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School Plan

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MAYFLOWER HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2010-2011

The mission of Mayflower High School, in partnership with home and community, is to prepare students to think, to communicate, to show respect and to understand the power of knowledge. To achieve this goal, we are committed to meeting the learning needs of all students by providing diverse opportunities for students to become responsible, adaptable citizens in an ever-changing world.

Grade Span: 9-12

Title I: Title I Schoolwide

School Improvement: SI_M

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Priority 1: Literacy

Goal: To improve reading comprehension, writing skills and improvement on criterion and norm referenced exams.

Priority 2: Math

Goal: All students will demonstrate an improvement in total math scores on criterion and norm referenced exams.

Priority 3: Wellness

Goal: All students will increase positive constructive behavior choices, thereby decreasing classroom instruction disruption and increasing student academic performance.

Goal: Provide support for students in making healthy lifestyle choices by implementing strategies to increase collaboration between all segments of the school community in support of healthy, positive lifestyle choices.

Priority 4: Parental Involvement

Goal: We would like to have a parent involvement committee appraised of administrators, faculty and parents.

Priority 1: Improve Literacy Skills

Supporting
Data:

1. In the spring of 2007, the mean NCE score was in the 52nd percentile. For the administration of the SAT 10 in 2008, 51% of students tested scored at or above the 50th percentile. The 2009 mean NCE score was the 43rd percentile. The 2010 Mean NCE score was 51.25 percentile.
2. For the 2008 administration, the student's scores were as follows: Below Basic 2%, Basic 44%, Proficient 54%, Advanced 0%. For the 2009 administration, the student's scores were as follows: Below Basic 12.7%, Basic 43.6%, Proficient 43.6%, Advanced 0%. For the 2010 administration, the student's scores were as follows: Below Basic 4%, Basic 21%, Proficient 75%, Advanced 0%.
3. Of the 39 students taking the ACT in the 2007-2008 school year, our average English score was 19.1 compared to 20.7 for the state. The composite score for our district was 19.2 compared to 20.6 for the state. Of the 51 students taking the ACT in the 2008-2009 school year, our average English score was 19.1 compared to 20.6 for the state. The composite score for our district was 19.4 compared to 20.6 for the state. In 2009-2010 the composite score for our school was 18.1 compared to the state composite of 20.3 This data shows that we need to develop strategies to increase our student participation in the ACT exam as well as work on best test taking strategies to improve our district scores. The 2008-

2009 school year did show an increase in the number of students taking the exam this school year.

4. The number of students scoring Proficient or Advanced on the End-of-Course Literacy Exam was as follows: 2008 - 54%, 2009 - 44%, 2010 - 75%. The three year trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified areas are: content and practical passages. The three year analysis of the open response questions, in the five writing domains, revealed that students are performing as expected in these areas.
5. For the administration of the Literacy End-Of-Course Exam, the percentage of Economically Disadvantaged Students scoring proficient or advanced were as follows: 2008 - 24%, 2009-36%, 2010 85%. The three year trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified areas are: content and practical passages. The three year analysis of the open response questions, in the five writing domains, revealed that the lowest identified areas are content and style.
6. For the administration of the Literacy End-Of-Course Exam, the percentage of caucasians scoring proficient or advanced were as follows: 2009-49%, 2010 76%. The three year trend analysis of the open response and multiple choice questions, in the three types of reading passages, revealed that the lowest identified areas are: content and practical passages. The three year analysis of the open response questions, in the five writing domains, revealed that students are performing as expected in these areas.
7. In our building, during the 2009, 2008, and 2007 school years, there were fewer than 10 of the following students: Students with Disabilities (IEP), English Language Learners (ELL), African-American, and Hispanic populations.
8. Mayflower High School's graduation rate is as follows: 2007 81.5%, 2008 81.3%, 2009 83.8%.

Goal To improve reading comprehension, writing skills and improvement on criterion and norm referenced exams.

Benchmark The Annual Expected Performance level for End-of-Course Literacy for the 2009-2010 school year was 59%. 75% of our students scored Proficient or above. THE GOAL FOR THE 2010-2011 SCHOOL YEAR IS TO INCREASE 5% IN ALL AREAS.

Benchmark NEEDS ASSESSMENT: Based on a comprehensive needs assessment that reflects an in-depth analysis of student achievement, demographic, perceptual, and school process data across all 11th grade students taking the EOC Literacy exam, content and practical passages for both multiple choice and open response continue to be a weak trend. Contributing factors include: curriculum mapping and pacing, lack of content and vocabulary, lack of manipulatives/hands on resources, lack of technology, and non-use of high yield instructional strategies.

Intervention: Accelerated Reader Program				
Scientific Based Research: Goodman, Gregory. (1999). The Reading Renaissance/Accelerated Reader Program. Arizona: San Manuel. Rosencheck, Donna. (1996). Accelerated Reader Impact on Feelings about Reading and Its Use. Florida: Lee County.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Accommodate all students by promoting a wide variety of high interest and multicultural reading levels. Action Type: Equity Action Type: Title I Schoolwide	Individual Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Utilize the computer lab for matching students to appropriate books and taking short quizzes for immediate feedback. Action Type: Technology Inclusion	Kim Koch & Individual Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • School Library • Teachers 	ACTION BUDGET: \$
Award the top 3 readers of the Accelerated Reader Program at the end of the year. The media specialist will work with the Literacy Committee to review the end of year data from AR to determine the top the winners. Action Type: Collaboration Action Type: Equity	Kim Koch	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Outside Consultants • School Library 	ACTION BUDGET: \$

<p>Provide in-service for new teachers to become proficient in the use of Accelerated Reader. Action Type: Professional Development</p>	<p>Kim Koch</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff • School Library 	<p>ACTION BUDGET: \$</p>
<p>District funds will be used to purchase library books and associated tests on the Accelerated Reader list and teachers' reading lists. AT LEAST 50 BOOKS A YEAR OVER THE NEXT TWO YEARS WILL BE SELECTED AND PURCHASED ALONG WITH THE AR TEST. Action Type: Equity</p>	<p>Kim Koch</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • School Library • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Notify parents of the program and the ways in which it can be beneficial through course syllabi and information at the Parent Center. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Jason Lawrence & classroom teachers</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION BUDGET: \$</p>
<p>Instructors will attend inservices provided by ADE, UALR, Arch Ford Educational Cooperative and other related professional training. This includes substitute pay for teachers attending the conferences. Action Type: Professional Development</p>	<p>John Gray, Jason Lawrence</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>Title I - Purchased \$6806.00 Services: Title I - Employee \$900.00 Salaries: Title I - Employee \$188.80 Benefits: ACTION BUDGET: \$7894.8</p>
<p>All 10 Schoolwide components for Title 1 Schools will be followed and implemented in the High School. 1. Needs Assessment The campus improvement committee will address concerns related to social and emotional issues, test scores and attendance rates. This committee will consist of parents, students, teachers and administrators. This information will help guide instruction. 2. Alignment Curriculum alignment both vertical and horizontal will be an on-going process in our building. Data from our Needs Assessments will help in this area. 3. Instruction from Highly Qualified We will continue to recruit, train and maintain highly qualified teachers. 4. Professional Development Teachers and staff will be given the opportunity to attend local, regional, state and national trainings. 5. Recruiting and Maintaining Highly Qualified Teachers 6. Parental Involvement We will make daily, weekly and monthly attempts to provide parents with opportunities to be involved in their child's education. 7. Transition Tours, parent meetings and scheduled activities for students will be used to help them</p>	<p>Jason Lawrence and Laura Burris</p>	<p>Start: 08/01/2009 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>

<p>transition from one grade level to another as well as building to another. 8. Collaboration This will be a key factor in the academic success of our school year. Teachers will help break down test data to point out strengths and areas of concern. All staff will be invited to participate in team meetings and will be given the opportunity to address concerns, needed changes and to discuss the great things that are happening. 9. Point-in-time remediation Staff members will provide help as needed to all students. Classroom assessments, FOCUS testing and state testing will provide us with the data needed to provide this remediation. In addition an after school tutoring program will be available at the district Parent Center. 10. Coordination and integration of programs All monies spent on this campus will be spent with the idea that we are going to improve student instruction. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education</p>				
<p>ALL STUDENTS will take a STAR READER TEST at the beginning and end of the school year to determine their reading level. The Literacy teachers will meet at the end of the year to evaluate reading levels to determine improvement. This data will be used to help the Media Specialist to pick out new books in the target areas. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Kim Koch, Cindy Webb, and English teachers</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Computers • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$7894.8</p>

Intervention: Advanced Placement and Pre-AP English Programs

Scientific Based Research: Crest, Catherine Bartlett. (1999). Teacher's Guide--AP English Literature and Composition. British Columbia, Canada: College Entrance Examination Board and Educational Testing Service. Brooks-Barker, B., Damiano, F., Drewniansy, P., & Fonseca, R. (2002). The AP Vertical Teams Guide for English. Texas: College Entrance Examination Board.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Continue to work with all pre-AP teachers to align high school programs with the AP programs. Action Type: Alignment</p>	<p>Johnette Reynolds, Samantha Carpenter, Sarah Moore, Sally Stuart</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Outside Consultants • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Study students' college board test scores to improve student performance on the test. PRE-AP and AP teachers will meet at the end of the school year</p>	<p>John Gray, Karen Holcomb, AP</p>	<p>Start: 07/01/2010</p>	<ul style="list-style-type: none"> • Performance Assessments 	<p>ACTION BUDGET: \$</p>

to evaluate the AP test results. These results will determine what areas are being covered proficiently and which areas are our weakest. This evaluation will help determine the emphasis for the next year. Action Type: Program Evaluation	teachers, & Jason Lawrence	End: 06/30/2011		
Work with pre-AP and AP teachers to create curriculum syllabi for grade level programs. All syllabi will be presented to the building principal for review at the end of the school year for the next school year. Action Type: Program Evaluation	Johnette Reynolds, Cody Johnson, Samantha Carpenter, Sarah Moore	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Outside Consultants • Teaching Aids 	ACTION BUDGET: \$
Brochures will be available at the District Parent Center regarding AP and pre-AP programs offered. Action Type: Parental Engagement	John Gray, Jason Lawrence, Karen Holcomb, Kelly Whitworth, AP teachers, Sally Stuart	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Provide opportunity for all students who meet the guidelines to enroll in AP classes. Action Type: Equity	Karen Holcomb, Sally Stuart, & AP teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Performance Assessments 	ACTION BUDGET: \$
Teachers will continue to participate in AP summer institutes. Action Type: Professional Development Action Type: Title I Schoolwide	John Gray & classroom teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Balanced Literacy

Scientific Based Research: Allington, R.L. What I've Learned About Effective Reading Instruction from a Decade of Studying Exemplary Elementary Classroom Teachers, Phi Delta Kappan, Vol. 83, No. 10 (June 2002), p. 740-747. Strickland, Dorothy. (2002) In Scholastic.com. Retrieved October 24, 2002 from the World Wide Web: <http://teacher.scholastic.com/professional/teachstrat/balanced.html>

Actions	Person Responsible	Timeline	Resources	Source of Funds
Review student assessment on SAT, benchmarks, and end of course exams to see areas of instruction that might need extra resources and/or PROFESSIONAL DEVELOPMENT. Core teachers will meet two times a year and study individual test results to determine the areas of weakness that will need to be addressed in the following semester. Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	John Gray, Jason Lawrence, Karen Holcomb, classroom teachers, Sally Stuart	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$
Provide classes for teachers to become proficient in use of the computer to enhance and motivate student learning. Action Type: Professional Development Action Type: Title I Schoolwide	Kim Koch & Technology Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants 	ACTION BUDGET: \$

Offer computer training at the Parent Center for district parents for use of the website. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Kelly Whitworth & Technology Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Central Office Computers District Staff 	ACTION BUDGET: \$
Utilize an accelerated reading program designed for secondary students that is interest and reading level appropriate. NSLA funds will be used to provide a FTE 1.0 Instructional Aide to help students who are struggling. Accelerated Reader will be made available as well as other computer based programs to help students increase their reading and comprehension strategies. District funds will be available to help fund supplies and additional materials needed to work with students. Software packages will also be purchased. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Jason Lawrence	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Utilize audio-visual equipment for use by classroom teachers to enhance student learning. Action Type: Technology Inclusion	Kim Koch	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$
Utilize Traveler's web-based culturally diverse exploration research tool. Action Type: Technology Inclusion	Classroom teachers, Kim Koch	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Outside Consultants School Library 	ACTION BUDGET: \$
Provide an opportunity for all Media Specialists to attend the state and national conferences to gain ideas and increase awareness of the library for teachers, students and curriculum support. Action Type: Professional Development	John Gray, Laura Burris, Media Specialists	Start: 07/01/2010 End: 06/30/2011		Title I - Purchased Services: \$300.00 ACTION BUDGET: \$300
Mayflower High School will purchase the following equipment to implement new technology into all classrooms. The Media Specialist will also have some of this equipment to keep on a check-out basis. Equipment purchased will be as follows: 2 projectors, 1 NetQualizer, 21 computers, 2 DVD players, 1 color copier, Atrium software and SmartSync Software. Projectors will allow students to all view web-based learning and show textbook supplemental materials online, computers will allow the on-line connection and display of student projects. The color copier will be used to enhance student projects, teacher presentations and parent information. The Atrium software will allow students and	Kim Koch and classroom teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers School Library Teachers 	Special Grants: \$16000.00 NSLA (State-281) - \$3000.00 Other Objects: NSLA (State-281) - Materials & Supplies: \$9204.00 ACTION BUDGET: \$28204

<p>parents to track availability of reading selections in the media center. The SmartSync software will allow teachers to monitor student's work on network computers. The school will also participate in the 1003a Grant to supplement this area. IN YEAR TWO THE USEFULLNESS OF THE ABOVE LISTED TECHNOLOGY WILL BE EVALUATED TO DETERMINE ADDITIONAL PURCHASES OF EQUIPMENT OR A NEW TECHNOLOGY TO BE DETERMINED AT THAT TIME. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>				
<p>HIGHLY QUALIFIED TEACHERS will be made available in the core content areas of the curriculum after school hours at the parent center. These teachers will assist students and parents who are struggling in the classroom and need additional assistance. Action Type: Equity Action Type: Parental Engagement</p>	<p>Jason Lawrence and Kelly Whitworth</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$28504</p>

Intervention: Curriculum Mapping

Scientific Based Research: Jacobs, Heidi Hayes. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12. ASCD, Virginia: Alexandria.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Review student writing assessments (SAT, benchmarks) in fall and spring to realign pacing guides to incorporate areas of improvement. Teachers will also meet after each Target Testing cycle to determine areas of weakness and to evaluate the learning strategies that are being implemented. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Karen Holcomb, John Gray, Jason Lawrence, Classroom teachers</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>We will adopt the Arch Ford TIA formatted pacing guides and continue to align grade level curriculum maps by aligning with the Arkansas Frameworks. These pacing guides will align with the Focus Tests done each nine weeks. Action Type: Alignment Action Type: Title I Schoolwide</p>	<p>Classroom Teachers</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

Vertical teams, including special education teachers, Title I teachers and AP teachers, will meet to determine any repetitions or gaps in the curriculum. Action Type: Collaboration Action Type: Title I Schoolwide	Classroom Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Provide opportunities for all students to become proficient using an aligned curriculum. Pacing guides are posted on Edline to communicate that information to parents. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	John Gray, Jason Lawrence & Classroom teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Teachers 	ACTION BUDGET: \$
WE WILL PURCHASE AND USE FORMATIVE ASSESSMENTS (Focus Tests) each 9 weeks to measure student growth. We will purchase a scantron machine to improve familiarity with the EOC testing format. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Classroom Teachers	Start: 07/01/2010 End: 06/01/2011		ACTION BUDGET: \$
THE SCHOOL LEADERSHIP TEAM will meet two times a year and develop a TWO YEAR PLAN and incorporate that plan into all accessible areas. This will work to ensure all students have the opportunity to become proficient. Target Testing data will be gathered each nine weeks and will determine the areas of weakness. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Jason Lawrence, Heather Malone, Kim Koch, Courtney Stites, Nikkina Porter, Cody Johnson, Traci Berry, and Stacy Heston	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
District funds are available to students who choose school choice for transportation or supplemental services. Action Type: Equity Action Type: Title I Schoolwide	John Gray and Jason Lawrence	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Central Office 	ACTION BUDGET: \$
Notification was sent before school started for the 2010-2011 year, by mail, informing parents of our school improvement status.	John Gray and Jason Lawrence	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Central Office 	ACTION BUDGET: \$

Action Type: Parental Engagement				
Building principal will conduct classroom walk throughs to ensure that the instructional strategies being used will enhance student learning. The Principal will provide feedback to teachers offering suggestions for areas of improvement. Action Type: Program Evaluation	Jason Lawrence, John Gray	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Instructors will attend inservices provided by ADE, UALR, Arch Ford Educational Cooperative, University of Central Arkansas, and other related professional training. This amount includes substitute pay. Action Type: Professional Development	John Gray, Laura Burris, Jason Lawrence	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	PD (State-223) - Purchased Services: \$3599.00 ACTION BUDGET: \$3599
Total Budget:				\$3599

Intervention: Implement inclusion of special education students into the regular classroom

Scientific Based Research: Stout, Katie Schultz (2001). "Special Education Inclusion". [on-line]. Available: <http://wee.weac.org/resource/june98/speaed.nan>

Actions	Person Responsible	Timeline	Resources	Source of Funds
Special Education teachers will provide additional assistance to special education students and classroom teachers within the regular classroom setting in English. Action Type: Special Education	Deborah Craig, Johnette Reynolds, Cody Johnson, Samantha Carpenter, Sharlee Crowson, Vicki Valentine	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Selected faculty will attend "co-teaching/inclusion" training as offered by the ADE and the district. Action Type: Professional Development Action Type: Title I Schoolwide	John Gray, Laura Burris, Jason Lawrence	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$
Inclusion teams will monitor the special education student's IEP to ensure that they reach their goals and objectives. Action Type: Program Evaluation	Classroom teachers, special ed. teachers, & Karen Holcomb	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Inclusion teams will have shared planning time (when available) for special education and regular education teachers to coordinate lesson plans and instructional strategies. Action Type: Collaboration	Karen Holcomb, Deborah Craig, Johnette Reynolds, Cody Johnson, Samantha Carpenter, Sharlee Crowson, Vicki Valentine	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Special Education Specialists will continue to provide faculty with staff development focusing on co-teaching/inclusion. Action Type: Professional Development Action Type: Title I Schoolwide	John Gray, Laura Burris, Jason Lawrence	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$

Provide necessary materials and equipment for co-teachers to provide opportunity for special education students to be successful in the general education classrooms Action Type: Equity Action Type: Special Education	Special Ed. teachers, Laura Burris (LEA), & Jason Lawrence	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Inclusion teams will meet two times a year to compare previous years' combined population End-of-Course data to future scores to determine effectiveness of program. Action Type: Program Evaluation Action Type: Title I Schoolwide	Jason Lawrence, Karen Holcomb, classroom teachers, & special ed. teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: An Alternative Learning Environment Program is in place to address at-risk students.				
Scientific Based Research: Research: Alternative Learning Environments. Number 6. Decemeber 1995. Southwest Educational Development Laboratory.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
At-risk students experiencing personal and/or family problems or other conditions negatively affecting academic social progress will be afforded an alternative education environment to enable them to achieve to their potential--emotionally and academically. Action Type: AIP/IRI Action Type: Equity	John Gray, Jason Lawrence, Traci Berry	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Community Leaders District Staff Outside Consultants 	ACTION BUDGET: \$
The ALE Placement Team will determine student placement. 4.02.7 The Placement Team includes the school counselor, principal, parent or guardian, and regular classroom teacher. 4.02 Qualifying students exhibit two or more of the characteristics allowed in 4.02.8.1 and 4.01.8.2 of ACT 59. ALE in Mayflower Schools is not punitive and will provide the guidance, counseling, and academic support to enable students who are experiencing emotional, social or academic problems to continue to make progress toward their educational goals. 4.02.10 Each ALE student is provided access to the services of a counselor, nurse or other support services that is provided to other students 4.02.4 ALE improvement plans are written for students under the guidance of the ALE Placement Team. Exit criteria has been developed on which to base a student's return to the regular program. 4.02.14 Action Type: Collaboration Action Type: Parental Engagement	Karen Holcomb, Jason Lawrence Traci Berry, classroom teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Agreements are developed with the parents/guardian, ALE teacher, principal, and student outlining the responsibilities of the school, parent, and the student to ensure that the plan is successful for each student. 4.02.12 Action Type: AIP/IRI Action Type: Parental Engagement	ALE Placement Team	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$

<p>A curriculum will be provided in ALE that includes mathematics, science, social studies and language arts aligned with the regular classroom instruction. 4.02.11. Software will be purchased and utilized in the ALE classroom as a means to provide supplemental, tutorial and credit recovery opportunities. Training sessions will also be purchased from outside consultants to help teachers and students learn how to use the materials.</p> <p>Action Type: Alignment Action Type: Technology Inclusion</p>	Classroom Teachers	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers • Teaching Aids 	<p>————— ACTION BUDGET: \$</p>
<p>The Building Principal, ALE Director and Core ALE teachers will meet two times a year (at the end of each semester) to review and evaluate the ALE student academic progress to determine the effectiveness of Mayflower's ALE Program.</p> <p>Action Type: Program Evaluation</p>	Karen Holcomb, Jason Lawrence, Traci Berry	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Performance Assessments • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Mayflower High School will provide an alternative learning environment for students who fail to thrive in the regular campus environment. Assignment is generally due to chronic behavior problems and lack of academic progress (not learning disabilities). A 1.0 FTE licensed teacher will be hired using ALE funding and students will have access to the school counselor, nurse and all other support services as provided to other students. See District Budget for ALE funding of 1.0 FTE licensed teacher. 4.02</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity</p>	John Gray, Jason Lawrence, Traci Berry	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Performance Assessments • Teachers • Teaching Aids 	<p>————— ACTION BUDGET: \$</p>
<p>Lessons are in alignment to the Arkansas Frameworks. The curriculum at ALE for High School Students is a result of an individual improvement plan arrived at by a committee of parents, principal, counselor, and teachers. Most work is individualized and one on one. Attendance and other policies are identical to those on the main campus. In addition, ALE provides a counseling element for the students to address personal and/or family problems or other conditions negatively affecting academic and/or social progress.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement</p>	Jason Lawrence, Karen Holcomb, Traci Berry, Classroom Teachers	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers • Teaching Aids 	<p>————— ACTION BUDGET: \$</p>
<p>Mayflower High School will provide currently licensed teachers for ALE students at the ALE facility. 4.02.1 ALE teachers are required to meet the same professional development requirements as all other certified staff. 4.02.15 See District plan for funding.</p> <p>Action Type: Collaboration</p>	John Gray, Jason Lawrence, Traci Berry	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Lessons are in alignment to the Arkansas Frameworks. Accommodations are made for learning deficiencies. Students are required to comply with all rules, policies, and</p>	Jason Lawrence, Traci Berry	<p>Start: 07/01/2010 End: 06/30/2011</p>		<p>————— ACTION BUDGET: \$</p>

procedures of ALE. Students are held to the same rigorous standards as all Mayflower students. All disciplinary policies of Mayflower Schools apply to students assigned to ALE. Action Type: Alignment Action Type: Equity				
Total Budget:				\$0
Intervention: Academic Improvement Plan				
Scientific Based Research: Getting To Got It: Helping Struggling Students Learn How to Learn, (2007) Association for Supervision and Curriculum Development. Alexandria, Virginia. Betty K. Garner.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Two 1.0 FTE Certified Literacy teacher will be employed at three periods each to work with all students to enhance their Literacy skills. The data from their End-of-Course exams will be used to guide this intervention. This position is above required state standards. Action Type: Collaboration Action Type: Title I Schoolwide	Jason Lawrence, Johnette Reynolds, Cody Johnson, Samantha Carpenter, Sarah Moore, and Sharlee Crowson	Start: 08/20/2009 End: 05/30/2011	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers Teaching Aids 	NSLA (State-281) - Employee Benefits: \$6375.00 NSLA (State-281) - Employee Salaries: \$28642.00 <hr/> ACTION BUDGET: \$35017
Students will be given the opportunity to enhance their reading comprehension skills in the computer lab. Tutorial software will allow students the opportunity to work on their areas of need. Action Type: AIP/IRI Action Type: Collaboration Action Type: Title I Schoolwide	Cindy Webb, Johnette Reynolds, Cody Johnson, Samantha Carpenter, Sarah Moore, Sharlee Crowson	Start: 08/20/2009 End: 05/30/2010	<ul style="list-style-type: none"> Computers District Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
TARGET TESTING will be used at the end of each nine weeks to determine how students are progressing in each of the tested areas. Data from these test will be used to help guide instruction and provide intervention for students who are struggling. Action Type: AIP/IRI Action Type: Program Evaluation	Jason Lawrence, Johnette Reynolds, Cody Johnson, Samantha Carpenter, Sarah Moore, Sharlee Crowson	Start: 08/20/2009 End: 05/30/2011	<ul style="list-style-type: none"> Computers District Staff Performance Assessments Teachers 	NSLA (State-281) - Purchased Services: \$532.00 <hr/> ACTION BUDGET: \$532
All teachers will participate in Professional Development Activities designed to increase our areas of deficiencies. Action Type: Professional Development Action Type: Title I Schoolwide	Jason Lawrence	Start: 10/20/2009 End: 05/30/2010	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
A literacy intervention instructional assistant will be	Jason Lawrence	Start: 07/01/2010	<ul style="list-style-type: none"> District Staff Teachers 	NSLA (State -281) - \$1395.05

employed for 3 periods daily to work with students to strengthen their literacy skills. Action Type: Collaboration	End: 06/30/2011	• Teaching Aids	Employee Benefits: NSLA (State -281) - \$6157.00 Employee Salaries: ACTION BUDGET: \$7552.05
Total Budget:			\$43101.05

Priority 2: Students will improve skills in mathematics with a special emphasis in algebra and geometry.

1. In spring 2007, the mean NCE score was in the 51st percentile. For the 2008 administration of the SAT 10, 63% of students tested scored at or above the 50th percentile mark. For the 2009 administration of the SAT 10, the mean NCE score was the 57th percentile. In 2010, 72% of Mayflower students were above the 50th percentile
2. For the 2008 administration, the student's scores were as follows: Below Basic 6%, Basic 38%, Proficient 45%, Advanced 11%. For the 2009 administration, the student's scores were as follows: Below Basic 7%, Basic 30%, Proficient 51%, Advanced 12%. For the 2010 administration, the student's scores were as follows: Below Basic 4%, Basic 19%, Proficient 47%, Advanced 31%.
3. For the administration of the Algebra End-of-Course Exam, in 2010, 78% scored proficient or advanced. In 2009, 63% scored proficient or advanced. In 2008, 56% scored proficient or advanced. The lowest identified areas (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Data Interpretation and Probability, Language of Algebra, and Non-Linear Functions. The lowest identified areas (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Non-Linear Functions and Data Interpretation and Probability.
4. For the administration of the Algebra End-of-Course Exam, the percentage of Economically Disadvantaged students scoring proficient or advanced were as follows: 2010 - 78% 2009 - 59%, 2008 - 63%. The lowest identified areas (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Data Interpretation and Probability, Language of Algebra, and Non-Linear Functions. The lowest identified areas (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Non-Linear Functions and Language of Algebra.
5. For the administration of the Algebra End-of-Course Exam, the percentage of caucasian students scoring proficient or advanced were as follows: 2010 - 81%, 2009 - 54%. The lowest identified areas (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Data Interpretation and Probability, Language of Algebra, and Non-Linear Functions. The lowest identified areas (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Non-Linear Functions and Data Interpretation and Probability.
6. In our building, during the 2009, 2008, 2007 school years, there were fewer than 10 of the following students tested: Students with Disabilities (IEP), English Language Learners (ELL), African American, and Hispanic populations.
7. For the 2008 administration, the student's scores were as follows: Below Basic 12%, Basic 40%, Proficient 39%, Advanced 8%. For the 2009 spring administration, the student's scores were as follows: Below Basic 6%, Basic 31%, Proficient 41%, Advanced 22%. For the 2010 administration, the student's scores were as follows: Below Basic 4%, Basic 16%, Proficient 53%, Advanced 27%.
8. For the administration of the Geometry End-of-Course Exam, in 2010 80% scored proficient or advanced. In 2009, 63% scored proficient or advanced. In 2008, 40% scored proficient or advanced. The lowest identified areas (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Coordinate Geometry and Transformations and Relationships between Two and Three Dimensions. The lowest identified areas (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Coordinate Geometry and Transformations.
9. For the administration of the Geometry End-of-Course Exam, the percentage of Economically Disadvantaged students scoring proficient or advanced were as follows: 2010 - 76% 2009 - 64%, 2008 - 40%. The lowest identified areas (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed

Supporting Data:

weaknesses in Coordinate Geometry and Transformations and Relationships between Two and Three Dimensions. The lowest identified areas (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Coordinate Geometry and Transformations.

10. For the administration of the Geometry End-of-Course Exam, the percentage of Caucasian students scoring proficient or advanced were as follows: 2010 81%, 2009 - 67%. The lowest identified areas (based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Coordinate Geometry and Transformations and Relationships between Two and Three Dimensions. The lowest identified areas (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Coordinate Geometry and Transformations.
11. In our building, during the 2009, 2008, 2007 school years, there were fewer than 10 of the following students tested: Students with Disabilities (IEP), English Language Learners (ELL), African American, and Hispanic populations.
12. Mayflower High School's graduation rate is as follows: 2006=80.8%, 2007 81.5%, 2008-81.3%, 2009 83.8.

Goal All students will demonstrate an improvement in total math scores on criterion and norm referenced exams.

Benchmark The goal for the 2009-2010 school year for End-of-Course Algebra and Geometry was 68 % proficient or above in all subpopulations. 77% of our students scored proficient or above in Algebra. 80% of our students scored proficient or above in Geometry. THE GOAL FOR THE 2010-2011 SCHOOL YEAR IS a 3% INCREASE IN ALL SUBPOPULATIONS.

Benchmark NEEDS ASSESSMENT: Based on a comprehensive needs assessment that reflects an in-depth analysis of student achievement, demographic, perceptual, and school process data across all students taking the EOC Algebra I Exam Data, Data Interpretation and Probability for both multiple choice and open response continue to be a weak trend. Contributing factors include: curriculum mapping and pacing, lack of content and vocabulary, lack of manipulatives/hands on resources, lack of technology, and non-use of high yield instructional strategies.

Benchmark NEEDS ASSESSMENT: Based on a comprehensive needs assessment that reflects an in depth analysis of student achievement, demographic, perceptual, and school process data across all students taking the EOC Geometry Exam Data, Coordinate Geometry and Transformations and Relationships between Two and Three Dimensions for both multiple choice and open response continue to be a weak trend. Contributing factors include: curriculum mapping and pacing, lack of content and vocabulary, lack of manipulatives/hands on resources, lack of technology, and non-use of high yield instructional strategies.

Intervention: Curriculum Mapping				
Scientific Based Research: Glatthorn, Alan A. (1994). "Developing a Quality Curriculum". Alexandria, VA: ASCD Jacobs, Heidi Hayes. (1997). Mapping the Big Picture: Integrating Curriculum & Assessment K-12.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Review assessments of SAT, Benchmarks, and End of Course/Level tests to help assess what needs to be addressed to achieve proficiency. Teachers will meet two times a year to itemize data from these tests to provide the appropriate intervention to reach each student in need. Target testing results will also be itemized at the end of each nine weeks. Action Type: Program Evaluation Action Type: Title I Schoolwide	John Gray, Jason Lawrence, Jeff Hill, Stacy Heston, Blake Tinsley	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Teachers 	ACTION BUDGET: \$
Provide professional development opportunities through the local cooperative, local universities and state department to improve instruction. This amount includes materials and supplies such as books, guides, and manipulatives to be purchased to enhance new	John Gray, Laura Burris, Jason Lawrence	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Teachers 	Title I - Purchased \$4969.00 Services: Title I - Employee \$900.00 Salaries:

learning strategies. This amount includes dues and fees for organizations which enhance teacher knowledge in subject areas. Action Type: Professional Development Action Type: Title I Schoolwide				Title I - Employee Benefits: \$189.00 ACTION BUDGET: \$6058
Determine any repetitions or gaps in the curriculum through vertical team meetings. Action Type: Collaboration Action Type: Title I Schoolwide	John Gray, Jason Lawrence & classroom teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
INCREASE CROSS CURRICULAR CONTENT in classes outside the math department to improve EOC results in all areas. Action Type: Collaboration	classroom teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Purchase and use Formative Assessments (Focus Tests) each 9 weeks to measure student growth. We will evaluate these scores to provide the appropriate intervention for students who do not score proficient. Action Type: AIP/IRI Action Type: Title I Schoolwide	Classroom Teachers	Start: 07/21/2009 End: 06/01/2010		ACTION BUDGET: \$
Highly qualified teachers will be made available in the core content areas of the curriculum after school hours for students at the District Parent Center. These tutors will assist students who are struggling in the classroom and assist their parents who are struggling to help their student at home. Action Type: Equity Action Type: Parental Engagement	John Gray, Jason Lawrence, Kelly Whitworth	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$6058

Intervention: Technology: Mathematics Curriculum

Scientific Based Research: Smith, J. (1998). Graphing Calculators in the Mathematics Classroom. ERIC Digest. Columbus, OH.: ERIC Clearinghouse for Science, Mathematics, and Environmental Education. Adams, S., & Burnes, M. (1999). Connecting student learning and technology. Washington: Southwest Education Development Laboratory. Maddux, C.D., Johnson, D.L., & Willis, J.W. (1997). Educational Computing: Learning With Tomorrow's Technology. Boston: Allyn & Bacon.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Utilize computerized mathematics programs and a Paraprofessional to assist any student (i.e. Interactive Mathematics, Math Facts in A Flash, Geometers Sketchpad, Accelerated Math, Understanding Math, Math Advantage, and MathBlaster). Action Type: Special Education Action Type: Title I Schoolwide	Jason Lawrence, Luke White, Cindy Webb	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
Provide all math students opportunity to go to computer lab for extra practice. Action Type: AIP/IRI	Classroom teachers, Jason Lawrence, & Cindy Webb	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers School Library 	ACTION BUDGET: \$

Action Type: Equity Action Type: Title I Schoolwide			• Teachers	
Provide paraprofessional with students to assist with student achievement. This is above state standards. Teachers will meet each nine weeks and review the Target Testing results to determine which students need this extra intervention. Action Type: Program Evaluation	John Gray, Laura Burris, Jason Lawrence, Traci Berry	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers • Teaching Aids	ACTION BUDGET: \$
Utilize technology to provide visual examples of calculations and operations for classes by budgeting through district funds one In-Focus projectors for use by staff. Action Type: Technology Inclusion	Technology Coordinator	Start: 07/01/2010 End: 06/30/2011	• Computers • District Staff • Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Advanced Placement and Pre-AP Math Programs

Scientific Based Research: Morgan, R. , & Ramist, L. (1998). Advanced Placement in College: An Investigation of Course Grades at 21 Colleges. Princeton, N.J.: Educational Testing Service. Morgan, R., & Maneckshana, B. (2000). AP Students in College: An Investigation of Their Course-taking Patterns and College Majors. Princeton, N.J.: Education Testing Service.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide all students who have taken the necessary prerequisites the opportunity to enroll in AP classes. Action Type: Equity	Sally Stuart, Karen Holcomb & AP teachers	Start: 07/01/2010 End: 06/30/2011	• District Staff • Outside Consultants • Teachers	ACTION BUDGET: \$
AP instructors will be permitted to attend inservices provided by the Gifted and Talented Department at ADE. Action Type: Professional Development	John Gray, Laura Burris, Jason Lawrence	Start: 07/01/2010 End: 06/30/2011	• Outside Consultants • Teachers	ACTION BUDGET: \$
Make parents aware of Pre-AP and AP classes through brochures located at the District Parent Center supplied by the College Board. Action Type: Parental Engagement	Jason Lawrence, Karen Holcomb, Pre-AP & AP teachers	Start: 07/01/2010 End: 06/30/2011	• Computers • District Staff • None • Outside Consultants	ACTION BUDGET: \$
Pre-AP and AP teachers will meet after the AP Exam each year to review the AP test scores. This data will determine what areas are being covered proficiently and which areas are our weakest. This evaluation will help determine the emphasis for the next year. Action Type: Program Evaluation	Pre - AP teacher and AP Teachers	Start: 07/01/2010 End: 06/30/2011	• Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Accelerated Math

Scientific Based Research: Wallis, J.M. (1999). Integrating technology,. In B. M. Burton et al. Math Advantage (pp.E31-22). Orlando, Fl: Harcourt Brace & Company. Ysseldyke, Jim, Ph.D. and Steven P. Tardrew. (2002). Differentiating Math Instruction: A large scale study of Accelerated Math.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide opportunities for 1.0 FTE highly qualified teacher to work with students who did not score proficient or advanced on EOC exams or the Benchmark exam.	Jason Lawrence, Laura Burris, & Cindy Webb	Start: 07/01/2010	• Outside Consultants	ACTION BUDGET: \$

A computer lab setting with a 1.0 FTE paraprofession will be used to help students work on identified areas of weakness. This exceeds state standards. Action Type: Professional Development		End: 06/30/2011		
USE ACCELERATED MATH software to generate practice worksheets containing objectives aligned with student math performance. Action Type: Technology Inclusion	Jeff Hill, Stacy Heston, Blake Tinsley, Jed Davis, Cindy Webb	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers • Title Teachers 	ACTION BUDGET: \$
MAKE ACCELERATED MATH ACCESSIBLE TO ALL STUDENTS TO IMPROVE MATH PERFORMANCE LEVELS. Action Type: Equity	Cindy Webb & Jason Lawrence	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Title Teachers 	ACTION BUDGET: \$
Teachers will meet two times a year to REVIEW AND EVALUATE the Star Math, Benchmark Exam, and IOWA scores to ENSURE PROFICIENCY OF ALL STUDENTS. Results will be used to evaluate instructional strategies being used in the classroom setting. Target Testing each nine weeks will also be used in determining which strategies are being most effective. Action Type: Program Evaluation	Jason Lawrence, Cindy Webb, Karen Holcomb, Jed Davis, Stacy Heston, Blake Tinsley, Jeff Hill	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers • Title Teachers 	ACTION BUDGET: \$
Train and employ a 1.0 FTE highly qualified teacher with multiple certifications to team-teach in the ALE classroom that contains both children with disabilities and non-disabled students. Action Type: Collaboration	John Gray, Laura Burris, Jason Lawrence	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Title Teachers 	ACTION BUDGET: \$
MAKE ACCLELERATED MATH program accessible to parents THROUGH THE DISTRICT PARENT CENTER. Action Type: Parental Engagement	Cindy Webb & Jason Lawrence	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Implement inclusion of special education students into the regular classroom.				
Scientific Based Research: Stout, Katie Schultz (2001). "Special Education Inclusion". [on-line]. Available: http://wee.weac.org/resource/june98/speaed.nan				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Special Education teachers will provide additional assistance to special education students and classroom teachers within the regular classroom setting in Math. Action Type: Special Education	Vicki Valentine, Blake Tinsley, Stacy Heston, Jeff Hill	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Selected faculty will attend "co-teaching/inclusion" training periodically as offered by the ADE. Action Type: Professional Development	Laura Burris & classroom teachers	Start: 08/01/2009 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$
Inclusion teams will monitor the special education student's IEP to ensure that they reach their goals and objectives. Teams will meet two times a year to determine if effective strategies are being used to help students reach their individual goals. Action Type: Program Evaluation	Classroom teachers & Special Ed. teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Teachers • Title Teachers 	ACTION BUDGET: \$

Inclusion teams will have shared planning time for special education and regular education teachers to coordinate lesson plans and instructional strategies. Action Type: Collaboration	Karen Holcomb, classroom teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Special Education Specialist will continue to provide faculty with staff development focusing on co-teaching/inclusion. Action Type: Professional Development	John Gray, Laura Burris, Jason Lawrence	Start: 08/01/2009 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
The district will provide computer software to implement into classrooms to assist co-teachers with the instruction of students. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	John Gray, Laura Burris, Special Ed. teachers & co-teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers District Staff Teaching Aids 	ACTION BUDGET: \$
Inclusion teams will compare end-of-course data from previous years for the combined population to data for the current year to determine if the inclusion program is effective. Action Type: Program Evaluation Action Type: Title I Schoolwide	Jason Lawrence, Karen Holcomb, Classroom teachers & Special Ed. teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: An Alternative Learning Environment Program is in place to address at-risk students.

Scientific Based Research: Research: Alternative Learning Environments. Number 6. Decmeber 1995. Southwest Educational Development Laboratory.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Lessons are in alignment to the Arkansas Frameworks. Accommodations are made for learning deficiencies. Students are required to comply with all rules, policies, and procedures of ALE. Students are held to the same rigorous standards as all Mayflower students. All dress code and disciplinary policies of Mayflower Schools apply to students assigned to ALE. Action Type: AIP/IRI Action Type: Equity	John Gray, Jason Lawrence, Traci Berry	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Community Leaders District Staff Outside Consultants 	ACTION BUDGET: \$
Agreements are developed with the parents/guardian, ALE teacher, principal, and student outlining the responsibilities of the school, parent, and the student to ensure that the plan is successful for each student. 4.02.12 Action Type: AIP/IRI Action Type: Parental Engagement	ALE Placement Team	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
A curriculum will be provided in ALE that includes mathematics, science, social studies and language arts aligned with the regular classroom instruction. 4.02.11 Action Type: Alignment	Classroom Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Mayflower High School will provide an alternative learning environment for students who fail to thrive in the regular campus environment. Assignment is generally due to chronic behavior problems and lack of	John Gray, Jason Lawrence, Traci Berry	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Community Leaders District Staff 	ACTION BUDGET: \$

academic progress. A licensed 1.0 FTE teacher will be hired using ALE funding and students will have access to the school counselor, nurse and all other support services as provided to other students. 4.02 See District plan for funding. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity			<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	
At-risk students experiencing personal and/or family problems or other conditions negatively affecting academic social progress will be afforded an alternative education environment to enable them to achieve to their potential--emotionally and academically. Action Type: AIP/IRI Action Type: Equity	John Gray, Jason Lawrence, Traci Berry	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Community Leaders • District Staff • Outside Consultants 	ACTION BUDGET: \$
Lessons are in alignment to the Arkansas Frameworks. The curriculum at ALE for High School Students is a result of an individual improvement plan arrived at by a committee of parents, principal, counselor, and teachers. Most work is individualized and one on one. Attendance and other policies are identical to those on the main campus. In addition, ALE provides a counseling element for the students to address personal and/or family problems or other conditions negatively affecting academic and/or social progress. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement	Jason Lawrence, Karen Holcomb, Traci Berry, Classroom Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
The Building Principal, ALE Director and ALE Core Teachers will meet two times a year (at the end of each semester) to review and evaluate the ALE student academic progress to determine the effectiveness of Mayflower's ALE Program. Action Type: Program Evaluation	Karen Holcomb, Jason Lawrence, Traci Berry	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$
The ALE Placement Team will determine student placement. 4.02.7 The Placement Team includes the school counselor, principal, parent or guardian, and regular classroom teacher. 4.02 Qualifying students exhibit two or more of the characteristics allowed in 4.02.8.1 and 4.01.8.2 of ACT 59. ALE in Mayflower Schools is not punitive and will provide the guidance, counseling, and academic support to enable students who are experiencing emotional, social or academic problems to continue to make progress toward their educational goals. 4.02.10 Each ALE student is provided access to the services of a counselor, nurse or other support services that is provided to other students 4.02.4 ALE improvement plans are written for students under the guidance of the ALE Placement Team. Exit criteria has been developed on which to base a student's return to the regular program. 4.02.14	Karen Holcomb, Jason Lawrence, Traci Berry, classroom teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Parental Engagement				
Mayflower High School will provide currently licensed teachers for ALE students at the ALE facility. 4.02.1 ALE teachers are required to meet the same professional development requirements as all other certified staff. 4.02.15 See District plan for funding. Action Type: Collaboration	John Gray, Jason Lawrence, Traci Berry	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
A highly qualified paraprofessional will be provided for the ALE Department to assist in student achievement. This is above state standards. This paraprofessional will work closely with the ALE Director and core teachers to help monitor student achievement and adjust learning strategies when necessary. This team will meet at the end of each nine weeks. See District plan for funding. Action Type: Program Evaluation	Jason Lawrence, Traci Berry	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Academic Improvement Plan.

Scientific Based Research: Getting To Got It: Helping Struggling Students Learn How to Learn, (2007) Association for Supervision and Curriculum Development. Alexandria, Virginia. Betty K. Garner.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will provide a CERTIFIED MATH TEACHER to work with students to enhance their Algebra I skills. The data from their End of Course exams will be used to guide this intervention. This class is in addition to their current scheduled math class. The district will use .29 FTE to fund this position. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Jed Davis, Jason Lawrence	Start: 08/20/2009 End: 05/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers 	NSLA (State-281) - \$3107.00 Employee Benefits: NSLA (State-281) - \$12006.00 Employee Salaries: ACTION BUDGET: \$15113
Students will be given the opportunity to enhance their math skills in the computer lab. The current accelerated math and reading software will allow students the opportunity to work on their areas of need. Action Type: AIP/IRI Action Type: Collaboration Action Type: Technology Inclusion	Cindy Webb, classroom teachers	Start: 08/20/2009 End: 05/30/2010	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
Focus Testing will be used at the end of each nine weeks to determine how students are progressing in each of the tested areas. Data from these test will be used to help guide instruction and provide intervention for students who are struggling. Action Type: AIP/IRI Action Type: Collaboration	Jason Lawrence, Jeff Hill, Stacy Heston, Blake Tinsley	Start: 08/20/2009 End: 05/30/2010	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$

<p>The district will provide a CERTIFIED MATH TEACHER to work with students to enhance their Geometry skills. The data from their End of Course exams will be used to guide this intervention. This class is in addition to their current scheduled math class. The district will use .14 FTE to fund this position. Students are placed in this class based on Target Testing results and EOC data evaluations. Action Type: Equity Action Type: Program Evaluation</p>	<p>Jason Lawrence, Laura Burris, Jed Davis</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Performance Assessments • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Letters explaining School Choice and Transportation options were mailed to parents detailing the school status of school improvement and options which are available for parents. School Choice information and forms are also posted on the District Website. Postage will be paid by local district funds. Action Type: Title I Schoolwide</p>	<p>Jason Lawrence, Principal</p>	<p>Start: 08/01/2009 End: 07/31/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>ACTION BUDGET: \$</p>
<p>Teachers will be provided opportunities for on-going mentoring through the use of TWT - Teachers Watching Teachers. Each teachers will spend time watching another teacher during their instructional lessons twice in each 9 weeks period. Each staff member will participate in or be provided with TWT training information. Action Type: Professional Development</p>	<p>Jason Lawrence, Principal</p>	<p>Start: 08/01/2009 End: 07/31/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$15113</p>

Priority 3: Students will increase positive constructive behavior choices.

Supporting Data:

1. Office referrals were down in the school as a whole for the 2009-2010 school year. The following number of referrals reflects the number of referrals per group: 86 referrals for White males. 39 referrals for white females. 19 referrals for black males. 10 referrals for black females. Hispanic males had four referrals and Native American females had one referral.
2. Our graduation rate for 2008 was 81.3%. The graduation rate for the 2008-2009 school year was 83.8%. We must continue to provide opportunities to keep students in school and help them reach graduation.
3. Over 200 office referrals were made in the 2008-2009 school year with 10% of these referrals resulting in suspension for inappropriate behavior. Each time a student was suspended the parents/guardians were notified and the parents/guardians were invited to attend a conference with the building principal.
4. During the 2008-2009 school year, four students were arrested for having drugs or drug paraphernalia on campus. During the 2009-2010 school year, two students were arrested for having drugs on campus.
5. According to BMI statistics for the 2009-2010: 61.3% of males and 56.2% of females are healthy or underweight. 19.4% of males and 21.9% of females are overweight. 19.4% of males and 21.9% of females are obese. According to the BMI statistics for the 2008-2009: 63.3% of males and 60.5% of females are healthy or underweight. 36.7% and 39.5% of females are overweight or obese.

- Goal All students will increase positive constructive behavior choices, thereby decreasing classroom instruction disruption and increasing student academic performance.
- Benchmark For the 2010-2011 school year discipline referrals will decrease by 5%. The Building Principal will use classroom walk throughs to promote positive behavior. Teachers will strive to be consistent with rules and procedures according to the handbook to help achieve this goal.
- Benchmark STATEMENT OF CLARIFICATION: APSCAN contains archival data as related to our discipline, suspension and attendance information.

Intervention: Choosing to Excel				
Scientific Based Research: Moton, Thelma. (2002) S.P.R.A.N.S. Grant, Unpublished manuscript.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Continue support for Excel's program, Upward Bound, and invite character building speakers to our campus to provide programs. Action Type: Collaboration	Deborah Craig, Jason Lawrence	Start: 08/01/2009 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Provide all students the opportunity to participate in Excel program. Action Type: Equity	Deborah Craig	Start: 08/01/2009 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
Publish a newsletter each nine weeks to inform community and parents of events and happenings at school, to inform parents of parent/teacher conferences, and include surveys for parents to complete and return to school. Action Type: Parental Engagement	Parent Center	Start: 08/01/2009 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Monitor discipline forms to see if there is an improvement or lack of improvement and monitor test scores to see if there is a correlation between discipline improvement and test score improvement. Building Principal, Wellness Committee and EXCEL will meet at the end of each semester to evaluate this data to determine if any changes are needed. Action Type: Alignment Action Type: Program Evaluation	Deborah Craig, Karen Holcomb, Administrative staff & Classroom teachers	Start: 08/01/2009 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Provide activities for students that will promote good character, respect for others and themselves, good decision making, and an awareness of the harmful effects of drugs and violent behavior. Drug and Alcohol Awareness Week and other social related skills will be recognized at our school. The EXCEL will sponsor various activities aimed at better preparing our students to combat these social issues. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Jason Lawrence, Karen Holcomb, classroom teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Community Leaders None Outside Consultants Teachers 	ACTION BUDGET: \$
Discipline reports will be studied in the spring to assess frequency of violations and types of violations in order to evaluate the effectiveness of these	Jason Lawrence, Karen Holcomb	Start: 08/01/2009 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$

actions. Action Type: Program Evaluation			• Teachers	
Total Budget:				\$0

Goal Provide support for students in making healthy lifestyle choices by implementing strategies to increase collaboration between all segments of the school community in support of healthy, positive lifestyle choices.

Benchmark By the 2010-2011 school year there will be a decrease in the average BMI for students by 1/2% as evaluated by the annual BMI screening.

Intervention: Faculty Support for Wellness				
Scientific Based Research: American Journal of Public Health, 1619-1621, Vol. 93, No 10, Ocotober 2003, Achieving Health Equity: An Incremental Journal, Ibrahim, Said A., MD, MPH; Thomas, Stephen B, PhD, and Fine, Michael J., MD, MSc. American Psychologist, 0003-066X/03, Vol. 58, No. 6/7, 466,474 (June/July 2003), Enhancing School-Based Prevention and Youth Development Through Coordinated Social, Emotional, and Academic Learning. Mark T. Greenburg, Roger P. Weissberg, Mary Utne O'Brien, Joseph E. Zins, Linda Fredericks, Hank Resnik and Maurice J. Elias				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The campus will provide a pleasant environment and monitor schedules and other factors which may interfere with students' access to health information, resources and a healthy environment. Action Type: Wellness	Jason Lawrence	Start: 08/01/2009 End: 06/01/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Implement the current Arkansas Nutrition and Physical Education and Physical Activity Standards and the Arkansas Curriculum Frameworks. Action Type: Professional Development Action Type: Wellness	Jason Lawrence	Start: 08/01/2009 End: 06/01/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants Teachers 	ACTION BUDGET: \$
The School Health Index will be used to evaluate school effectiveness of meeting this goal. The Building Principal and the Wellness Committee will meet at the end of the school year to evaluate this data and make recommendations for the following year. Action Type: Program Evaluation	Jason Lawrence	Start: 08/01/2009 End: 06/01/2010	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Assemblies and other meetings will be held for the students on topics such as bullying and drug use prevention. Community Service provides a preventions program for students on tobacco use. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Karen Holcomb, Jason Lawrence	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Outside Consultants Teachers 	Title IV-A - Purchased Services: \$250.00 ACTION BUDGET: \$250
Counseling Associates is a counseling service located in Conway which offers therapeutic counseling for students and families. The district has provided space in our building to assist Counseling Associates in providing this counseling for students referred by the school or by parents. Action Type: Equity Action Type: Wellness	Karen Holcomb	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$

A school nurse will be housed part time (FTE .50) on the High School campus to better meet the needs of all students. Arkansas Standard 16.03.01 requires that each school district have a Health Program under the guidance of a licensed nurse. Our district currently employs two full time nurses. By using NSLA funds we are exceeding the state requirement and offering our students a better opportunity to have Health Services available to them. Action Type: Wellness	Jason Lawrence, John Gray	Start: 08/01/2009 End: 06/30/2011		ACTION BUDGET: \$
Mayflower High School will work in conjunction with the Police force by having random canine drug searches. Action Type: Wellness	Jason Lawrence	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff	ACTION BUDGET: \$
Total Budget:				\$250

Priority 4: The school will encourage and equip parents to be more involved in their student's educational experience.

- Supporting Data:
1. For the Fall 2009 semester, 36% of parents attended the Parent/Teacher Conference. This is a 6% increase.
 2. For the Spring 2010 semester, 40% of parents attended the Parent/Teacher Conference. This is a 2% decrease.

Goal We would like to have a parent involvement committee appraised of administrators, faculty and parents.

Benchmark To see an increase of 5% in parental involvement surveys completed.

Intervention: Parental Involvement				
Scientific Based Research: Effective Parental Strategies, SRER, 2003				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The High School campus will create Informational Packets for each student and their parents. A district committee met and determined the contents of each packet. This packet contains information regarding registration, a school calendar, tips for parents, a School-Parent-Student Contract as well as other beneficial information for parents. Parents were informed by phone during the summer that packets were available at the school. This campus will maintain a number of packets for new students. Action Type: Parental Engagement Action Type: Title I Schoolwide	Jason Lawrence, Karen Holcomb	Start: 07/01/2010 End: 06/30/2011	• District Staff	ACTION BUDGET: \$
Two (2)Parent/Teacher Conferences are scheduled for the 10-11 school year to provide parents an opportunity to receive an update of the educational progress of their child. Each teacher will be available during the scheduled times to visit with parents. Parents are encouraged to stay in close contact with their child's teacher throughout the school year, either by phone, scheduled visits, or email. All email addresses are made available to the parents.	John Gray, Jason Lawrence	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$

Action Type: Parental Engagement Action Type: Title I Schoolwide				
A DISTRICT PARENT CENTER has been established at the Elementary Campus. The parent center and media center will provide parenting books, magazines, and other related materials for parents to check out. The parent center is available from 7:00am until 7:00 pm for parents to utilize. The Parental Involvement Committee will collaborate with the Media Specialist, School Psychologist, Counselors and other faculty members to expand and improve their resources available. Action Type: Parental Engagement Action Type: Title I Schoolwide	Jason Lawrence, Karen Holcomb, Kim Koch, Parental Involvement Committee, Kelly Whitworth	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Several Parental Involvement Meetings, in conjunction with other parental and public meetings are scheduled to discuss the state of the school as well as an overview of what students will be learning; how students will be assessed; what parents should expect for the child's education; and how parents can assist and make a difference. One of the meetings will be held as a district wide meeting to provide this information. Action Type: Parental Engagement Action Type: Title I Schoolwide	John Gray, Jason Lawrence, Parental Involvement Committee	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
A process for addressing parental concerns has been outlined in the student handbook. All students will be given a handbook at the beginning of the year and documentation will be kept indicating parent receipt of the handbook. Action Type: Parental Engagement Action Type: Title I Schoolwide	Jason Lawrence	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
The district is committed to providing every opportunity available to assure parental involvement. The district recognizes the importance of this link for the educational success of our students. Parents are encouraged to be involved in every aspect of their child's education and to become a resource for the school by becoming a volunteer Action Type: Parental Engagement Action Type: Title I Schoolwide	John Gray, Jason Lawrence, Parental Involvement Committee	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
Surveys will be distributed to parents to assess their perception of the school's efforts to solicit and welcome parental involvement. These surveys will include a section soliciting suggestions for improvement as well as forming a PTO. Action Type: Parental Engagement Action Type: Title I Schoolwide	Jason Lawrence, Karen Holcomb	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
The Parental Involvement Committee will compile and keep a Volunteer Resource Book. This book will contain the names and contact information of all of our parent volunteers. This book will be kept by the Parent Facilitator.	Parental Involvement Committee, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff 	ACTION BUDGET: \$

Action Type: Parental Engagement				
Action Type: Title I Schoolwide				
The staff will support and encourage parents to participate in the High School P.T.O. Notices of meeting times and activities will be sent home via School Reach, the District Website, or newsletters.	Jason Lawrence, Kelly Whitworth, P.T.O. President	Start: 07/01/2010 End: 05/30/2010		ACTION BUDGET: \$
The Parental Involvement Committee will meet annually at the end of each school year to evaluate the effectiveness of our parental involvement. This meeting will be used to determine which actions need to be removed or added to our Parental Involvement Plan for the next year. The PTO will be invited to participate in the meeting as well. The Committee will be looking at survey results and other evaluation tools to help make the decisions that guide our plan. Action Type: Program Evaluation	Parental Involvement Committee, Jason Lawrence	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amber Gooch	Art	Wellness/Character Centered Teaching
Classroom Teacher	Blake Tinsley	Math	Mathematics
Classroom Teacher	Brent Stallings	Health/Athletics	Wellness/Character Centered Teaching
Classroom Teacher	Cody Johnson	English/Speech	Literacy
Classroom Teacher	Courtney Stites	Science	Mathematics
Classroom Teacher	Deborah Craig	Special Education	Literacy
Classroom Teacher	Erin Rappold	Business	Wellness/Character Centered Teaching
Classroom Teacher	Heather Malone	Foreign Language	District
Classroom Teacher	Holly Swanson	Science/Athletics	Mathematics
Classroom Teacher	Jed Davis	Math	Mathematics
Classroom Teacher	Jeff Hill	Math	Math
Classroom Teacher	Joe Allbritton	Social Studies/Athletics	Literacy
Classroom Teacher	Johnette Reynolds	English	Literacy
Classroom Teacher	Joseph Moon	Physical Education	Wellness/Character Centered Teaching
Classroom Teacher	Michele Snyder	Science	Mathematics
Classroom Teacher	Nick Williams	Band	Parental Involvement
Classroom Teacher	Nikkina Porter	Family & Consumer Science	Wellness/Character Centered Teaching
Classroom Teacher	Sabrena Thacker	Social Studies	Parental Involvement
Classroom Teacher	Samantha Carpenter	English/Journalism	Literacy
Classroom Teacher	Sarah Moore	English	Literacy
Classroom Teacher	Sharlee Crowson	Literacy Specialist	Literacy
Classroom Teacher	Stacy Heston	Math	Mathematics
Classroom Teacher	Steve Herron	Social Studies/Athletics	Literacy
Classroom Teacher	Tamara McElroy	Special Education	Wellness/Character Centered Teaching
Classroom Teacher	Vicki Valentine	Special Education	Mathematics
Community Representative	Mike Raney	Business Leader	Parental Involvement

District-Level Professional	John Gray	Superintendent	District
District-Level Professional	Laura Burris	District Coordinator	District
District-Level Professional	Luke White	Technology Coordinator	Wellness/Character Centered Teaching
Non-Classroom Professional Staff	Cindy Webb	Paraprofessional	Mathematics
Non-Classroom Professional Staff	Karen Holcomb	Counselor	District
Non-Classroom Professional Staff	Kelly Whitworth	Parent Center Director	Wellness/Character Centered Teaching
Non-Classroom Professional Staff	Kim Koch	Media Specialist	Parental Involvement
Non-Classroom Professional Staff	Nicole Martin	ALE/AIP	Math
Non-Classroom Professional Staff	Stacy Uptain	Paraprofessional	Wellness/Character Centered Teaching
Parent	Diane Tate	Parent	Parental Involvement
Parent	Jennifer Barnhill	Parent	Federal Programs
Parent	Tracie Post	Parent	Parental Involvement
Principal	Jason Lawrence	Principal	District