

School Plan

**HECTOR HIGH SCHOOL
11601 SR 27, HECTOR, AR 72843**

Arkansas Comprehensive School Improvement Plan

2014-2015

The Hector School District is dedicated to providing a safe and nurturing environment that educates and motivates the "whole child" to become a life-long learner and a responsible, productive citizen. Hector School district strives to fulfill this mission through:

- 1) High Expectations - the district is dedicated to promoting high academic and ethical standards and performances for faculty, staff, and students;
- 2) A Focus on the "Whole Child" - the district is dedicated to working with families and community groups to remove barriers to learning in an effort to meet the intellectual, emotional, physical, social, occupational, and developmental needs of all students;
- 3) Opportunities and Resources - the district is dedicated to providing the best possible technological, instructional, evaluative, managerial, material, financial, and human resources possible for all faculty, staff, and students;
- 4) A Safe, Secure and Nurturing Environment - the district is dedicated to providing an environment conducive to and for the physical, emotional, intellectual, and developmental needs of all faculty, staff, and students; and
- 5) A Rigorous Curriculum - the district is dedicated to providing an instructional program that engages all students through effective, varied, and research based "best practice" to improve academic performance.

Grade Span: 7-12

Title I: Title I Schoolwide

School Improvement: MS

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Priority 6: Parental Involvement

Goal: To increase the attendance of parents to school meetings and activities.

- Priority 1: To create successful, lifelong readers and writers. We have a focused mission for action and improvement with emphasis on a vertically aligned curriculum, implementation of researched based strategies, technology integration, problem/project-based lessons, and the expansion of 21st century skills (such as: digital, informational, solution, creative, and collaborative fluency)
1. Hector High School is high school identified as a needs improvement school. The students did not meet the expectations of the AMOs in Literacy Performance (88.64%) by scoring 79.41% for all students and in the TAGG AMO (87.10%). Literacy Growth did not meet the 89.54% AMO expectation in all students (83.67%); and AMO (89.11%) in the TAGG with a score of 80.82%. **NEEDS ASSESSMENT** After participating in a comprehensive needs assessment that included an in-depth three year analysis of student performance, growth, grade level trends, and item analysis; the Literacy team has determined that until we are testing the taught curriculum mandated by the state of Arkansas, we can expect consequent gaps and drops in years following. Vocabulary, fluency, differentiation of instruction, and deeper analysis of text must be the focus areas of the 2014-2015

school year.

Supporting
Data:

2. NEEDS ASSESSMENT: 7th, 8th, and 11th grades - After participating in a comprehensive NEEDS ASSESSMENT that reflected in-depth analysis of student achievement (classroom performance, teacher observation, demographic information, etc.) over the past three years and item analysis of the 2014 Benchmark scores: On the 2014 Benchmark exam the Hector 7th grade scored 91% proficient advanced. The Hector 7th grade scored 90% proficient advanced on the 2013 Benchmark. The Hector 7th grade scored 94% proficient and advanced in Literacy on the 2012 Arkansas Benchmark Exam. This is a significant increase from 89% on the 2011 Benchmark Exam and the 59% proficient and advanced in literacy in 2010. Areas targeted for improvement continue to be content and style in writing and fluency, comprehension, and analysis of reading. On the 2014 Benchmark exam the Hector 8th grade scored 79% proficient advanced. On the 2013 Benchmark exam the Hector 8th grade scored 92% proficient and advanced. The Hector 8th scored 96% proficient and advanced in Literacy on the 2012 Benchmark Exam. This is a significant increase from 85% on the 2011 Benchmark Exam and the 76% proficient and advanced in literacy in 2010. Areas targeted for improvement continue to be content and style in writing and fluency, comprehension, and analysis in reading. On the 2014 Literacy EOC the Hector 11th grade scored 67% proficient advanced. On the 2013 Literacy EOC the Hector 11th grade scored 63% proficient and advanced. The Hector 11th scored 91% proficient and advanced in Literacy on the 2012 Benchmark Literacy Exam. This is a significant increase from the 80% proficient and advanced in 2011, and the 71% proficient and advanced in literacy in 2010. Areas targeted for improvement are content and style in writing and fluency, comprehension, and analysis in reading.
3. NEEDS ASSESSMENT: 9TH Grade- After participating in a comprehensive NEEDS ASSESSMENT that reflected in-depth analysis of student achievement (classroom performance, teacher observation, demographic information, etc.) and item analysis of the ITBS scores: Total percentile ranking for 9th grade was 48 in reading and 43 in math. Total percentile ranking for ninth grade was 54 in Reading and 49 in Revising for 2012. Areas targeted for improvement include fluency, comprehension strategies, sustained silent reading and analysis.
4. School Data: 2012 Graduation rate for all students was 89.36% exceeding the AMO of 87.56%. Graduation rate for all students in TAG groups 82.76, not meeting the AMO of 88.63%. 2011 Graduation rate for all students was 90.91%, exceeding the AMO of 2011 with 88.05%. Graduation rate for all students in TAG groups was 85.19%, and we did not meet the AMO of 2011 of 88.29%. All subgroups meet AMO of 2011 except the Economically Disadvantaged group which had a graduation rate of 84.62%, not meeting the AMO of 2011 of 87.78%
5. PROGRAM EVALUATION: In 2012-2013 the data again collected for High Yield Strategies. 15% identifying similarities and differences 12% summarizing and note-taking 18% reinforcing effort and recognition 20% homework/practice 2% nonlinguistic representations 20% cooperative learning 5% setting objectives/feedback 2% generating/testing hypotheses 6% cues/questions/advanced organizers In 2011-2012 the data again collected for High Yield Strategies. 17% identifying similarities and differences 4% summarizing and note-taking 3% reinforcing effort and recognition 20% homework/practice 2% nonlinguistic representations 18% cooperative learning 15% setting objectives/feedback 9% generating/testing hypotheses 1% cues/questions/advanced organizers In 2010-2011 data was collected specifically involving the use of high yield strategies. The data reflected the following: 4% identifying similarities and differences 13% summarizing and note-taking 5% reinforcing effort and recognition 13% homework/practice 9% nonlinguistic representations 4% cooperative learning 14% setting objectives/feedback 4% generating/testing hypotheses 14% cues/questions/advanced organizers

Goal	Improve reading skills and strategies to increase student achievement and enjoyment in reading and writing.
Benchmark	Students in Hector High School will continue to be successful in reading and writing through the difficult transition to Common Core State Standards, while closing any achievement gaps between identified student populations.
Benchmark	Hector High School Performance will meet or exceed the 89.90% AMO for all students; the 88.53% AMO for TAGG; the 100% AMO for Hispanic; the 89.70% AMO for Caucasian; the 89.75% Economically Disadvantaged; and 66.67% AMO for Students with Disabilities to perform at proficient and advanced levels by 2015.
Benchmark	Hector High School Growth will meet or exceed the 90.70% Growth AMO for all students, as well as the 90.32% Growth AMO for TAGG; the 100.00% Growth AMO for Hispanic; the 90.25% Growth AMO for Caucasians; the 92.22% Growth AMO for Economically Disadvantaged; and 66.67% Growth AMO for Students with Disabilities for by 2015.

Intervention: Implement school wide reform in literacy by providing a clear and focused mission for action and improvement with emphasis on a vertically aligned curriculum, reading and writing for information and for pleasure, implementation of researched based strategies, technology integration, problem/project-based lessons, and the expansion of 21st century skills (such as: digital, informational, solution, creative, and collaborative fluency)

Scientific Based Research: Scientific Based Research: Dufour, R. & Eaker, R., (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN, National Educational Service. National Assembly of Secondary School Principals, (2006). Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform. Providence, RI, The Educational Alliance. O'Shea, M., (2005). From Standards to Success. Alexandria, VA, Association for Supervision and Curriculum Development. Tobey, Deborah, 2005 Needs Assessment Basics, American Society for Training & Development, Alexandria, VA, 2005. Marzano, R., 2003. What Works in Schools Translating Research Into Action. Alexandria, VA: ASCD. Marzano, R. & Pickering, D. (2005). Building Academic Vocabulary. Alexandria, VA: ASCD. Crockett, L, Jukes, I., & McCain, T. (2010). Understanding the Digital Generation: Teaching and Learning in the New Digital Landscape. British Columbia, Canada: 21st Century Fluency Project

Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA: Hector High School will be participating in a lease agreement with Apple to provide devices for our students to participate in a 1:1 technology program. The lease will include 140 Mac Book Airs, 150 iPads, and other management and support devices. These devices will be used to integrate technology and 21st century skills in literacy, as well as the other content areas, to meet the rigor and technology fluencies demanded by the Common Core State Standards. Action Type: Equity Action Type: Technology Inclusion	Walt Davis, Superintendent; Shelly Frew, Instructional Technology Facilitator	Start: 07/01/2014 End: 06/30/2015	Central Office	NSLA (State-281) - \$38216.99 Purchased Services: ACTION BUDGET: \$38216.99
TITLE I/NSLA: Librarian, teachers, parents, and students will collaborate to continue to add books to the school library. Leveled books of varied interest, abilities, fiction, nonfiction and other resources will be purchased to enhance literacy instruction for students including but not limited to Overdrive access for eBooks. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Sara Price, Librarian; teachers; parents	Start: 07/01/2014 End: 06/30/2015	- School Library - Teachers	Title I - Materials & Supplies: \$7000.00 NSLA (State-281) - \$2000.00 Materials & Supplies: Title I - Purchased \$1500.00 Services: ACTION BUDGET: \$10500
TITLE I: Title I funds will be used to employ a classified computer lab manager, Ann Fisher FTE .90, in 7-12, for computer-aided literacy instruction using current technology. Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Walt Davis, Superintendent	Start: 07/01/2014 End: 06/30/2015	Central Office	Title I - Employee Salaries: \$7621.49 Title I - Employee Benefits: \$2492.45 ACTION BUDGET: \$10113.94
NSLA: Funds will be used to continue to pay for all eleventh graders to participate in the Voluntary Universal ACT assessment program which will give the students the opportunity to take the ACT at no charge. Action Type: Equity	Bob Watson, Counselor	Start: 07/01/2014 End: 06/30/2015	Central Office	NSLA (State-281) - Purchased Services: \$750.00 ACTION BUDGET: \$750
TITLE I: Hector High School will evaluate AR licensing requirements and purchase	Sara Price, Librarian;	Start: 07/01/2014	School Library	Title I - Purchased \$1705.00

software license. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	teachers	End: 06/30/2015		Services: ACTION BUDGET: \$1705
The principal, counselor, and teachers will identify any student not fluent in English and provide the necessary services required. The ESL Coordinator will provide teachers with training and materials to assist in instruction of ESL students. Teachers will be provided scaffolding strategies to make appropriate accommodations in instruction, assignments and tests. Identified ESL students will be administered the MAC II Language Proficiency Assessment. Results from the Mac II, ELDA and classroom performance will be used to evaluate the effectiveness of the district ELL plan annually. The program will be modified as needed to successfully serve the population involved. Action Type: Collaboration Action Type: Equity	Jordan Price, Principal; Bob Watson, Counselor; teachers	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	ACTION BUDGET: \$
Special Education teachers Sara Coffman and Lucretia Stone, will co-teach with regular classroom teachers in an inclusion capacity to provide seamless instruction to students with disabilities. Action Type: Equity Action Type: Special Education	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	ACTION BUDGET: \$
NSLA: Continued use of library software system, Atrium, for increased management and increased circulation of high interest books to better engage all students in reading will be maintained yearly. PROGRAM EVALUATION - Usage reports will be printed and analyzed annually.	Walt Davis, Superintendent; Derrick Betancur, Technology Coordinator	Start: 07/01/2014 End: 06/30/2015	- Central Office - School Library	NSLA (State-281) - Purchased Services: \$900.00 ACTION BUDGET: \$900
PROFESSIONAL DEVELOPMENT: As funds are available, we will continue to add to and make teachers aware of a professional library composed of DVD, video, audio, and books for teachers and administrators on-site professional development. The library is composed of materials emphasizing student and teacher motivation, five essential elements of reading as recommended by the National Reading Panel, curriculum mapping, differentiated instruction, data driven decisions, classroom management, and other as research driven instructions demand. Action Type: Professional Development	Jordan Price	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT FUNDS Hector High School will provide for its faculty and staff, including special education, opportunities for effective, research based professional development activities. Such activities are prescribed to assist teachers in their guidance of all	Jordan Price, Principal; teachers	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	PD (State-223) - Purchased Services: \$2500.00 ACTION \$2500

students to the achievement of proficiency in literacy. The school administrator will have an individual professional development plan on file developed in collaboration with the employee and the school and/or district. Action Type: Professional Development				BUDGET:
PROFESSIONAL DEVELOPMENT- In-service training will be provided to assist teachers in implementing 21st century skills through Project Based Learning/Lessons and in integrating the new and existing instructional technology available in the classrooms including, 1 : 1 internet capable devices, interactive white boards and Response Systems, Reading Plus, Classworks etc. Action Type: Professional Development Action Type: Technology Inclusion	Shelly Frew, Instructional Technology Facilitator	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT -Hector High school will continue to maintain a high quality mentoring program including the development of standards for training mentor teachers, and guidelines for implementing mentoring programs. Action Type: Professional Development	Walt Davis, Superintendent	Start: 07/01/2014 End: 06/30/2015	Central Office	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT- Provide staff with information that will allow them to take advantage of professional development opportunities available through Arkansas IDEAS. This service provided by the Arkansas Department of Education in conjunction with AETN will give teachers access to online professional development that will enhance their skills and content knowledge enabling them to better serve their students. Action Type: Professional Development	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
PROGRAM EVALUATION – Professional growth plan will be evaluated by the Classroom Walk Through, formal and informal classroom observations, interim assessments, student grades, and test scores on the 2013-14 Augmented Benchmark Tests, ITBS Achievement Test, and End of Course Exams. Action Type: Program Evaluation	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	ACTION BUDGET: \$
PROGRAM EVALUATION – Administration and literacy teachers will meet regularly to review classroom assessments, teacher evaluations and assessments, Accelerated Reader Reports, and state mandated testing, and Classroom Walk Through data to evaluate the impact of the actions on student achievement. Action Type: Program Evaluation	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - Teachers	ACTION BUDGET: \$
NSLA: Compass will continue to be utilized to technologically enhance the instruction of literacy from re-teaching to enrichment. Action Type: Technology Inclusion	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015		NSLA (State- 281) - \$3195.68 Purchased Services:

				ACTION BUDGET: \$3195.68
TITLE I: Title I funds will be used to supplement literacy instruction in the high school by providing tutoring 5 hours per week by or under the direction of certified staff/salaries and benefits calculated hourly at \$25 per hour. The necessary instructional materials and supplies will also be provided to enable the teacher to increase students' literacy proficiency. Action Type: Title I Schoolwide	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & Supplies: \$500.00 Title I - Employee Salaries: \$3500.00 Title I - Employee Benefits: \$741.25 ACTION BUDGET: \$4741.25
Title I: Title I funds will be used to purchase iPad Apps for literacy instruction. Action Type: Technology Inclusion	Shelly Frew	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	Title I - Materials & Supplies: \$1000.20 ACTION BUDGET: \$1000.2
NSLA Classworks will be purchased to individualize student instruction for point-in-time remediation, reteaching, and enrichment. Action Type: Technology Inclusion	Shelly Frew	Start: 07/01/2014 End: 06/30/2015	• Computers • Teachers	NSLA (State-281) - Purchased Services: \$15800.00 ACTION BUDGET: \$15800
NSLA: Hector School District will provide all accessories necessary to utilize iPads and Macbook Air's in the classroom including but not limited to keyboards, headphones, and cases. Action Type: Technology Inclusion	Jordan Price	Start: 07/01/2014 End: 06/30/2015	• Teaching Aids	NSLA (State-281) - Materials & Supplies: \$2000.00 ACTION BUDGET: \$2000
NSLA: To employ a Library Media Specialist above standards, Sara Price FTE .5, that will work building students' literacy skills.	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015	• School Library • Teachers	NSLA (State-281) - Employee Salaries: \$20605.26 NSLA (State-281) - Employee Benefits: \$5397.02 ACTION BUDGET: \$26002.28
TITLE I: Title I funds will be used to employ a Federal Programs Coordinator, Jordan Price FTE .09, to coordinate all activities relating to improvement of instruction in literacy and lath within a Title I school wide program. Action Type: Parental Engagement	Walt Davis, Superintendent	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • District Staff	Title I - Employee Salaries: \$3195.00 Title I - Employee Benefits: \$775.96

Action Type: Professional Development Action Type: Title I Schoolwide				ACTION BUDGET: \$3970.96
Total Budget:				\$121396.3

Intervention: Implement school wide reform in literacy by aligning the curriculum both horizontally and vertically to provide seamless continuity of curriculum mapping, instruction, and assessment

Scientific Based Research: Scientific Based Research: Dufour, R. & Eaker, R., (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN, National Educational Service. National Assembly of Secondary School Principals, (2006). Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform. Providence, RI, The Educational Alliance. O'Shea, M., (2005). From Standards to Success. Alexandria, VA, Association for Supervision and Curriculum Development. Tobey, Deborah, 2005 Needs Assessment Basics, American Society for Training & Development, Alexandria, VA, 2005. Marzano, R., 2003. What Works in Schools Translating Research Into Action. Alexandria, VA: ASCD. Marzano, R. & Pickering, D. (2005). Building Academic Vocabulary. Alexandria, VA: ASCD Crockett, L, Jukes, I., & McCain, T. (2010). Understanding the Digital Generation: Teaching and Learning in the New Digital Landscape. British Columbia, Canada: 21st Century Fluency Project

Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT – The Hector School District will provide in-service training to all teachers in data disaggregation. Teachers will be provided the instruction and support in using state mandated test data to identify areas of strength and weakness in the taught curriculum. Item analysis, trend data, and state/regional/county comparisons will be completed. Action Type: Alignment Action Type: Professional Development	Walt Davis, Superintendent; Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015	- Central Office - District Staff - Teachers	ACTION BUDGET: \$
PROGRAM EVALUATION –The literacy curriculum will be monitored and adjusted through ongoing needs assessments in grade level, departmental and instructional team (vertical) meetings. The teams will consider state mandated test data, interim assessment data, teacher observations, formal/informal teacher evaluations, and student grades to make curricular decisions. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Walt Davis, Superintendent; Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015	- Central Office - District Staff - Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement school wide reform in literacy remediation by collaboratively creating and completing Academic Improvement Plans, and point-in-time interventions for identified students.

Scientific Based Research: Scientific Based Research: Dufour, R. & Eaker, R., (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN, National Educational Service. National Assembly of Secondary School Principals, (2006). Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform. Providence, RI, The Educational Alliance. O'Shea, M., (2005). From Standards to Success. Alexandria, VA, Association for Supervision and Curriculum Development. Tobey, Deborah, 2005 Needs Assessment Basics, American Society for Training & Development, Alexandria, VA, 2005. Marzano, R., 2003. What Works in Schools Translating Research Into Action. Alexandria, VA: ASCD. Marzano, R. & Pickering, D. (2005). Building Academic Vocabulary. Alexandria, VA: ASCD Crockett, L, Jukes, I., & McCain, T. (2010). Understanding the Digital Generation: Teaching and Learning in the New Digital Landscape. British Columbia, Canada: 21st Century Fluency Project

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Hector High School faculty and parents will plan instructional and remediation activities to ensure that students who experience difficulty mastering the proficient level of academic achievement standards required by the state are given the support to do so. Academic improvement plans (AIP) will be developed for those students not proficient in literacy on the benchmark exam and/or End of Course. Action Type: AIP/IRI	Jordan Price, Principal; teachers	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$

Action Type: Collaboration				
Individualized instruction, working one on one, learning lab (pull-out and inclusion), and technology enhanced instruction will be utilized to remediate deficit areas, while AIP remediation will be facilitated by the classroom teachers. Action Type: AIP/IRI Action Type: Technology Inclusion	Jordan Price; teachers	Start: 07/01/2014 End: 06/30/2015	- Computers - District Staff - Teachers	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT – The Hector School District will provide teachers in-service training in the use of technology enhanced remediation, re-teaching, enrichment and documentation (Compass, Classworks, and ReadingPlus). Action Type: Professional Development Action Type: Technology Inclusion	Jordan Price	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - Computers	ACTION BUDGET: \$
PROGRAM EVALUATION - The effectiveness of the remediation plans will be monitored by students' improved literacy scores in the classroom, on interim assessments, and on state mandated tests. Action Type: AIP/IRI Action Type: Collaboration	Jordan Price, Principal; teachers	Start: 07/01/2014 End: 06/30/2015	- Central Office - District Staff - Teachers	ACTION BUDGET: \$
TITLE I/NSLA: Title I money will be used to purchase materials and supplies to continue address the concerns of the needs assessment team for point in time remediation. This is not the official AIP procedure. These materials and supplies will include but not be limited to, books, periodicals, and etc.	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & Supplies: \$2000.00 NSLA (State-281) - Materials & Supplies: \$4500.00 ACTION BUDGET: \$6500
NSLA: To employ a counselor above standards, Bob Watson FTE .36, that will work with students, teachers, and parents to address weaknesses relating to proficiency levels. Action Type: Collaboration Action Type: Parental Engagement	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	NSLA (State-281) - Employee Benefits: \$2349.86 NSLA (State-281) - Employee Salaries: \$9297.48 ACTION BUDGET: \$11647.34
Total Budget:				\$18147.34

Priority 3: To increase students and staff's awareness and knowledge of the effects of a good nutrition and physical activity program.

1. BMI Classifications for Males and Females in Hector High School 2007-2008 2008-2009 2009-2010
Males Females Males Females Males Females 8 61.9% 66.7% 59.1% 60% 10 71.4% 59.1% 60% n/a
12 n/a n/a n/a n/a
2. Student Referrals to Nurse: 2004-2005 - 5324 students 2005-2006 - 4969 students 2006-2007 - 4800 students 2007-2008 - n/a 2008-2009 - 4440 referrals 2009-2010 -

Supporting
Data:

3. Free and Reduced Lunches: 2004-2005 63% 2005-2006 63% 2006-2007 63% 2007-2008 64.6% 2008-2009 65.5% 2009-2010 70%
4. Life time use 2007 2008 2009 8 10 12 8 10 12 8 10 12 Alcohol 44.70% 72% 76% 40% 66.70% 83.90% 35.3 58.5 73.5 Cigarettes 26.30% 50% 48% 28.90% 52.90% 48.40% 25.7 41.5 54.5 Chewing Tobacco 13.20% 36% 45.80% 28.90% 35.30% 46.70% 20.6 22 24.2 Inhalants 15.80% 22% 8% 7.50% 16.70% 9.70% 14.3 12.2 2.9 Sedatives 13.20% 26% 20% 7.50% 13.90% 19.40% 8.6 12.2 14.7 Hallucinogens 2.60% 2% 0% 0% 0% 9.70% 0 4.9 0 Meth 2.60% 0% 12% 0% 0% 0% 2.9 4.9 0 Marijuana 5.40% 41.20% 40% 12.50% 30.60% 45.20% 11.4 24.4 41.2 Cocaine 2.60% 2% 12% 0% 2.80% 2.90% 2.9 2.4 2.9 Stimulants 2.60% 8.20% 4% 0% 5.70% 6.50% 5.7 4.9 5.9 Heroin 0% 0% 4% 0% 0% 0% 0 2.4 0 Ecstasy 2.60% 8.20% 4% 0% 0% 6.50% 2.9 4.9 2.9 Prescription Drugs 0% 0% 0% 7.70% 11.40% 32.30% 8.6 24.4 23.5 Over-the Counter 0% 0% 0% 2.60% 5.70% 9.70% 2.9 12.2 2.9 Any Drug 26.30% 49% 48% 22.50% 44.40% 51.60% 25.7 46.3 47.1
5. % of students with heavy use of alcohol and cigarettes: 2007 2008 2009 8 10 12 8 10 12 8 10 12 Binge drinking 790.00% 22% 24% 5.30% 17.60% 35.50% 11.4 4.9 17.6 Pack of cigarettes 2.60% 2.10% 12% 0% 0% 0% 0 2.4 6.2
6. % of students with antisocial behavior in the past year: 2007 2008 2009 8th 10th 12th 8th 10th 12th 8th 10th 12th Suspended from school 2.60% 19.60% 28% 2.50% 11.10% 3.20% 8.6 7.3 14.7 Drunk or high at school 2.60% 19.60% 16% 7.50% 19.40% 29% 11.4 4.9 11.8 Sold illegal drugs 2.60% 8% 4% 0% 5.70% 6.50% 2.9 2.4 5.9 Stole a vehicle 5.10% 3.90% 4% 0% 0% 0% 2.9 0 0 Been arrested 0% 0% 8% 2.50% 0% 3.20% 5.7 0 2.9 Attacked to harm 10.30% 19.60% 32% 10% 36.10% 3.20% 25.7 4.9 14.7 Carried a handgun 2.60% 7.80% 16% 5% 13.90% 3.20% 8.6 2.4 2.9 Handgun to school 0% 0% 4% 2.50% 0% 0% 2.9 0 0

Goal

It is the goal of Hector School District to increase student awareness and knowledge of the effects of good nutrition and a well coordinated physical education program.

Benchmark

By 2014-2015, there will be a decrease of the average Body Mass Index for students by as measured and determined by the annual Body Mass Index Screening.

Intervention: School Health Policies and Environment-Module 1 Increase awareness and knowledge of the benefits of physical activity for lifelong health and wellness. Reference: Act 1220 Plan Evaluation: The Wellness Committee will meet quarterly to ensure that the school meets the local wellness policy by periodically assessing how well the policy is being managed and enforced. Administrative Staff will receive evaluations and feedback.

Scientific Based Research: Morrow, James R., Jr. & Jackson Allen W., et al, Physical Activity Promotion and School Physical Education, 1999. Weiss, Maureen R., Motivating Kids in Physical Activity, 2000

Actions	Person Responsible	Timeline	Resources	Source of Funds
Be consistent with state/district's standards/guidelines/framework for physical education and with national standards that define what students should know and be able to do. Action Type: Title I Schoolwide Action Type: Wellness	Jordan Price, Principal; teachers	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - District Staff	ACTION BUDGET: \$
Provide many different physical activity choices. Program Evaluation: Lesson plans curriculum mapping, Administrative observation Action Type: Program Evaluation Action Type: Wellness	Physical Education Department	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - Outside Consultants	ACTION BUDGET: \$
Actively teach cooperation, fair play, and responsible participation in physical activity. Action Type: Title I Schoolwide Action Type: Wellness	Physical Education Department; Teachers	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - District Staff - Teachers - Title Teachers	ACTION BUDGET: \$
PROGRAM EVALUATION: Health education topics shall be integrated into the instruction of other subject areas to the greatest extent possible. Such cross-teaching is intended to complement, not substitute for, a comprehensive health education program. This will be reflected in in lesson plans as evidence. Action Type: Program Evaluation	Bob Watson, Counselor	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$

Action Type: Wellness				
All students shall be regularly assessed for attainment of the physical education learning objective (students who have a waiver signed by parents shall be exempt). Action Type: Title I Schoolwide Action Type: Wellness	Physical Education Department	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - District Staff - Teachers	ACTION BUDGET: \$
Hector School District shall implement a curriculum that is designed, implemented, and evaluated to help students develop the knowledge, motor skills, self-management skills, attitudes, and confidence needed to adopt and maintain physical activity throughout their lives. Action Type: Title I Schoolwide Action Type: Wellness	Bob Watson, Counselor	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
Require adaptive physical education be taught by a certified adaptive physical education teacher. Action Type: Title I Schoolwide Action Type: Wellness	Walt Davis, Superintendent	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - District Staff - Teachers	ACTION BUDGET: \$
In an effort to increase student awareness of staying safe and drug free and provide character education for the high school, junior high, and middle school populations, these student groups will participate in anti-drug/character building activities, funded through local monies. Action Type: Equity Action Type: Wellness	Bob Watson, Counselor	Start: 07/01/2014 End: 06/30/2015	Outside Consultants	ACTION BUDGET: \$
The district's Wellness, Nutrition, and Physical Activity Committee as part of the ACSIP Committee will monitor Goals and will evaluate the effectiveness of Actions by reviewing data results and will modify ACSIP annually. Lesson plans, minutes of meetings, and the CDC's School Health Index (SHI) modules #1, #2, #3, #4, and #8 will be used to annually assess the implementation of the district's Coordinated School Health Program,. Body Mass Index (BMI) results will be monitored annually also Action Type: Wellness	Jordan Price, Principal; Bob Watson, Counselor; teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Health Education-Module 2 Increase awareness and knowledge of the benefits of sound nutritional practices for lifelong health and wellness. Program evaluation: Students exhibit more awareness and knowledge of the benefits of sound nutritional practices.				
Scientific Based Research: Scientific Based Research: Food, Nutrition, and Consumer Services (USDA), Washington, DC. Center for Nutrition Policy and Promotion, Breakfast and Learning in Children. Symposium Proceedings (Washington, DC, April 22, 1999). Schlosser, Eric, Fast Food nation: the dark side of the all-American meal, 2001.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Staff provides nutrition education and has appropriate training. Action Type: Title I Schoolwide Action Type: Wellness	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - District Staff	ACTION BUDGET: \$
Specific nutrition standards pertain to all foods and beverages served or made available to students on our campus (school meals are governed by USDA regulation). Maximum portion size restrictions pertain to all foods and beverages served, sold, or made available to students on our campus.	Betty Vincent, Cafeteria Supervisor	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$

Action Type: Title I Schoolwide Action Type: Wellness				
Healthy breakfast foods will be available in the school cafeteria each morning to promote students getting the day off to a good start. Action Type: Title I Schoolwide Action Type: Wellness	Betty Vincent, Food Service Manager	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
Students are to receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors. Action Type: Title I Schoolwide Action Type: Wellness	Health Teachers	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - Outside Consultants - Teachers - Title Teachers	ACTION BUDGET: \$
Nutrition education is offered in the school dining room as well as in the classroom, with coordination between the food service staff and teachers. Action Type: Title I Schoolwide Action Type: Wellness	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - District Staff - Teachers	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Intervention 3: Family and Community Involvement, Module 8 Community involvement in the development of school wellness. Program evaluation: Increased community involvement in the development of school wellness.				
Scientific Based Research: Shoffner, M. F. & Vace, A. (2002). An analysis of the community safety scale: A brief report. Measurement and Evaluation in Counseling and Development, 35-49-55.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. Action Type: Title I Schoolwide Action Type: Wellness	Walt Davis, Superintendent	Start: 07/01/2014 End: 06/30/2015	Central Office	ACTION BUDGET: \$
School food service staff, at the district level, will ensure compliance with nutrition policies within school food service areas. In addition, the school district will report the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. Action Type: Title I Schoolwide Action Type: Wellness	Betty Vincient, Food Service Manager	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
The superintendent or designee will develop a summary report every three years on district-wide compliance with the district's established nutrition and physical activity. Action Type: Title I Schoolwide Action Type: Wellness	Walt Davis, Superintendent	Start: 07/01/2014 End: 06/30/2015	Central Office	ACTION BUDGET: \$
The Hector School District will provide a clean, safe, enjoyable meal environment for students. Action Type: Title I Schoolwide Action Type: Wellness	Administrative Staff	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - District Staff - Teachers	ACTION BUDGET: \$
Develop strategies for parents, teachers, school administrators, students, food service professionals, and community members to serve as role models in practicing healthy eating and being physically active, both in school and at home. Action Type: Title I Schoolwide Action Type: Wellness	Administrative Staff	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - Community Leaders - District Staff - Teachers	ACTION BUDGET: \$

Physical education activities will be appropriate to student's developmental levels, personal behaviors, cultural backgrounds, and be consistent with community standards. Action Type: Equity Action Type: Title I Schoolwide Action Type: Wellness	Physical Education Department	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - District Staff - Teachers	ACTION BUDGET: \$
The Hector School District will conduct an annual health fair to provide the students, families, and community members with beneficial information concerning how to lead healthier life-styles. A survey will be given to all parties to ascertain the topics most beneficial to our patrons.	Bob Watson, Counselor	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Intervention 4: Nutritional Services, Module 4 Program evaluation: Implementation of the nutritional services guidelines as set forth in this intervention.

Scientific Based Research: Fit, Healthy, and Ready to Learn: A school Health Policy Guide, National Association of State Boards of Education. www.nasbe.org/HealthySchools/fithealthy.mgi The Learning Connection: The Value of Improving Nutrition and Physical Activity in Our Schools Action for Healthy Kids. www.actionforhealthykids.org/docs/specialreports/LC20%Color20%+120204_final.pdf. Nutrition Services: an Essential Component of Comprehensive Health Programs, American Dietetic Association. www.eatright.org/Public/NutritionInformation/92_8243.cfm. Local Support for Nutrition Integrity in Schools, American Dietetic Association. www.eatright.org/Member/Files/Local.pdf

Actions	Person Responsible	Timeline	Resources	Source of Funds
Set guidelines for foods and beverages sold in vending machines, snack bars, school stores, and concession stands on the Hector School campuses. Action Type: Title I Schoolwide Action Type: Wellness	Administrative Staff	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - District Staff - Teachers	ACTION BUDGET: \$
Set guidelines for refreshments served at parties, celebrations, and meetings during the school day. Action Type: Title I Schoolwide Action Type: Wellness	Administrative Staff	Start: 07/01/2014 End: 06/30/2015	Administrative Staff	ACTION BUDGET: \$
The Hector School District will consider the following items when setting nutrition standards for all available foods during the school day. These standards will focus on increasing nutrients, density, decreasing fat and added sugars, and moderating portion size. Action Type: Title I Schoolwide Action Type: Wellness	Betty Vincent, Food Service Manager	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
Hector School District will make every effort to eliminate any social stigma attached to and prevent the overt identification of students who are eligible for free and reduced-price school meals. Action Type: Title I Schoolwide Action Type: Wellness	Administration	Start: 07/01/2014 End: 06/30/2015	Administrative Staff	ACTION BUDGET: \$
The Hector School District will ensure that reimbursable school meals meet the program requirements and nutrition standards set forth under the 7 CFR Part 210, and Part 220. Action Type: Title I Schoolwide Action Type: Wellness	Betty Vincent, Food Service Manager	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Intervention 5: Physical Education and Other Physical Activity Program-Module 3 Plan Evaluation: School Food service Staff will ensure compliance with nutrition policies within school food service area, and will report to the superintendent. The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. A report on the school's compliance will be given to the Administrator.

Scientific Based Research: Guidelines for School and Community Programs to Promote Lifelong Physical Activity among Young People, Centers for Disease Control and Prevention. www.cdc.gov/mmwr/preview/mmwrhtm/00046823.htm
 Opportunity to Learn: Standards for Elementary Physical Education, National Association for Sport and Physical Education. www.aahperd.org/template.cfm?template=productdisplay.cfm&productID=368&ion=5

Actions	Person Responsible	Timeline	Resources	Source of Funds
All physical education will be taught by a certified and highly qualified physical education teacher. Action Type: Special Education Action Type: Title I Schoolwide	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - District Staff	ACTION BUDGET: \$
The Hector School District will offer extracurricular physical activity programs. Action Type: Special Education Action Type: Title I Schoolwide	Physical Education Department	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - District Staff - Teachers	ACTION BUDGET: \$
The Hector School District will offer a range of activities that meet the needs, interest, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs. Action Type: Title I Schoolwide Action Type: Wellness	Physical Education Department	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	ACTION BUDGET: \$
The Physical Education curriculum will be aligned and implemented with the current Arkansas Nutrition and Physical Education and Physical Activity Standards and the Arkansas Curriculum Frameworks. Resources, professional development opportunities, and training will be provided to increase knowledge and advance skills for successful implementation.	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: To equip Hector High School Students with the necessary skills in mathematics to be successful in post-secondary education, career, and necessary life skills. We have a focused mission for action and improvement with emphasis on a vertically aligned curriculum, implementation of researched based strategies, technology integration, problem/project-based lessons, and the expansion of 21st century skills (such as: digital, informational, solution, creative, and collaborative fluency)

1. Hector High School is high school identified as a needs improvement school. The students did not exceed the expectations of the AMO in Mathematics Three Year Growth (78.68%) by scoring 68.13% for all students and in the TAGG AMO (75.81%) by scoring 65.13%. The AMOs for the Mathematics Three Year Performance were unrealized with a score of 68.18% (AMO 74.43%) for all students and 65.22% (AMO 72.43%) for the TAGG. Unfortunately Mathematics Performance did not meet the 74.43% AMO expectation in all students (64%); nor the AMO (72.43%) in the TAGG with a score of 62.26%. Mathematics Growth was also lower than the AMOs. 58.06% for all students (AMO 78.68%) and 57.35% for TAGG (AMO 75.81%).
2. Hector High School is identified as a Needs Improvement School by not meeting graduation rates for TAGG, specifically the Economically Disadvantaged and Students with Disabilities subpopulation. School Data: 2012 Graduation rate for all students was 89.36. 2011 Graduation rate for all students was 90.91%, exceeding the AMO of 2011 with 88.05%. Graduation rate for all students in TAG groups was 85.19%, and we did not meet the AMO of 2011 of 88.29%. All subgroups meet AMO of 2011 except the Economically Disadvantaged group which had a graduation rate of 84.62%, not meeting the AMO of 2011 of 87.78%.
3. NEEDS ASSESSMENT: 9th grade- After participating in a comprehensive NEEDS ASSESSMENT that reflected in-depth analysis of student achievement (classroom performance, teacher observation, demographic information, etc.) and item analysis of the ITBS scores: Total percentile ranking for 9th grade was 48 in 2013. Total percentile ranking for ninth grade was 44 in Mathematics for 2012. Areas targeted for improvement include fact fluency, manipulation of fractions, precision and perseverance in tasks, and differentiation of instruction must be the focus areas of the 2012-2013 school year. Contributing factors to this deficit include the transition to Common Core State Standards and time constraints in the daily schedule for small group and individualized instruction.
4. 7th-8th grades, Geometry, and Algebra I - After participating in a comprehensive NEEDS ASSESSMENT that reflected in-depth analysis of student achievement (classroom performance,

Supporting
Data:

teacher observation, demographic information, etc.) over the past three years and item analysis of the 2012 Benchmark scores: In 2014 Hector 7th grade scored 53% proficient and advanced. In 2013 Hector 7th grade scored 62% proficient and advanced. In 2012, Hector 7th grade scored 78% proficient and advanced in Mathematics. In 2011, the Hector 7th grade scored 76% proficient and advanced and 70% proficient and advanced in math in 2010. Areas targeted for improvement are geometry, math fact automaticity, measurement, and fractions. In 2014 Hector 8th grade scored 61% proficient and advanced. In 2013 Hector 8th grade scored 55% proficient and advanced. In 2012, Hector 8th grade scored 76% proficient and advanced in Mathematics on the Benchmark exam. The Hector 8th grade scored 74% proficient and advanced on the 2011 Benchmark Exam. This was up from 57% proficient and advanced in 2010. Areas targeted for improvement are fact fluency; measurement; and open response items in algebra. In 2013 Hector Geometry students scored 100% proficient and advanced. In 2012, Hector Geometry students scored 67% proficient and advanced in Mathematics on the Benchmark exam. The Hector Geometry students scored 51% proficient and advanced in math on the 2011 Benchmark Exam. This was down slightly from 76% proficient and advanced in 2010. Areas targeted for improvement are all strands in open response; and math fact fluency. In 2013 Hector Algebra I students scored 68% proficient and advanced. In 2012, the Hector Algebra I students scored 64% proficient and advanced in Mathematics on the Benchmark exam. The Algebra I students scored 70% proficient and advanced in math on the 2011 Benchmark Exams. This is a decrease from the 78% proficient and advanced in math in 2010. Areas targeted for improvement continue to be measurement and answering open response questions; precision and perseverance in tasks, and math fact fluency. It was determined that measurement, data analysis and probability, and geometry continue to be the weakest trends across the grade levels. Contributing factors to this deficit include low growth in students in fourth grade, lack of materials that present measurement/data analysis/geometry in varied ways, non-use of high yield instructional strategies, and time constraints in the daily schedule. The team feels that supplemental materials and teaching these skills within other content areas (especially Science) will allow children more exposure and therefore more opportunities to practice for mastery. The use of technology assisted instruction will be implemented through problem based learning. Further, a focused effort on fact fluency is paramount to meeting the standards of the Common Core State Standards.

5. PROGRAM EVALUATION: In 2012-2013 the data again collected for High Yield Strategies. 15% identifying similarities and differences 12% summarizing and note-taking 18% reinforcing effort and recognition 20% homework/practice 2% nonlinguistic representations 20% cooperative learning 5% setting objectives/feedback 2% generating/testing hypotheses 6% cues/questions/advanced organizers In 2011-2012 the data again collected for High Yield Strategies. 17% identifying similarities and differences 4% summarizing and note-taking 3% reinforcing effort and recognition 20% homework/practice 2% nonlinguistic representations 18% cooperative learning 15% setting objectives/feedback 9% generating/testing hypotheses 1% cues/questions/advanced organizers In 2010-2011 data was collected specifically involving the use of high yield strategies. The data reflected the following: 4% identifying similarities and differences 13% summarizing and note-taking 5% reinforcing effort and recognition 13% homework/practice 9% nonlinguistic representations 4% cooperative learning 14% setting objectives/feedback 4% generating/testing hypotheses 14% cues/questions/advanced organizers

Goal	To increase the proficiency of students in fact fluency, problem solving approach and perseverance, and attention to precision.
Benchmark	Hector High School Performance will meet or exceed the 79.55% AMO for all students; the 77.95% AMO for TAGG; the 55.55% AMO for Hispanic, the 33.33% English Learner; the 79.64% AMO for Caucasian; the 78.97% Economically Disadvantaged; and 49.02% AMO for Students with Disabilities to perform at proficient and advanced levels by 2015.
Benchmark	Hector High School Growth will meet or exceed the 82.95% Growth AMO for all students, as well as the 80.65% Growth AMO for TAGG; the 66.67% Growth AMO for Hispanic; the 82.93% Growth AMO for Caucasians; the 82.22% Growth AMO for Economically Disadvantaged; and 58.33% Growth AMO for Students with Disabilities for by 2015.

Intervention: Implement school wide reform in math by providing a clear and focused mission for action and improvement with emphasis on a vertically aligned curriculum, implementation of researched based strategies, technology integration, problem/project-based lessons, and the expansion of 21st century skills (such as: digital, informational, solution, creative, and collaborative fluency)

Scientific Based Research: Scientific Based Research: Dufour, R. & Eaker, R., (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN, National Educational Service. National Assembly of Secondary School Principals, (2006). Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform. Providence, RI, The Educational Alliance. O'Shea, M., (2005). From Standards to Success. Alexandria, VA, Association for Supervision and Curriculum Development. Tobey, Deborah, 2005 Needs Assessment Basics, American Society for Training & Development, Alexandria, VA, 2005. Marzano, R., 2003. What Works in Schools

Translating Research Into Action. Alexandria, VA: ASCD. Marzano, R. & Pickering, D. (2005). Building Academic Vocabulary. Alexandria, VA: ASCD Crockett, L, Jukes, I., & McCain, T. (2010). Understanding the Digital Generation: Teaching and Learning in the New Digital Landscape. British Columbia, Canada: 21st Century Fluency Project				
Actions	Person Responsible	Timeline	Resources	Source of Funds
TITLE I: Title I funds will be used to employ a classified computer lab manager, Ann Fisher FTE .90, in 7-12 for computer-aided literacy and math instruction using current technology. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Walt Davis, Superintendent	Start: 07/01/2014 End: 06/30/2015	Computers	Title I - Employee \$2492.45 Benefits: Title I - Employee \$7621.49 Salaries: ACTION BUDGET: \$10113.94
Special Education teachers, Sara Coffman and Lucretia Stone, will continue to co-teach with regular classroom teachers in an inclusion capacity to provide seamless instruction to students with disabilities. Action Type: Special Education	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: As funds are available, we will continue to add to and make teachers aware of a professional library composed of DVD, video, audio, and books for teachers and administrators on-site professional development. The library is composed of materials emphasizing student and teacher motivation, five essential elements of reading as recommended by the National Reading Panel, curriculum mapping, differentiated instruction, data driven decisions, classroom management, and other as research driven instructions demand. Action Type: Professional Development	Jordan Price	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT FUNDS- Hector High School will provide for its faculty and staff, including special education, opportunities for effective, research based professional development activities. Such activities are prescribed to assist teachers in their guidance of all students to the achievement of proficiency in math. The school administrator will have an individual professional development plan on file developed in collaboration with the employee and the school and/or district. Action Type: Collaboration Action Type: Professional Development	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015	District Staff	PD (State-223) - Purchased \$2500.00 Services: ACTION BUDGET: \$2500
NSLA: Funds will be used to continue to pay for all eleventh graders to participate in the Voluntary Universal ACT assessment program which will give the students the opportunity to take the ACT at no charge.	Bob Watson, Counselor	Start: 07/01/2014 End: 06/30/2015	District Staff	NSLA (State-281) - Purchased \$750.00 Services: ACTION BUDGET: \$750
PROFESSIONAL DEVELOPMENT- In-service training will be provided to assist teachers	Shelly Frew, Instructional	Start: 07/01/2014	Central Office	

in implementing 21st century skills through Project Based Learning/Lessons and in integrating the new and existing instructional technology available in the classrooms including, 1 :1 Netbooks, Promethean Boards and Response Systems, Reading Plus, Reflex Math, Gizmos, Classworks, etc. Action Type: Professional Development Action Type: Technology Inclusion	Technology Facilitator	End: 06/30/2015	- District Staff - Outside Consultants	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT - Hector High school will continue to maintain a high quality mentoring program including the development of standards for training mentor teachers, and guidelines for implementing mentoring programs. Action Type: Professional Development	Walt Davis, Superintendent	Start: 07/01/2014 End: 06/30/2015	Central Office	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT- Provide staff with information that will allow them to take advantage of professional development opportunities available through Arkansas IDEAS. This service provided by the Arkansas Department of Education in conjunction with AETN will give teachers access to online professional development that will enhance their skills and content knowledge enabling them to better serve their students. Action Type: Professional Development	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
PROGRAM EVALUATION – Professional growth plan will be evaluated by the Classroom Walk Through, formal and informal classroom observations, interim assessments, student grades, and test scores on the 2013-14 Augmented Benchmark Tests, Stanford 10 Achievement Test, and End of Course Exams. Action Type: Collaboration Action Type: Program Evaluation	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
PROGRAM EVALUATION – Administration and math teachers will meet regularly to review the interim assessment data provided through classroom assessments, teacher evaluations and assessments, and state mandated testing, and Classroom Walk Throughs to evaluate the impact of the actions on student achievement Action Type: Collaboration Action Type: Program Evaluation	Jordan Price, Principal; teachers	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
NSLA: Compass will continue to be utilized to technologically enhance the instruction of literacy from reteaching to enrichment. Action Type: Technology Inclusion	Walt Davis, Superintendent, Shelly Frew, Instructional Technology Facilitator	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - \$3195.69 Purchased Services: ACTION BUDGET: \$3195.69
TITLE I: Funds will be provide to buy appropriate iPad applications for use in the secondary math class, such a graphing calculators, etc.	Walt Davis, Superintendent, Shelly Frew, Instructional	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & \$1000.00 Supplies:

Action Type: Technology Inclusion	Technology Facilitator			ACTION BUDGET: \$1000
TITLE I: Title I funds will be used to supplement math instruction in the high school by providing tutoring 5 hours per week by certified staff/salaries and benefits calculated hourly at \$25 per hour. The necessary instructional materials and supplies will also be provided to enable the teacher to increase students' math proficiency.	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & Supplies: \$440.00 Title I - Employee Salaries: \$3500.00 Title I - Employee Benefits: \$741.25 ACTION BUDGET: \$4681.25
NSLA: Hector High School will be participating in a lease agreement with Apple to provide devices for our students to participate in a 1:1 technology program. The lease will include 140 Mac Book Airs, 150 iPads, and other management and support devices. These devices will be used to integrate technology and 21st century skills in literacy, as well as the other content areas, to meet the rigor and technology fluencies demanded by the Common Core State Standards. Action Type: Technology Inclusion	Jordan Price	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Purchased Services: \$38216.99 ACTION BUDGET: \$38216.99
NSLA: Hector School District will provide all accessories necessary to utilize iPads in the classroom including but not limited to keyboards, headphones, and cases. Action Type: Technology Inclusion	Jordan Price	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - Materials & Supplies: \$12000.00 ACTION BUDGET: \$12000
Title I: The Hector School District will purchase Gizmos for simulations and Reflex Math for fluency attainment.	Jordan Price	Start: 07/01/2014 End: 06/30/2015	Teaching Aids	Title I - Purchased Services: \$4742.50 ACTION BUDGET: \$4742.5
TITLE I: Title I funds will be used to employ a Federal Programs Coordinator, Jordan Price FTE .09, to coordinate all activities relating to improvement of instruction in math and literacy within a Title I School wide program. . Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Walt Davis, Superintendent	Start: 07/01/2014 End: 06/30/2015	Administrative Staff	Title I - Employee Salaries: \$3195.00 Title I - Employee Benefits: \$775.96 ACTION BUDGET: \$3970.96
Title IIA: Contract with Education Consulting Services, consultant to provide professional development in classroom	Walt Davis, Superintendent	Start: 07/01/2014 End:	Outside Consultants	Title II-A - Purchased \$16250.00

modeling, curriculum alignment, data analysis and disaggregation, improved instructional strategies, and mentoring teachers in the classroom. Action Type: Professional Development	06/30/2015	• Teachers	Services: ACTION BUDGET: \$16250
Total Budget:			\$97421.33

Intervention: Implement school wide reform in math by aligning the curriculum both horizontally and vertically to provide seamless continuity of curriculum mapping, instruction, and assessment

Scientific Based Research: Scientific Based Research: Dufour, R. & Eaker, R., (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN, National Educational Service. National Assembly of Secondary School Principals, (2006). Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform. Providence, RI, The Educational Alliance. O'Shea, M., (2005). From Standards to Success. Alexandria, VA, Association for Supervision and Curriculum Development. Tobey, Deborah, 2005 Needs Assessment Basics, American Society for Training & Development, Alexandria, VA, 2005. Marzano, R., 2003. What Works in Schools Translating Research Into Action. Alexandria, VA: ASCD. Marzano, R. & Pickering, D. (2005). Building Academic Vocabulary. Alexandria, VA: ASCD Crockett, L, Jukes, I., & McCain, T. (2010). Understanding the Digital Generation: Teaching and Learning in the New Digital Landscape. British Columbia, Canada: 21st Century Fluency Project

Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT – The Hector School District will provide in-service training to all teachers in data disaggregation. Teachers will be provided the instruction and support in using state mandated test data to identify areas of strength and weakness in the taught curriculum. Item analysis, trend data, and state/regional/county comparisons will be completed. Action Type: Alignment Action Type: Professional Development	Jordan Price, Principal; teachers	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	ACTION BUDGET: \$
PROGRAM EVALUATION –The math curriculum will be monitored and adjusted through ongoing needs assessments in grade level, departmental and instructional team (vertical) meetings. The teams will consider state mandated test data, interim assessment data, teacher observations, formal/informal teacher evaluations, and student grades to make curricular decisions. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Jordan Price, Principal; teachers	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement school wide reform in math remediation by collaboratively creating and completing Academic Improvement Plans, and point-in-time interventions for identified students.

Scientific Based Research: Scientific Based Research: Dufour, R. & Eaker, R., (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement. Bloomington, IN, National Educational Service. National Assembly of Secondary School Principals, (2006). Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform. Providence, RI, The Educational Alliance. O'Shea, M., (2005). From Standards to Success. Alexandria, VA, Association for Supervision and Curriculum Development. Tobey, Deborah, 2005 Needs Assessment Basics, American Society for Training & Development, Alexandria, VA, 2005. Marzano, R., 2003. What Works in Schools Translating Research Into Action. Alexandria, VA: ASCD. Marzano, R. & Pickering, D. (2005). Building Academic Vocabulary. Alexandria, VA: ASCD Crockett, L, Jukes, I., & McCain, T. (2010). Understanding the Digital Generation: Teaching and Learning in the New Digital Landscape. British Columbia, Canada: 21st Century Fluency Project

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Hector High School faculty and parents will plan instructional and remediation activities to ensure that students who experience difficulty mastering the proficient level of academic achievement standards required by the state are given the support to do so. Academic improvement plans (AIP) will be developed for those students not proficient in math on the	Jordan Price, Principal; teachers	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	ACTION BUDGET: \$

benchmark exam and/or EOC. Action Type: AIP/IRI Action Type: Collaboration				
Individualized instruction, paraprofessionals working one on one, learning lab (pull-out and inclusion), and technology enhanced instruction will be utilized to remediate deficit areas, while AIP remediation will be done by the classroom teachers. Action Type: AIP/IRI	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
TITLE I/NSLA: Title I money will be used to purchase materials and supplies to continue address the concerns of the needs assessment team for point in time remediation. This is not the official AIP policy. Materials and supplies may include but not limited to book, manipulatives, etc. Action Type: AIP/IRI Action Type: Collaboration Action Type: Title I Schoolwide	Jordan Price, Principal; teachers	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	Title I - Materials & Supplies: \$2000.00 NSLA (State-281) - Materials & Supplies: \$4500.00 ACTION BUDGET: \$6500
PROFESSIONAL DEVELOPMENT- The Hector School District will provide teachers in-service training in the use of RTI and technology enhanced remediation and documentation (Compass, Classworkd, and Reading Plus). Action Type: Professional Development	Jordan Price	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
PROGRAM EVALUATION - The effectiveness of the remediation plans will be monitored by students' improved math scores in the classroom, on interim assessments, and on state mandated tests. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation	Jordan Price, Principal; teachers	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	ACTION BUDGET: \$
NSLA: To employ a counselor above standards, Bob Watson FTE .36, that will work with students, teachers, and parents to address weaknesses relating to proficiency levels. Action Type: Parental Engagement Action Type: Program Evaluation	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015	Teachers	NSLA (State-281) - Employee Benefits: \$2349.87 NSLA (State-281) - Employee Salaries: \$9297.47 ACTION BUDGET: \$11647.34
Total Budget:				\$18147.34

Priority 6: To have parents become an intergal part of their children's education.

Supporting Data:

1. NEEDS ASSESSMENT: After discussing the importance of a good Parental Involvement Program, the Hector High School is not satisfied with the low number of parents attending the Parent Nights scheduled throughout the school year. The staff plans to provide entertainment through the music department, food, and engaging topics to attract parents; provide baby-sitting and food; and use varying times in the evening and during the day for such events.
2. Hector High School has had an average of 100% attendance for conferences from 2008- Spring of 2011. The teachers are certain to make contact with every parent twice a year.
3. The Hector School District will initiate for the first time a parent involvement survey. The information

will serve as baseline data for continuing years' activity. The survey will be analyzed by the parent involvement committee, weakness will be identified, recommendations made, and plan adjusted based on any changes.

Goal To increase the attendance of parents to school meetings and activities.

Benchmark We will increase the number of parents attending Parental Involvement meetings and activities by 10%.

Intervention: Involve parents in the planning and implementation of a Parental Involvement Plan including activities.

Scientific Based Research: Scientific Based Research: Scientific Based Research: Sommers, Bill Ph.D,& Payne, Ruby, Ph.DI 2001, Living on a Tightrope,Aha Process, Inc, Highland, Texas, 2001. Bauch, J. P, 1989, October). The Transparent School Model: New Technology for parental involvement. Educational Leadership, 32-34 Warner, C, 1997. Everybody's house--the schoolhouse. Best Techniquet for connecting home, school and community. Thousand Oaks, CA, Corwin Press. Cotton, Kathleen, 1986, The Schooling Practices that Matter Most, ABLEX Publishing, Norwood, N.J., 1986.

Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT: Hector School District will comply with the Arkansas Department of Education's rules pertaining to the required professional development and training for all teachers and administrators. Action Type: Parental Engagement Action Type: Professional Development	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	ACTION BUDGET: \$
Provide parents with an informational packet that meets the requirements of Arkansas Act 307 of 2007. Action Type: Parental Engagement	Jordan Price, Principal; Beth Lake, Parental Involvement Facilitator	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Maintain a parent resource center that will provide parents with information that will assist them as they work with their children to overcome problems that form roadblocks to learning--as funds are available. Action Type: Parental Engagement	Jordan Price, Principal; Beth Lake, Parental Involvement Facilitator	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Designate a certified staff member to serve as the parent involvement facilitator for our school. The parent facilitator will attend the Arkansas Conference for Parent Education and Parental Involvement to acquire information that will assist in implementing effective parental involvement strategies. Action Type: Parental Engagement	Walt Davis, Superintendent, Jordan Price, principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Publish in the revised and updated student handbook the school's process for resolving parental concerns, including how to define the problem, whom to approach first and how to develop solutions, and give this information to parents. Action Type: Parental Engagement	Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Develop a volunteer resource book that will help to match needs with volunteer interests. Post opportunities for parents to volunteer (committee service, classroom helpers, etc) on the school website. Action Type: Parental Engagement	Jordan Price, Principal; Beth Lake, Parental Involvement Facilitator	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Provide schoolwide parent/teacher conference evenings in the fall and spring with appointed times for parents to visit with their child's teachers and allow flexibility for parents' schedules Action Type: Parental Engagement	Walt Davis Superintendent; Jordan Price, Principal	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$

Parent Involvement Meetings will reflect the requirements of Act 397: A. Orientation and Open house B. Grandparents luncheon C. Technology Expo Night D. Student programs E. Parent-teacher conferences (2) F. Instruction for parents regarding learning activities in the home environment Pinnacle, Renaissance, etc.) G. Train volunteers to assist in an instructional program for parents H. Utilize the Instructional Technology Facilitator to provide training on use of Pinnacle, Renaissance, etc. I. Others as needs arise Action Type: Parental Engagement	Jordan Price, Principal; Beth Lake, Parental Involvement Facilitator	Start: 07/01/2014 End: 06/30/2015	• Outside Consultants • Teachers	ACTION BUDGET: \$
Continue to support the Parent-Teacher Organization (PTO) that enables parents to participate and to share in decision-making regarding school projects and activities. Action Type: Parental Engagement	Jordan Price, Principal; Beth Lake, Parental Involvement Facilitator	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
To assist in the transition to secondary classes, Hector High School will conduct early registration for 7th grade students and their parents. Information, materials, activities, and home learning practices and techniques will be provided to better enable the students to make a successful transition. Action Type: Parental Engagement	Jordan Price, Principal; Bob Watson, Counselor; teachers	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
Facilitate and increase awareness of course and credit requirements for students and parents when making the transition from 8th grade to high school. This information will be made available for parents and students at Open House and also in the student handbook. Action Type: Parental Engagement	Jordan Price, Principal; Bob Watson, Counselor; teachers	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
An annual evaluation of the effectiveness of the school's parent involvement policy, plan and activities will be conducted to determine if the academic quality of the school has improved, if parent participation has increased, and if barriers exist that hinder greater participation by parents. The evaluation will be conducted through a survey and the documentation summarized to inform school personnel of the findings to better assist in making decisions concerning parental involvement. Action Type: Parental Engagement	Jordan, Principal; Beth Lake, Parental Involvement Facilitator	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Our school has worked with our parents in developing a written parental involvement policy. A copy of the Policy is kept on file in our school's parent resource center and distributed at our annual Title One Meeting. We have used several strategies to make the policy widely available in our community. For those parents who do not attend our annual meeting we provide a copy to them during the parent teacher conference that is held with each parent who has children attending our school. During our fall meeting we appoint a committee whose task is to update and revise, as needed, our policy. A sign-in sheet will be kept to document attendance. In addition to our fall annual meeting we schedule two additional meetings at times convenient for our parents to attend and we provide child care	Jordan Price, Principal; Beth Lake, Parental Involvement Facilitator	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

during these meetings. The Agenda Topics for each meeting include: A. Rights of parents to be involved in the planning, review and revision of the (Schoolwide) or (Targeted Assistance) Program (including the school parental involvement policy) B. An overview of the Title One Program to include: An explanation of the Curriculum used, forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet and, if requested by parents, opportunities for regular meetings designed to create meaningful partnerships between them and the school. C. School accreditation status and D. A description of how the various funding sources used in the building are coordinated. There will be a time for dialogue with our parents and they will be encouraged to ask questions and offer suggestions as they relate to budgeting of all federal monies. Parents will be encouraged to form a partnership with the school and maintain contact on an on-going basis throughout the year. Action Type: Parental Engagement				
We have worked with our parents in creating a school-parent compact that outlines how our parents, the entire school staff, and our students will share the responsibility for improving student academic achievement and the means by which our school will build and maintain a partnership to help our students achieve proficiency. There will be an Annual review and update of our Title I School/Parent Compact. The Compact will be distributed to each parent through the Hector High School Handbook. The compact is a written agreement between the school and the parents of children served in the Title One Schoolwide Program that identifies the specific activities that the parents, the entire school staff and the students will undertake to share the responsibility for improving achievement so that students can meet the State's high academic standards. Our Compact Describes the school's responsibility in providing a high quality curriculum and instruction and the ways parents will be responsible for supporting their children's learning and monitoring all aspects of the same including those distractions that would impede that learning. The agreement also encourages parents to participate, with the school, in making decisions relating to the education of their children and positive use of extracurricular time. Our compact addressed the importance of communication between parents and teachers on an on-going basis through, at a minimum, attendance at Parent-Teacher Conferences during which the compact will be discussed as it relates to student achievement. Our school agrees to frequently report to parents on their child's progress and we obligate our staff to make themselves available and accessible to all of our parents and to encourage parents to volunteer and participate in their child's class, as it is	Jordan Price, Principal; Beth Lake, Parental Involvement Facilitator	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

appropriate. Action Type: Parental Engagement				
Parental Involvement will be enhanced with the addition of the Pinnacle Gradebook software system that will enables parents to access grades and receive informational comments from their child's teachers Action Type: Parental Engagement	Walt Davis, Superintendent; Shelly Frew, Instructional Technology Facilitator	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
PROGRAM EVALUATION: The effectiveness of the actions described will be proven by an increase of parent participation in conferences, meetings, parent nights, and other school functions. Parent sign-in sheets will be kept and compared with last year's sheets. Action Type: Parental Engagement Action Type: Program Evaluation	Jordan Price, Principal; Beth Lake, Parental Involvement Facilitator	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
School Reach will be maintained to keep parents apprised of school events, changes (inclement weather), and news. Hector High School strives to improve communication with parents through School Reach, the school website, and an electronic sign (purchased with ARRA funds) to efficiently disseminate information to the public. Action Type: Parental Engagement	Walt Davis, Superintendent	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
TITLE I: Funds will be provided to support all Parental Involvement activities and meetings. Action Type: Parental Engagement Action Type: Title I Schoolwide	Walt Davis, Superintendent, Jordan Price, principal; Beth Lake, Parent Involvement Facilitator	Start: 07/01/2014 End: 06/30/2015		Title I - Materials \$1000.00 & Supplies: ACTION BUDGET: \$1000
Total Budget:				\$1000

- Planning Team

Classification	Name	Position	Committee
	Shelby Bell	Student Representative	Student
	Zeke Lake	Student Representative	Student
Classroom Teacher	Ben Macy	HS Math	Math
Classroom Teacher	Beth Lake	Parental Involvement Facilitator	Parental Involvement
Classroom Teacher	Bruce Shaver	Band/Choir	Math
Classroom Teacher	Charlotte Brock	Teacher	Literacy
Classroom Teacher	Guillen Heinzen	Teacher	Literacy
Classroom Teacher	Harry Alvis	HS Science/Math	Math
Classroom Teacher	Jerri Tabor	English 12th/Drama/Journalism	Literacy
Classroom Teacher	Jimmy Stroud	Computer Science	Literacy and parent involvement
Classroom Teacher	Kari Stroud	Teacher	Literacy/Parent Committee
Classroom Teacher	Kyle Russell	Teacher	Wellness
Classroom Teacher	Lisa Charton	Math teacher	Math
Classroom Teacher	Mark Taylor	Teacher	Wellness
Classroom Teacher	Martha Stroud	Literacy	Math/Science Co-chair
Classroom Teacher	Mary Inman	Social studies teacher	Literacy
Classroom Teacher	Melvin Emerson	Teacher	Wellness and parent involvement
Classroom Teacher	Pam Simpson	Science 7th/8th	Science

Classroom Teacher	Paula Lawrence	Art	Literacy
Classroom Teacher	Sara Turney	Special Education	Wellness
Classroom Teacher	Tammy Sumners	Special Education	Wellness
Classroom Teacher	Tiffany Phillips	Coach/PE/Health	Wellness
Non-Classroom Professional Staff	Bob Watson	High School Counselor	Wellness Committee Chair
Non-Classroom Professional Staff	Shelly Frew	Instructional Technology Facilitator	Technology
Parent	Beckie Reed	Bank Manager	ACSIP Parent Committee
Parent	Stacy McCuin Martin		ACSIP Parent Committee
Principal	Jordan Price	ACSIP School Chairperson	School Chairperson