

CABOT HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

The mission at CHS is to provide a safe environment that promotes academic excellence and prepare students to become knowledgeable and contributing citizens in our society and in the world.

District Focus: Preparing Our Students for Tomorrow's Opportunities--Every Child, Every Classroom, Every Day "It's All About KIDS"

Grade Span: 10-12 Title I: Not Applicable

School Improvement: MS

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Priority 1: Literacy

Goal: All students will improve reading and writing skills especially in the area of open response.

Priority 2: Mathematics

Goal: All students will improve skills in mathematics including computation, reasoning, and application especially in the area of open response questions.

Priority 3: Wellness

Goal: The school will offer opportunities for students and their families to educate themselves on healthy lifestyle choices to increase education of families and the community in the area of total wellness.

Priority 4: At Risk Students

Goal: At risk students will make continued gains in math, literacy, and graduation rate. (2010-2011 School Year will be used as the baseline year for this analysis)

Priority 1:	All students will develop reading and writing skills necessary to become lifelong learners.
Supporting Data:	<ol style="list-style-type: none">11th Grade End of Course Literacy: In 2011, 78.37% of the Combined Population, 79.37% of the Caucasian Population, 22.41% of the IEP Population, and 63.82% of the Economically Disadvantaged Population scored at or above the proficiency level on the End of Course Literacy Exam. In 2012 AMO was not meet with a score of 78.37%. TAGG group also did not meet AMO with a score of 56.25% (SES 63.82%, ESL <10 took test, students with disabilities 22.41%. In 2013, 79% of the Combined Population, 81% of the Caucasian Population, 16% of the IEP Population, and 67% of the Economically Disadvantaged Population scored at or above the proficiency level on the End of Course Literacy Exam.ACT COMPOSITE: The 2010-2011 ACT tested 466 students. The composite score was 22.0 which reflected a decrease of .4 point growth from the previous year. The state score was 19.9. The 2011-2012 ACT tested 492 students. The composite score was 22.5 which reflected an increase from the previous year. The state score was 20.3. The 2012-2013 ACT tested 497 students. The composite score was 22 which was a decrease of .5 from the previous year. The state score was 20.ACT English and Reading: The 2010-2011 ACT tested 466 students. The English score was 22.2 which reflected .1 decrease from the previous year. The state score was 19.6. The Reading score was 22.1 which reflected an decrease of 0.7 points from the previous year. The state score was 20.2. The 2011-2012 ACT tested 492 students. The English score was 22.5 which reflected an increase from the previous year. The state score was 20. The Reading score was 22.6 which reflected an increase of 0.5 points from the previous year. The state score was 20.6. The 2012-2013 ACT tested 497 students. The English score was 22.2 which reflected .3 decrease from the previous year. The state score was 19.9. The Reading score was 22.3 which reflected a decrease of .3 points from the previous year. The state score was 20.5.Plan Composite The 2010-2011 PLAN tested 651 tenth grade students. The

composite average score was 17.9 reflecting a slight decrease from a previous year. The national average was 17.5. The 2011-2012 PLAN tested 651 tenth grade students. The composite average score was 17.9 reflecting a slight decrease from the previous year. The national average was 17.5. The 2012-2013 PLAN tested 633 tenth grade students. The composite average score was 18.1 reflecting a slight increase from the previous year. The national average was 17.2.

5. Graduation Data: The graduation rate was 83.7% for the 2010-2011 school year. This reflected an increase from the previous year. The AMO goal was 85%. The goal was not achieved. The graduation rate was 83.28% for the 2011-2012 school year. This reflected a decrease from the previous year. The AYP goal was 84.89% The goal was not achieved. The graduation rate was 92.06% for 2012. This reflected an increase from the previous year. The AYP goal was 83.53% The goal was achieved.
- 6.

Goal All students will improve reading and writing skills especially in the area of open response.
 Benchmark In 2013-2014, the Combined Population will increase the percentage of students proficient or advanced to 88.47% over the next 6 years beginning 2012-2013. The TAGG group scoring proficient or advanced will increase to 67.25% over the next 6 years beginning in 2012-2013.

Intervention: Aligning Literacy Curriculum to Arkansas Frameworks				
Scientific Based Research: Jacobs,H.H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Select, order, and receive literature selections on a variety of Lexile levels where possible to ensure all students will have the opportunity to read all recommended literature components of the Arkansas Literacy Frameworks. Action Type: Equity Action Type: Special Education	Shannon Southard	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Offer college English and advanced placement English to all students who meet the prerequisites as evidenced by master schedule. Action Type: Equity	Melissa Elliott	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Administrators will evaluate curriculum alignment to Arkansas frameworks by Classroom Walk-Throughs and documentation of curriculum meetings. Action Type: Alignment	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Improving Instructional Strategies				
Scientific Based Research: Daggett,W.(2000). Instructional Strategies: How to Teach Rigor and Relevance.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will collaborate in the district wide TESS professional development. Certified staff will complete all required documentation, as evidenced by completed professional development sign in sheets. Action Type: Collaboration Action Type: Equity	Henry Hawkins, Michael Byrd	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Action Type: Professional Development				
<p>Teachers will attend professional development conferences as determined by the academic achievement needs of the building and at the discretion of the building administrator: Conferences may include High Schools That Work, and other professional organizations: Conferences may address a variety of topics including careers, at risk students, instructional strategies, literacy, writing, content areas, counseling, special education, parent engagement, student engagement, technology, and assessment.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	Henry Hawkins	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Order professional journals in each major content area for teachers.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	Shannon Southard	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Attend 60 hours of professional development as stated by law for all teachers including 2 hours of child maltreatment, 6 hours of technology, and 2 hours of Arkansas History (when appropriate): Attend 60 hours of professional development for all administrators including 3 hours of parental engagement, 2 hours of child maltreatment, 6 hours of technology, and 4 hours of data disaggregation, fiscal management, and instructional leadership: Align professional development to focus on the literacy priority, goal, interventions, and actions.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion</p>	Charolette Sandage, Michael Byrd, Brad Tarvin, and Randy Granderson	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Special Education teachers will review I.E.P. folders to identify modifications and other information and collaborate with content area teachers.</p> <p>Action Type: Collaboration Action Type: Special Education</p>	Marian Souza and Kelly Howard	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Administrators will evaluate the improvement of instructional strategies and reading in the content strategies using Classroom Walk-Throughs and documentation of professional development.</p> <p>Action Type: Program Evaluation</p>	Henry Hawkins	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Assign mentors to new teachers and to student teachers for collaborative time and training: Provide AIMM professional development training to mentors.</p>	Michael Byrd and Charloette Sandage	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Collaboration Action Type: Professional Development				
Maintain two computer labs for all English courses for research papers and instructional internet usage. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Charlotte Sandage	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Continue to provide teachers with a mobile set of computers. Students will create pod casts, access web 2.0 tools, etc. Action Type: Equity Action Type: Technology Inclusion	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Improving Reading and Writing Across the Content Areas

Scientific Based Research: Robb,L. (2003). Teaching Reading in Social Studies, Science, and Math.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Post Literacy frameworks in every classroom: Post daily learning objectives in each room using student friendly terminology. Action Type: Equity	Charlotte Sandage	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Maintain a teacher-led AP Academy Team to collaborate, research and present information on implementing senior AP student projects. Action Type: Collaboration	Melissa Elliott	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Review the Eleventh Grade Literacy test and examine the practical and content passages for correlations to subject areas other than English. Provide support for content area teachers to implement such passages into their courses as evident by CWTs and Professional Development documentation. Action Type: Equity Action Type: Professional Development	Henry Hawkins, Charlotte Sandage, and Peggy Medlin	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Select Literacy objectives from the needed growth areas that each content area course can support and provide professional development for instructional strategies for teachers to implement these objectives. Action Type: Professional Development	Charlotte Sandage and Peggy Medlin	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Administrators will evaluate reading and writing across the curriculum by monitoring departmental meetings and Classroom Walk-Throughs. Action Type: Program Evaluation	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Provide professional development to all content area teachers on interpreting, creating, and grading with a rubric for the open response items from the Eleventh Grade Literacy Test related to practical and content passages. Action Type: Equity	Peggy Medlin	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Action Type: Professional Development				
Total Budget:				\$0

Intervention: Implementing Performance Assessments

Scientific Based Research: Chappuis,S. Stiggins,R. Arter,J. Chappuis,J. (2004). Assessment FOR Learning.

Actions	Person Responsible	Timeline	Resources	Source of Funds
All Literacy teachers will analyze End of Level data to assess areas of weakness and collaborate to find methods of instruction to improve these areas. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Charolette Sandage and Peggy Medlin	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
All English teachers will collect open response and writing on demand prompts for students to use as practice for the Eleventh Grade Literacy Test. Attend Professional Development sessions to prepare and critique prompts and grading rubrics. Action Type: Equity Action Type: Professional Development Action Type: Special Education	Charlotte Sandage and Melanie Duerkop	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Administrators will evaluate the implementation of performance assessments by monitoring departmental meetings and classroom walk-throughs. Action Type: Program Evaluation	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Administer common assessments created by the Learning Institute of Hot Springs to all English students. Provide professional development to train and collaborative time for teachers on evaluating and using data from the common assessments. Action Type: Collaboration Action Type: Professional Development	Charolette Sandage and Peggy Medlin	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Developing and Implementing Academic Improvement Plans (AIP's) for Students Scoring Below Proficient on Eleventh Grade Literacy Test

Scientific Based Research: Marrizno, Robert J.; Pickering, Debra J.; Pollock, Jane E. (2001) Classroom Instruction that Works.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Maintain the AIP with remediation options for Eleventh Grade Literacy Test students scoring below proficient: Failure to participate in the remediation process will result in the student being retained or receiving no credit for the English 11 course as stated by Arkansas law, as evident by letters sent home to students. Action Type: AIP/IRI	Brad Tarvin, Pablo Mas-Pope	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Maintain the remediation plan using the Apex learning software for students scoring below basic or basic which would be stated in the individual student's AIP.	Brad Tarvin, Pablo Mas-Pope	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Action Type: AIP/IRI				
Offer summer school English to students who are not proficient on Eleventh Grade Literacy test or who failed the class as per their AIP. Action Type: AIP/IRI	Janet Walters	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Eleventh Grade Literacy Teachers will identify the top 10 most frequently missed objectives on the Eleventh Grade Literacy test and remediate them in all English classes. Action Type: Equity	Charlotte Sandage and Melanie Duerkop	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Mail the EOC scores to parents with a letter of explanation: Review scores and discuss remediation options with parents and students as well as have parents sign AIP's for students scoring below proficient as needed. Action Type: AIP/IRI Action Type: Parental Engagement	Henry Hawkins and Sherry Blair	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Update and document remediation and post testing until the end of the year when the AIP will be transferred to the student's permanent folder. Action Type: AIP/IRI	Brad Tarvin, Pablo Mas-Pope	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Administrators will evaluate developing and implementing AIP's by monitoring remediation help sign-ins sheets, and reviewing AIP completions. Action Type: AIP/IRI Action Type: Program Evaluation	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Offer remediation help and post testing for all students who have scored below basic or basic on the End of Level Literacy exam. Open the computer labs and room 1413 during lunch: Provide extra help for students completing remediation assignment.	Brad Tarvin, Pablo Mas-Pope	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Developing and Implementing Strategies for "At Risk" Students

Scientific Based Research: National Association of Secondary School Principals. (2004). Breaking Ranks II: Strategies for Leading High School Reform.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Maintain classroom and computer labs to provide academic assistance at lunch as part of our remediation plan. Action Type: AIP/IRI	Jill Weir, Shannon Southard	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Assign all students a mentor who will serve as their CAPS advisor: Counsel students on academic course selections, credits and career planning until graduation: Attend training sessions on CAPS programming. Action Type: Collaboration Action Type: Equity Action Type: Professional	Janet Walters	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Development				
Offer small group counseling sessions on a variety of subjects at lunch: Develop the possibilities of evening counseling sessions. Action Type: Collaboration	Janet Walters and Counseling Center	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders • Outside Consultants 	<hr/> ACTION BUDGET: \$
Offer alternative settings for students to receive instruction including Distance Learning Lab, online classes at ACE, and ALE placement: Upon returning to the traditional setting at CHS, students will meet with their counselor to update transcripts and select courses: Periodically, counselors will follow up with transitional students to ensure their success. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Michelle Evans, Janet Walters	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Maintain a teacher-led Attendance (exemptions and incentives) and Graduation Team to research and present findings on the impact of attendance on academic success and on factors effecting graduation: Develop incentives for attendance and improving graduation rate, as evident by the sign in sheets to the committee meetings. Action Type: Collaboration Action Type: Equity	Shannon Southard	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Follow all guidelines for High Schools That Work, and International Center for Educational Leadership including the implementation of pathways for all students based on interest inventories, selection of electives, and parent contact at CAPS conferences. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Present an assembly in the spring for incoming sophomores and their parents to explain the high school policies, to review the course content booklet, to introduce career academies, and to review graduation requirements.	Randy Granderson	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement				
Create a teacher-led Career Team to research and present findings on current and future needs of students in the career and technical academies. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Randy Granderson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
This intervention will be evaluated by examining common assessment data throughout the year, standardized test scores and the eSchool incident tracking reports. The "at risk" students scores in their End of Literacy Exam, End of Course Algebra, End of Course Geometry, and End of Course Biology will be analyzed to ascertain growth or decline for this population. Action Type: Program Evaluation	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Assistant principals will pull students who have been identified as "at risk" from their English class to provide one on one tutoring. Action Type: Equity	Charloette Sandage	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Increasing Parental Awareness and Involving Parents by implementing each component of Act 307

Scientific Based Research: Payne,R. (1996). A Framework for Understanding Poverty.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Inform parents of End of Course testing dates by publishing articles in the newspaper, listings in the student handbook/planner, notations on the district's calendar, postings on the school's website, and mailing postcards to parents. Action Type: Parental Engagement Action Type: Technology Inclusion	Janet Walters	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Provide parents with information on End of Course testing and remediation requirements, school policies, course selections, graduation requirements, attendance, and grading at open house, parent conferences, college nights, and CAPS conferences. Action Type: Collaboration Action Type: Parental Engagement	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Mail End of Course test scores to parents along with a letter of explanation and information regarding remediation requirements if the student has an AIP: Meet with parents to	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

review options and sign AIP's. Action Type: AIP/IRI Action Type: Parental Engagement				
Assign parents a computer code to allow them to access their student's grades online: Send home an informational letter and/or provide a training night to show parents how to use the information on Pinnacle: Require all teachers to post grades to Pinnacle. Action Type: Parental Engagement Action Type: Technology Inclusion	Kim Cook	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Evaluate effectiveness of parental communication through a survey at the spring CAPS conferences Action Type: Collaboration Action Type: Parental Engagement	Janet Walters	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Meet with parents for annual review of special education folders. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Special Education	Kelly Howard and Marian Souza	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Conduct a fall parent conference to enable parents to meet with individual teachers: Mail invitations and conduct a spring CAPS conference with parent, student, and CAPS advisor to evaluate academic progress, select courses for next year's schedule, and review requirements for graduation: Meet with individual teachers as needed: Train advisors in conducting parent and CAPS conferences Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Janet Walters	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Mail a "Parent Kit" containing information about Cabot High School to parents and students before school begins; Designate a section of the media center as a parent center that contains books, videos, and pamphlets to help parents: Shannon Southard will serve as parent facilitator. Action Type: Collaboration Action Type: Parental Engagement	Shannon Southard and Sherry Blair	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Mail invitations and conduct a "Life After High School" (transition meeting) to inform students with IEP's and their parents of options after graduation including technical school, military service, and college: Provide information on applications and scholarships available. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Janet Walters	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Mail invitations to parents and family members to attend "Celebration of Excellence" and recognize all students receiving scholarships, academic letters, medallions, class awards, and awards from state academic competitions. Action Type: Collaboration	Marsha Garrett and Angela Beason	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Action Type: Parental Engagement				
Invite parents to a fall open house to present the state of the school report, student expectations, student assessments, and how parents can assist and make a difference in their child's education. Action Type: Collaboration Action Type: Parental Engagement	Henry Hawkins and Peggy Medlin	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Develop and maintain individual teacher pages to be posted to the Cabot High School website. Post directions for accessing webpages on high school and district websites: Train teachers on developing their own webpages, as evident by the school website www.cabotschools.org. Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	BJ Brooks and Mike Calvert	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Present a Sophomore and New Student Orientation for students and parents before the student school year begins to explain new requirements of the law, faculty and administrative structure, and high school policies including discipline, attendance, and dress code. Action Type: Equity Action Type: Parental Engagement	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
All components of ACT 307 will be implemented including informational packets, parental involvement meetings, volunteer resource book, seminars to inform parents about how to be involved in decisions, include school's process for resolving parental concerns in handbook, maintain PTSO organization, and maintain a parent facilitator. Action Type: Parental Engagement	Henry Hawkins, Shannon Southard	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Administrators will evaluate the implementation of each component of Act 307 by reviewing the parent sign in sheets from Open House, CAPS conferences, Fall Parent Teacher Conferences, as well as review the results of the Parent Survey at the end of CAPS conferences. Action Type: Program Evaluation	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
All aspects of ACT 307 requiring training of volunteers will be implemented. Also, all administrators will receive three hours of parental involvement staff development. Action Type: Parental Engagement Action Type: Professional Development	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

- Priority 2: All students will develop mathematic skills necessary to become a lifelong learner.
1. End of Course Geometry: In 2011, 79% of the Combined Population, 80% of the Caucasian Population, 60% of the IEP Population, and 78% of the Economically Disadvantaged Population scored at or above the proficiency level on the End of Course Geometry Exam. In 2012, 80.57% of the Combined Population, 81.67% of the Caucasian Population, 34.15% of the IEP Population, and 71.78% of the Economically Disadvantaged Population scored at or above the proficiency level on the End of Course Geometry Exam. In 2013, 83% of the Combined Population,
- Supporting Data:

83% of the Caucasian Population, 65% of the IEP Population, and 80% of the Economically Disadvantaged Population scored at or above the proficiency level on the End of Course Geometry Exam. TREND ANALYSIS FINDINGS: A three year analysis shows all populations struggle in open responses for all strands. In addition, all students struggle with TRIANGLES AND COORDINATE GEOMETRY. (No other subgroups were applicable.)

2. ACT COMPOSITE: The 2010-2011 ACT tested 466 students. The composite score was 22.0 which reflected a decrease of .4 point growth from the previous year. The state score was 19.9%. The 2011-2012 ACT tested 492 students. The composite score was 22.5 which reflected an increase from the previous year. The state score was 20.3. The 2012-2013 ACT tested 497 students. The composite score was 22 which was a decrease of .5 from the previous year. The state score was 20.
3. ACT MATH: The 2010-2011 ACT tested 466 students. The composite score was 21.7 which reflected a decrease of .1 point from the previous year. The state score was 19.7. The 2011-2012 ACT tested 492 students. The composite score was 22.2 which reflected an increase from the previous year. The state score was 20. The 2012-2013 ACT tested 497 students. The mathematics score was 21.7 which reflected a decrease of .5 from the previous year. The state score was 19.9.
4. Plan Composite The 2010-2011 PLAN tested 651 tenth grade students. The composite average score was 17.9 reflecting a slight decrease from a previous year. The national average was 17.5 The 2011-2012 PLAN tested 651 tenth grade students. The composite average score was 17.9 reflecting a slight decrease from a previous year. The national average was 17.5. The 2012-2013 PLAN tested 633 tenth grade students. The composite average score was 18.1 reflecting a slight increase from the previous year. The national average was 17.2.
5. Plan Mathematics The 2010-2011 PLAN tested 651 tenth grade students. The average Math score was 17.8 which reflected an increase from the previous year. The national math score was 17.4. The 2012-2013 PLAN tested 633 tenth grade students. The average Math score was 18.2. The national math score was 17.6.
6. Geometry SES Data: In Geometry, the SES proficiency rate was 78% in 2010-2011. This represents an increase of 4.0% and meets the AMO goal. In Geometry, the SES proficiency rate was 71.78% in 2011-2012. This represents a decrease from the previous year and does not meet the AYP goal. In Geometry, the SES proficiency rate was 80% in 2012-2013. This represents an increase from the previous year and does not meet the AYP goal.
7. Graduation Data: The graduation rate was 83.7% for the 2010-2011 school year. This reflected an increase from the previous year. The AMO goal was 85%. The goal was not achieved. The graduation rate was 83.28% for the 2011-2012 school year. This reflected an decrease from the previous year. The AMO goal was 84.89% The goal was not achieved. The graduation rate was 92.06% for 2012. This reflected an increase from the previous year. The AMO goal was 83.53%. The goal was achieved.

Goal All students will improve skills in mathematics including computation, reasoning, and application especially in the area of open response questions.

Benchmark In 2013-2014, the Combined Population will increase the percentage of students proficient or advanced to 90.285% of the combined population over the next 6 years beginning in the 2012-2013 school year. The TAGG group will increase the percentage of students scoring proficient or advanced to 73.71% over the next 6 years beginning during the 2012-2013 school year.

Intervention: Aligning Mathematics Curriculum to the Arkansas Frameworks				
Scientific Based Research: Jacobs,H.H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Math teachers will collaborate to	Lorraine	Start:		

update and post the nine weeks pacing guides to ensure alignment for Algebra I and Geometry common core frameworks: Develop and align pacing guides for other math courses: Post all pacing guides to the common drive. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Darwin and Tammy Tucker	07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Offer College Algebra, advanced placement math, and statistics courses to all students who meet the prerequisites as evident by master schedule. Action Type: Equity	Janet Walters and Melissa Elliot	Start: 07/01/2013 End: 06/30/2014	• Outside Consultants	ACTION BUDGET: \$
Administrators will evaluate curriculum alignment through Classroom Walk Throughs and documentation of curriculum meetings. Action Type: Alignment	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Post current SLE topics on math hallway bulletin board and classrooms for Geometry and Algebra II. Action Type: Alignment Action Type: Collaboration	Loraine Darwin	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Improving Instructional Strategies

Scientific Based Research: Daggett,W.(2000). Instructional Strategies: How to Teach Rigor and Relevance.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will attend professional conferences as determined by the building administrator: Conferences may include National Council of Math Teachers, High Schools That Work, and other professional organizations: Conferences may address a variety of topics including careers, at risk students, instructional strategies, literacy, writing, math, content areas, counseling, special education, parent engagement, student engagement, technology, and assessments. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Order professional journals in each major content area for teachers. Action Type: Collaboration	Shannon Southard	Start: 07/01/2013 End:		ACTION BUDGET: \$

Action Type: Professional Development Action Type: Special Education		06/30/2014		
Post math frameworks in the career/technical and math classrooms: Post daily learning objectives using kid friendly terminology as evidenced by CWTs. Action Type: Alignment Action Type: Equity	Charloette Sandage	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Maintain a classroom set of TI-83+ or TI-84 calculators to all math classes: Implement use of Navigator Learning System: Train teachers in using the Navigator Learning System. Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Charolette Sandage and Loraine Darwin	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office 	ACTION BUDGET: \$
Attend 60 hours of professional development as stated by law for teachers including 2 hours of child maltreatment, 6 hours of technology, and 2 hours of Arkansas History (when appropriate): Attend 60 hours of professional development for administrators including 3 hours of parental involvement, 2 hours of child maltreatment, 6 hours of technology, and 4 hours of data disaggregation, fiscal management, and instructional leadership: Align professional development to focus on math priority, goal, interventions and actions, as evident of professional development check out procedure. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Evaluate improving instructional strategies through classroom walk throughs and professional development documentation. Action Type: Program Evaluation	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Review special education folders to identify modifications and other information found on student I.E.P.'s. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Kelly Howard and Marian Souza	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Assign mentors to new teachers and to student teachers: Provide AIMM training to mentors. Action Type: Collaboration	Michael Byrd	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Action Type: Professional Development				
Maintain each math teacher with a wireless slate and document camera. Action Type: Technology Inclusion	Charloette Sandage	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Maintain and organize math manipulatives such as Hands On Equations, Algebra Tiles, Colored Cubes, Geo-Legs, etc. into a convenient central location for easy checkout as evident by use of manipulatives in the classroom. Action Type: Equity	Loraine Darwin	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implementing Performance Assessments

Scientific Based Research: Chappuis,S. Stiggins,R. Arter,J. Chappuis,J. (2004). Assessment FOR Learning.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Develop a bank of test items for EOC Geometry; Sort old items by new objectives and frameworks: Convert old released items to new framework objectives: Place product on the network common drive. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Charloette Sandage and Loraine Darwin	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Analyze EOC data in Algebra and Geometry to assess areas of weakness and modifications needed to improve instruction, as evident by the finished product and CWTs. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Charloette Sandage and Loraine Darwin	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Administer common assessments created by the Learning Institute of Hot Springs to all Algebra I and Geometry students, 4 times a year: Train teachers on evaluating and using data from the common assessments. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Charloette Sandage and Loraine Darwin	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
This intervention will be evaluated by CWT data regarding the use of regularly administrated performance assessments. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Developing and Implementing Strategies for "At Risk" Students

Scientific Based Research: National Association of Secondary School Principals. (2004). Breaking Ranks II: Strategies for Leading High School Reform.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Maintain a computer lab and classroom to provide academic assistance at lunch for remediation tutoring as evident by students completing AIP. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Jill Weir and Shannon Southard	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Offer alternative settings to receive instruction including Distance Learning Lab, online classes at ACE, and ALE placement: Upon returning to the traditional setting at CHS, students will meet with their counselor to update transcripts and select courses: Periodically, counselors will follow up with transitional students to ensure their success. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Assign all students a mentor who will serve as their CAPS advisor: Counsel students on academic courses, credits, and career planning until graduation: Attend training sessions on CAPS programming. Action Type: Alignment Action Type: Equity	Janet Walters	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Offer small group counseling sessions on a variety of subjects at lunch during a student service block Action Type: Equity	Janet Walters	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Maintain a teacher-led Attendance and Graduation Team to research and present findings on the impact of attendance on academic success and on factors effecting graduation: Develop incentives for attendance and improving graduation rate, as evident by the sign in sheets to the committee meetings. Action Type: Equity	Shannon Southard	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Follow all guidelines from High Schools That Work and International Center for Educational Leadership including the implementation pathways for all students based on interest inventories, selection of electives, and parent contact at CAPS conferences. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Henry Hawkins, Randy Granderson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Present an assembly in the spring for incoming sophomores and their parents to explain the high school policies, to review the course content booklet, to introduce career academies, and to review graduation requirements.	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement				
Maintain a teacher-led Career Team to research and present findings on the current and future needs of students in the career and technical academies, as evident by the sign in sheets from the committee meetings. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Randy Granderson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Maintain a teacher-led Student Relations Team to research and present findings on ways to develop a mentoring relationship with students, as evident by sign in sheets from committee meetings Action Type: Collaboration Action Type: Equity	Treena Woodruff	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
This intervention will be evaluated by examining common assessment data throughout the year, standardized test scores and the eSchool incident tracking reports. The "at risk" students will be identified then their End of Course Algebra, End of Course Geometry, and End of Course Biology scores will be analyzed to ascertain growth or decline for this population. Action Type: Program Evaluation	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Developing and Implementing Academic Improvement Plans (AIP's) for Students Scoring Below Proficient on End of Course Algebra or Geometry

Scientific Based Research: Marzano, Robert J.; Pickering, Debra J.; Pollock, Jane E. (2001) Classroom Instruction that Works

Actions	Person Responsible	Timeline	Resources	Source of Funds
Develop an AIP with remediation options for EOC Algebra and Geometry students scoring below proficient; Failure to participate in the remediation process will result in the student being retained or receiving no credit for the Algebra I or Geometry course as stated by Arkansas law. Action Type: AIP/IRI	Charolette Sandage and Loraine Darwin	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Develop a remediation plan using the Apex learning software for students scoring below basic and basic which would be stated in the individual student's AIP. Action Type: AIP/IRI	Brad Tarvin, Pablo Mas-Pope	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Assign tutoring sessions for students who are not under an IEP and scored basic or below basic on the Algebra or Geometry tests; Tutors assist student with skills in APEX software (remediation) in the Academic Learning Center during lunch as evident by student sign in sheets.	Brad Tarvin, Pablo Mas-Pope	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Technology Inclusion				
Offer summer school Algebra and Geometry to students who are not proficient on EOC tests or fail the class Action Type: AIP/IRI	Randy Granderson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Maintain a computer lab and classroom that offers remediation help and post testing for EOC Algebra and Geometry: Open the computer lab and classroom at lunch: Staff the center with a teacher, as evident by master schedule, sign in sheets, and students completion of Apex program Action Type: AIP/IRI	Brad Tarvin, Pablo Mas-Pope	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Identify the top 10 most frequently missed objectives on last year's EOC Algebra and Geometry tests and review for this year's test Action Type: AIP/IRI Action Type: Alignment	Charloette Sandage and Loraine Darwin	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Mail the EOC scores to parents in the fall: Review scores, discuss remediation options, and have parents sign AIP's for students scoring below proficient on Algebra or Geometry as needed Action Type: AIP/IRI	Brad Tarvin, Sherry Blair	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Place the AIP in the teacher's classroom: Update and document the remediation and post testing: The AIP will be transferred to the student's permanent folder at the end of the year. Action Type: AIP/IRI	Brad Tarvin, Pablo Mas-Pope	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Administrators will evaluate developing and implementing AIP's by monitoring remediation help sign-ins sheets, and reviewing AIP completions. Action Type: Program Evaluation	Henry Hawkins and Brad Tarvin	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Provide free tutoring by math teachers during both lunches and after school as evident by sign-in sheets. Action Type: AIP/IRI Action Type: Equity	Loraine Darwin	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Increasing Parental Awareness and Involving Parents as described in Arkansas Act 397.

Scientific Based Research: Payne,R. (1996). A Framework for Understanding Poverty.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Inform parents of End of Course testing dates by publishing articles in the newspaper, notations on the district's calendar, postings on the school website, and mailing postcards to parents. Action Type: Parental Engagement Action Type: Technology Inclusion	Counseling Center and Sherry Blair	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Provide parents with information on End of Course testing and remediation requirements, school policies, course selections, graduation requirements, attendance, and grading at open house, parent conferences, college nights, and CAPS conferences. Action Type: Collaboration Action Type: Parental Engagement	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Mail End of Course test scores to parents along with a letter of explanation and information regarding remediation requirements if the student has an AIP: Meet with parents to review options and sign AIP's as needed. Action Type: AIP/IRI Action Type: Parental Engagement	Henry Hawkins and Sherry Blair	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Assign parents a computer code to allow them to access their student's grades online: Send home an informational letter and/or provide a training night to show parents how to use the information on Pinnacle: Require all teachers to post grades to Pinnacle at least once a week. Action Type: Parental Engagement Action Type: Technology Inclusion	Kim Cook	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Administrators will evaluate the implementation of each component of Act 307 by reviewing the parent sign in sheets from Open House, CAPS conferences, Fall Parent Teacher Conferences, as well as review the results of the Parent Survey at the end of CAPS conferences. Action Type: Collaboration Action Type: Parental Engagement	Henry Hawkins and Janet Walters	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Meet with parents for annual review of special education folders. Action Type: Parental Engagement Action Type: Special Education	Kelly Howard and Marian Souza	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Conduct a fall parent conference to enable parents to meet with individual teachers: Mail invitations and conduct a spring CAPS conference with the parent, student, and CAPS advisor attending to evaluate academic progress, select courses for next year's schedule, and review requirements for graduation: Meet with individual teachers as needed: Train advisors in conducting parent and CAPS conferences. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Janet Walters	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$

<p>Mail a "Parent Kit" containing information about Cabot High School to parents and students before school begins: Designate a section of the media center as a parent center that contains books, videos, and pamphlets to help parents: Shannon Southard will serve as the parent facilitator.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Shannon Southard and Sherry Blair</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Mail invitations and conduct a "Life after High School" meeting to inform students with IEP's and their parents of options after graduation including technical school, military service, and college: Provide information on applications and scholarships available.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	<p>Janet Walters</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Mail invitations to parents and family members to attend "Celebration of Excellence" to recognize all students receiving scholarships, academic letters, medallions, class honors, and awards from state competitions.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Marsha Garrett and Angela Beason</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Invite parents to a fall open house to present the state of the school report: Include student achievement data, student expectations, and how parents can make a difference in their child's education: Refer parents to the student handbook as a guide to school policies and to the resolution of parental concerns: Require the policy page in the student handbook/planner to be signed by the parent and student: File signed pages in the administrative offices</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Henry Hawkins and Peggy Medlin</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Develop and maintain individual teacher pages to be posted to the Cabot High School website: Post directions for accessing the webpages on the school and district website: Train teachers on developing their webpages, as evident by the school website: cabotschools.org.</p> <p>Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Kim Cook, BJ Brooks, and Mike Calvert</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Present a sophomore and new</p>	<p>Henry</p>	<p>Start:</p>		<p>ACTION BUDGET: \$</p>

student orientation for students and parents before the school year begins to explain new requirements of the law, faculty and administrative structures, and high school policies to include discipline, attendance, and dress code. Action Type: Equity Action Type: Parental Engagement	Hawkins and all assistant principals	07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
All components of ACT 307 will be implemented including informational packets, parental involvement meetings, volunteer resource book, seminars to inform parents about how to be involved in decisions, include school's process for resolving parental concerns in handbook, maintain PTA organization, and appoint a parent facilitator. Action Type: Parental Engagement	Henry Hawkins, Shannon Southard	Start: 07/01/2013 End: 06/30/2014		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 nutrition education and 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 Family and Community Involvement
 2. Free & Reduced-Price Meals (based on annual APSCN Cycle II Report) SY 10-11 = 23.6%, SY 11-12 = 25.5%, SY 12-13 = 25.8%
 3. Approximately 17.6% of all children measured were in the at risk for overweight category and approximately 18.4% of all children measured were identified as overweight.

Goal The school will offer opportunities for students and their families to educate themselves on healthy lifestyle choices to increase education of families and the community in the area of total wellness.

Benchmark By SY 2017-2018, the average of School Health Index Module 8 scores will increase by 25%.

Intervention: The school will implement practices to encourage students to make healthy lifestyle choices.

Scientific Based Research: Arkansas Center for Health Improvement Healthy Arkansas. Let' Get Physical - Promotion and Education Strategies by Dr. Hal Wechsler
<http://www.fns.usda.gov/oane/menu/NNEC/files/2003/LetsGetPhysical.pdf>.

Actions	Person Responsible	Timeline	Resources	Source of Funds
School will provide access to information about local community-based programs for physical activity and healthy eating through the Cabot Public Schools homepage as evident by the BMI information sent home to families. Action Type: Parental Engagement	Kelly Spencer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$

Action Type: Professional Development Action Type: Wellness				
The school will provide families with educational materials sent home via the student about the benefits of physical activity and healthy eating information. Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Kelly Spencer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$
The Child Nutrition Department will offer educational classes hosted by the school parent teacher organizations. Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Erin Hartz	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders 	ACTION BUDGET: \$
This intervention will be evaluated by the use of BMI data and also by the participation in the classes offered. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Erin Wilkes and Robert Martin	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: End of Level Literacy - DID NOT MEET AMO TAGG 61.11% AMO 63.83% 3 YEAR AVERAGE TAGG 58% AMO 63.83%

- Supporting Data:
1. END OF COURSE GEOMETRY - MET AMO TAGG 79.43% AMO 75.99% 3 YEAR AVERAGE TAGG 72.74% AMO 75.99%
 2. GRADUATION RATE - MET AMO TAGG 84.36 AMO 74.55% 3 YEAR AVERAGE TAGG 75.32% AMO 74.55

Goal: At risk students will make continued gains in math, literacy, and graduation rate. (2010-2011 School Year will be used as the baseline year for this analysis)

Benchmark: After "at risk" students have been identified, their End of Literacy Exam, End of Course Algebra, End of Course Geometry, and End of Course Biology scores will be analyzed to ascertain growth or decline for this population. The graduation rate will also be used as an evaluative tool.

Intervention: Developing and Implementing Strategies for "At Risk" Students				
Scientific Based Research: National Association of Secondary School Principals. (2004). Breaking Ranks II: Strategies for Leading High School Reform.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Offer alternative settings for students to receive instruction including Distance Learning	Henry Hawkins	Start: 07/01/2013		

Lab, online classes at ACE, and ALE placement: Upon returning to the traditional setting at CHS, students will meet with their counselor to update transcripts and select courses: Periodically, counselors will follow up with transitional students to ensure their success.		End: 06/30/2014		ACTION BUDGET: \$
Assign all students a mentor who will serve as their CAPS advisor: Counsel students on academic course selections, credits and career planning until graduation: Attend training sessions on CAPS programming. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Treena Woodruff	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Offer small group counseling sessions on a variety of subjects at lunch: Develop the possibilities of evening counseling sessions. Action Type: Equity	Janet Walters	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Monitor these students for signs of academic distress and notify counselor: Counselor and teacher will meet to discuss creating strategies for success using the strategies learned in the professional development cadre: Counselor will notify parent as needed. Action Type: Collaboration	Janet Walters and Charloette Sandage	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Follow all guidelines for High Schools That Work, and International Center for Educational Leadership including the implementation of pathways for all students based on interest inventories, selection of electives, and parent contact at CAPS conferences.	Henry Hawkins, Randy Granderson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Present an assembly in the spring for incoming sophomores and their parents to explain the high school policies, to review the course content booklet, to introduce career academies, and to review graduation requirements. Action Type: Equity Action Type: Parental Engagement	Randy Granderson	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Provide teachers with a list of any student classified as non Caucasian: Monitor these students for signs of academic distress and notify counselor: Counselor and teacher will meet to discuss creating strategies for success using the strategies learned in the professional development cadre: Counselor will notify parent as needed. Action Type: Collaboration Action Type: Equity	Janet Walters and Charloette Sandage	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Provide teachers with a list of any student classified as ELL (English Language Learner): Monitor these students for signs of academic distress and notify counselor: Counselor and teacher will meet to discuss creating strategies for success using the strategies learned in the professional development cadre: Counselor will notify parent as needed. Action Type: Collaboration	Candice Castillo	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Provide teachers with a list of any student classified as inclusion or resource in Special Education: Monitor these students for signs of academic distress and notify special education teacher who monitors the folder: Counselor, special education teacher, and teacher will meet to discuss creating strategies for success using the strategies learned in the professional development cadre: Parent will be notified and IEP updated as needed. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Janet Walters	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
This intervention will be evaluated by examining common assessment data throughout the year, standardized test scores and the eSchool incident tracking reports. The "at risk" students will be identified then their End of Literacy Exam, End of Course Algebra, End of Course Geometry, and End of Course Biology scores will be analyzed to ascertain growth or decline for this population. Action Type: Program Evaluation	Henry Hawkins	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Akers Jennifer	Drama and Forensics	Literacy
Classroom Teacher	Asewicz Melinda	English	Literacy
Classroom Teacher	Bailey John	Special Education / Social Studies	Literacy
Classroom Teacher	Balenko Boundy	Math	Math
Classroom Teacher	Ball Terry	ROTC	Math
Classroom Teacher	Beason Angela	Math Teacher	Math
Classroom Teacher	Bing Clark	Special Education / Science	Math
Classroom Teacher	Bivings Barbara	Science	Math
Classroom Teacher	Black Randy	Health / PE	Math
Classroom Teacher	Booker Margaret	Para Professional	Literacy
Classroom Teacher	Brock Bennie	Social Studies	Literacy
Classroom Teacher	Brown Cynthia	Special Education / Science	Math
Classroom Teacher	Bryant Michael	Science Teacher	Math
Classroom Teacher	Bulice Melissa	Teacher	Math
Classroom Teacher	Burnett Lynn	Special Education	Math
Classroom Teacher	Calvert Mike	Career and Technical	Math
Classroom Teacher	Campbell Deanna	English Teacher	Literacy
Classroom Teacher	Cantrell Sarah	Teacher	Literacy
Classroom Teacher	Carpenter Jimmy	Career and Technical	Math
Classroom Teacher	Castillo Candice	ESL	Literacy
Classroom Teacher	Cates Jason	Sports Medicine	Math
Classroom Teacher	Cauthon Shea	English Teacher	Literacy
Classroom Teacher	Cloninger Cara	Spanish Teacher	Literacy
Classroom Teacher	Coker Sean	History Teacher	Literacy
Classroom Teacher	Cross TJ	SPED Teacher	Math
Classroom Teacher	Crow Tonia	Math	Math

Classroom Teacher	Crowder Carla	Health / PE	Math
Classroom Teacher	Darwin Lorraine	Math	Math
Classroom Teacher	Daugherty Dwight	Science	Math
Classroom Teacher	Davis Tammy	Business Teacher	Math
Classroom Teacher	Davis Wes	Teacher	Math
Classroom Teacher	De Jesus Jeanette	Special Ed	Math
Classroom Teacher	DeLaPaz Jacob	Teacher	Math
Classroom Teacher	Dickson Aaron	Environmental Science Teacher	Math
Classroom Teacher	Dollarhide Kelly	Special Education / English	Literacy
Classroom Teacher	Doss Leslie	Math	Math
Classroom Teacher	Dwiggins Wyonne	Special Education / Science	Math
Classroom Teacher	Early Brenda	Career and Technical	Math
Classroom Teacher	Easter Kathy	Special Education / Self Contained	Math
Classroom Teacher	Elliott Shelly	Social Studies Teacher	Literacy
Classroom Teacher	Elrod Jonathan	Sports Medicine	Math
Classroom Teacher	Ferguson Paula	English	Literacy
Classroom Teacher	Fleshman Linda	Teacher	Literacy
Classroom Teacher	Foster Gladys	Special Education Teacher	Literacy
Classroom Teacher	Garrett Marsha	English	Literacy
Classroom Teacher	Gilbert Leah	Special Ed	Literacy
Classroom Teacher	Goodman Helen	Fine Arts	Literacy
Classroom Teacher	Graham Alana	Science	Math
Classroom Teacher	Greene Katherine	Foreign Language	Literacy
Classroom Teacher	Griffin Monica	Agriculture Teacher	Math
Classroom Teacher	Hart Rusty	Band	Math
Classroom Teacher	Haven Doug	ROTC Teacher	Literacy
Classroom Teacher	Hefner Lynn	Career and Technical/ Department Chair	Math
Classroom Teacher	Hillenburg Sarah	History Teacher	Literacy
Classroom Teacher	Holt Pamela	Math Teacher	Math
Classroom Teacher	Hyden Sarah	Medical Teacher	Literacy
Classroom Teacher	Jernigan, Lindsey	English	Literacy
Classroom Teacher	Jimmerson Stephanie	Science	Math
Classroom Teacher	Johnson III Charles	English	Literacy
Classroom Teacher	Johnson Virginia	Fine Arts	Literacy
Classroom Teacher	Joyner Alison	Health Teacher	Literacy
Classroom Teacher	Kester Twyla	English	Literacy
Classroom Teacher	Landers Dewey	Para Professional	Wellness
Classroom Teacher	Lantrip Julie	SPED	Math
Classroom Teacher	Lee Sarah	English Teacher	Literacy
Classroom Teacher	Leiby Linda	Para Professional	Literacy
Classroom Teacher	Leopard Maggie	German	Literacy
Classroom Teacher	Lewis Courtney	Social Studies Teacher	Literacy
Classroom Teacher	Lovellette Vicki	History	Literacy
Classroom Teacher	Lowery Rhonda	Social Studies Teacher	Literacy
Classroom Teacher	Marshall Martha	Career and Technical	Math
Classroom Teacher	Massey Chuck	Broadcasting Teacher	Literacy
Classroom Teacher	Mayfield Phyllis	Para Professional	Wellness
Classroom Teacher	McGinnis Carolyn	Special Education	Math
Classroom Teacher	McNeir Yaeko	Japanese Teacher	Literacy
Classroom Teacher	McReynolds Bill	Career and Technical	Math

Classroom Teacher	Medlin Peggy	English	Literacy
Classroom Teacher	Mehyou Myriam	French	Literacy
Classroom Teacher	Middleton John	Fine Arts	Literacy
Classroom Teacher	Miller Paula	Para Professional	Literacy
Classroom Teacher	Mills Virginia	English	Literacy
Classroom Teacher	Mitchell Jennifer	Medicine	Math
Classroom Teacher	Mitchell Patricia	Math Teacher	Math
Classroom Teacher	Moore Diana	Foreign Language	Literacy
Classroom Teacher	Mueller Krystal	Science Teacher	Math
Classroom Teacher	Musselman Treena	Child Development	Math
Classroom Teacher	Nash Mike	Social Studies	ACSIP
Classroom Teacher	Nelson Heather	Special Education	Math
Classroom Teacher	Nguyen Sheila	English Teacher	Literacy
Classroom Teacher	Nichols Jon	Foreign Language / Department Chair	Literacy
Classroom Teacher	Nix Bobby	Science Teacher	Math
Classroom Teacher	Nyborg Jamie	Family and Consumer Science Teacher	Literacy
Classroom Teacher	O'Connell Rich	Science Teacher	Math
Classroom Teacher	Passmore Robert	Career and Technical	Math
Classroom Teacher	Polston Mike	History Teacher	Literacy
Classroom Teacher	Powell Linda	Career and Technical	ACSIP / HSTW
Classroom Teacher	Ramsey Terry	Special Education / English	Literacy
Classroom Teacher	Reynolds Kara	Band	Literacy
Classroom Teacher	Roberts Steven	Athletic Director	ACSIP
Classroom Teacher	Rogers Christy	Math Teacher	Math
Classroom Teacher	Rogers Jason	Social Studies Teacher	Literacy
Classroom Teacher	Rowe Natasha	Special Ed	Math
Classroom Teacher	Rowland Teresa	FACS	Math
Classroom Teacher	Ruple Charles	Social Studies Teacher	Literacy
Classroom Teacher	Rusher Jamie	CBI Teacher	Literacy
Classroom Teacher	Russell Brittany	Geometry	Math
Classroom Teacher	Russell Mary	Para Professional	Math
Classroom Teacher	Scanlon, Sarita	Foreign Language	Literacy
Classroom Teacher	Schullian Amanda	Special Education Teacher	Literacy
Classroom Teacher	Seay Tim	Criminal Justice	Math
Classroom Teacher	Self Mallory	History Teacher	Literacy
Classroom Teacher	Sherrod Lowell	Science	Math
Classroom Teacher	Siddons Laura	English	Literacy
Classroom Teacher	Sirmans Kristy	History	Literacy
Classroom Teacher	Smith Jean	History Teacher	Literacy
Classroom Teacher	Smith Logan	Music	Literacy
Classroom Teacher	Smith Nicole	Special Education / CBI	Literacy
Classroom Teacher	Snipes Paula	Math	ACSIP
Classroom Teacher	Southard Shannon	Media Specialist	Literacy
Classroom Teacher	Souza Marian	SPED Designee	Literacy
Classroom Teacher	Souza, Ricardo	Math	Math
Classroom Teacher	Sumler Janet	Social Studies	Literacy
Classroom Teacher	Tarvin Ashley	Fine Arts Teacher	Literacy
Classroom Teacher	Tharp Carmen	Science	Math
Classroom Teacher	Todd Tonya	English Teacher	Literacy
Classroom Teacher	Tollett Ronny	Science	Math

Classroom Teacher	Torres Sara	English	Literacy
Classroom Teacher	Tripp Katherine	Social Studies	Literacy
Classroom Teacher	Trusty Joe	Fine Arts / Department Chair	ACSIP
Classroom Teacher	Tucker Mike	Special Education / Social Studies	Math
Classroom Teacher	Usery Kim	Science	Math
Classroom Teacher	Vance Sarah	FACS	Literacy
Classroom Teacher	Veazey April	Science Teacher	Math
Classroom Teacher	Wade Lindsey	Science Teacher	Math
Classroom Teacher	Wade Stephanie	Business Teacher	Literacy
Classroom Teacher	Waller Christi	English	Literacy
Classroom Teacher	Waters Lisa	Para Professional	Literacy
Classroom Teacher	Watts Lindsey	Math	Math
Classroom Teacher	Weir Jill	Library	ACSIP
Classroom Teacher	Wells Scott	Math Teacher	Math
Classroom Teacher	Whisker Sue Ann	Science	ACSIP
Classroom Teacher	Willard David	Fine Arts / Department Chair	Literacy
Classroom Teacher	Williams Christy	Career and Technical	Literacy
Classroom Teacher	Winslow Rebecca	English	Literacy
Classroom Teacher	Young Michelle	Journalism	Literacy
Classroom Teacher	Zhang Qianying	Chinese	Literacy
Community Representative	Davenport Jerry	Community Representative	Community
Non-Classroom Professional Staff	Buffalo Brenda	Nurse	Wellness
Non-Classroom Professional Staff	Carter Renee	Secretary	Literacy
Non-Classroom Professional Staff	Carter Terry	Custodian	Math
Non-Classroom Professional Staff	Clem Pam	Athletic Office Secretary	Math
Non-Classroom Professional Staff	Cook Kim	Pinnacle and Web Administrator	Math
Non-Classroom Professional Staff	Davenport Gayla	Book Keeper	Math
Non-Classroom Professional Staff	Elliott Melissa	AP Coordinator	Math
Non-Classroom Professional Staff	Evans Terra	Speech	Literacy
Non-Classroom Professional Staff	Gray Sandra	Custodian	Math
Non-Classroom Professional Staff	Guinn Martha	Secretary	Literacy
Non-Classroom Professional Staff	Haas Roxanne	Switch Board Operator	Math
Non-Classroom Professional Staff	Howard Kelly	SPED Designee	Literacy
Non-Classroom Professional Staff	Lusty Claudette	Para Professional	Math
Non-Classroom Professional Staff	McCrystal Tony	Custodian	Literacy
Non-Classroom Professional Staff	Millar Stacey	Secretary	Math
Non-Classroom Professional Staff	Miller Barbara	Counselor	Math
Non-Classroom Professional Staff	Patrom Patricia	Registrar	Literacy
Non-Classroom Professional Staff	Sherry Blair	Office Manager	Literacy
Non-Classroom Professional Staff	Snyder Jayne	Counselor	Literacy
Non-Classroom Professional Staff	True Nicole	Counselor	Literacy
Non-Classroom Professional Staff	Walls Angela	Counseling Center Secretary	Math
Non-Classroom Professional Staff	Walters Janet	Counselor	ACSIP
Non-Classroom Professional Staff	Weber Sandra	Custodian	Literacy
Non-Classroom Professional Staff	Wilkes Erin	Food Service Supervisor	Wellness
Non-Classroom Professional Staff	Wilson Julie	Counselor	Literacy
Parent	Hoffman Nikki	Parent	Parent
Parent	Huckabee Holly	Parent	Parent
Principal	Byrd Michael	Assistant Principal	ACSIP
Principal	Granderson Randy	Assistant Principal	ACSIP

Principal	Hawkins Henry	Principal	ACSIP
Principal	Sandage Charlotte	Assistant Principal	ACSIP
Principal	Tarvin Brad	Assistant Principal	ACSIP