

ACADEMIC CENTER FOR EXCELLENCE

Arkansas Comprehensive School Improvement Plan

2013-2014

The mission of Cabot's Academic Center of Excellence is to provide a unique learning experience to increase the achievement of at-risk students in grades seven through twelve by providing anywhere, anytime learning. ACE (Academic Center of Excellence) is a virtual school that provides alternatives to the traditional delivery methods. These methods include web-based classes, distance learning classes, project based learning, small group instruction, one-on-one tutoring, and mastery learning. Students get to be accountable for the pace that deems fit for them to achieve their goals. This allows students to earn their high school diploma while meeting their individual needs due to personal circumstances. ACE staff provides guidance for students to progress from at-risk educational learners to successful lifelong learners with goals of higher achievement both academically and personally.

Grade Span: 7-12 Title I: Not Applicable

School Improvement: SI_1

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Priority 1: Improve math skills

Goal: All students will improve mathematical reasoning and use of concepts in addressing open-ended responses. This will be the focus of math lessons for 2013-2014. Common Core Standards will be implemented in all math classes.

Priority 2: Improve Literacy

Goal: All students will improve in reading comprehension, reading open response, and writing on demand. These areas will be a focus during 2013-2014 school year. Common Core Standards will be implemented in all language arts classes.

Priority 3: Wellness

Goal: The school will offer opportunities for students, their families, and the community to educate themselves on healthy lifestyle choices and total wellness. These healthy lifestyle choices will be a school focus during the 2013-2014 school year. This focus and the programs supporting it will be reevaluated on an annual basis.

Priority 4: Focus School Targeted Improvement Plan

Goal: ACE will meet the prescribed ESEA annual measurable objectives (AMO) in order to be designated as an achieving school.

Priority 1: Improve math skills

1. SEVENTH GRADE BENCHMARK MATH: In 2011, 70% of the combined population (10 students) scored proficient or advanced. According to the School Profile, the weakest areas were Measurement and Algebra. In 2012, 60% of the combined population (5 students) scored proficient or advanced. The weakest areas were Algebra and Data Analysis. In 2013, 100% of the combined population (4 students) scored proficient or advanced. The weakest areas were Measurement and Geometry open responses.
2. EIGHTH GRADE BENCHMARK MATH: In 2011, 64% of the combined population (17 students) scored proficient or advanced. According to the School Profile the weakest areas were Algebra and Measurement. In 2012, 68% of the combined population (19 students) scored proficient or advanced. The weakest areas were Measurement and Number and Operations. In 2013, 25% of the combined population (16 students) scored proficient or advanced. The weakest areas were Measurement and Geometry
3. END OF COURSE ALGEBRA: In 2011, 57% of the combined population scored proficient or advanced. According to the School Profile, the weakest areas were

Supporting Data:

- Solving Equations and Inequalities, Non-Linear Functions, and Language of Algebra. In 2012, 69% of the combined population (33 students) scored proficient or advanced. The weakest areas were Language of Algebra and Solving Equations and Inequalities. In 2013, 56% of the combined population (30 students) scored proficient or advanced. The weakest areas were Non-Linear Functions in multiple choice and open response.
4. END OF COURSE GEOMETRY: In 2011, 74% of the combined population (27 students) scored proficient or advanced. According to the School Profile, the weakest areas were Triangles and Coordinate Geometry, and Transformations. In 2012, 58% of the combined population (35 students) scored proficient or advanced. The weakest areas were Coordinate Geometry and Transformations and Triangles. In 2013, 74% of the combined population (26 students) scored proficient or advanced. The weakest areas were Coordinate Geometry and Transformations and Triangles.
 5. According to the 2013 School Improvement Accountability Report, ACE's graduation rate was 45.21% for All Students and 32.43% for TAGG.
 6. According to the ACT College Readiness Letter, ACE's ACT math scores were as follows: 2010-18.6, 2011-17.7, 2012-17.5.
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Goal All students will improve mathematical reasoning and use of concepts in addressing open-ended responses. This will be the focus of math lessons for 2013-2014. Common Core Standards will be implemented in all math classes.

Benchmark According to the 2011 Arkansas Adequate Yearly Progress: School Improvement Report in 2010-2011, 82% of the Combined Population scored proficient or advanced in math. According to the 2012 Arkansas School ESEA Accountability Report in 2012, 74.19% of All Students scored proficient or advanced. According to the 2013 School Improvement Accountability Report, 67.57% of All Students and 41.18% of TAGG students scored proficient or advanced. The 2013 AMO for All Students was 85.12% and for TAGG was 52.38%.

Intervention: Structures in place ensure that all students learn in an anywhere, anytime learning environment while developing instructional capacity.				
Scientific Based Research: Newell, R., Passion for Learning, 2003. Posamentier, Alfred S., Exemplary Practices for Secondary Math, 2007.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ACE is comprised of a diverse population in our Charter School which includes our Alternative Learning Environment. Many of these students are at-risk for school failure and do not score proficient on the Benchmark tests. These students receive an Academic Improvement Plan (AIP) which will be used by teachers to provide remediation options. Failure to participate in the remediation will result in the student receiving no credit for the Algebra I or Geometry course as stated by Arkansas law. The EOC scores are mailed to parents in the fall. Scores are reviewed, remediation options are discussed, and the parents	Kim Gibson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$

<p>sign AIPs for students scoring below proficient. The remediation progression will be evidenced by post-tests from quiz builder and/or APEX diagnostics.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>				
<p>All students will be given the opportunity to complete coursework through project based learning, distance learning, web-based learning and concurrent classes. ACE is based on mastery learning, not seat time. This core and elective coursework will be taught to all students using research based best practices. These course offerings will include 4 years of math at the high school level. In addition the offering of College Algebra, advanced placement math, and statistics courses to all students who meet the prerequisites will be available.</p> <p>Action Type: Equity Action Type: Technology Inclusion</p>	<p>Anita Grisham, Mary Murtishaw, Kathy Peters, Beverly Williams</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>In preparation for EOC Algebra 1 and Geometry tests, all advisors will collaborate to go over test taking strategies and test anxiety with their advisees. Incentives will be established to recognize students for attendance on test dates.</p> <p>Action Type: Collaboration</p>	<p>Kim Gibson</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Implement math focus groups that utilize Chromebooks, the Smart Slate, Smart Board, and Laptop Computers. Maintain sets of TI83 and TI84 calculators in both ACE and ALE that can be utilized with the listed technology products to teach strategies that will improve academic achievement as evidenced by more students scoring proficient on standardized math tests.</p> <p>Action Type: Equity</p>	<p>Mary Murtishaw, Anita Grisham, Kathy Peters</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Technology Inclusion				
Implement the use of hands on, and real world activities in Algebra I and Geometry. Distribute manipulatives and provide professional development as needed for the implementation. Action Type: Equity Action Type: Professional Development	Michele Evans, Kathy Peters, Anita Grisham, Mary Murtishaw	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Analyze EOC data in Algebra I plus Geometry to assess areas of weakness and modifications needed to improve instruction. According to EOC Algebra data proficiency has decreased 17% from 2012 results to 2013 results. According to EOC Geometry data proficiency has increased 16% from 2012 results to 2013 results. Action Type: Equity Action Type: Program Evaluation	Kim Gibson, John Shirron	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	ACTION BUDGET: \$
Administer formative assessments created by the Learning Institute to students taking 7th and 8th grade math, Algebra, and Geometry. Train teachers on evaluating and using data from the assessments. TLI results will be charted and evaluated to determine the content to be taught in subject area focus groups. Utilize quiz builder to remediate the weaknesses shown on the formative assessments to improve achievement as evidenced by increasing grades on EOC tests. The results of the formative assessments will be reviewed to determine if any changes in the instructional program are required. Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion	Michele Evans, John Shirron, Kathy Peters	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
All students are assigned an advisor who will work as their CAP advisor; counsel with them on academic courses and credits and serve as a mentor. Parents will work closely with	Michele Evans, John Shirron, Kim Gibson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	ACTION BUDGET: \$

<p>these advisors to develop career action plans for students. To ensure that all students are successful when starting ACE/ALE, a committee holds a pre-conference with the student and parent to go over policies/procedures, determine schedule needs, and tour the facilities. During parent orientation, the parent will meet with the advisor to become familiar with the various curriculums: APEX, AVHS, and DLC. A post-conference with parent, student, and advisor is also held as they transition back to their traditional campus. All components of ACT 307 will be implemented.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion</p>			<ul style="list-style-type: none"> Teaching Aids 	
<p>All teachers will receive various training opportunities throughout the year (a minimum of 60 hours of professional development annually). This is to include: TESS, APEX training, Blackboard training, DLC training, and Love & Logic training. Conferences for professional development may include careers, at-risk students, math, technology, assessments, etc.</p> <p>Action Type: Professional Development Action Type: Technology Inclusion</p>	Michele Evans	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
<p>All components of ACT 307 will be implemented. Informational packets, Love and Logic books and videos, The 6 Most Important Decisions You'll Ever Make books and support material, and various parenting guides are available in our Parenting Center. The Parental Involvement Coordinator (a certified teacher) will keep and update a Volunteer Resource Book and</p>	Anita Grisham, Michele Evans, John Shirron	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$

enable the formation of a PTA/PTO. Two parent/teacher conferences will be held each school year. The process for resolving parental concerns can be found in the handbook. Action Type: Equity Action Type: Parental Engagement				
Special Education Teachers will review I.E.P. folders to identify modifications and other information to collaborate with content area teachers. Action Type: Collaboration Action Type: Special Education	Carmen Perrette. Rachel Goshien, Jennifer Giese	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: Our priority is to improve literacy.

- SEVENTH GRADE BENCHMARK LITERACY: In 2011, 50% of the Combined Population (10 students) scored at or above proficiency level on the Benchmark Exam. The areas of weakness were Reading Literary Passage, Reading Content Passage, Writing Content, and Writing Style. In 2012, 80% of the Combined Population (5 students) scored at or above proficiency level on the Benchmark Exam. The areas of weakness were Writing, Literary Passages and Content Domain. In 2013, 100% of the Combined Population (4 students) scored at or above proficiency level on the Benchmark Exam. The areas of weakness were Writing Style and Content Domain along with Writing multiple choice.
- EIGHTH GRADE BENCHMARK LITERACY: In 2011, 82% of the Combined Population (17 students) scored at or above proficiency level on the Benchmark Exam. The areas of weakness were Writing-Multiple-Choice. In 2012, 63% of the Combined Population (19 students) scored at or above the proficiency level. The areas of weakness were Writing and Writing Content Domain. In 2013, 56% of the Combined Population (16 students) scored at or above proficiency level on the Benchmark Exam. The areas of weakness were in Writing Content and Style Domain and multiple choice. In Reading the areas of weakness were Practical Open Response and Literary Multiple Choice along with Open Response in Content and Practical.
- END OF COURSE 11th GRADE LITERACY: In 2011, 64% of the Combined Population (53 students) scored at or above proficiency level on the Benchmark Exam. The areas of weakness were Reading-Literary Passage, Reading-Content Passage, and Writing-Content Domain. In 2012, 75% of the combined population (52 students) scored at or above proficiency level on the Benchmark Exam. The areas of weakness were Practical Passages and open response Practical Passages. In 2013, 73% of the Combined Population (49 students) scored at or above proficiency level on the Benchmark Exam. The areas of weakness were in Reading Literary and Practical passages and open response Literary and Practical passages. The Style and Content Domain were areas of weakness in Writing.
- The school's ACT composite score for 2009/2010 was 19.1. The school's English score was 18.2 and Reading Score was 20.0 for the 2009/2010 school year. The school's ACT composite score for 2010/2011 was 18.1. The school's English Score was 17.4 and Reading Score was 18.6 for the 2010/2011 school year. The school's ACT composite score for 2011/2012 was 18.4. The school's English score was 18.5 and Reading score was 18.0.
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Supporting Data:

Goal All students will improve in reading comprehension, reading open response, and writing on demand. These areas will be a focus during 2013-2014 school year. Common Core Standards will be implemented in all language arts classes.

Benchmark

According to the 2011 Arkansas Adequate Yearly Progress: School Improvement Plan, in 2009-2010 56% of the Combined Population scored proficient or advanced. In 2010-2011, 66% of the combined population scored proficient in literacy. According to the 2012 Arkansas School ESEA Accountability Report, 73.33% of All Students scored proficient or advanced. According to the 2013 SIAR (School Improvement Accountability Report), 78.95% of All Students scored proficient or advanced and 55.56% of TAGG students scored proficient or advanced. The 2013 AMO for All Students was 77.94% and for TAGG was 58.33%.

Intervention: To develop individual learning strategies in connection with online courses aligning with literacy frameworks and Common Core Standards. With these strategies in place, all students are ensured the opportunity to learn.

Scientific Based Research: Making a difference in Adolescents' School Lives: Visible and Invisible Aspects of Content Area Reading, pgs. 184-203, Richard T. Vacca, School-Wide Discipline Plan Without the Loopholes and Teaching with Love and Logic both of which were co-authored by Jim Fay and Charles Fay.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will provide students with an advisory program which includes CAPS. This teaching aid allows teachers to guide students toward improvement of learning and success in school and their life after graduation. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Kim Gibson, Charlene Singleton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Promote school-wide literacy by developing better libraries with fiction and nonfiction materials such as magazines, manuals, newspapers, digests, informational texts, and real world texts. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	Kathy Fleshman, Dondra James, Jennifer Knudsen	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants School Library Teachers Teaching Aids 	ACTION BUDGET: \$
Teachers will use the results of each scheduled formative assessment in order to identify and remediate every non-proficient student. Small group instruction will be used to improve student deficiencies. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Michele Evans	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers Teaching Aids 	ACTION BUDGET: \$
Special Education Teachers will review I.E.P. folders to identify modifications and other information to	Carmen Perrette, Rachel Goshien	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

collaborate with content area teachers. Action Type: Collaboration Action Type: Special Education	Jennifer Giese			
Literacy teachers will provide professional development to all content area teachers on interpreting, creating and grading the open response items using a provided rubric to better prepare our students for the literacy standardized tests. Focus on practical and content passages will be implemented across the curriculum. Action Type: Professional Development	Kathy Fleshman, Dondra James	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • School Library • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Teachers will be given the opportunity to attend 60 hours of professional development including 2 hours of child maltreatment, and 6 hours of technology. Administrators will be given the opportunity to attend 3 hours of professional development on child maltreatment. Administrators will receive professional development in data disaggregation, instructional leadership, and fiscal management annually. Professional development for all teachers on TRIAND and TLI. TRIAND and TLI will enable teachers to access their students test scores. Action Type: Professional Development Action Type: Technology Inclusion	Michele Evans	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
ACE/ALE literacy staff will disaggregate data found on the ACTAAP Item-By-Item report to identify areas of concern categorized by Student Learning Expectations. This information will be shared during our embedded professional development sessions so that strategies may be shared to incorporate in all subject areas. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Kim Gibson, Dondra James, Kathy Fleshman	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Program Evaluation				
Students scoring less than proficient on the EOL Literacy exam receive an Academic Improvement Plan (AIP) which will be used by teachers to provide remediation options. Failure to participate in the remediation will result in the student receiving no credit for the English 11 course as stated by Arkansas law. The EOL scores are mailed to parents in the fall. Scores are reviewed, remediation options are discussed, and the parents sign AIPs for students scoring below proficient. The remediation progression will be evidenced by post-tests from quiz builder and/or APEX diagnostics. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Michele Evans, Kathy Peters	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: The purpose of the wellness priority is to improve the health and academic performance of students. Wellness activities will address diet and nutrition education; physical fitness activities for the development of lifelong health habits; and promotion of a healthy lifestyle for students, school staff members, parents and community networks.

Supporting Data: 1. School Health Index Scores: Module 8 "Family and Community Involvement" The Overall Score Card results indicate a weakness in Health Services: 36%
2. Poverty Rate based on 2013 School Improvement Accountability Report: 40.40%

Goal The school will offer opportunities for students, their families, and the community to educate themselves on healthy lifestyle choices and total wellness. These healthy lifestyle choices will be a school focus during the 2013-2014 school year. This focus and the programs supporting it will be reevaluated on an annual basis.

Benchmark The average of School Health Index Module 8 scores will increase by 25% over the 2013-2014 school year.

Intervention: The school will implement practices to encourage students to make healthy lifestyle choices. These choices will include topics on diet and nutrition, character building, community involvement and recreation.

Scientific Based Research: Arkansas Center for Health Improvement Healthy Arkansas. "Let's Get Physical - Promotion and Education Strategies" by Dr. Hal Wechsler
<http://www.fns.usda.gov/ora/menu/NNEC/Files/2003/LetsGetPhysical.pdf#xml=http://65.216.150.153/textis/search/pdfhi.txt?query=lets+get+physical&pr=FNS&prox=page&rorder=500&rprox=500&rdfreq=500&rwfreq=500&rlead=500&rdepth=0&sufs=0&order=r&cq=&id=4e6826d211>

Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will implement a fitness component to promote a	John	Start:	• Ou	_____

<p>healthy lifestyle for both the student and their family members. A program that will encourage students and those around them to make healthier choices about nutrition as well as exercise. Action Type: Technology Inclusion Action Type: Wellness</p>	<p>Shirron, Donnie Hamric</p>	<p>07/01/2013 End: 06/30/2014</p>	<p>tside Consultants</p> <ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>The school will provide access to information about local community-based programs for physical activity and healthy eating through the Cabot Public Schools homepage via the internet. Students will be encouraged to participate in physical activities which will result in lower BMI scores. Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Wellness</p>	<p>John Shirron, Donnie Hamric</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Students are encouraged to participate in a community service component through their advisory at ACE and ALE. The local churches, nursing homes, and other community locations are often impacted by this approach to better our students and our community. ALE students knit hats for the Arkansas Children's Hospital's Knitting for Noggins program. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness</p>	<p>Michele Evans, John Shirron</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Community Leaders • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Daily group counseling is provided as a component of our ALE Program. Curriculum aspects include the "Why Try" program and other resources which teach students social and emotional principals in a way they can understand and remember. Individual sessions are held based on the results of the SASSI. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	<p>Kim Gibson, Paula Shirron, John Shirron</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Te 	<p>ACTION BUDGET: \$</p>

			ac hin g Aid s	
<p>All aspects of ACT 397 requiring training of volunteers will be implemented. Also, all teachers and administrators will receive two and three hours of child maltreatment staff development. Staff will attend conferences such as Love and Logic (dealing with parenting strategies and how to teach them), The National Students At-Risk Conference (teaching students how to make better life choices), and The Arkansas Alternative Educators Association Conference.</p> <p>Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation</p>	Michele Evans, Anita Grisham	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTI ON BUDG \$ ET:
<p>In accordance with ACT 307 and ACT 397, the school will invite the community/parents to participate in community service projects, honor roll recognition assemblies twice a year, and a Senior Lunch to recognize ACE graduates in the Spring.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Kim Gibson, Anita Grisham	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders • Teachers 	ACTI ON BUDG \$ ET:
<p>Inspirational quotes are displayed daily for all students. These quotes are character building in nature. Advisors use these quotes to initiate open-ended conversations with advisory groups. Focus is given on character qualities such as a strong work ethic, self-discipline, and perseverance in order to do their best in school and succeed in life.</p> <p>Action Type: Alignment Action Type: Technology Inclusion Action Type: Wellness</p>	Michele Evans	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers 	ACTI ON BUDG \$ ET:

			<ul style="list-style-type: none"> • Teachers • Teaching Aids 	
ALE Seniors meet with the counselor to discuss college and/or career plans. They also look at how personal and social decisions play a role in reaching their goals. Action Type: Equity Action Type: Wellness	Kim Gibson	Start: 08/19/2013 End: 05/29/2014	<ul style="list-style-type: none"> • Teachers 	ACTI ON BUDG \$ ET:
Total Budget:				\$0

Priority 4: A targeted improvement plan will be established to help close the achievement gap.

Supporting Data: 1. According to the 2013 School Improvement Accountability Report, the areas designated as needing improvement are: percent tested, school graduation rate, literacy scores, and math scores.

Goal ACE will meet the prescribed ESEA annual measurable objectives (AMO) in order to be designated as an achieving school.

ANNUAL MEASURABLE OBJECTIVES: Math ALL Math TAGG Literacy ALL Literacy TAGG 2012/2013 85.12% 52.38% 77.94% 58.33% 2013/2014 86.61% 57.15% 80.15% 62.50% 2014/2015 88.09% 61.91% 82.35% 66.67% Graduation Graduation TAGG Class of 2012 56.93% 42.13% Class of 2013 61.23% 47.92% Class of 2014 65.54% 53.71%

INTERIM MEASURABLE OBJECTIVES: TEACHER AND LEADER EFFECTIVENESS: IMO 1 Based on data gathered from the teacher observation checklist, there will be a 2% increase monthly during Spring 2013 semester in the teacher proficiency of Domain A: Environment from the baseline gathered on February 26, 2013 of 87% engagement. IMO 2 Based on data gathered from the teacher observation checklist, there will be a 2% increase monthly during Spring 2013 semester in the teacher proficiency of Domain B: Academics from the baseline gathered on February 26, 2013 of 88% engagement. IMO 3 Based on data gathered from the teacher observation checklist, there will be a 3% increase monthly during Spring 2013 semester in the teacher proficiency of Domain C: Professionalism from the baseline gathered on February 26, 2013 of 82% engagement. IMO 4 Based on 2013/2014 evaluation documents, 100% of the certified staff will be proficient using the TESS evaluation system. STUDENT BEHAVIOR: IMO 1 Based on ALE behavior rubrics, 65% of the students will receive 23 points or higher each week by March 30, 2013. IMO 2 Based on ALE behavior rubrics, 70% of the students will receive 23 points or higher each week by April 30, 2013. IMO 3 Based on ALE behavior rubrics, 75% of the students will receive 23 points or higher each week by May 30, 2013. IMO 4 Based on ALE placements, there will be a 25% decrease in the number of expulsions from ALE during the 2013/2014 school year compared to 2012/2013. STUDENT ATTENDANCE: IMO 1: Based on ACE Pinnacle attendance reports, there will be a 25% decrease from Spring 2013 semester to Fall 2013 semester in the number of truancy petitions filed with Lenoke County Courts. IMO 2: Based on weekly ALE rubrics, there will be a 10% increase in attendance rates from Fall 2012 semester to Spring 2013 semester. IMO 3: Based on the 2013/2014 ACE attendance contracts, 85% of the goals stated in the contracts will be met for the Fall semester.

Intervention: The leadership team will assess instructional practices and teacher effectiveness in working directly with students in closing the achievement gap.

Scientific Based Research: Danielson, C., Enhancing Professional Practice: A Framework for Teaching

(2007).

Actions	Person Responsible	Timeline	Resources	Source of Funds
The leadership team will develop a custom classroom observation tool to assess strengths and weaknesses of the ACE curriculum and instructional strategies. Action Type: Collaboration Action Type: Program Evaluation	Michele Evans, Kathy Peters	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none">• Administrative Staff• Central Office• District Staff• Outside Consultants• Teachers	<hr/> ACTION BUDGET: \$
By November 2012, a leadership team will be developed to have two-way communication with the faculty and staff. Action Type: Collaboration Action Type: Program Evaluation	Michele Evans	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none">• Administrative Staff• Central Office• Community Leaders• District Staff• Performance Assessments	<hr/> ACTION BUDGET: \$
The leadership team will meet quarterly with a panel of community members to have opportunities to voice constructive critique of the school's progress and suggestions for improvement. Action Type: Collaboration Action Type: Program Evaluation	Michele Evans	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none">• Administrative Staff• Performance Assessments• Teachers	<hr/> ACTION BUDGET: \$
The principal and/or assistant principal will work directly with the teachers to improve effectiveness of classroom procedures through reviewing results from classroom observations. Observations will be held at least bi-weekly with direct feedback to teachers during common planning time. Action Type: Professional Development Action Type: Program Evaluation	Michele Evans, John Shirron	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none">• Administrative Staff• Performance Assessments• Teachers	<hr/> ACTION BUDGET: \$
The principal will compile reports from the bi-weekly classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. Action Type: Professional Development Action Type: Program Evaluation	Michele Evans	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none">• Administrative Staff	<hr/> ACTION BUDGET: \$

The leadership team will complete the Indistar Audit to assess strengths and weaknesses in instructional practices. Action Type: Program Evaluation	Michele Evans, John Shirron	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff 	ACTION BUDGET: \$
The principal will present professional development on the new ARKANSAS TEACHER EXCELLENCE SUPPORT SYSTEM (TESS) during August 2013. Action Type: Professional Development	Michele Evans	Start: 08/01/2013 End: 05/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Focus on individual student behavior as related to student learning.

Scientific Based Research: Fay, J., The Pearls of Love and Logic for Parents and Teachers (2000)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Thirty-three hours of professional development will be held to train teachers on the Teacher Excellence and Support System (TESS). TESS is a support system for effective teaching and leading in Arkansas's schools. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Michele Evans, John Shirron	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers Teachers 	ACTION BUDGET: \$
Yearly staff members are sent to Love & Logic Training and other national conferences dealing with at-risk students. Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Michele Evans, Tina Kimbrell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Weekly ALE rubrics are sent home requiring a parent's signature. These rubrics show their child's behavior and academic progress. Action Type: Parental Engagement Action Type: Wellness	John Shirron, Dondra James	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The advisor will discuss on a daily basis individual student needs with fellow staff members during the common planning time.	Kathy Peters, Kim Gibson, Dondra James	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Wellness				
The ALE teachers will review the 2012/2013 behavior rubric to discuss needed changes to implement on the 2013/2014 rubric. Action Type: Parental Engagement	John Shirron	Start: 08/01/2013 End: 05/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Focus on individual student attendance as related to student learning.

Scientific Based Research: Success Foundation, Success for Teens (2008).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents will be called each day their child is absent. Action Type: Collaboration Action Type: Parental Engagement	John Shirron	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Advisors will present daily lessons about better life choices using materials such as the Success for Teens curriculum. Action Type: Equity Action Type: Wellness	John Shirron, Dondra James	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • School Library • Teachers 	ACTION BUDGET: \$
Letters will be mailed to parents of students missing more than three days per semester. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Kim Gibson	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Student Action Plans (SAP) will be completed the first month of the 2013/2014 school year on all ALE students with specific attendance goals for the semester written for each individual student. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	John Shirron	Start: 08/01/2013 End: 05/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
At the beginning of the 2013 Fall semester and the 2014 Spring semester, students, parents, and advisors will discuss schedule options for students requiring modified hours of attendance to include all day attendance and different time slots. Action Type: Collaboration	Michele Evans	Start: 08/01/2013 End: 05/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

Action Type: Parental Engagement				
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Mr. Alan Ashley	Social Studies Teacher	Literacy
Classroom Teacher	Mr. Chris Cope	Science Teacher	Math/Literacy/Wellness
Classroom Teacher	Mr. Jeff Shaver	Science Teacher	Literacy/Math
Classroom Teacher	Mrs. Anita Grisham	Math Teacher	Literacy/Math
Classroom Teacher	Mrs. Dondra James	English Teacher	Math/Literacy
Classroom Teacher	Mrs. Jennifer Giese	Spec. Ed. Teacher	Literacy/Math/Wellness
Classroom Teacher	Mrs. Kathy Peters	Math Teacher	Math/ Literacy
Classroom Teacher	Mrs. Mary Murtishaw	Math teacher	Math/Literacy
Classroom Teacher	Mrs. Rachel Goshien	Spec. Ed. Teacher	Literacy/Math/Wellness
Classroom Teacher	Mrs. Sharon Roberson	Social Studies Teacher	Literacy/Math
Classroom Teacher	Ms. Beverly Williams	Business Teacher	Math/Wellness
Classroom Teacher	Ms. Carmen Perrette	Spec. Ed. Teacher	Math/Literacy
Classroom Teacher	Ms. Kathy Fleshman	English Teacher	Literacy/Math
Community Representative	Mrs. Kimberly Buckberger	Director of Hope's Closet	Wellness
Community Representative	Ms. Alex Denton	Lonoke Juvenile FINS Officer	Wellness
District-Level Professional	Dr. Tony Thurman	Superintendent	Literacy/Math
District-Level Professional	Mr. Kendal Wells	Director of Technology	Math/Literacy/Technology
District-Level Professional	Mrs. Tina Kimbrell	Director of Federal Programs	Literacy/Math
District-Level Professional	Ms. Erin Wilkes	CPS Dietician	Wellness
Non-Classroom Professional Staff	Mrs. Charlene Singleton	Office Manager	Math/Literacy
Non-Classroom Professional Staff	Mrs. Jennifer Knudsen	Paraprofessional	Literacy
Non-Classroom Professional Staff	Mrs. Kim Gibson	Counselor	Literacy/Math/Wellness
Non-Classroom Professional Staff	Mrs. Paula Shirron	Counseling staff	Wellness
Parent	Mrs. Carolyn Childress	Parent	Literacy/Math
Parent	Mrs. Diane Alvarado	Parent	Literacy/Math
Parent	Ms. Twana Linn	Parent	Literacy/Math
Principal	Mr. John Shirron	Asst. Principal	Literacy/Math/Wellness
Principal	Ms. Michele Evans	Director of ACE/ ALE	Literacy/Math/Wellness