

ACSIP

EUREKA SPRINGS HIGH SCHOOL

44 KINGSHIGHWAY, EUREKA SPRINGS, AR 72632

Arkansas Comprehensive School Improvement Plan

2010-2011

Eureka Springs High School exists to assist children in their mental, moral, emotional, physical and social growth. This school endeavors to provide a total and quality educational program for all students according to their capabilities. We attempt to help students develop as individuals, responsible to themselves and to their society.

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

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Priority 1: Literacy

Goal: All students will improve in reading comprehension and written expression. Students will make significant progress as evidenced by their performance on 11th grade Benchmark Literacy test, SAT 10 test results, and college entrance examinations (ACT, PSAT. SAT).

Priority 2: Mathematics

Goal: All students will improve in mathematical skills and in data interpretation. All students will make significant progress in addressing open response questions, especially in the application of graphs for non-linear functions, per the analysis of the weaknesses of student performance on end-of-course tests. This past year, for the first time, student ACT scores were below the national average. This year, student scores in the mathematics section of the ACT test will again meet or exceed the national average.

Priority 3: Wellness

Goal: Students will improve their cardiovascular, muscular strength/endurance, and flexibility and through a rigorous program of education involving both nutrition and exercise.

Goal: Students will be made aware of the importance of resisting substances that can adversely affect both their long term and short term physical/mental well-being.

Priority 5: English Language Learners

Goal: Goal 1: To provide practical support for English Language Learners in the development of spoken and written English, while building self-confidence and cultural awareness that is essential for success in American schools and in American society.

Priority 6: Science

Goal: All science students will make significant progress in addressing open response questions, especially in the application of the scientific method and environmental awareness.

Priority 1: Improving Literacy: To meet or exceed the AYP standard developed by the Arkansas Department of Education.

Supporting Data: Trend Analysis: 2010 EOC BENCHMARK/LITERACY Literary Passages/Multiple Choice shows a steady but slight decline. In 2008 this area showed 76% proficient/advanced; in 2009 this area showed 74%In 2010, it was 70%. Literary Passages/Open Response in 2008-77%,2009-70%, in 2010-70%.

Content Passages/Multiple Choice 2008-78%, 2009-70% and 2010-76% showed a decline and then turned back up again in 2010. Content Passage/Open response in 2008-71%, 2009-72%, and 2010- 82%. This shows an active increase and competency in this area. Practical Passage/Multiple Choice 2008-80%, 2009-74%, and 2010 is 75%. Practical Passage/Open Response 2008-81%, 2009-69%, and 2010 is 76%. Writing Strand/Content/Multiple choice in 2008-97%, 2009-89%, 2010-93%. Writing Content/Open Response-2008-95%, 2009-97%, 2010-95%. Writing Style/Multiple Choice was 2008-97%, 2009-89%, 2010-93%. Writing Content, Style, Sentence Formation, Usage and Mechanics all share the same scores in multiple choice and open response. 2008-95%, 2009-97%, 2010-95%.

Needs Assessment: 2010 results indicate that we should be concentrating instruction in literary passage comprehension and as a consequence we believe content area scores will increase as well. Writing Multiple choice deficiencies can be addressed by additional instruction in distractors and throw away answers used in the multiple choice selection. Style weaknesses can only be addressed through continual writing practice.

Grade 9 SAT 10: In 2010, Reading Comprehension, 40 combined population students were tested and 67.5% scored at or above the 50th percentile. Over 50% of these were considered to be economically disadvantaged. In 2009, Reading Comprehension, 42 Combined Population students were tested and 72% scored at or above the 50th percentile. Weakness noted were in the following areas: Determining explicit supporting materials; Providing support for conclusion; Extracting implicit main ideas. In 2009, Language, 41 Combined Population students were tested and 73% scored at the 50th percentile or above. Weaknesses noted were in the following areas: Distinguishing correct capitalization; Distinguishing correct punctuation, commas. There were no significant sub-populations tested and the data was not provided. SAT10: In 2008, Reading Comprehension, 78 Combined Population students were tested and 53% scored at or above the 50th percentile. Weaknesses were noted in the areas of critical analysis, interpretation, and reading strategies. Grade 9, SAT10: In 2008, 74 Caucasian students were tested and 54% scored at or above the 50th percentile. The weakness for the Caucasian Population were the same as for the Combined Population. Grade 9, SAT10: In 2008, 26 Economically Disadvantaged students were tested and 50% scored at or above the 50th percentile. Weaknesses were noted in the areas of critical analysis, interpretation, and reading strategies. Language specific weaknesses were in usage, sentence structure and punctuation.

In 2010, the graduation rate for Eureka Springs High School was 78.9%. In 2009, the graduation rate for Eureka Springs High School was 91.8 In 2008; the graduation rate for Eureka Springs High school was 92.3%

ACT Scores: In 2010, 33 students took the ACT. The average English score was 20.9 The state score was 20.1 and the ACT baseline scores for college success is 18. The Reading Score was 22.0 and the state was 20.6. In 2009, 31 students took the ACT. The average English score was 23.7 The state score was 20.6 and the National score was 20.6. The average Reading Scores was 24.4. The state score was 21.0 and the National score was 21.4 ACT Scores: In 2008, 23 students took the ACT. The average English score was 23.0. The state score was 20.7 and the National Score was 20.6 The average Reading score was 23.9. The state score was 21.0 and the National score was 21.4. In 2007, 28 students took the ACT. The average

English score was 22.1. The state score was 20.5 and the National Score was 20.7. The Eureka Springs average Reading score was 22.5. The state score was 20.0 and the national score was 21.5. In the past three years, Eureka Springs High School's English ACT scores have steadily increased. At the end of 2009 students have shown continued growth in both English and Reading. The new writing section of the ACT also shows that of our students tested in 2009 and 2008, 70% were ready to enter college writing classes with no remediation required. Students are scoring above national and state averages in Reading and English consistently over time. We were upset to find some decline in scores. Data is being analyzed to determine whether or not this is a result of our encouraging all students, regardless of courses taken, to take the ACT and establish a base score, or if even those students who have taken a rigorous college bound curriculum are also experiencing a drop in score. The data is being reviewed by the department heads and the counselor.

NEEDS ASSESSMENT; An aggregate evaluation of available data (EOC, ACT, SAT 10) over the last three years clearly indicates distinct weaknesses in the following areas: 1. Using and recognizing supporting details. Identification of the forms of support when reading nonfiction material and then using forms of support when writing open response or essay answers. Students appeared to have more difficulty with practical, concrete materials than they did with more abstract literary passages or open response questions. (See new action/Intervention 1/Literacy) 2. Using and recognizing correct mechanics and sentence structures. Evidence of recognition problems from reading passages and evidence of usage problems from open response and essay section of the EOC. (See new action/Intervention 1/Literacy)

Goal All students will improve in reading comprehension and written expression. Students will make significant progress as evidenced by their performance on 11th grade Benchmark Literacy test, SAT 10 test results, and college entrance examinations (ACT, PSAT. SAT).

Benchmark Our students will continue to meet the State's AYP goal of 75.81% proficiency in literacy for the 2010-2011 school year. This represents an 8.06% increase from last year's requirement.

Intervention: Eureka Springs High School will incorporate a comprehensive, researched based approach to teaching literacy.

Scientific Based Research: "Total Instructional Alignment: From Standards to Student Success", Lisa Carter. 2007 "What Really Matters for Struggling Readers: Designing Research-Based Programs, 2nd Edition, Richard L. Allington, 2005. Farstrup, Alan E. and S. Jay Samuels. "What Research Has to Say About Reading Instruction." Newark: The International Reading Association, Inc. 2002

Actions Person Responsible Timeline Resources Source of Funds

Teachers will look for gaps and redundancies in (TIA) curriculum maps for all classes.

Action Type: Alignment

Action Type: Collaboration

Bethany Jeppsen Start: 07/01/2010

End: 06/30/2011 Outside Consultants

Teachers

ACTION BUDGET: \$

Each year, EOC literacy exams, ITBS and SAT10 results, and ACT scores will be assessed. Data gathered will help determine the overall effectiveness of the of (TIA) mapping strategies in the areas of reading and writing. Weakness will be addressed in the maps by duplicating concepts that need reinforcement from one year to the next. Maps tend to eliminate duplication; sometimes duplication is necessary for proficiency. These comparisons should indicate those areas.

Action Type: Alignment

Action Type: Collaboration

Action Type: Program Evaluation

Action Type: Special Education

Kathleen Remenar Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

All curriculums will be mapped and aligned to the state frameworks in order to ensure relevance, consistency and proper academic progression per the strategies of Total Instructional Alignment.

Action Type: Alignment

Action Type: Equity

Action Type: Technology Inclusion

Danielle Harwicke Start: 07/01/2010

End: 06/30/2011 Computers

District Staff

ACTION BUDGET: \$

During in-service, teachers will be encouraged to help students identify the forms of support used in specific texts and used as important elaboration during the writing process. A quick overview of the forms of support will be provided and teachers will be asked to stress their importance in understanding concepts as well as explaining ideas to others. In addition, teachers will be given a rubric for grading baseline sentence structures, punctuation and mechanics. They will be required to incorporate these basic skills into all written assignment rubrics. As a result, students will receive reinforcement of these skills across the curriculum. PROGRAM EVALUATION: English teachers will assess through summative evaluation at the beginning of each school year whether or not progress appears to be made in these areas. RESULTS 2008-2009: This strategy will be initiated during this year so that it cannot be properly evaluated at this time. 2009-2010: 68% of all students in grade 11 English classes could list five forms of support on an unannounced, random survey. This result tends to indicate that the students are becoming aware of the forms of support. What this information does not indicate is whether or not they use them when writing.

Action Type: Professional Development

Action Type: Program Evaluation

Kathy Remenar Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Performance Assessments

Teachers

ACTION BUDGET: \$

The English/Language Arts teachers will be given a common planning period so as to collaborate and align curriculum on a regular (day to day and week to week) basis.

Action Type: Alignment

Action Type: Collaboration

Lisa Plagge Start: 07/01/2010

End: 06/30/2011 School Library

Teachers

ACTION BUDGET: \$

Literacy Laboratory Strategies will be incorporated into all English classrooms to increase student competence in reading comprehension in the literary, content, and practical aspects of the reading spectrum. The presentation and implementation of these strategies will be accomplished in a 2 year timeframe. During the first year the goal is to help teachers create an engaging literate classroom environment. The second year, the goal is to help teachers use assessment to inform instruction to facilitate writing workshop, vocabulary and word study instruction.

Action Type: Alignment

Action Type: Equity

Bethany Jeppsen/Danielle Hardwicke Start: 07/01/2010

End: 06/30/2011 School Library

Teachers

ACTION BUDGET: \$

NSLA funds will be used to purchase materials and supplies that will provide support to literacy instruction that is above and beyond the state requirements.

Action Type: Equity

Kathryn Lavender Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

NSLA (State-281) - Materials & Supplies: \$1000.00

ACTION BUDGET: \$1000

Teachers and administrators will complete and document 60 hours of professional development annually based on ADE Rules Governing Professional Development dated October 2009. Hours will be done in these focus areas: 1. Standards, Frameworks and Curriculum Alignment, 2. Educational Technology (6 hours required), 3. Instructional Strategies, 4. Parent Involvement (Teachers 2 hours required, Administrators 3 hour required), 5. Mentoring/Coaching, 6. Student health and wellness, 7. Arkansas Lottery Scholarship (3 hours first year, 1 hour each year for grades 7-12 counselors, 3 hours first year, 1 hour each year for superintendent, assistant superintendent, grades 7-12 principal, grades 7-12 assistant principal), 8. Building a Collaborative Learning Community, 9. Content (K-12), Arkansas History, (2 hours for teachers providing instruction in Arkansas History), 10. Advocacy/Leadership, 11. Assessment and data disaggregation 12. Principles of learning/Development Stages, 13. Instructional Leadership for administrators, 14. Supervision for administrators, 15. Fiscal Management for administrators.

Action Type: Professional Development

Kathy Lavender Start: 07/01/2010

End: 06/30/2011

ACTION BUDGET: \$

Total Budget: \$1000

Intervention: The Eureka Springs High School will develop a rigorous program to ensure competence and confidence in reading.

Scientific Based Research: "What Really Matters in Fluency: Research-Based Practices Across the Curriculum," Richard L. Allington, 2008. Cairney, T. and Sharon Langien. "Building Communities of Readers and Writers." The Reading Teacher, 42, 560-577.

Actions Person Responsible Timeline Resources Source of Funds

All students will have access to the Accelerated Reader program through the media center, reading classes, special education classes and grade level English classroom.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Special Education

Action Type: Technology Inclusion

Danielle Hardwicke Start: 07/01/2010

End: 06/30/2011 Outside Consultants

Teachers

ACTION BUDGET: \$

Accelerated Reader tests will be used to monitor the quantity of reading accessed by students at or above grade level.

Action Type: Alignment

Action Type: Collaboration

Action Type: Program Evaluation

Action Type: Technology Inclusion

Danielle Hardwicke Start: 07/01/2010

End: 06/30/2011 Teachers

ACTION BUDGET: \$

Students who have scored basic or below on the EOC exam will be given a specifically designed improvement program of reading activities. Literacy teachers will meet periodically to discuss and interpret formative assessments to encourage the continued use of appropriate reading activities.

Action Type: AIP/IRI

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Program Evaluation

Action Type: Special Education

Bethany Jeppsen Start: 07/01/2010

End: 06/30/2011 Teachers

ACTION BUDGET: \$

Parents will have access to Accelerated Readers student reports. These will detail the reading level, books read, and tests passed.

Action Type: Alignment

Action Type: Parental Engagement

Danielle Hardwicke Start: 07/01/2010

End: 06/30/2011 School Library

Teachers

ACTION BUDGET: \$

Teachers will participate in Comprehensive Literacy training such as Literacy Lab, or SS/NS Strategies for Content Areas to learn about comprehension instruction. Teachers will also participate in study groups to fully utilize the text, Strategies That Work.

Action Type: Professional Development

Bethany Jeppsen Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

PROGRAM EVALUATION: Students who scored basic/or below basic on the 8th Grade Benchmark test will be provided with additional instruction/remediation to ensure that they meet a proficient level of academic improvement by the time that they take the 11th grade Literacy Benchmark. Each student will

have an individual improvement plan based on his/her specific areas of weakness in reading and/or writing. Special Education Students will receive additional instruction in the appropriate environment, and will be administered a battery of test to assure progress over time. Results 2009-2010: While the special education students who tested at a below basic level in the 8th grade remained the same, there were 3 students who tested below basic in 8th grade who tested basic in the 11th grade and 2 who moved from below basic to proficient. The only students who showed regression were 3 students identified as Gifted who scored Advanced in 8th grade but who were proficient in the 11th. Since the true goal is to move below basic students up the ladder toward proficiency, the program appears to be having the desired effect. The true assessment or evaluation of this approach to remediation will take several years of verification and comparison.

Action Type: Alignment

Action Type: Program Evaluation

Action Type: Technology Inclusion

Kathy Remenar Start: 07/01/2010

End: 06/30/2011

ACTION BUDGET: \$

Students who receive below basic designations in the 8th grade should advance to Basic or Proficient by Literacy EOC in the 11th grade.

Action Type: Program Evaluation

Kathy Remenar Start: 08/01/2010

End: 07/31/2011 Teachers

ACTION BUDGET: \$

The scores of students who were identified for the Gifted and Talented program and who scored Advanced/or Proficient on the Literacy Benchmark in the 8th grade should be monitored for continued progress at a consistently high level.

Action Type: Program Evaluation

Kathy Remenar Start: 08/01/2010

End: 07/31/2011

ACTION BUDGET: \$

Data available should be used to evaluate success in addressing the needs of Gifted and Talented students. A yearly comparison of SAT 10, ACT, EOC and AP scores should indicate the strengths and weaknesses inherent in providing for these identified students.

Action Type: Program Evaluation

Kathy Remenar Start: 08/01/2010

End: 07/31/2011

ACTION BUDGET: \$

All students who scored basic or below on the Benchmark 11th grade Literacy Test will be remediated during a designated time during the first and/or second semesters of each school year. An Academic Improvement Plan (AIP) will be designed to meet specific weakness. Students will remain with a highly qualified teacher until an appropriate level of proficiency is attained. Students who scored basic or below and who have previously been identified and served as Special Education Students will receive remediation services from the Special Education teacher.

Action Type: Collaboration

Action Type: Program Evaluation

Kathleen Remenar/Wayne Bentel Start: 07/01/2010

End: 06/30/2011 Teachers

ACTION BUDGET: \$

NSLA funds will be used to purchase library books, software, e-books, and technology to enhance the library above state requirements.

Action Type: Equity

Action Type: Technology Inclusion

Danielle Hardwicke Start: 07/01/2010

End: 06/30/2011 School Library

Teachers

NSLA (State-281) - Materials & Supplies: \$7000.00

ACTION BUDGET: \$7000

Total Budget: \$7000

Intervention: Eureka Springs High School will provide a comprehensive and inclusive program of Tutorial (Zero Hour) services.

Scientific Based Research: "Checking for Understanding", Douglas Fisher, Nancy Frey, 2007. "The Best Schools", Thomas Armstrong, 2006. Stringfield, Sam, Millsap, Mary Ann, and Herman, Rebecca.

Actions Person Responsible Timeline Resources Source of Funds

Zero Hour is open to any student who requires assistance, regardless of course content. Zero Hour will be the permanent responsibility of selected and contracted teachers. .

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Special Education

Kathleen Remenar Start: 07/01/2010

End: 06/30/2011 Teachers

Teaching Aids

ACTION BUDGET: \$

Student tutors, under the direct supervision of assigned faculty members, will assist in tutoring across the curriculum.

Action Type: AIP/IRI

Action Type: Alignment

Action Type: Equity

Kathleen Remenar Start: 07/01/2010

End: 06/30/2011 Teachers

Teaching Aids

ACTION BUDGET: \$

Teachers will examine nine weeks grades for any student whose core academic credit is at-risk.

Action Type: Collaboration

Action Type: Equity

Action Type: Program Evaluation

Lisa Plagge Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

Students who participate in AAA sanctioned activities and whose semester GPA falls below 2.0 must attend 100 minutes of Zero Hour tutorial per week to remain eligible for that activity. Students will be re-evaluated each semester.

Action Type: Alignment

Action Type: Equity

Action Type: Parental Engagement

Kathleen Remenar Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

Teaching Aids

ACTION BUDGET: \$

All parents of students who participate in activities governed by the AAA and who have GPA's which have fallen below 2.0 will be contacted and informed as to the goals of the Zero Hour program.

Action Type: Equity

Action Type: Parental Engagement

Lisa Plagge Start: 07/01/2010

End: 06/30/2011 Performance Assessments

Teachers

ACTION BUDGET: \$

Each student will be assigned a faculty advisor. His/her responsibility is to determine, based on EOC test results, grades and GPA whether or not a student should be recommended for the Zero Hour program.

Action Type: AIP/IRI

Action Type: Alignment

Action Type: Special Education

Lisa Plagge Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Performance Assessments

Teachers

ACTION BUDGET: \$

PROGRAM EVALUATION: At the end of each semester, the assigned teacher/mentors will correlate specific data (grades) and tutorials (attendance). There should be a correlation between the time spent in tutorial and the performance in the class/classes where assistance was given. RESULTS 2008-2009: The correlation results were weak. While all students required to attend tutorials were in attendance regularly, only 50% of the students required to attend actually improved their grades. Students often assume that their grades will improve on their own and that once their GPA reaches 2.0 that they will no longer be required to attend. This thinking results in disappointment for several students. Hopefully, the number of students improving as the result of tutorials will reach 90-95% at the end of 2009-2010. 2009-2010: Given that the rate of failure for those required to be in tutorials remained high, the committee decided that this type of summative assessment of the tutorial program is not effective or evaluative. However, the numbers of students, 90% of whom are not required to be in tutorials continues to grow. The Zero Hour classroom is filled to capacity 5 days a week. If positive student awareness and participation can be used as methods of evaluation; the program is showing increase levels of success.

Action Type: Collaboration

Action Type: Program Evaluation

Kathleen Remenar Start: 08/01/2010

End: 07/31/2011 Teachers

Teaching Aids

ACTION BUDGET: \$

Total Budget: \$0

Intervention: The Eureka Springs High School will develop a rigorous program to ensure competency in writing.

Scientific Based Research: "Literacy At the Crossroads: Crucial Talk About Reading and Writing," Reggie Routin, 2007.

Actions Person Responsible Timeline Resources Source of Funds

Highly qualified teachers will ensure that all students, including special education students, are writing in class daily.

Action Type: Alignment

Action Type: Special Education

Wayne Bentel Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Performance Assessments

Teachers

ACTION BUDGET: \$

Teachers will utilize open response question formats across the curriculum.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Bethany Jeppsen Start: 07/01/2010

End: 06/30/2011 Teachers

ACTION BUDGET: \$

Previous released items will be utilized for practice. All students, including special education student, will be trained in writing open response answers. In addition, all teachers will incorporate open response questions on subject specific 9 weeks tests.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Wayne Bentel Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

Teachers will develop a bank of open response questions based on TIA Pacing Guides and curriculum frameworks.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Bethany Jeppsen Start: 07/01/2010

End: 06/30/2011 Teachers

ACTION BUDGET: \$

Teachers will create a common rubric for scoring written work across the curriculum.

Action Type: Alignment

Action Type: Collaboration

Kathleen Remenar Start: 07/01/2010

End: 06/30/2011 Teachers

ACTION BUDGET: \$

All students will be trained in the application and use of rubrics across the curriculum. Training will include individual practice in grading open response questions, utilizing the rubrics.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Bethany Jeppsen Start: 07/01/2010

End: 06/30/2011 Teachers

ACTION BUDGET: \$

Parents will be given a copy of common scoring rubrics and explanation as to their use in the classroom. This will be done on-line and during parent nights.

Action Type: Alignment

Action Type: Collaboration

Action Type: Technology Inclusion

Lisa Plagge Start: 07/01/2010

End: 06/30/2011 Computers

Teachers

ACTION BUDGET: \$

By using rubrics as a base-line for comparison, teachers will clarify for themselves and their students what improvements and/or modifications need to be addressed in order to assure competency in writing.

Action Type: AIP/IRI

Action Type: Alignment

Action Type: Collaboration

Action Type: Special Education

Kathleen Remenar Start: 07/01/2010

End: 06/30/2011 Performance Assessments

Teachers

ACTION BUDGET: \$

PROGRAM EVALUATION: All students EOC results and quarterly grades will be monitored to determine the effectiveness of common rubrics. PROGRAM EVALUATION 2009-2010: The monitoring of grades was effective but we are completely uncertain as to how the use of common rubrics directly effected them. This method of evaluation does not seem to be adding any particular dimension or new information to the evaluation process. Because a causal relationship can not be established, the English Department will devise another method of program evaluation. Under consideration at this time, previewing results in specific areas of open response to determine growth in writing areas.

Action Type: AIP/IRI

Action Type: Alignment

Action Type: Collaboration

Kathleen Remenar Start: 07/01/2010

End: 06/30/2011 Performance Assessments

Teachers

ACTION BUDGET: \$

Total Budget: \$0

Intervention: Develop a required remediation curriculum that is standards based for those students who score basic or below on the 11th grade Literary Benchmark examination.

Scientific Based Research: "Creating a Culture for High-Performing Schools: A Comprehensive Approach to School Reform and Dropout Prevention," Bulaach, Cletus R., 2008. "What Works In Schools: Translating Research into Action," 2006.

Actions Person Responsible Timeline Resources Source of Funds

Students and their parents/guardians will meet with course instructors to discuss the objectives of the Literacy remediation class.

Action Type: AIP/IRI

Action Type: Alignment

Action Type: Equity

Lisa Plagge Start: 07/01/2010

End: 06/30/2011 Outside Consultants

Teachers

ACTION BUDGET: \$

Assigned highly qualified teachers will work with students on improving those skills identified as areas of deficiency on the Literacy Benchmark exam.

Action Type: AIP/IRI

Action Type: Alignment

Action Type: Equity

Kathleen Remenar Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Computers

Performance Assessments

Teachers

Title Teachers

ACTION BUDGET: \$

Students grades and test scores will be monitored to assess improvement. Seniors will be required to take the ACT or its equivalent so improvement can be properly assessed

Action Type: Program Evaluation

Lisa Plagge Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Computers

Performance Assessments

Teachers

Title Teachers

ACTION BUDGET: \$

All English and Math teachers will receive training in the methods used to develop AIP's (Academic Improvements Plans)for specific learning deficiencies.

Action Type: Professional Development

Wayne Bentel Start: 07/01/2010

End: 06/30/2011 Computers

Outside Consultants

Teachers

Title Teachers

ACTION BUDGET: \$

Teachers and counselor will meet to assess ACTAAP test results. Students will be provided with an Academic Improvement Plan (AIP) based on areas of weakness. Time will be scheduled for completion of remediation curriculum that has been designed based on the student's specific areas of weakness. The time required to be spent will be determined by the student's scores and speed in reaching the expected level of proficiency .

Action Type: Alignment

Action Type: Program Evaluation

Lucy Imrie Start: 07/01/2010

End: 06/30/2011 Administrative Staff

School Library

Teachers

ACTION BUDGET: \$

PROGRAM EVALUATION: AIPs will be developed for students who do not score proficient on the state benchmark exams. An analysis of student strengths and deficiencies will be conducted and a flexible AIP program will be created involving students, teachers, and parents. Highly qualified teachers will use standards based approaches to student remediation. Both formative and summative assessments will be used to measure progress. Students who have been remediated based on 8th grade EOC Literacy Test Scores should show significant improvement on the EOC Literacy Test given during grade 11. RESULTS 2008-2009: Can not be measured as yet. Scores on the EOC for the 8th grade class in the year that this evaluation was initiated will not take the 11th EOC Literacy until next March. Results 2009-2010 see Reading Section Intervention Action 7-Program Evaluation

Action Type: AIP/IRI

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Action Type: Program Evaluation

Kathleen Remenar Start: 07/01/2010

End: 06/30/2011 Administrative Staff

School Library

Teachers

ACTION BUDGET: \$

Total Budget: \$0

Intervention: Strengthen Attendance Review in order to help provide a proactive response to the link between behavior, attendance and student performance.

Scientific Based Research: "Activating the Desire to Learn", Bob Sullo, 2007.

Actions Person Responsible Timeline Resources Source of Funds

Attendance Review Committee and interested faculty will meet quarterly with the county judge, the juvenile intake officer and the juvenile probation officer to discuss strategies to reduce absences and truancies

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Professional Development

Kathryn Lavender/Lisa Plagge Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Community Leaders

Teachers

ACTION BUDGET: \$

Attendance Review Committee and interested faculty will meet with Eureka Springs police officers to discuss strategies for monitoring student behavior in accordance with the current police department grant for such a purpose.

Action Type: Collaboration

Kathleen Remenar Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

The attendance secretary will report and record any truancy. It will become part of the student's disciplinary record which is used by the Attendance Review Committee

Action Type: Collaboration

Connie Bentel Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teaching Aids

ACTION BUDGET: \$

Parents of students who are failing and absent will be required to meet with the Attendance Review Committee even if the student has not reached the 10 absence requirement mandated by state law

Action Type: Equity

Action Type: Parental Engagement

Action Type: Special Education

Lisa Plagge Start: 07/01/2010

End: 06/30/2011 Administrative Staff

District Staff

Teachers

Title Teachers

ACTION BUDGET: \$

PROGRAM EVALUATION: Attendance Review Committee members will meet in December and again in May to discuss and evaluate the success of the early intervention program in regard to student performance. RESULTS 2008-2009: This is a completely necessary and effective method of evaluation. Last years ARC was able to slow down attendance problems and specifically move some students back

into a regime of productive academics. Results 2009-2010: ARC continues to have a positive effective on attendance. It is particularly helpful in changing student behaviors, not just attendance. The school law enforcement agent, Brian Young, has reported a positive change in behaviors in truant students once they have had to attend a hearing with the ARC. The program is acting as a model for two other surrounding schools.

Action Type: Program Evaluation

Kathleen remenar Start: 07/01/2010

End: 06/30/2011 Administrative Staff

District Staff

ACTION BUDGET: \$

Attendance Review will meet to take action on any student who has exceeded nine days absence during any semester.

Action Type: AIP/IRI

Action Type: Equity

Action Type: Parental Engagement

Connie Bentel Start: 07/01/2010

End: 06/30/2011 Central Office

Outside Consultants

Teachers

ACTION BUDGET: \$

The Attendance Review Committee will issue a joint yearly report detailing student behavioral infractions and attendance records. This findings of this report will be used to assist in the following: handbook recommendations, student curriculum selections, special service needs, and ALE recommendations. In addition, the behavior/attendance record of each student will be sent home with their final report card. Students with multiple disciplinary infractions and poor attendance will be considered for inclusion in ALE.

Action Type: Parental Engagement

Action Type: Program Evaluation

Kathy Remenar Start: 08/01/2010

End: 07/31/2011

ACTION BUDGET: \$

The office will notify the parent when the child has reached 6 full days absent. When the child reaches 10 days, the office will schedule an ARC meeting. All absentee notes are turned into the office and filed with the ARC.

Action Type: Parental Engagement

Connie Bentel Start: 07/01/2010

End: 06/30/2011 District Staff

Teachers

ACTION BUDGET: \$

ARC, in conjunction with the attendance secretary, the teachers and the principal will be responsible for a cumulative record of student behavior. This document will be used by parents, teachers, administrators in assessing changes (positive/negative) in student behavior. This document will also be used by the ARC to help with the credit decision that the committee must make and by the courts if a student should have legal issues.

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Action Type: Technology Inclusion

Kathleen Remenar Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Outside Consultants

Teachers

ACTION BUDGET: \$

PROGRAM EVALUATION: A School Culture Inventory was given to all students at our high school on 9/23/2010. Most students (68%) felt that there were high expectations for all, almost 80% felt there were rules and discipline in the school, but many students (58%) felt they were not involved in decision making and morale was not as high as it could be (52%). In discussing one thing they could change, students wanted "less strictness on the dress code; more pep rallies; and "open campus" for juniors."

Action Type: Collaboration

Action Type: Equity

Kathryn Lavender Start: 07/01/2010

End: 06/30/2010 Administrative Staff

Central Office

District Staff

ACTION BUDGET: \$

Total Budget: \$0

Intervention: Implement Parental Involvement with regard to ACT 307 of 2007, and ACT 397 of 2009.

Scientific Based Research: "Working With Parents". Ruby Payne, 2006. "Achievement Now! How to Assure No Child Is Left Behind," Dr. D.J. Fielder, 2005.

Actions Person Responsible Timeline Resources Source of Funds

The building principal will designate one certified staff member to serve as a parent facilitator to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. The district will pay the parent facilitator a stipend for assuming duties as required by ACT 307 of 2007.

Action Type: Collaboration

Action Type: Parental Engagement

Kathryn Lavender Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

The high school principal will receive training to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation.

Action Type: Professional Development

Kathryn Lavender Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

The parent involvement coordinator will receive appropriate training to help the school meet and exceed state requirements and guidelines. The coordinator will conduct in-service workshops for faculty

and staff which will outline procedure and programs for parent involvement as they are developed and enhanced

Action Type: Parental Engagement

Action Type: Professional Development

Linnea Koester Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

The parent involvement coordinator and the library information specialist have designated a 'parent center' in the library, which includes books, magazine, pamphlets, videos, and other educational materials to help parents living with teenagers. Parents have access to the Parent Center during regular library hours, generally Mondays through Fridays from 7 a.m. until 4 in the afternoon. The library will inventory the materials in the Parent Center, and track the use of those materials during the school year. The Parental Involvement Committee will examine the library records to determine how the Parent Center can best meet the needs of parents.

Action Type: Collaboration

Action Type: Parental Engagement

Danielle Hardwicke Start: 07/01/2010

End: 06/30/2011 Administrative Staff

School Library

Teachers

ACTION BUDGET: \$

Keys to Success: A Parent/Student Night for eighth graders who will be entering high school in the fall will be scheduled in May. All eighth grade parents, from all local learning institutions, will be invited to attend with their children. The purpose of the meeting is to begin the transition to high school by addressing those key differences between Middle School and High School. Specifically, parents will learn about grade-for-credit requirements that are specific to the high school setting. Other topics to address may include calculating GPA, understanding class rank, the difference between quarterly and semester grades, transcripts, consequences of excessive tardies and/or absences, etc.

Action Type: Collaboration

Action Type: Parental Engagement

Kathryn Lavender Start: 07/01/2010

End: 06/30/2011 Teachers

ACTION BUDGET: \$

All grades (Freshman through Senior) will have separate Orientation/Information Seminars scheduled during the first two to three weeks of school. The Senior Parent Meeting will be scheduled during the week before school starts, to apprise parents of their children's progress toward graduation in May. The freshman parent meeting will be held before school also, to allow students and parents to tour the campus, meet with teachers, find lockers and practice the routes between classes. Familiarity with the campus and with school officials, before the hectic school year begins, should ease the nervousness of

parents and of students. The Junior and Sophomore Parent Meetings will be scheduled during the following weeks. The sophomore meeting will focus on freshman transcripts and progress in the 4-year-plan. The Junior Parent Meeting will focus on preparing parents to sight on post-secondary plans. Overall, the counselor, who plays a vital role at all of these meetings, will designate a theme for each meeting. This year, the theme is "ready (freshman, sophomore classes), set (juniors), go(seniors)!"

Action Type: Alignment

Action Type: Collaboration

Linnea Koester Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

All parents will be invited to an Open House, scheduled just before the first day of classes, to welcome them and their children to the school and to give everyone an opportunity to familiarize themselves with the facilities and the teachers/administrators.

Action Type: Parental Engagement

Kathryn Lavender Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

At the beginning of the school year, (or during student registration for transfer students) all parents will receive the following information: School Calendar, Student Handbook, Rule/Regulation Change Letter, Student Schedule, Conference Schedules, Drug Testing signature forms. Parking Regulations and off-campus signature forms are also distributed to parents of upper-classmen. Parents and students with access to the Internet will be encouraged to register with the school's online grading system, where they can monitor the student's current grades overall and in detail. The number of parents registered with the online grading system will be reported to the Parental Involvement Committee at the end of each semester, in order to establish a statistical baseline of the percentage of parents actively monitoring their children's grades. The data may guide the committee in improving connection and communications with parents for the next school year.

Action Type: Collaboration

Action Type: Parental Engagement

Action Type: Technology Inclusion

Katrina Pumphrey Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Central Office

Community Leaders

District Staff

ACTION BUDGET: \$

The Attendance Review Committee meets with parents and students whenever a student reaches 9 or more absences within a semester, defined per state policy. The ARC discusses with parents and students the possible consequences, options, ways to change behaviors, etc. of chronic absence. The ARC meetings become part of the Parental Involvement interface, to help school administration determine if there is a correlation (or not) between the parents who attend Parent Meetings, Parent-teacher Conferences, and ARC meetings. The data is examined at the end of the year before the handbook changes are submitted to the School Board.

Action Type: Alignment

Action Type: Collaboration

Action Type: Parental Engagement

Action Type: Program Evaluation

Connie Bentel Start: 07/01/2010

End: 06/30/2011 Central Office

Community Leaders

ACTION BUDGET: \$

The student handbook committee comprised of students, teachers, parents, and administrators will meet three times in during March and April to discuss possible changes to the handbook. The Handbook Committee will elect a parent, a teacher, and a student to make a presentation to the Board of Education on recommended changes. Board action will be required before the handbook before any changes take effect.

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Sherry Sullivan Start: 07/01/2010

End: 06/30/2011 Community Leaders

District Staff

Teachers

ACTION BUDGET: \$

A parent/school contract, designed through input from school staff and parents, is a consistent school-wide method of identifying and coping with chronic student misbehavior in the classroom. Now a part of the student handbook, this will be used as a contract between students, parents, and school staff. It specifies the behavior targeted, and lists consequences for continued misbehavior.

Action Type: Parental Engagement

Linnea Koester Start: 07/01/2010

End: 06/30/2011 Teachers

ACTION BUDGET: \$

The Carroll County Technology Center Coordinator will continue to offer computer classes to parents. This program has proven popular with parents who are not proficient in computer technology. Those parents who have participated in the computer classes report that they are now more confident in dealing with their children in conjunction with technology. The parents are in regular contact with the technology center, encouraging intermediate and advanced class offerings, especially in Word and Excel. The parents' attendance and their level of increased proficiency is recorded by the center director.

Action Type: Collaboration

Action Type: Parental Engagement

Action Type: Technology Inclusion

Mila Floro Start: 07/01/2010

End: 06/30/2011 Community Leaders

Computers

Teachers

ACTION BUDGET: \$

The Parental Involvement Committee will consist of the Parent Involvement Coordinator, the Principal, the Counselor and at least 3 parents of students currently enrolled in three different grades at the high school. The committee will meet at least once per semester to develop and implement a plan for effecting and measuring increased parental involvement at the high school. The first semester, the committee will examine the current school improvement plan (especially the designated connections with parents) to advise the school on the feasibility of the plan in place. The second semester, the committee will examine data collected throughout the year to suggest changes in the school improvement plan for the coming year.

Action Type: Collaboration

Action Type: Parental Engagement

Action Type: Program Evaluation

Linnea Koester Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Community Leaders

ACTION BUDGET: \$

Parents will be the target audience of at least three evening events, each featuring a demonstration of student talents in a different academic area. The parental involvement coordinator and the principal will work with teachers to produce a Math Night, a Literacy Night, and a Science Night to showcase students' talents and abilities, to allow parents to see how classes are articulated, and to expose parents to the rigors of the coming End-Of-Course exams. Incorporating an interactive presentation, to allow parents to experience the latest technology used in our classrooms, is expected to be a popular element of these evening events.

Action Type: Collaboration

Action Type: Parental Engagement

Action Type: Technology Inclusion

Linnea Koester Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Computers

Teachers

Teaching Aids

ACTION BUDGET: \$

Teachers maintain a record of their continual contact with parents, via email or the telephone, or face-to-face visits. Parental input is welcomed by all members of the school staff and faculty. Parents and guardians are encouraged to first contact teachers with any inquiries or concerns, and teachers are expected to respond as quickly as possible. If a parent is not satisfied with that response, the parent is encouraged to contact the principal. All teachers are aware of the research that stipulates the importance of parental involvement at the high school level. They have seen the positive effects of parental involvement in the behavior and in the efforts of their students. Teachers know and appreciate the vital role that parents play in a student's academic success. The teachers' parental contact logs are submitted to the principal's office at the end of each school year.

Action Type: Parental Engagement

Action Type: Technology Inclusion

Kathryn Lavender Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

PROGRAM EVALUATION: 2009-2010 A survey was given to parents during the Open Houses for each grade level. Almost 75% of the parents feel that they are not involved in the decision making process at the school. We hope to decrease this percentage by allowing more parents to be involved during the ACSIP process and other parental involvement meetings throughout the year. Almost 89% of the surveys returned felt that there is trust and confidence in the leadership and faculty members at the high school.

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Action Type: Program Evaluation

Kathryn Lavender Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Community Leaders

District Staff

Performance Assessments

Teachers

ACTION BUDGET: \$

Total Budget: \$0

Intervention: The Eureka Springs High School will utilize a Comprehensive Literacy approach in vocabulary instruction as detailed in Bringing Words to Life (2002) and Wordly Wise (1998).

Scientific Based Research: National Reading Panel Report (2000); Hodkinson, Kenneth. "Strategies That Work," Stephanie Harvye and Anne Goudvis, 2007. "Understanding By Design," Jay McTighe and Grant Wiggins, 2005.

Actions Person Responsible Timeline Resources Source of Funds

Each teacher in grades 9-12 will utilize the 'in context' and 'in isolation' approach to vocabulary instruction ,noted in Wordly Wise, across the curriculum. In addition, Language Arts teachers in grades 9-12 will provide daily vocabulary instruction through reading and writing.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Special Education

Bethany Jeppsen Start: 07/01/2010

End: 06/30/2011 Teachers

ACTION BUDGET: \$

All students will participate in explicit vocabulary instruction. Additional practice may be integrated in literacy centers or as homework.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Bethany Jeppsen Start: 07/01/2010

End: 06/30/2011 Teachers

ACTION BUDGET: \$

Teachers will participate in Comprehensive Literacy training through the OUR cooperative and through in-house instruction. Teachers will also participate in study groups to determine the most effective strategies for incorporating Wordly Wise into the classroom.

Action Type: Alignment

Action Type: Collaboration

Action Type: Professional Development

Action Type: Program Evaluation

Danielle Hardwicke Start: 07/01/2010

End: 06/30/2011 Outside Consultants

School Library

Teachers

ACTION BUDGET: \$

Parents will be informed of student progress in vocabulary through Gradespeed on-line and through activities during Parent Night. Language Arts teachers will make all assigned vocabulary available to the parents.

Action Type: Alignment

Action Type: Collaboration

Action Type: Parental Engagement

Kathleen Remenar Start: 07/01/2010

End: 06/30/2011 Computers

Teachers

ACTION BUDGET: \$

PROGRAM EVALUATION: From 2008-2010 Teachers used item by item analysis along with study groups to determine the most effective strategies. RESULTS This method of evaluation will be eliminated and the following substitution will be made for the 2010-2011 school year. The Language Arts Teachers will review the released vocabulary scores from the ACT, SAT, and SAT 10 to determine growth in vocabulary identification and usage.

Action Type: Program Evaluation

Lisa Plagge Start: 07/01/2010

End: 06/30/2011 District Staff

Teachers

ACTION BUDGET: \$

Total Budget: \$0

Intervention: Implement and maintain Total Instructional Alignment

Scientific Based Research: "Total Instructional Alignment," Lisa Carter, 2007. "What Works in Schools: Translating Research into Action," 2006. "Becoming a Great High School," Tim R. Westerberg, 2009.

Actions Person Responsible Timeline Resources Source of Funds

Computers and upgrades for existing computers will be purchased for classrooms in order to utilize the Grade Speed grading system by each teacher.

Action Type: Collaboration

Action Type: Technology Inclusion

Katrina Pumphrey Start: 07/01/2010

End: 06/30/2011 Computers

District Staff

Teaching Aids

ACTION BUDGET: \$

PROGRAM EVALUATION: All relevant data will be assessed quarterly and annually, through both formative and annual summative tests, such as EOC, ITBS and SAT10 results identifying gaps and

redundancy in curriculum to be addressed. This intervention will be assessed to determine the overall effectiveness of our ACSIP Plan. Data will also be used to determine individual professional development needs of staff and professional development needs of the district as a whole. Data will be used to create AIP's for all students below proficient on any or all parts of the state required exams. All subpopulations will be addressed to determine if any student or groups are being left behind. Modifications to the School Improvement Plan will be made based on need. RESULTS 08-09: The Z-charts, a key element of Total Instructional Alignment, were found to be very useful in creating AIPs for student remediation. Early in the school year we held an in-service for all teachers to establish the procedure for Z-charts and to practice working with them. The instructors used Z-charts throughout the year to link assessments and student learning expectations via the objectives of the Arkansas frameworks. Many of them have expressed interest in expanding professional development to include more aspects of backward design. 2009-2010: TIA meetings through the OUR cooperative were fewer and infrequent last year. We seemed to stall at the alignment-of-lessons stage while the rest of the state was aligning core classes with the pacing guides and target tests. Teachers continued to submit weekly lesson plans, so they were conscious of our state frameworks for each course. This year teachers will add an element to the weekly lesson plans to specify the objectives we plan to address each week.

Action Type: Alignment

Action Type: Equity

Action Type: Professional Development

Action Type: Program Evaluation

Jerry Runnersmith Start: 07/01/2010

End: 06/30/2011

ACTION BUDGET: \$

All classes grades 9-12 will transition into TIA, using Northwest Arkansas Co-op Pacing Guides. Pacing Guides that follow Arkansas Frameworks. All 9-12 courses will be aligned with Arkansas Literacy and Math Frameworks.

Action Type: Alignment

Action Type: Equity

Kathryn Lavendar Start: 07/01/2010

End: 06/30/2011 Teachers

ACTION BUDGET: \$

Throughout the year teachers will be comparing past curriculum maps to the matching Pacing Guides, noting differences

Action Type: Alignment

Kathryn Lavendar Start: 07/01/2010

End: 06/30/2011 District Staff

Teachers

ACTION BUDGET: \$

Designated teachers will attend Professional Development and share with staff upon return for follow up and implementation.

Action Type: Collaboration

Action Type: Parental Engagement

Linnea Koester Start: 07/01/2010

End: 06/30/2011 Outside Consultants

Teachers

ACTION BUDGET: \$

PROGRAM EVALUATION: Common Assessments, English Language Development Assessment, Benchmark, E.O.C., Target Testing and Classroom Walk Through will be used for evaluation of program. This is our first year with Total Instructional Alignment. Baselines will be established in order to determine next year's growth. RESULTS 2009-2010: We had been using data from common assessments, ELDA, Benchmarks and EOC tests, etc. previously to align literacy and literature horizontally within the English department. During the past year we were more conscientious about documenting horizontal alignments. We anticipated a broader view of English lessons generally on the campus through analysis of the results of the CWTs, but we didn't formalize the CWTs results. 2010-2011, we plan to meet more oftento reinforce the horizontal alignment already well-established. We hope to meet with literacy teachers from other campuses to begin the vertical alignment. We will continue to align our individual lessons, so that the assessment piece reflects the objectives throughout each unit of study.

Action Type: Program Evaluation

Lisa Plagge Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

Monitoring Implementation Progress will be achieved through grades 9-12 CWT's, frequent monitoring of student learning, and grade level meetings.

Action Type: Equity

Action Type: Program Evaluation

Kathryn Lavendar Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

NSLA funds will be used for all grade 11 students taking the ACT test during March of 2011. This statewide initiative will set a baseline for further instruction alignment and improvement.

Action Type: Alignment

Action Type: Equity

Action Type: Program Evaluation

Lisa Plagge Start: 07/01/2010

End: 06/30/2011 Outside Consultants

Performance Assessments

NSLA (State-281) - Materials & Supplies: \$1518.00

ACTION BUDGET: \$1518

PROGRAM EVALUATION: For 2010-2011, teachers, parents and students will complete an anonymous inventory of their opinions of Eureka Springs High School culture. School administrators will tally the perceived strengths and weaknesses of our school culture by group, in order to compare the generalized opinions of teachers with students with parents. This information will be used to establish future goals in school improvement plans (ACSIP), and possibly to effect appropriate changes within the current school year. Each year the number of respondents with thoughtful suggestions will grow. This year will begin this annual program, so the number of respondents and the information contained in their inventory of our school culture will provide a statistical baseline for the future.

Action Type: Parental Engagement

Action Type: Program Evaluation

Kathryn Lavender Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

Total Budget: \$1518

Intervention: The Eureka Springs High School will provide an Alternative Learning Environment to meet the needs of those students from whom the traditional classroom setting has shown to be ineffective.

Scientific Based Research: Lange, Cheryl M., Sandra J. Sletten. "Alternative Education: A Brief History and Research Synthesis." Project Forum: National Association of State Directors of Special Services. 2 February (2002). online: www.projectforum.org. PDF file Hammond, Cathy, Dan Linton, Jay Smink, et.al. "Dropout Risk Factors and Exemplary Programs." National Dropout Prevention Center/Network. (2007). online: www.ndpc@clemson.edu

Actions Person Responsible Timeline Resources Source of Funds

Students are provided with a learning environment specifically designed for personalized attention and small group instruction. Students who are at least one to two years behind their peers and are in jeopardy of "dropping out" will be prepped for the GED Exam.

Action Type: Collaboration

Action Type: Equity

Action Type: Special Education

Action Type: Technology Inclusion

Kathryn Lavender Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Computers

District Staff

Performance Assessments

School Library

Teachers

Teaching Aids

ACTION BUDGET: \$

ALE funds will be used so that each student receives instruction from a highly qualified teacher in the specified academic area. The course requirements are aligned with the regular classroom and do not deviate in regard to content, formative or summative assessments. The district will employ a 1.0 FTE highly qualified teacher for the ALE program.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Technology Inclusion

Jake Allen/Bethany Jeppsen/Ellen Engler/Hassell Bell/Linda Basurto Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Computers

School Library

Teachers

Teaching Aids

ALE (State-275) - Employee Benefits: \$12390.00

ALE (State-275) - Employee Salaries: \$43164.00

ACTION BUDGET: \$55554

Instructional strategies will include small group and individual instruction. Supplemental instruction can be accessed through the EPIC online tutorial program.

Action Type: Collaboration

Action Type: Technology Inclusion

Jake Allen/Bethany Jeppsen/Ellen Engler/Hassell Bell/Linda Basurto Start: 07/01/2010

End: 06/30/2011 Computers

District Staff

Outside Consultants

School Library

Teachers

Teaching Aids

ACTION BUDGET: \$

Teachers will provide weekly reports of student progress which are kept on file and monitored for student improvement.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Shaila Carr Start: 07/01/2010

End: 06/30/2011 Computers

Performance Assessments

Teachers

ACTION BUDGET: \$

PROGRAM EVALUATION: ALE is deemed as a temporary situation developed to help students, who for whatever reason, have difficulty coping and succeeding the the traditional classroom environment. Program success can and should be measure not just by student grades and pass rates, but by the how successful the school is in helping them transition back into the traditional environment. Objectively the success of the program could be evaluated based on graduation rate increases. The above mentioned will be evaluated during the 2010-2011 school year.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Program Evaluation

Kathryn Lavender Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Computers

District Staff

School Library

Teachers

Teaching Aids

ACTION BUDGET: \$

ALE funds will be used for the district to employ a highly qualified instructional aide (.25 FTE) for the ALE program.

Action Type: Collaboration

Action Type: Equity

Kathryn Lavender Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ALE (State-275) - Employee Benefits: \$1854.00

ALE (State-275) - Employee Salaries: \$4377.00

ACTION BUDGET: \$6231

NSLA funds will be used for the district to employ a highly qualified instructional aide (.75 FTE) for the ALE program.

Action Type: Collaboration

Action Type: Equity

Kathryn Lavender Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

NSLA (State-281) - Employee Benefits: \$5561.00

NSLA (State-281) - Employee Salaries: \$13133.00

ACTION BUDGET: \$18694

ALE funds will be used to purchase materials and supplies for all ALE teachers. These teacher will be using every resource available to ensure success for these students.

Action Type: Collaboration

Action Type: Equity

Kathryn Lavender Start: 07/01/2010

End: 06/30/2011 Teachers

Teaching Aids

ALE (State-275) - Materials & Supplies: \$460.00

ACTION BUDGET: \$460

Total Budget: \$80939

Intervention: Modern technologies will be incorporated in to the classroom environments in an attempt to increase student comprehension and writing competence.

Scientific Based Research: Lam, Tamshed N. "Technology in the Classroom. 2007 Teachnology, Inc.
Online: <http://www.teach-nology.com/Articles/teachinclass>

Actions Person Responsible Timeline Resources Source of Funds

NSLA funds will be used for teachers who will be given comprehensive in-service instruction on the use of the interactive whiteboard. Teachers who have been selected for the first round of training will then help other teachers in mastering the skills necessary to use the technology. Gradually, teachers will develop lessons that incorporate the use of the Interactive WhiteBoards. The expected outcome is that the use of this technology will hold student attention and broaden the scope of the instruction thereby strengthening his/her reading and writing competency. Interactive whiteboards, software and related technology will be purchased to enhance learning.

Action Type: Collaboration

Action Type: Professional Development

Action Type: Technology Inclusion

Sherry Sullivan Start: 07/01/2010

End: 06/30/2011 Computers

Outside Consultants

Teachers

NSLA (State-281) - Materials & Supplies: \$300.00

NSLA (State-281) - Capital Outlay: \$23700.00

ACTION BUDGET: \$24000

Students will be encouraged and required to use the computer lab to generate writing samples and assignments. Since each student will record his/her writing on a computer flash drive, both the teacher and the student can work on the editing process together.

Action Type: Equity

Action Type: Technology Inclusion

Sherry Sullivan Start: 07/01/2010

End: 06/30/2011 Computers

Teachers

ACTION BUDGET: \$

Recognizing the importance of visuals and concrete demonstrations of concepts, teachers are encouraged to use the ELMO document camera to broaden the scope and sequence of the accepted curriculum.

Action Type: Collaboration

Action Type: Technology Inclusion

Sherry Sullivan Start: 07/01/2010

End: 06/30/2011 Computers

Teachers

ACTION BUDGET: \$

Total Budget: \$24000

Priority 2: Improving Mathematics: To meet or exceed the AYP standard developed by the Arkansas Department of Education

Supporting Data: Trend Analysis EOC Algebra: Language of Algebra/Multiple Choice-2008-47%, 2009-46%, 2010-51%; Language of Algebra/Open Response-2008-20%, 2009-20% and 2010-28%. Solving Equations and Inequalities/Multiple Choice-2008-49%, 2009-51%, and 2010-63%. Solving Equations and Inequalities/Open Response-2008-8%, 2009-30%, and 2010-14%. Linear Functions/Multiple Choice-2008-51%, 2009-45%, 2010-59%. Linear Functions/Open Response-2008-8%, 2009-17%, and 2010-35%. Non-linear Functions/Multiple Choice-2008-46%, 2009-44%, and 2010-64%. Non-Linear Functions/Open Response-2008-27%, 2009-13%, 2010-10%. Data Interpretation and Probability/Multiple Choice-2008-53%, 2009-54%, and 2010-62%. Interpretation and Probability/Open Response-2008-23%, 2009-16%, and 2010-40%.

NEEDS ASSESSMENT: Analysis of the EOC algebra test results over the past three years clearly demonstrates consistent weaknesses in non-linear functions, and solving equations and inequalities. Students are most likely to score poorly on those kind of open-response questions. Clearly we need practice in open response questions across the board.

Trend Analysis Geometry: Language of Geometry. Multiple Choice-in 2008-59%, 2009-73%, and 2010-79%. Language of Geometry/Open Response-2008-40%, 2009-74%, 2010-40%. Triangles/Multiple Choice-in 2008-56%, 2009-59%, and 2010-70%. Triangles/Open Response-2008-16%, 2009-30%, and 2010-22%. Measurements/Multiple Choice-2008-58%, 2009-60%, and 2010-66%. Measurement/Open Response in 2008-44%, 2009-45%, and 2010-25%. Relationships Between Two and Three Dimensions/Multiple Choice in 2008-56%, 2009-62%, and 2010-77%. Relationships Between Two and Three Dimensions/Open Response in 2008-53%, and 2009-20%, and 2010-48%. Coordinate Geometry and Transformations/Multiple Choice in 2008-56%, 2009-58%, and 2010-57%. Coordinate Geometry and Transformations/Open Response in 2008-23%, 2009-30%, and 2010-35%.

Needs Assessment: We need the most improvement in Open Response in Triangles and in Coordinate Geometry and Transformations. We need general improvement in all open response items. The trend in Multiple Choice is moving upward so current strategies will continue.

Grade 9 SAT 10 Math Problem Solving: In 2010, 40 Combined Population students were tested and 85% scored at or above the 50th percentile. No discernable weaknesses. Grade 9 SAT 10 Math Problem Solving: In 2009, 42 Combined Population students were tested and 52% scored at or above the 50th percentile. Weaknesses were primarily seen in using tables, charts, diagrams and graphs to solve problems; in using scale drawings to solve measurement problems; in probability. No information was provided on any sub-populations in the SAT 10 test in 2009. In 2008, 78 Combined Population students were tested and 63% scored at or above the 50th percentile. Weaknesses were noted in the language of mathematics and in application of linear formulas. In 2008, 74 Caucasian Students percentile. Weaknesses were in the areas of use of language of mathematics and in application of formulas. In 2008, 26 Economically Disadvantaged students were tested and 50% scored at or above the 50th percentile. Weaknesses noted were in the use of language of mathematics, in analysis of data, in statistical inference and prediction.

NEEDS ASSESSMENT: Analysis of the math problem solving section of the SAT 10 test, given to all ninth grade students for the last three years, indicates consistent weaknesses in interpreting data via graphs, charts or diagrams. There is also a weakness connecting probability outcomes with statistical inference.

Average ACT scores: In 2010, 33 students were tested. The average mathematics score was 20.2; the state average was 19.9. However, the baseline ACT score for success in college Algebra is 22.0 In 2009, 31 students took the ACT and scored an average of 21.2 in the mathematics section of the test. The average score for the state of Arkansas was 20.1 and the average score for the nation was 21.0 In 2008, 23 students took the ACT and scored an average of 21.7 in the mathematics section. The average score for the state was 20.1 and the average national score was 21.0. For the past three years, our students consistently score higher than the state, but not necessarily higher than the national average. Our scores

remain flat. The analysis being done with the department heads and the counselor that was described in the literacy section will include mathematics.

Goal All students will improve in mathematical skills and in data interpretation. All students will make significant progress in addressing open response questions, especially in the application of graphs for non-linear functions, per the analysis of the weaknesses of student performance on end-of-course tests. This past year, for the first time, student ACT scores were below the national average. This year, student scores in the mathematics section of the ACT test will again meet or exceed the national average.

Benchmark Our student will meet or exceed the require 73.45% proficiency rate for the 2010-2011 school year which represents an 8.85% increase from last year's requirement. All 11th grade students will take the ACT this year. All of those who had previously scored proficient or advanced on mathematics benchmark tests will meet or exceed the ACT national mathematics average score.

Intervention: Implement comprehensive, standards-based mathematics instructional strategies, including consistent, regular practice with graphing calculators.

Scientific Based Research: "Understanding By Design," Jay McTighe and Grant Wiggins, 2005. "Effectiveness of Graphing Calculators in K-12 Mathematics Achievement," Madhab Khoju, Gloria Miller, Andrea Jaclw, 2005. "Impact of Handheld Graphing Calculator Use on Student Achievement in Beginning Algebra," Joan Heller, Deborah Curtis, Rebecca Jaffe, Carol Verboncoeur, 2006.

Actions Person Responsible Timeline Resources Source of Funds

Math teachers will model problem solving techniques by demonstrating solutions of open-response questions, an area that analysis of ACTAAP scores has identified as consistently weak. Math teachers will continue to ensure that the format of the end-of-semester tests reflects that of the benchmark exams.

Action Type: Equity

Action Type: Program Evaluation

Kathryn Lavender Start: 07/01/2010

End: 06/30/2011 Performance Assessments

Teachers

ACTION BUDGET: \$

PROGRAM EVALUATION: Higher percentages of EOC algebra, geometry, and algebra II test scores in the proficient or advanced levels should demonstrate a direct correlation with higher grades for overall student populations in those classes. That correlation will determine the effectiveness of instructional strategies. RESULTS:09-10: The percentage of scores at the proficient/advanced levels for all three EOC tests in 2010 are significantly higher than in 2009.

Action Type: AIP/IRI

Action Type: Alignment

Action Type: Equity

Action Type: Program Evaluation

Action Type: Special Education

Linda Basurto Start: 07/01/2010

End: 06/30/2011 Performance Assessments

Teachers

Teaching Aids

ACTION BUDGET: \$

Teachers in the math department will continue to attend professional development sessions geared to the courses they teach, including Advanced Placement, pre-Advanced Placement, and Alternative Learning Environment institutes and workshops.

Action Type: Professional Development

Action Type: Technology Inclusion

Nancy Stainer Start: 07/01/2010

End: 06/30/2011 Teachers

Teaching Aids

ACTION BUDGET: \$

PROGRAM EVALUATION: The expanded use of graphing calculators throughout the mathematics curriculum will demonstrate improved student competency and confidence. Specifically, we will expect an improvement in students' work with non-linear functions, previously identified in the NEEDS ASSESSMENT. We will anticipate high scores overall on Advanced Placement (AP) tests in calculus and in statistics. Student confidence in mathematical ability may be seen in higher enrollment numbers in the upper level math courses. RESULTS: 09-10: AP Calculus scores were higher than ever. Students initiated a push for another AP course, which prompted the administration to offer AP Statistics for the first time this year. EOC test strands targeting linear and non-linear functions saw no significant improvement in overall student scores, apparently due to students' lack of effort in open-response questions.

Action Type: Alignment

Action Type: Program Evaluation

Nancy Stainer Start: 07/01/2010

End: 06/30/2011 Performance Assessments

Teachers

Teaching Aids

ACTION BUDGET: \$

Materials and supplies will be purchased to support math instruction.

Action Type: Equity

Kathy Lavender Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

NSLA (State-281) - Materials & Supplies: \$3040.00

ACTION BUDGET: \$3040

Materials and supplies will be purchased to improve instruction and to enhance student learning.

Action Type: Equity

Kathy Lavender Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

NSLA (State-281) - Materials & Supplies: \$17845.00

ACTION BUDGET: \$17845

Total Budget: \$20885

Intervention: Provide opportunities, during and outside of the regular school day, for assistance in proving mathematical competency.

Scientific Based Research: "Are They Really Ready To Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce," a consortium of The Conference Board, Corporate Voices for Working Families, the Partnership for 21st Century Skills and the Society for Human Resource Management, 2006.

Actions Person Responsible Timeline Resources Source of Funds

Students, and the parents of students, who earn below a 2.0 grade in any mathematics course will be reminded of the free tutoring sessions available on campus. Students whose current mathematics grade in any course is below 70% will be encouraged to attend the free tutorial program, which is scheduled before and after school Mondays through Thursdays.

Action Type: Equity

Action Type: Parental Engagement

Kathy Remenar Start: 07/01/2010

End: 06/30/2011 District Staff

Teachers

ACTION BUDGET: \$

The Alternative Learning Environment (ALE) may be utilized for students with low math skills, considered at-risk for earning academic success in the four mathematics credits required for graduation. For a detailed description of the ALE program, please see intervention 12 of the Literacy Priority of the School Improvement Plan (ACSIP).

Action Type: Collaboration

Action Type: Equity

Action Type: Technology Inclusion

Linda Basurto Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Performance Assessments

Teachers

Teaching Aids

ACTION BUDGET: \$

Parents will be notified by letter of individual students' options for recovering a failing mathematics course grade, and of the costs of those options, which may include tutorials outside of the regular school day, summer school, or online coursework from an outside source, etc. They will be reminded that each student must earn a minimum 4 credits in 4 different mathematics courses (including algebra and geometry) in order to graduate, so that parents may help their children to make informed decisions.

Action Type: Equity

Action Type: Parental Engagement

Kathleen Remenar Start: 07/01/2010

End: 06/30/2011 Administrative Staff

ACTION BUDGET: \$

Faculty advisors will monitor student advisee grades, checking for failing or close-to-failing marks every three weeks, and continue to consult with students, teachers, and parents accordingly. At least one faculty meeting during the school year will address suggested procedures and consequences for low-performing students. Since a lack of proven competence in mathematics courses can delay a student's graduation, parents and students will be made aware of the school's concerns and the several options available, including weekly tutoring sessions, summer school, and ALE.

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Kathryn Lavender Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

Positive reinforcement in the form of semester test exemption for proficient or advanced scores on benchmark tests will be offered again this year, based on the test scores from the previous Spring.

Action Type: Equity

Kathy Remenar Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Performance Assessments

ACTION BUDGET: \$

Parents will receive printed notification of their child's scores on end-of-course algebra, geometry and algebra II tests. The notification will remind parents of the consequences of their child's scores. Parents of children with basic or below basic scores need to understand that the remediation hours are required documentation for graduation. Remediation hours receive no credit toward graduation, but may be invaluable in helping students cope with future mathematics courses.

Action Type: Equity

Action Type: Parental Engagement

Lisa Plagge Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Performance Assessments

Teachers

ACTION BUDGET: \$

PROGRAM EVALUATION: Ideally, the numbers of students attending tutorial sessions will increase, and the numbers of students needing course recovery credit (summer school) will decrease. We also hope to see a number of students cycling out of ALE programs to return to regular mainstream classrooms for mathematics courses. We will maintain an informal tally of student tutor hours to compare with the number of students in recovery programs. We will also maintaining records of student numbers enrolled in the math ALE program, for the first time.

Action Type: Equity

Action Type: Program Evaluation

Kathryn Lavender Start: 07/01/2010

End: 06/30/2011 Teachers

ACTION BUDGET: \$

Total Budget: \$0

Intervention: Expand the range of mathematics instruction and evaluation across the disciplines.

Scientific Based Research: "The Best Schools", Thomas Armstrong. 2006. "How To Grade For Learning," Ken O'Connor, 2009. "Becoming a Great High School," Tim R. Westerberg, 2009.

Actions Person Responsible Timeline Resources Source of Funds

Post-algebra II courses will continue to be offered to allow students flexibility in their proven math competencies. Among the post-Algebra II offerings are finite math, pre-calculus, AP Statistics and AP calculus. Algebra Connections serves as a bridge to Algebra II for those students who need to improve their skills. This expansion of the upper-level course offerings allows students to realize the relevance of mathematics, whatever their future goals.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Nancy Stainer Start: 07/01/2010

End: 06/30/2011 Teachers

ACTION BUDGET: \$

Teachers across the curriculum will continue to utilize open-response question formats that include use of charts, tables and graphs. According to the NEEDS ASSESSMENTS of math competency, students need practice in those specific areas. They also need to see that these kinds of questions and graphic organizers are used in all disciplines. Accordingly, all teachers will adapt their current banks of open-response questions (based on the TIA pacing guides and curriculum frameworks for their content areas) to include charts, tables and/or graphs. These adaptations provide the perfect vehicle for collaborative practice in transposing student learning expectations from the objectives of the frameworks, per the TIA tools presented in previous professional learning communities.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Professional Development

Jerry Runnersmith Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

Teaching Aids

ACTION BUDGET: \$

Science courses are a natural venue for practice in interpreting and creating charts and tables, an area of student weakness according to the NEEDS ASSESSMENTS. The college bound science courses, especially, emphasize algebraic skills and so they already support the non-linear functions identified as weaknesses in the algebra NEEDS ASSESSMENT. Because science deals with the natural world, it is an appropriate vehicle for cross-curricular support in connecting two-and three-dimensional coordinate graphs.

Action Type: Alignment

Action Type: Collaboration

George Remenar Start: 07/01/2010

End: 06/30/2011 Performance Assessments

Teachers

Teaching Aids

ACTION BUDGET: \$

Maintaining a supply of graphing calculators for student use has been a serious concern in the past for mathematics instructors. Last year, the Math Department collaborated with the Career Readiness Department to address this concern. Those departments will continue to work together to ensure the most effective use of school calculators.

Action Type: Collaboration

Action Type: Equity

Action Type: Technology Inclusion

Sherry Sullivan Start: 07/01/2010

End: 06/30/2011 Teachers

Teaching Aids

ACTION BUDGET: \$

Teachers across the curriculum will examine their curriculum maps and unit lessons, for opportunities to re-enforce student's need for mathematics skill, especially in the area of data interpretation. For instance, the Medical Pro Ed and Building Trades classes in the Career Readiness Department focus on the need for accurate calculations in measurement, ratios, and graphs within their specialties.

Action Type: Collaboration

Action Type: Equity

Mike Bonds Start: 07/01/2010

End: 06/30/2011 Teachers

Teaching Aids

ACTION BUDGET: \$

Total Budget: \$0

Intervention: Target specific areas of academic performance through vertical and horizontal alignment of the curriculum per the Total Instructional Alignment model.

Scientific Based Research: "Total Instructional Alignment from Standards to Student Success", Lisa Carter, 2007. "How To Grade for Learning," Ken O'Connor, 2009.

Actions Person Responsible Timeline Resources Source of Funds

Mathematics teachers in grades K-12 will meet annually to search for gaps and redundancies in the vertical alignment of the math curriculum. They will identify the repetitive elements of the K-12 revised Arkansas mathematics frameworks, and assign particular restrictions to each level's application of those elements. The math departments for each campus report on their findings to the building administrator following the in-service consultation.

Action Type: AIP/IRI

Action Type: Alignment

Action Type: Collaboration

Action Type: Professional Development

Kathryn Lavender Start: 07/01/2010

End: 06/30/2011 Administrative Staff

District Staff

Teachers

ACTION BUDGET: \$

PROGRAM EVALUATION: Establishment of the precepts of Total Instructional Alignment includes implementation of the algebra and geometry pacing guides developed specifically for Arkansas teachers via the educational cooperatives system. RESULTS 08-09: The pacing guides were critical to the improvement in students' end-of-course scores in 2009. We continued to use the pacing guides. We added target testing programs to help evaluate the efficacy of the guides. 09-10: Scores were higher, but teachers did not find the target tests to be an efficient predictor for that rise in competency.

Action Type: AIP/IRI

Action Type: Alignment

Action Type: Collaboration

Action Type: Professional Development

Action Type: Program Evaluation

Jake Allen Start: 07/01/2010

End: 06/30/2011 Administrative Staff

District Staff

Performance Assessments

Teachers

ACTION BUDGET: \$

The scores of students identified in the Gifted and Talented program and who score proficient or advanced on the math sections of the 8th grade benchmark or the 9th grade Stanford 10 tests will be monitored for continued progress at a consistently high level. The annual comparison of these student scores in a wide range of standardized tests, including SAT 10, ACT, EOC, and AP tests, should indicate strengths and weaknesses inherent in our overall mathematics program. Teachers will graph the collected longitudinal scores for these students to identify long-term program strengths and weaknesses.

Action Type: Collaboration

Action Type: Equity

Action Type: Program Evaluation

Jake Allen Start: 07/01/2010

End: 06/30/2011 Performance Assessments

Teachers

ACTION BUDGET: \$

Individual students will be monitored for continued improvement in mathematics, through analyses of their scores on the benchmark math tests. Individual scores will be evaluated, so that students with below basic or basic scores can be enrolled in appropriate remedial courses. The analysis will provide the base for specifically designed remediation. Individuals' competency in specific problem areas will be well-documented, so that students can continue to progress toward graduation.

Action Type: AIP/IRI

Action Type: Alignment

Action Type: Equity

Linda Basurto Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Performance Assessments

Teachers

ACTION BUDGET: \$

PROGRAM EVALUATION: There should be a positive direct correlation between the added practice inherent in Algebra A/B courses and the students' scores on the EOC test. More of those students should test proficient. RESULTS: 08-09: Tracking was erratic, but overall results increased so that we continued this placement option for at-risk students. 09-10: The number of proficient students continues to climb, indicating that this A/B option is a sound track. This year fewer students seem to need this option, which is another good indication of the quality of the overall program.

Action Type: AIP/IRI

Action Type: Alignment

Action Type: Equity

Action Type: Program Evaluation

Action Type: Special Education

Linda Basurto Start: 07/01/2010

End: 06/30/2011 Performance Assessments

Teachers

Teaching Aids

ACTION BUDGET: \$

Students who score basic or below basic on the math section of the 8th grade benchmark test are enrolled in Algebra A/B courses, which include strategies for remediation in the areas of student weakness, as well as more enhanced opportunities for meeting proficiency levels on the EOC Algebra exam. Similarly, students who score basic or below basic on the EOC Algebra exam are enrolled in Geometry A/B courses. Those expanded courses also include remediation practice from algebra, as well as enrichment activities to provide plenty of practice for the EOC Geometry test.

Action Type: AIP/IRI

Action Type: Alignment

Action Type: Equity

Linda Basurto Start: 07/01/2010

End: 06/30/2011 Performance Assessments

Teachers

ACTION BUDGET: \$

All 11th grade students will take the ACT test this year. Their scores on the mathematics portion of the test will provide solid evaluative information that can be used by the mathematics department. We will see if there is a direct correlation between previous scores on benchmark state tests and ACT scores. We will see if there is a direct correlation between previous grades in algebra, geometry, algebra II courses and the ACT scores. We will see if there are any gaps in the vertical alignment of those courses, as well, with this data.

Action Type: Alignment

Action Type: Collaboration

Action Type: Program Evaluation

Nancy Stainer Start: 07/01/2010

End: 06/30/2011 Performance Assessments

Teachers

ACTION BUDGET: \$

Total Budget: \$0

Intervention: Modern technologies will be incorporated into the classroom environments in an attempt to increase student comprehension and mathematical competence.

Scientific Based Research: Tamshed, Lam N., "Technology in the Classroom," 2007 Teachnology, Inc.
online: <http://www.teachnology.com/Articles/teachingclass>

Actions Person Responsible Timeline Resources Source of Funds

Use of graphing calculators is integrated into lessons whenever possible in all math classes. Document cameras with projectors will aid teachers in modelling effective use of graphing calculators to solve a wide range of problems. Proficient use of the calculator will be part of the assessments of each algebra and geometry course. Graphing calculators are especially appropriate in addressing the NEEDS ASSESSMENTS concerning graph interpretation, non linear functions and coordinate geometry.

Action Type: Equity

Action Type: Technology Inclusion

Nancy Stainer Start: 07/01/2010

End: 06/30/2011 Teachers

Teaching Aids

ACTION BUDGET: \$

Every mathematics student, including special education students, should have access to graphing calculators both in school and at home. Accordingly, parents will be encouraged to purchase calculators early in the students' high school careers. Students who cannot afford to purchase a graphing calculator are assigned one for use during the school year, just as they are assigned textbooks. Needy students in the upper-level courses (where homework REQUIRES graphing calculator capability) will receive priority status, in case there are more needy students than available calculators.

Action Type: AIP/IRI

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Action Type: Technology Inclusion

Nancy Stainer Start: 07/01/2010

End: 06/30/2011 Teachers

Teaching Aids

ACTION BUDGET: \$

Recognizing the importance of visuals and concrete demonstrations of algebraic and geometrical concepts, teachers will use the ELMO document camera with classroom projectors to broaden the range of opportunities for teachers to connect abstraction to concrete math applications.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Technology Inclusion

Linda Basurto Start: 07/01/2010

End: 06/30/2011 Teachers

Teaching Aids

ACTION BUDGET: \$

Teachers will receive comprehensive in-service training on the use of the interactive whiteboard. Teachers who have been selected for the first round of training will then help other teachers in mastering the skills necessary to use the technology wisely. Gradually, teachers will develop lessons that incorporate the use of the interactive whiteboards. The expected outcome is that student interaction with the technology will broaden the scope of instruction and strengthen students' mathematical competency. Interactive whiteboards, software and related technology will be purchased to explore this avenue of student learning.

Action Type: Alignment

Action Type: Collaboration

Action Type: Professional Development

Action Type: Technology Inclusion

Jake Allen Start: 07/01/2010

End: 06/30/2011 Computers

Outside Consultants

Teachers

Teaching Aids

ACTION BUDGET: \$

PROGRAM EVALUATION: Math teachers will confer informally and formally about effective methods of incorporating technology into the math classroom. They will reflect on how technology changes the dynamics of a lesson. They will graph the correlation between student grades and the use of the various technological teaching aids now available.

Action Type: Collaboration

Action Type: Professional Development

Action Type: Program Evaluation

Action Type: Technology Inclusion

Linda Basurto Start: 07/01/2010

End: 06/30/2011 Computers

Teachers

Teaching Aids

ACTION BUDGET: \$

Total Budget: \$0

Priority 3: All students in the Eureka Springs district will be encouraged to improve their physical, mental, and emotional health.

Supporting Data: In 2009, the scores were delineated to show comparisons over the past four years. Grades 10 and 12 were used as comparisons. Results showed a decrease in the number of 10th grades who used tobacco regularly from 60.6 in 2006 to 39.3 in 2009. In 12th grade the percentage decreased from 70.0 to 51.7 in 2009. Chewing Tobacco, however, increased from 15.2 to 32.1 in the 10th grade, and decreased from 32.5 to 24.1 in the 12th grade. The use of alcohol increased in both grade levels

over this time, as did the use of marijuana. The use of mainstream hard drugs remains negligible, however, there has been increase used of perscription drugs and alcopops. There are some clear indicators that our students are not taking this survey seriously and are thus askewing the results. This is obvious in reading the results of the Risk/Protective Factors section of the survey. We have only had one gun incident in the school in the past 20 years. The same is true for the questions concerning gangs. Eureka Springs has no recognizable or measureable gang activity. This approach to the survey will be addressed in an action step of the wellness priority. In 2008, there were 51 tenth grade students and 32% answered the Arkansas Prevention Needs Assessment Survey. 25% agreed to having used alcohol in the last 30 days, 15% having smoked cigarettes, and 22% having used any drug in the past 30 days.

NEEDS ASSESSMENT: Our ACSIP Leadership Teams will analyze the School Health Index from the 2009-2010 school year. RESULTS 2009-2010 - The aggregation and disaggregation analysis led us to conclude that the following areas refelct our greatest need: asthma awareness, physical activity, safety/crisis plans, and health education aligned with standards.

In 2005-2006 as related by the Arkansas Governor's Initiative Healthy Arkansas, 55.3% of Arkansans failed to meet recommendations for moderate or vigorous activity. (<http://arkansas.gove/ha/physical>)

In 2008-2009, 237 students were enrolled in the high school and 39.6% participated in the Free and Reduced lunch program. In 2007-2008, 247 students were enrolled and 36% participated in the Free and Reduced lunch program. In 2006-2007, 239 students were enrolled and 33% participated in the Free and Reduced lunch program. .

The results of the Arkansas Prevention Needs Assessment for 2008-2009 yielded roughly the same results as the 2007 -2008 survey, but there does seem to be a growing trend to younger students (starting at age 10 and continuing through 12th grade) using marijuana on a regular basis. The data suggests that next to alcohol, marijuana is the recreational drug of choice and that its use is prevalent. The results of the assessment showed no statistically significant changes in the use of other drugs or in anti-social behavior. Arkansas Prevention Needs Assessment revealed the following areas of concern-statistically 20% or greater. In 2007-2008 ATOD USE and ANTISOCIAL BEHAVIOR showed that there was a 10% increase in the use of alcohol among 10 graders. All other areas of substance abuse among 10th graders declined in the following order: cigarettes, 5%; Chewing tobacco, 5%; marijuana, 5%; hallucinogenics, 3%; cocaine, 10%; inhalants, 18%; sedatives, 2%; heroin, 8%; ecstasy, 10%. In addition, binge drinking decreased 12%. Antisocial behaviors also demonstrated statistical improvement from 2006-2007 to 2007-2008. Students who sold illegal substances decreased 20% and attacks to harm decreased 18%. There were also decreases in suspensions, sustance abuse at school and arrests. Unfortunately, the trends among 12th graders yielded less optimistic results. The increases in Antisocial behavior, particularly, were alarming. There was a 15% increase in students being arrested, a 10% increase in attacks intended to harm; and a 5% increase in students professing gang membership. In 2006-2007 ATOD USE and ANTISOCIAL Behavior showed that 30% of students in grade 10 drank alcohol on a regular basis, 20% smoked cigarettes, 25% used sedatives, 30% admitted to binge drinking, 18% admitted to

attacking someone to harm and 20% attacked to harm. In 12th grade, 70% drank alcohol on a regular bases, 20% smoked cigarettes, 18% used marijuana, and 40% admitted to binge drinking. In the 12th grade, 45% drank alcohol on a regular basis, 25% used cigaretees, 30% admitted to binge drinking and 20% admitted to being drunk at school. In 2005-2006 ATOD USE and ANTISOCIAL Behavior showed 40% of the students in 10th grade drank alcohol on a regular bases, 25% smoked marijuana, 30% smoked cigarettes, 35% used sedatives, and 45% admitted to binge drinking, 30% of the students were suspended from school. In the 12th grade, 55% drank alcohol regularly, 30% smoked cigarettes, 25% smoked marijuana, 45% admitted to binge drinking, 40% admitted to being drunk at school, 20% attacked people with the intent to harm. In 2004-2005, the 10th grade reported 45% of students used alcohol regularly, 30% smoked cigarettes, 28% smoked marijuana, 30% admitted to binge drinking, 38% admitted to being drunk at school, 22% admitted to selling illegal drugs, 32% attacked to harm. In the 12th grade, 72% drank regularly, 40% smoked cigarettes, 38% used marijuana, 30% used sedatives, 68% admitted to binge drinking, 60% admitted to being drunk at school.

Goal Students will improve their cardiovascular, muscular strength/endurance, and flexibility and through a rigorous program of education involving both nutrition and exercise.

Benchmark In 2010-2011 healthier lifestyles will be evidenced by increased number of students able to pass the Presidential Physical Fitness test and decreased numbers of absences due to illness.

Intervention: Eureka Springs High School will encourage strategies and activities that foster a non-sedentary lifestyle

Scientific Based Research: "Public Health Administration: Principles for Population Based Management," Lloyd Novak, Cynthia Morrow, Glen Mays, 2007. "Taking charge of School Wellness.: Educational Leadership,2009 December. Volume 67. No. 4.

Actions Person Responsible Timeline Resources Source of Funds

Will fully implement the state frameworks for physical education that emphasizes cardiovascular, muscular strength/endurance, and flexibility activity.

Action Type: Alignment

Action Type: Collaboration

Action Type: Professional Development

Action Type: Wellness

Aaron Hall Start: 07/01/2010

End: 06/30/2011 District Staff

ACTION BUDGET: \$

Students will be encouraged to participate in extracurricular programs that support physical activity such as basketball, soccer, swimming and walking..

Action Type: Alignment

Action Type: Collaboration

Action Type: Special Education

Action Type: Wellness

Aaron Hall Start: 07/01/2010

End: 06/30/2011 Teachers

ACTION BUDGET: \$

An asthma awareness program will be initiated to increase understanding of the symptoms and problems of asthma sufferers. Both students and teachers will be educated through in-service, videos, resource materials, and school wide assemblies.

Action Type: Collaboration

Action Type: Wellness

Lucy Imrie Start: 07/01/2010

End: 06/30/2011 Administrative Staff

District Staff

Outside Consultants

ACTION BUDGET: \$

PROGRAM EVALUATION: Students will participate in the Presidential Fitness Program as a method of measuring student progress toward better fitness. RESULTS 2008-2009: The results of such widely used measures of physical fitness remain the best measure of progress and will continue to be used in the future. 2009-2010 statistical information was unavailable, but an evaluative document will be generated and the results reported yearly.

Action Type: Collaboration

Action Type: Title I Schoolwide

Action Type: Wellness

Aaron Hall Start: 07/01/2010

End: 06/30/2011 Community Leaders

Outside Consultants

Teachers

ACTION BUDGET: \$

The staff will complete the CDC School Health Index as both a needs assessment and a plan evaluation for the health program.

Action Type: Collaboration

Action Type: Program Evaluation

Action Type: Wellness

Nolan Helder Start: 07/01/2010

End: 06/30/2011 Administrative Staff

District Staff

Teachers

ACTION BUDGET: \$

Total Budget: \$0

Intervention: Eureka Springs High School will continue to implement health, nutrition, and safety education programs that will lead to a healthier lifestyle for students.

Scientific Based Research: "The Importance of Nutrition and Physical Activity," Alexa M. Kehres. 2007.

Actions Person Responsible Timeline Resources Source of Funds

The administration will continually update the Eureka Springs High School Crisis plan and conduct crisis drills each semester.

Action Type: Collaboration

Action Type: Wellness

Kathryn Lavendar/Lisa Plagge Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

The Eureka Springs school district will provide training in CPR and first aid for all staff members. All staff will obtain certification in these areas. In-service will be provided by the district as necessary for all staff to stay current in these areas.

Action Type: Collaboration

Action Type: Professional Development

Action Type: Wellness

Lydia Bush Start: 07/01/2010

End: 06/30/2011 Outside Consultants

Teachers

ACTION BUDGET: \$

Teachers will receive staff development concerning nutrition and health issues.

Action Type: Collaboration

Action Type: Professional Development

Action Type: Wellness

Kathryn Lavendar Start: 07/01/2010

End: 06/30/2011 Outside Consultants

Teachers

ACTION BUDGET: \$

The students will be provided with information to encourage healthy food choices.

Action Type: Collaboration

Action Type: Wellness

Jenna Beaver Start: 07/01/2010

End: 06/30/2011 Outside Consultants

Teachers

ACTION BUDGET: \$

Students will identify specific stress elements common to their individual lives. Counselors, teachers and community professionals will provide students with techniques and methods used in coping with stress. This will be done in a group setting and individually as required.

Action Type: Collaboration

Action Type: Wellness

Lisa Plagge Start: 07/01/2010

End: 06/30/2011 Community Leaders

Teachers

ACTION BUDGET: \$

The high school will expand its comprehensive program on the dangers of Tobacco and Tobacco products. Strategies for "smoking cessation" will be part of this program.

Action Type: Alignment

Action Type: Collaboration

Action Type: Wellness

Nolan Helder Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

PROGRAM EVALUATION: Teachers, local professionals, and counselors will provide a curriculum that is responsive to the social needs and behaviors of our students. The results of the Arkansas Needs Assessments Survey will be used to help formulate curriculum and response. RESULTS 2009-2010: While the ANAS will be used, it will not be the basis of curriculum formulation. Rather the curriculum will be adjusted to meet the unique demands and requirements of the community rather than those identified as statewide.

Action Type: Collaboration

Action Type: Wellness

Lucy Imrie Start: 07/01/2010

End: 06/30/2011 Outside Consultants

Teachers

ACTION BUDGET: \$

Whenever the schedule and student/teacher ratio will allow, an Adult Living Course will be included in the high school curriculum. This course will be elective in nature but will focus on responsible adult behavior in the following health/wellness related topics: nutrition, sexual behavior, stress management, and financial management.

Action Type: Equity

Action Type: Wellness

Kathryn Lavendar Start: 07/01/2010

End: 06/30/2011 Community Leaders

Outside Consultants

Teachers

ACTION BUDGET: \$

In an attempt to assist students in making healthy dietary choices, the soda machines will be made inoperable during school hours, and the student vending machines will provide water and healthier alternatives to carbonated beverages containing high levels of sugar and caffeine.

Action Type: Wellness

Kathryn Lavendar Start: 07/01/2010

End: 06/30/2011 Administrative Staff

ACTION BUDGET: \$

In response to student, parent and staff survey, the school dietician and her staff will continue to promote healthy eating choices. The following programs which were added in the 2009-2010 school

year will be expanded and students made aware of their existence through education: Breakfast in a Bag in addition to the regular breakfast; Additional vegetarian selection and a wider range of fruit and vegetable selections daily; summer school lunch programs, and healthy snacks during testing days.

Action Type: Collaboration

Action Type: Parental Engagement

Action Type: Wellness

Becky Sisco Start: 07/01/2010

End: 06/30/2011 District Staff

Teachers

ACTION BUDGET: \$

Students and their parents will continue to be encouraged to fill out the government paperwork necessary for them to qualify for Free and Reduced Lunch programs. A presentation will be made to parents/guardians during Class "Parent Nights" at the beginning of each school year. Increasing numbers of enrollees will validate whether or not this particular educational strategy is successful.

Action Type: Collaboration

Action Type: Program Evaluation

Action Type: Wellness

Becky Sisco Start: 07/01/2010

End: 06/30/2011 District Staff

ACTION BUDGET: \$

The library will promote its materials on nutrition and healthy lifestyles. This will be especially true for educating students who have chosen a vegetarian lifestyle, as the need for proper balance through food substitution may require specific education. Parents will be encouraged to visit the "health and wellness" section of the library to assist their children with correct choices.

Action Type: Collaboration

Action Type: Parental Engagement

Action Type: Wellness

Danielle Hardwicke Start: 07/01/2010

End: 06/30/2011 School Library

Teachers

ACTION BUDGET: \$

Students are being encouraged to volunteer in community efforts that promote the awareness of healthy lifestyle and health related issues. Examples are: ECHO (Eureka Community Health Organization); The American Red Cross Blood Drive; Hospital Thrift Shops; All Fund Raisers related to health ie: Relay for Life.

Action Type: Collaboration

Action Type: Wellness

Lisa Plagge Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Outside Consultants

Teachers

ACTION BUDGET: \$

Students will be educated as to preventative measures necessary to help reduce the spread of communicable diseases including flu shot drives, proper hand washing techniques, sharing of water bottles and personal health care items.

Action Type: Wellness

Lucy Imrie Start: 07/01/2010

End: 06/30/2011 Teachers

ACTION BUDGET: \$

Total Budget: \$0

Goal Students will be made aware of the importance of resisting substances that can adversely effect both their long term and short term physical/mental well-being.

Benchmark Our students will continue to demonstrate an awareness of harms inherent in the use of illegal drugs as well as their possible physical and social consequences by the aggregate responses and percentages reported by the mandatory drug assessment profile.

Intervention: Eureka Springs High School will implement a mandatory drug awareness program for faculty, students, and parents.

Scientific Based Research: "Safety, Nutrition and Health in Education", 4th ed., Cathie Robertson. Wadsworth Publisher. Belmont, CA, 2009. "National Institute on Drug Abuse: The Science of Drug Abuse and Addiction" U.S. Department of Health and Human Services, April 21, 2005 School Crime and Safety. online: <http://nces.ed.gov/pubs2010/2010012>

Actions Person Responsible Timeline Resources Source of Funds

To assist students in their efforts to resist the pressure to use illegal drugs, Eureka Springs School District will continue the implementation of a chemical screening test policy. The provision of this policy apply to students grades 7-12. No student is allowed to participate in any extra-curricular activity until both the student and the custodial/guardian have signed "consent to test" drug forms and returned them to the superintendent.

Action Type: Equity

Action Type: Parental Engagement

Kathryn Lavendar Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Central Office

Performance Assessments

Teachers

ACTION BUDGET: \$

Parents will continue to be invited to attend drug education workshops presented by local law enforcement.

Action Type: Collaboration

Action Type: Parental Engagement

Kathryn Lavendar Start: 07/01/2010

End: 06/30/2011 Community Leaders

Outside Consultants

ACTION BUDGET: \$

The student handbook will continue to clearly address the use, sale and distribution of all illegal substances

Action Type: Collaboration

Action Type: Equity

Sherry Sullivan Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

Students will continue to receive drug, tobacco and alcohol education and awareness through classroom instruction, seminars, and assemblies

Action Type: Collaboration

Nolan Helder Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Community Leaders

Teachers

ACTION BUDGET: \$

The faculty and staff will continue to receive professional education in the identification of illegal/prescription drugs often abused by students and their effects on student behavior.

Action Type: Professional Development

Kathryn Lavendar Start: 07/01/2010

End: 06/30/2011 Community Leaders

Outside Consultants

ACTION BUDGET: \$

Library will continue to make available a wealth of materials which deal with such issues as: drug use, drug treatment, rehabilitation, violence, physical/sexual/verbal abuse, eating disorders and self-esteem.

Action Type: Collaboration

Action Type: Equity

Action Type: Technology Inclusion

Danielle Hardwicke Start: 07/01/2010

End: 06/30/2011 District Staff

School Library

Teachers

ACTION BUDGET: \$

PROGRAM EVALUATION: THE RESULTS OF THE MANDATORY DRUG TESTING WILL BE TABULATED EACH YEAR AND ALTERATIONS TO THE PROGRAM WILL BE BASED ON THOSE RESULTS. AFFIRMATION OF THE CONTINUED IMPLEMENTATION OF THE CHEMICAL TESTING PROGRAM WILL BE EVIDENCED BY AN ONGOING DROP IN THE NUMBERS OF STUDENTS TESTING POSITIVE FOR DRUG USE. RESULTS 2009-

2010: Results of this years evaluation resulted in the strengthening of the consequences for drug use. Approval for change was given by the BOE in August. There is not enough data available to draw conclusions about the effectiveness of the program in general. During the 2009-2010 school year, 60 students were randomly tested. Two tested positive. The school policy concerning drug use was put into effect. Neither student tested positive on the retest. The retest was unannounced. 2010-2011 data will provide the first comparable statistical information.

Action Type: Program Evaluation

Action Type: Wellness

Kathryn Lavendar Start: 07/01/2010

End: 06/30/2011 Administrative Staff

ACTION BUDGET: \$

PROGRAM EVALUATION; The National Drug Assessment profile will be administered to all students in grades 9 and 12. Results will be used to help the school in evaluating the success of its drug awareness program. PROGRAM EVALUATION 2009-2010: We will continue to administer the drug assessment profile, but there does not appear to be any correlation between the assessment and drug awareness. We are not sure that such a determination can be made. A more location specific method of evaluation drug awareness should be devised. .

Action Type: Program Evaluation

Action Type: Wellness

Kathryn Lavendar Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Outside Consultants

Teachers

ACTION BUDGET: \$

Students will be required to respond to the Arkansas Prevention Needs Assessment (APNA) Survey as a component of drug awareness.

Action Type: Program Evaluation

Nolan Helder Start: 07/01/2010

End: 06/30/2011 Teachers

ACTION BUDGET: \$

The school resource officer will present a drug/alcohol awareness demonstration twice yearly to Juniors and Seniors and provides profession development whenever requested.

Action Type: Collaboration

Brian Young Start: 07/01/2010

End: 06/30/2011 District Staff

ACTION BUDGET: \$

Teachers will continue to collaborate their efforts to educate and to prevent with the counselor. Areas of specific critical concern: suicide and abuse.

Action Type: Collaboration

Lisa Plagge Start: 07/01/2010

End: 06/30/2011 Teachers

ACTION BUDGET: \$

A designated teacher will be assigned to administer the APNA. The proctor will explain the purposes of the test and attempt to control any dismissive attitudes or attempts to sabotage the results. The purpose is to collect more truly reflective data. The program evaluation should be far more relevant once a serious approach to the survey is initiated.

Action Type: Program Evaluation

Action Type: Wellness

Kathleen Remenar Start: 07/01/2010

End: 06/30/2011 Teachers

ACTION BUDGET: \$

Total Budget: \$0

Priority 5: Improving English Language Learning: To meet or exceed the YP standards established by the Arkansas Department of Education.

Supporting Data: Spring 2010, English Language Development Assessment (ELDA) was given to 4 high school students. Listening levels: Three at level 4; one at level 2. Speaking levels: Three at level 5; one at level 3. Reading levels: one at level 5; one at level 4; one at level 3; one at level 1. Writing scores: two at level 4; one at level 3; one at level 2.

Spring 2009, English Language Development Assessment (ELDA) was given to 2 high school students. Listening levels: both at level 4. Speaking levels: one at level 4; one at level 5. Reading levels: both at level 3. Writing levels: one at level 5; one at level 4.

NEEDS ASSESSMENT: Reading and writing levels are more erratic, although there are clustered levels in listening and speaking. This is symptomatic of the higher academic demands of high school classes. It demonstrates a clear need to address those particular areas. Appropriate accommodations from teachers need to include options for ensuring that students HEAR the reading assignments. For students scoring at levels 1 or 2 in writing, it could be useful to practice aloud with a scribe.

ELDA levels explained: Level 5 indicates FULL English proficiency, producing fluent and accurate language. Level 4 indicates ADVANCED English proficiency, producing fluent language with some errors. Level 3 indicates INTERMEDIATE proficiency, producing simple language with some hesitation. Level 2 indicates BEGINNING proficiency, producing simple general messages. Level 1 indicates PRE-FUNCTIONAL proficiency, beginning to understand the English language.

Goal 1: To provide practical support for English Language Learners in the development of spoken and written English, while building self-confidence and cultural awareness that is essential for success in American schools and in American society.

Benchmark Our students will demonstrate annual progress in listening, speaking, reading and writing in English, proven on their scores for the annual English Language Development Assessment.

Intervention: District wide assistance will be provided to support effective instructional initiatives that focus on improving the social and academic language skills for all identified English Language Learners.

Scientific Based Research: "Closing the Achievement Gap: A Vision for Changing Beliefs and Practices," Williams, B., ASCD, 2003. "Classroom Instruction that Works with English Language Learners", Jane D. Hill, Kathleen M. Flynn, 2006.

Actions Person Responsible Timeline Resources Source of Funds

PROGRAM EVALUATION: The district ESL Program Specialist will conduct an annual data comparison of ELDA TEST results for all directly and indirectly served English Language Learners to determine whether currently implemented instructional strategies and program interventions are yielding an appropriate increase in the language development and academic achievement for ELL students.

Action Type: Equity

Action Type: Program Evaluation

Kathy Atwood Start: 07/01/2010

End: 06/30/2011 Performance Assessments

Teachers

ACTION BUDGET: \$

All parents enrolling students with Eureka Springs School District will complete a Home Language Survey. Any new language minority student will be assessed for his English fluency within 20 days of enrollment. Parental permission will be sought for special programs available for their child/children. Parents will also be informed of their right to refuse services. Students who qualify for ESL services will not be denied access to any academic or extracurricular programs because of a language barrier.

Action Type: AIP/IRI

Action Type: Equity

Action Type: Parental Engagement

Lisa Plagge Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Performance Assessments

ACTION BUDGET: \$

State English language Learners (ELL) funds will be used to hire 1.0 FTE highly qualified, certified ESL Specialist. The specialist will collaborate with high school faculty to ensure that ELL learners receive appropriate instruction and appropriate modifications to instruction, such as extra time to process new information, extra time to document understanding, etc.

Action Type: Collaboration

Action Type: Equity

Kathy Atwood Start: 07/01/2010

End: 06/30/2011 Teachers

ACTION BUDGET: \$

Funds will be used to purchase supplies and materials to support the daily operations of the district ESL programs, and to aid in assessing the effectiveness of the strategies used to help ELL learners continue to progress in acquiring academic English skills.

Action Type: Equity

Kathy Atwood Start: 07/01/2010

End: 06/30/2011 Teaching Aids

ACTION BUDGET: \$

Total Budget: \$0

Priority 6: Improving science: To meet or exceed the AYP standard developed by the Arkansas Department of Education.

Supporting Data: Trend Analysis: Molecules and Cells/Multiple-choice in 2008-49%, 2009-49%, and 2010-52%. Molecules and Cells/Open Response-2008-9%, 2009-49%, and 2010-14%. Heredity and Evolution/Multiple Choice in 2008-50%, 2009-53%, and 2010-56%. Heredity and Evolution/Open Response in 2008-36%, 2009-51%, and 2010-14%. Classification and the Diversity of Life/Multiple Choice-2008-57%, 2009-55%, and 2010-53%. Classification and the Diversity of Life/Open Response in 2008-56%, 2009-34%, and 2010-39%. Ecology and Behavioral Relationships/Multiple Choice-2008-54%, 2009-58%, and 2010-60%. Ecology and Behavioral Relationships/Open Response in 2008-30%, 2009-36%, and 2010-34%. The Nature of Science/Multiple Choice-2008-53%, 2009-54%, and 2010-48%. The Nature of Science/Open Response in 2008-18%, 2009-29% and 2010-34%.

Needs Assessment: While we were scoring at the state level in 2008 and 2009 in Molecules and Cells (especially in open response), we declined significantly in this area, while the state increased. This should be a major focal point in developing curriculum and strategies for teaching. In all other areas we score at or slight above the state. This, in and of itself, means nothing since the state levels are so low. We are concerned too that The Nature of Science needs additional strengthening in both multiple choice and open response.

In 2010, 33 students took the ACT. The school average on the test was 21.4, the state average was 20.2. However, ACT has now established a baseline score for Biology/a score which tends to determine success in College Biology. This score is 24. We are still considerably off that mark, but we have no benchmark in the other areas of science tested on the ACT. In realigning the curriculum and strengthen focus as required by the state, it is our hope that this score will improve. That said, the school is still performing significantly above state standards. Our goal is to perform above National Standards.

Goal All science students will make significant progress in addressing open response questions, especially in the application of the scientific method and environmental awareness.

Benchmark Our students will meet or exceed the required proficiency rate for the 2010-2011 school year, demonstrating an increase from last year's rate.

Intervention: Eureka Springs High School will incorporate a comprehensive, researched-based approach to teaching science.

Scientific Based Research: Tanner, Kimberly and Deborah Allen. "Approaches to Biology Teaching and Learning: Learning Styles and the Problem of Instructional Selection-Engaging All Student in Science Courses. The Journal Life Science Education. 2004 Winter. Online: The American Society of Cell Biology

Actions Person Responsible Timeline Resources Source of Funds

Each teacher will scan Arkansas frameworks to identify state standards that can be reinforced within specific courses across disciplines.

Action Type: Alignment

Action Type: Collaboration

George Remenar Start: 07/01/2010

End: 06/30/2011 Performance Assessments

Teachers

ACTION BUDGET: \$

Teachers will look for gaps and redundancies in (TIA) curriculum maps for classes.

Action Type: Alignment

Action Type: Collaboration

George Remenar Start: 07/01/2010

End: 06/30/2011 Outside Consultants

Teachers

ACTION BUDGET: \$

Each year EOC biology exams, SAT 10 results, and ACT scores will be assessed. Data gathered will help determine the overall effectiveness of the (TIA) mapping strategies in the areas of science. Weakness will be addressed in the maps by duplicating concepts that need reinforcement from one year to the next. Maps tend to eliminate duplication; sometimes duplication is necessary for proficiency. These comparisons should indicate those areas.

Action Type: Alignment

Action Type: Collaboration

Action Type: Program Evaluation

Action Type: Special Education

George Remenar Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

All curriculums will be mapped and aligned to the state frameworks in order to ensure relevance, consistency and proper academic progression per the strategies of Total Instructional Alignment.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Special Education

George Remenar Start: 07/01/2010

End: 06/01/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

At least 20% or more of class time will be allocated to laboratory work to develop practical scientific skills and enforce theoretical learning. This will be at least one day a week. Materials and supplies will be purchased to supplement what is required by the state in order to provide a "working" laboratory for our students. In addition, laboratory work requires that students write in response to what they are doing or observing. This "open response" practice should ensure greater proficiency in all aspects of the science curriculum.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Program Evaluation

Ellen Engler Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

All science laboratories will be revamped to meet the student requirement of more lab time. Additional laboratory equipment, supplies, textbooks and other learning materials will be purchased through NSLA funds. Equipment will be purchased based on minimum laboratory requirements set by the State.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Program Evaluation

George Remenar Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

ACTION BUDGET: \$

The Carroll County Inventors Club was created to promote invention, math and science skills among the youth in the county. Created by the EAST program, club members were originally EAST students. Currently, members come from the Eureka Springs High School, eureka Springs Middle School, Academy of Excellence and Clear Springs Schools. The club led to the creation of the Robotics Team, which has participated in regional and national tournaments. the students learn technology skills that include computer programming, mechanical design and electronics, as well as teamwork and collaboration, problem solving, communication, research and evaluation.

Action Type: Collaboration

Action Type: Technology Inclusion

Mila Floro Start: 07/01/2010

End: 06/30/2011 Computers

Outside Consultants

Teachers

Teaching Aids

ACTION BUDGET: \$

Parents will be invited to a Science Night where students will demonstrate their competency and understanding of the importance of science in our daily environment. EAST Night Out is also scheduled annually, when the public may observe the Inventors Club/Robotics Team robot in action. The gifted students of all local elementary and middle schools, potential team mentors and sponsors, all receive special invitations to this event.

Action Type: Collaboration

Action Type: Parental Engagement

Action Type: Technology Inclusion

Mila Floro Start: 07/01/2010

End: 06/30/2011 Community Leaders

Computers

Outside Consultants

Teachers

Teaching Aids

ACTION BUDGET: \$

Students' overall EOC biology test results and grades will be monitored to determine the effectiveness of common rubrics.

Action Type: AIP/IRI

Action Type: Collaboration

Action Type: Program Evaluation

Ellen Engler Start: 07/01/2010

End: 06/30/2011 Administrative Staff

Teachers

Teaching Aids

ACTION BUDGET: \$

Academic Improvement Plans will be developed for students who do not score proficient or advanced on the state Biology exams. An analysis of student strengths and weaknesses will be conducted and a flexible AIP program will be created, involving students, teachers and parents. Highly qualified teachers will use standards based approaches to student remediation. Both formative and summative assessments are used to measure progress.

Action Type: AIP/IRI

Action Type: Parental Engagement

Action Type: Special Education

Ellen Engler Start: 07/01/2010

End: 06/30/2011 Performance Assessments

Teachers

Teaching Aids

ACTION BUDGET: \$

The Science Department will utilize the common rubric for open response questions developed by the high school literacy team. Variations that are subject appropriate will be incorporated to ensure effective testing of all necessary components of an answer.

Action Type: Collaboration

Ellen Engler Start: 07/01/2010

End: 06/30/2011 Teachers

ACTION BUDGET: \$

Modern technologies will be incorporated into the classroom environments in an attempt to increase student understanding of scientific fact, procedure, and theory.

Action Type: Collaboration

Action Type: Equity

Action Type: Technology Inclusion

George Remenar Start: 07/01/2010

End: 06/30/2011 Computers

Teachers

ACTION BUDGET: \$

Total Budget: \$0

Intervention: Eureka Springs High School students will develop an awareness of local, regional, and global environmental issues.

Scientific Based Research: Stokes, David and Bruce Cranshaw. "Teaching Strategies for Environmental Education." The Environmentalist Vol.6 Number 1, 35-43.

Actions Person Responsible Timeline Resources Source of Funds

Students planted a butterfly garden on the high school campus, the tangible result of a collaborative EAST project involving GIS maps, plans and animal life profiles, etc. It is maintained by EAST students and members of the Environmental Club, and has proven so successful that the garden was included in the City of Eureka Springs' entry in national beautification programs and state competitions.

Action Type: Collaboration

Action Type: Technology Inclusion

Mila Floro Start: 07/01/2010

End: 06/30/2011 Community Leaders

Outside Consultants

Teachers

ACTION BUDGET: \$

Students implement, coordinate, and conscientiously promote the recycling program throughout the school, sponsored by the Environmental Club.

Action Type: Collaboration

Action Type: Wellness

Jessica Cummings Start: 07/01/2010

End: 06/30/2011 Community Leaders

Teachers

ACTION BUDGET: \$

Total Budget: \$0

Planning Team

Classification Name Position Committee

Classroom Teacher Aaron Hall Health/Physical Ed. Instructor/ Coach Wellness

Classroom Teacher Bethany Jeppsen Language Arts Literacy/ALE Placement Team

Classroom Teacher Bill Peak Special Education Instructor Parental Involvement/Special Education

Classroom Teacher Chad Martin Music Education Director Literacy

Classroom Teacher Counselor Lisa Plagge Parental Involvement/ALE Placement Team

Classroom Teacher Danielle Hardwicke Media Specialist Literacy/Technology Team

Classroom Teacher Ellen Engler Science Teacher Science/ALE Placement Team

Classroom Teacher George Remenar Science Science/ALE Placement Team

Classroom Teacher Hassel Bell Social Studies Wellness/ALE Placement Team

Classroom Teacher Jake Allen Mathematics Math/ALE Placement Team

Classroom Teacher Jerry Runnersmith Social Studies Parental Involvement

Classroom Teacher Jessica Cummings Art Education Director Literacy

Classroom Teacher Joe Hill Special Education Teacher Math/Special Education Team

Classroom Teacher Kathleen Remenar Literacy Chair ACSIP Leadership Com/Literacy

Classroom Teacher Kathy Atwood ESL Coordinator Literacy/English Language Learners

Classroom Teacher Linda Basurto Mathematics Mathematics

Classroom Teacher Linnea Koester Spanish Teacher ACSIP Leadership Committee/English Language Learners

Classroom Teacher Lucy Imrie Director Med/Pro Ed Wellness

Classroom Teacher Mila Floro EAST Director Science/Technology Team

Classroom Teacher Nancy Stainer mathematics Math

Classroom Teacher Nolan Helder Coach/Teacher Wellness

Classroom Teacher Sherry Sullivan Director of Business Education Program Literacy/Technology Team

Classroom Teacher Wayne Bentel Special Education Supervisor/ Teacher Literacy/Special Education

Community Representative Kathleen McCune Parent/Local Business Parental Involvement

District-Level Professional Becky Sisco District Dietician Wellness

District-Level Professional Carla Curtis Special Education Supervisor Literacy/Special Education

District-Level Professional Karen Hooser vision specialist Wellness/Special Education

District-Level Professional Katrina Pumphrey Technology Coordinator Technology Team

District-Level Professional Kim Rozell Special Education Aide Literacy

Non-Classroom Professional Staff Beverly Kepford Secretarial Aide Parental Involvement/Special Education

Non-Classroom Professional Staff Brian Young Resource Officer Wellness

Non-Classroom Professional Staff Connie Bentel Secretary Parental Involvement

Non-Classroom Professional Staff Jana Beaver ALE/Aide ALE Placement Team

Non-Classroom Professional Staff Joann Jacobs special education secretary Parental involvement/Special Education

Non-Classroom Professional Staff Lydia Bush School Nurse/Drug Testing Officer Wellness

Non-Classroom Professional Staff Michael Bonds Director Building Trades Program Math

Non-Classroom Professional Staff Shalia Carr Secretarial Aide ALE Placement Team

Parent Kim Clements Parent Volunteer Parental Involvement

Parent Rebecca McKinney Parent Volunteer Parental Involvement

Parent Rudy Sanchez Pastor Parental Involvement

Parent Vernon Payne Parent Volunteer Parental Involvement

Principal Kathryn Lavender Principal ACSIP Coordinator, Parental Involvement,