	————— ACTION BUDGET: \$
An Instructional Leadership Team is in place at Rivercrest High School. The team is composed of Superintendent Gary Masters, Principal William Fortson, and staff members (7.1a). Action Type: ADE Scholastic Audit Action Type: Title I Schoolwide	Gary Masters - Superintendent	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Teachers	————— ACTION BUDGET: \$
Departmental PLCs will make recommendations to provide focus and direction for the professional learning community at Rivercrest High School (7.1a). Action Type: ADE Scholastic Audit	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Teachers	————— ACTION BUDGET: \$
Efforts will be made by the superintendent and principal to recruit Highly Qualified Teachers, and teachers will attend appropriate trainings, conferences and workshops to enhance teaching skills and maintain Highly Qualified Teacher status. Action Type: Professional Development Action Type: Title I Schoolwide	Gary Masters - Superintendent and William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Outside Consultants Teachers	————— ACTION BUDGET: \$
Total Budget:				\$23300
Intervention: Rivercrest High School will implement strategies designed to provide a safe, orderly, and equitable learning and teaching environment and to increase achievement of all students.				
Scientific Based Research: DuFour, Ri., DuFour, Re., & Eaker, R. (2008). Revisiting professional learning communities at work. Bloomington, IN: Solution Tree.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers and staff will utilize multiple methods of communicating with stakeholders.	William Fortson -	Start:	Administrative Staff	—————

which may include Edline, Student Messenger, phone calls, e-mail, periodic grade reports sent to student's homes, participation on ACSIP committees, and presence at extracurricular activities (4.1g, 4.1i). Action Type: ADE Scholastic Audit Action Type: Parental Engagement	Principal	07/01/2013 End: 06/30/2014	District Staff Teachers	ACTION BUDGET: \$
The Instructional Leadership Team will develop policies to protect instructional time and reduce interruptions of the learning process (4.1a). Action Type: ADE Scholastic Audit	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Teachers	ACTION BUDGET: \$
The effectiveness of this intervention will be evaluated by (a) student achievement on internal and external assessments, including open response questions; (b) perceptual data on the function of the Instructional Leadership Team; and (c) protocol-based classroom observations (4.1b, 4.1c, 4.1d, 4.1j). Action Type: ADE Scholastic Audit Action Type: Program Evaluation	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Teachers	ACTION BUDGET: \$
Teachers will use rubrics as assessment tools to improve students' ability to think critically and logically to solve problems, including open response (4.1b, 4.1c). Action Type: ADE Scholastic Audit	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Performance Assessments Teachers	ACTION BUDGET: \$
Teachers will develop and use assessments that contain questions at various levels of the Revised Bloom's Taxonomy to improve students' ability to think logically and critically (4.1b, 4.1c). Action Type: ADE Scholastic Audit	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Performance Assessments Teachers	ACTION BUDGET: \$
The implementation of this intervention will be evidenced by (a) sign-in sheets from professional development; (b) minutes of Instructional Leadership team and committee meetings; (c) lesson plans; and (d) assessments (4.1a, 4.1b, 4.1c, 4.1d, 4.1e, 4.1i, and 4.1j). Action Type: ADE Scholastic Audit Action Type: Program Evaluation	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Performance Assessments Teachers	ACTION BUDGET: \$
Members of the school's ACSIP teams will receive professional development on the development of the school's ACSIP plan (4.1d). Action Type: Professional Development	Elea Robertson - ACSIP Chair	Start: 07/01/2013 End: 06/30/2014	Administrative Staff	ACTION BUDGET: \$
Students in grades 9-12 who fail courses in English, mathematics, science, or social studies will be placed in a computer-based Credit Recovery program during the school day, in addition to any other literacy or math class in which they are enrolled.	William Fortson - Principal	Start: 07/01/2013 End:	Computers	ACTION BUDGET: \$

A paraprofessional will be hired to work with core content teachers and coordinate Credit Recovery courses (T. Henard, Title I - FTE 1.0). Action Type: Equity Action Type: Technology Inclusion		06/30/2014	District Staff	
Students in grades 7 and 8 will be double-blocked to receive literacy instruction in reading and writing. Action Type: Equity	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Teachers	ACTION BUDGET: \$
Certified teachers and an instructional assistant will work with the regular education teachers to provide an alternative learning environment for qualifying students who need help and support to function successfully (NSLA - M. Smith FTE .50; J. Brown FTE 1.0; D. Forister FTE .125; A. Higgins FTE .125; J. Watson FTE .125; A. Milligan FTE .125). Action Type: Equity	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Teachers	NSLA (State-281) - \$52774.00 Employee Salaries: NSLA (State-281) - \$15834.00 Employee Benefits: ACTION BUDGET: \$68608
Administration, faculty, and staff will encourage and support student voice efforts through the Gentlemen of Knowledge, MAD Men, and related student organizations to enable students to have a voice in and take ownership of their learning (4.1b, 4.1j, 4.1k). Action Type: Collaboration Action Type: Equity	Lora Jones - English Teacher	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Teachers	ACTION BUDGET: \$
A Summer Academy will serve targeted students in the 7th and 8th grades with academic deficiencies in the core content areas. Students will be selected based on the grades reflected on their report cards. Instruction will be aligned with best practices, will occur for 4.5 hours per day, and will be provided by certified teachers. Evaluation of effectiveness will occur by way of student performance on internally-created assessments in the class. Transportation will be provided.	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
RHS counselors will work in collaboration with Arkansas Northeast College in support of a Career Coach to work with students in preparation for college and careers. NSLA funds will be used to provide materials and supplies for ACT prep classes for students and for travel of the Career Coach. Action Type: Collaboration	Gary Masters, superintendent	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Computers Outside Consultants	ACTION BUDGET: \$
Total Budget:				\$68608

Intervention: Rivercrest High School will participate in the Arkansas Leadership Academy School Support Program.

Scientific Based Research: DuFour, Ri., DuFour, Re., & Eaker, R. (2008). Revisiting professional learning communities at work. Bloomington, IN: Solution Tree.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Instructional Leadership Team will lead the process of building and implementing action plans to achieve strategic goals. Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>William Fortson - Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff Outside Consultants Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>The Instructional Leadership Team will use collaborative tools to reach consensus on decisions necessary to effectuate changes to improve student learning.</p>	<p>William Fortson - Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff Central Office Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>The Instructional Leadership Team will facilitate the realignment of people, time, and money to directly support the school's action plans for achieving strategic goals. Action Type: Collaboration</p>	<p>William Fortson - Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff Central Office Outside Consultants Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>The principal will conduct Classroom Walkthrough (CWT) observations in classrooms each week. The CWTs will be used to monitor Marzano's High Yield Strategies, collaborative learning, and other research-based practices, and data from the CWTs will be shared with teachers to make decisions about improving teaching and learning.</p>	<p>William Fortson - Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>The principal or a designee from the Instructional Leadership Team will meet with the School Support Capacity Leader an average of one day per week in 2012-13. Action Type: Collaboration</p>	<p>William Fortson - Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff Outside Consultants Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>Departmental PLCs will collaborate regarding best practices for increasing student achievement, to reach strategic goals, and to provide focus and direction for the professional learning community at Rivercrest. Action Type: Collaboration</p>	<p>William Fortson - Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>Administrative Staff District Staff Outside Consultants Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>Implementation of this intervention will be evidenced by (a) meeting/professional development sign-in sheets, agendas, and minutes and (b) results of CWT observations.</p>	<p>William Fortson - Principal</p>	<p>Start: 07/01/2013 End:</p>	<p>Administrative Staff Central Office District Staff</p>	<p>ACTION BUDGET: \$</p>

Action Type: Program Evaluation		06/30/2014	Outside Consultants Performance Assessments Teachers	
The Arkansas Leadership Academy will be used as the turnaround model for school improvement through providing intense training, guidance, and support to the principal, faculty, and staff. Action Type: ADE Scholastic Audit Action Type: Collaboration	Gary Masters - Superintendent	Start: 07/01/2013 End: 06/30/2014	Administrative Staff District Staff Outside Consultants Teachers	NSLA (State-281) - \$11000.00 Purchased Services: <hr/> ACTION BUDGET: \$11000
A District Leadership Team will meet weekly to engage in meaningful professional development activities related to student achievement, data analysis, leadership, and culture. Action Type: Professional Development Action Type: Title I Schoolwide	Gary Masters - Superintendent	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Central Office	<hr/> <hr/> ACTION BUDGET: \$
An Instructional Leadership Team will meet monthly to collaborate regarding best practices for increasing student achievement and reaching strategic goals. Action Type: Collaboration Action Type: Title I Schoolwide	William Fortson - Principal	Start: 07/01/2013 End: 06/30/2014	Administrative Staff Central Office District Staff Outside Consultants Teachers	<hr/> <hr/> ACTION BUDGET: \$
Total Budget:				\$11000

Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Adams, Patrick	Choir Teacher	Restructuring
Classroom Teacher	Beall, Rebecca	Special Education Teacher	Special Education
Classroom Teacher	Bell, Billy	JROTC Teacher	Restructuring
Classroom Teacher	Bell, Tracey	Career Orientation Teacher	Parental Involvement

Classroom Teacher	Birmingham, Jessica	Band Teacher	Restructuring
Classroom Teacher	Chandler, Kelly	Science Teacher	Science
Classroom Teacher	Coffman, Lowell	Science Teacher	Science
Classroom Teacher	Coffman, Shelby	Family/Consumer Science Teacher	Parental Involvement
Classroom Teacher	Conley, Michael	Social Studies Teacher	Restructuring
Classroom Teacher	Duffel, Cary	English Teacher	Literacy
Classroom Teacher	Felizco, Merceditas	Math Teacher	Math
Classroom Teacher	Fleming, Johnny	Physical Education Teacher	Wellness
Classroom Teacher	Fleming, Tammy	Math Teacher	Math
Classroom Teacher	Fleming, Tena	Special Education Teacher	Special Education
Classroom Teacher	Forister, Denise	Social Studies Teacher	Literacy
Classroom Teacher	Griffin, Greg	Business Teacher	Restructuring
Classroom Teacher	Harmon, Amy	Science Teacher	Science
Classroom Teacher	Hicks, Nikki	English Teacher	Literacy
Classroom Teacher	Higgins, Allen	Social Studies Teacher	Wellness
Classroom Teacher	Jones, Lora	English Teacher	Literacy
Classroom Teacher	Mallard, Scotty	Social Studies Teacher	Restructuring
Classroom Teacher	Mann, Laurisa	French/Social Studies Teacher	Literacy
Classroom Teacher	Milligan, Amanda	Business & Health Teacher	Wellness
Classroom Teacher	Northcutt, J.C.	JROTC Teacher	Restructuring
Classroom Teacher	Pleasants, Portis	English Teacher	Literacy
Classroom Teacher	Poag, Dewayne	Science Teacher	Science
Classroom Teacher	Poag, Lisa	Math Teacher	Math
Classroom Teacher	Rainwater, Gaylon	Social Studies Teacher	Wellness
Classroom Teacher	Rice, Meagan	Art Teacher	Restructuring
Classroom Teacher	Robertson, Elea	English Teacher	ACSIP Chair
Classroom Teacher	Scott, Lynne	Special Education Teacher	Special Education
Classroom Teacher	Short, Lynette	Business Teacher	Parental Involvement
Classroom Teacher	Thomas, Karen	English Teacher	Literacy
Classroom Teacher	Thomasson, Emily	Math Teacher	Math
Classroom Teacher	Watson, Crystal	Math Teacher	Math
Classroom Teacher	Watson, Judy	Physical Education Teacher	Wellness
Classroom Teacher	Wilbanks, Shana	English Teacher	Literacy
Classroom Teacher	Winford, Kevin	Science Teacher	Science

Community Representative	Bennett, Sherri	VP, Arkansas Northeastern College	Parental Involvement
District-Level Professional	Johnson, Dorothy	Special Education Director	Special Education
District-Level Professional	Routon, Portia	Parent Center Coordinator	Parental Involvement
Non-Classroom Professional Staff	Barton, Walt	Career Coach	Parental Involvement
Non-Classroom Professional Staff	Felizco, Frank	Paraprofessional	Math
Non-Classroom Professional Staff	Graham, Lee Ann	Counselor	Parental Involvement
Non-Classroom Professional Staff	Henard, Tammy	Online Instructional Facilitator	Parental Involvement
Non-Classroom Professional Staff	Macklin, Earline	Instructional Aide	Special Education
Non-Classroom Professional Staff	Mallard, Wilma	Instructional Aide	Special Education
Non-Classroom Professional Staff	Morgan, Kathy	School Nurse	Wellness
Non-Classroom Professional Staff	Scott, Betty	Instructional Aide	Special Education
Parent	Brooks, Amy	Parent	Literacy
Parent	Harris, Christie	Parent	Restructuring
Parent	Hildebrand, Linda	Parent	Special Education
Parent	Parnell, Kristy	Parent	Math
Parent	Pierce, David	Parent	Science
Parent	Pierce, Felicia	Parent	Restructuring
Parent	Price, Nikki	Parent	Wellness
Parent	Reece, Greg	Parent	Parental Involvement