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School Plan

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ALPENA HIGH SCHOOL
P.O. Box 270 300 S. Denver, Alpena, AR 72611

Arkansas Comprehensive School Improvement Plan

2013-2014

It is the mission of the Alpena School District to provide a safe, equitable, quality education for all students. The administration and staff will provide appropriate services, synergistically creating a comprehensive curriculum supporting achievement in academic disciplines and character development, motivating all students to succeed and excel in today's world community.

Grade Span: 7-12

Title I: Title I Schoolwide

School Improvement: MS

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Priority 1: Math

Goal: Data revealed combined population showed deficiencies in these areas. Seventh grade need to show improvement in open response for measurement, algebra, and data analysis. Eighth grade need to show improvement in open response for geometry, algebra, and measurement. End of Course Algebra need to show improvement in language of algebra open response and multiple choice, solve equations and inequalities in open response and multiple choice. End of Course Geometry need to show improvement in measurement open response and coordinate geometry and transformations open response.

Priority 2: Literacy

Goal: Data revealed combined population showed deficiencies in these areas. Seventh grade needs to show improvement in reading open response and writing content and style. Eighth grade needs to show improvement in reading open response and writing content and style. End of Year Grade 11 Literacy Exam needs to show improvement in literacy open response and multiple choice, content multiple choice and open response, and writing multiple choice.

Priority 3: Character

Goal: The students will be given experiences that will help them grow in knowledge of what is needed to be a productive citizen and member of society.

Priority 4: Parent Involvement

Goal: Students will demonstrate improvement with math, literacy, and an increase in graduation rate.

Priority 5: Health and Wellness

Goal: Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.

Priority 1: Improve mathematics achievement skills.

Supporting

Data:

1. **NEEDS ASSESSMENT:** Data analysis of both the CRT and NRT data from the previous school year, as well as TLI results, Odysseyare results, and teacher observations were used to identify the areas in mathematics that demonstrated the greatest need for improvement. On the 7th Mathematics Benchmark Exam: On combined population of students: In 2013, students showed consistent weaknesses on: measurement multiple choice and geometry multiple choice. On the 8th Mathematics Benchmark Exam: On combined population of students: In 2013, students showed consistent weaknesses on algebra and measurement multiple choice items. On the End of Course Algebra I Exam: On combined population of students: In 2013, students showed consistent weaknesses on: open response language of algebra items and multiple choice linear

- functions. On the End of Course Geometry Exam: On combined population of students: In 2013, students showed consistent weaknesses on: triangle multiple choice items and language of geometry open response items. The three year trend analysis of the multiple choice and open response questions revealed that the open response is a weakness and specifically the open response in the areas of measurement and data analysis and probability.
2. On the 7th Mathematics Benchmark Exam: In 2012, males scored 68% proficient and 32% not proficient. Females scored 82% proficient and 18% not proficient. In 2011, males scored 77% proficient and 23% not proficient. Females scored 78% proficient and 22% not proficient. In 2010, males scored 80% proficient and 20% not proficient. Females scored 84% proficient and 16% not proficient. On the 8th Mathematics Benchmark Exam: In 2012, males scored 74% proficient and 26% scored not proficient. Females scored 81% proficient and 19% not proficient. In 2011, males scored 73% proficient and 27% not proficient. Females scored 69% proficient and 31% not proficient. In 2010, males scored 69% proficient and 31% not proficient. Females scored 54% proficient and 46% not proficient. On the End of Course Algebra I Exam: In 2012, males scored 94% proficient and 6% scored not proficient. Females scored 85% proficient and 15% scored not proficient. In 2011, males scored 100% proficient and 0% not proficient. Females scored 75% proficient and 25% not proficient. In 2010, males scored 88% proficient and 12% scored not proficient. Females scored 96% proficient and 4% scored not proficient. On the End of Course Geometry Exam: In 2012, males scored 83% scored proficient and 17% scored not proficient. Females scored 69% proficient and 31% scored not proficient. In 2011, males scored 71% proficient and 29% scored not proficient. Females scored 89% proficient and 11% not proficient. In 2010, males scored 95% proficient and 5% scored not proficient. Females scored 73% proficient and 27% scored not proficient.
 3. Economically Disadvantaged Students: On the 7th Mathematics Benchmark Exam: In 2012, 75% scored proficient and 25% scored not proficient. In 2011, 65% scored proficient and 35% scored not proficient. In 2010, 65% scored proficient and 35% scored not proficient. On the 8th Mathematics Benchmark Exam: In 2012, 64% scored proficient and 36% scored not proficient. In 2011, 74% scored proficient and 26% scored not proficient. In 2010, 37% scored proficient and 63% scored not proficient. On the End of Course Algebra I Exam: In 2012, 80% scored proficient and 20% scored not proficient. In 2011, 79% scored proficient and 21% scored not proficient. In 2010, 95% scored proficient and 5% scored not proficient. On the End of Course Geometry Exam: In 2012, 67% scored proficient and 33% scored not proficient. In 2011, 80% scored proficient and 20% scored not proficient. In 2010, 81% scored proficient and 19% scored not proficient. An analysis of three years of data indicates that the economically disadvantaged students displayed the same weaknesses as the combined population.
 4. The Alpena High School will meet the required graduation rate of 2013-2014.
 5. Students with Disabilities (IEP): Grade 7 Benchmark Exam: The lowest identified areas in the analysis of the open response questions, in the five mathematics strands, revealed weaknesses in: measurement and geometry. The lowest identified areas in the analysis of the multiple choice questions, in the five mathematics strands, revealed weaknesses in: data analysis and algebra and functions. Students with Disabilities (IEP): Grade 8 Benchmark Exam: The lowest identified areas in the analysis of the open response questions, in the five mathematics strands, revealed weaknesses in: measurement and geometry. The lowest identified areas in the analysis of the multiple choice questions, in the five mathematics strands, revealed weaknesses in: data analysis and algebra and functions. Students with Disabilities (IEP): End of Year Algebra Benchmark Exam: The lowest identified areas in the analysis of the open response questions, in the five mathematics strands, revealed weaknesses in: measurement and geometry. The lowest identified areas in the analysis of the multiple choice questions, in the five mathematics strands, revealed weaknesses in: data analysis and algebra and functions. Students with Disabilities (IEP): End of Year Geometry Benchmark Exam: The lowest identified areas in the analysis of the open response questions, in the five mathematics strands, revealed weaknesses in: measurement and geometry. The lowest identified areas in the analysis of the multiple choice questions, in the five mathematics strands, revealed weaknesses in: data analysis and algebra and functions.
 6. In 2013, 2012, and 2011, there was not a significant population of: Hispanic students tested, Limited English Proficient tested, and African-American tested.
 7. Iowa Test of Basic Skills: Combined Population for Grade 7: In 2012, 50 students were tested on the ITBS. Students scored 44% mathematics, 56% reading, 44% language, and 58% science. In 2011, 53 students were tested on the ITBS. Students scored 67% reading, 54% language, 57% math, and 72% science. In 2007, 52 students were tested on the ITBS and 48.1% had an NPR score of 50, or above. An Analysis of the Content Subskill and Skill Cluster Performance reveals the following areas of concern: language skills and math computation. Iowa Test of Basic Skills: Combined Population for Grade 8: In 2012, 49 students were tested on the ITBS. Students scored 63.3% mathematics, 79.6% reading, and 59.2% language. In 2011, 40 students were tested on the ITBS. Students scored 54% reading, 50% language, and 55% math. In 2007, 56 students were tested on the ITBS and 42.9% had an NPR score of 50, or above. An Analysis of the Content Subskill and Skill Cluster Performance reveals the following areas of concern: math computation. Iowa Test of Basic Skills: Combined Population for Grade 9: In 2012, 29 students

were tested on the ITBS. Students scored 69% reading comprehension, 51.7% vocabulary, 65.5% language, and 65.5% math total without comp. In 2011, 32 students were tested on the ITBS. Students scored 68% reading and 60% math. In 2007, 42 students were tested on the ITBS and 57.2% had an NPR score of 50, or above. An Analysis of the Content Subskill and Skill Cluster Performance reveals the following areas of concern: math computation.

8. SAT 10 Combined Population: In 2012, the 7th Grade was not tested. In 2011, the 7th Grade was not tested. In 2010, the 7th Grade was not tested. In 2012, the 8th Grade was not tested. In 2011, the 8th Grade was not tested. In 2010, the 8th Grade was not tested. In 2012, 9th Grade was not tested. In 2011, 9th Grade was not tested. In 2010, 9th Grade tested 47 students. Percent of students scoring at or above 50th percentile was: 87% in mathematics.
9. NEEDS ASSESSMENT: After analyzing both the CRT and NRT data from the current school year, as well as TLI results, Odysseyware results, the areas in mathematics that demonstrated the greatest need for improvement were as follows: Algebra - Students showed consistent weaknesses on: open response language of algebra items and multiple choice linear functions, Geometry - 7th grade - Students showed consistent weaknesses on: measurement multiple choice and geometry multiple choice.

Goal Data revealed combined population showed deficiencies in these areas. Seventh grade need to show improvement in open response for measurement, algebra, and data analysis. Eighth grade need to show improvement in open response for geometry, algebra, and measurement. End of Course Algebra need to show improvement in language of algebra open response and multiple choice, solve equations and inequalities in open response and multiple choice. End of Course Geometry need to show improvement in measurement open response and coordinate geometry and transformations open response.

Benchmark The Alpena High School AMO for Status Performance Percentage in 2012-2013 was 70.87 for grades 7-12, which was below the required 84.18. The Alpena High School AMO for Growth Percentage was 64.06, which was below the required 79.41. The Alpena High School will meet the 13-14 state required AMO for 7-12 math performance of 84.18. Alpena High School will meet the 13-14 state required AMO for 7-12 math growth of 79.41.

Intervention: Alternative Assessment				
Scientific Based Research: Odysseyware Student Assessment and Content Mastery. 2012 . Additional research is available on site.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
TEACHERS ARE INVOLVED IN DECISION MAKING in choosing from available math workshops, programs, and activities that will provide new and improved ways to explain mathematics and implement hands on experiences. This will give teachers new concrete easy to teach math skills. Action Type: Professional Development	Tony Foster, Rhonda Mahler, Jason Marshall	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: Teachers will attend workshops that pertain to alternative assessment. Action Type: Professional Development	Tony Foster, Becky Locke	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Iowa Basic Skills Test results will be analyzed for students' deficiencies and remediation programs will be implemented to target problem areas. Action Type: Program Evaluation	Tony Foster, Jason Marshall, Rhonda Mahler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
An after school math tutor will tutor children in grades 7-12 that are not proficient in math. The math tutor is paid on an hourly basis. The service is over and above state mandated requirements. Action Type: Alignment	Tony Foster, Rhonda Mahler	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Employee Salaries: \$3500.00 Title I - Employee Benefits: \$758.07

Action Type: Collaboration Action Type: Title I Schoolwide				ACTION BUDGET: \$4258.07
TIMELY AND EFFECTIVE REMEDIATION: Students not reaching the proficient level in end of course exams will use the Odysseyware program to remediate insufficient areas. Action Type: Alignment	Tony Foster, Sandy Waters, Rhonda Mahler, Jason Marshall	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
The Odysseyware program will be purchased and used as a remediation tutorial program. It will help students focus and work on identified weaknesses in math and literacy and increase their achievement in both areas. Teachers administering the Odysseyware program will give developed pre and post tests to evaluate students' progress in math. Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Tony Foster, Sandy Waters, Rhonda Mahler, Jason Marshall, and Becky Locke	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	NSLA (State-281) - Purchased Services: \$12320.00 ACTION BUDGET: \$12320
Total Budget:				\$16578.07

Intervention: Curriculum Alignment				
Scientific Based Research: Achieving Standards-based Curriculum Alignment Through Mindful Teaching. 2012. . Additional research is available on site.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will attend math workshops. Professional development money is listed in the district plan. Action Type: Professional Development	Tony Foster, Rhonda Mahler, Jason Marshall	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Administrators will use lesson plans and state standards to verify curriculum alignment. Action Type: Alignment	Tony Foster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Students will be participating in formative testing given by The Learning Institute. This will be done periodically throughout the school year to help enhance their scores on the Benchmark exams. Action Type: Alignment	Tony Foster, Rhonda Mahler, Jason Marshall, Linda Van Vlymen, Amy McGehee, David Good, Mark Welch, Matt Reding, Michele	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Mathematics materials to enhance and aid in student instruction and success will be purchased as needed. Action Type: Alignment Action Type: Title I Schoolwide	Tony Foster, Rhonda Mahler, Jason Marshall	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Materials & Supplies: \$2907.00 ACTION BUDGET: \$2907
A highly qualified math instructor for Geometry and Algebra II will be paid a salary which will reduce the student to teacher ratio significantly below the set state minimum. This position has an FTE of	Tony Foster, Jason Marshall	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	Title I - Employee Benefits: \$2189.00 Title I - Employee Salaries: \$7862.00

0.25. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide				ACTION BUDGET: \$10051
Total Budget:				\$12958
Intervention: Technology in the Classroom				
Scientific Based Research: Why Integrate Technology into the Curriculum?: The Reasons Are Many. 2008 . Additional research is available on site.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The business and technology personal will attend workshops and conferences that pertain to the current technology methods. Action Type: Technology Inclusion	Tony Foster, Travis Conner, Vickey Shelton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The school will purchase the Discovery Channel Learning Media site license. This will enable teachers to provide enriched multimedia educational content that will enhance the quality of literacy and math instructional lessons and activities for all students. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Tony Foster, Cheryl Hodges, Vickey Shelton, Travis Conner, Melissa Kaeser	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: Improve Reading Comprehension and Writing Skills

Supporting Data:

1. NEEDS ASSESSMENT: Data analysis of both the CRT and NRT data from the previous school year, as well as TLI results, Star Reading results, Odyssetware results, and teacher observations were used to identify the areas in literacy that demonstrated the greatest need for improvement. On the 7th Grade Literacy Benchmark Exam: of the combined population of students: In 2013, students showed consistent weaknesses on literacy and content passage types on open response items. On the 8th Grade Literacy Benchmark Exam: of the combined population of students: In 2013, students showed consistent weaknesses in: reading open response practical passage types; writing content and style domains. On the End of Course Literacy Exam: On the combined population of students: In 2013, students showed consistent weaknesses on reading content passage multiple choice and writing mechanics for writing prompts. 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 the practical reading passages and the writing multiple choice questions.
2. On the 7th Grade Literacy Benchmark Exam: In 2012, males scored 63% scored proficient and 37% scored not proficient. Females scored 96% scored proficient and 4% scored not proficient. In 2011, males scored 73% scored proficient and 27% scored not proficient. Females scored 82% proficient and 18% scored not proficient. In 2010, males scored 80% proficient and 20% scored not proficient. Females scored 84% proficient and 16% scored not proficient. On the 8th Grade Literacy Benchmark Exam: In 2012, males scored 74% proficient and 16% scored not proficient. Females scored 92% proficient and 8% scored not proficient. In 2011, males scored 69% scored proficient and 31% scored not proficient. Females scored 96% proficient and 6% scored not proficient. In 2010, males scored 69% scored proficient and 31% scored not proficient. Females scored 77% proficient and 23% scored not proficient. On the End of Course Literacy Exam: In 2012, males scored 81% proficient and 19% scored not proficient. Females scored 83% proficient and 17% scored not proficient. In 2011, males scored 57% proficient and 43% scored not proficient. Females scored 79% proficient and 21% scored not proficient. In 2010, males scored 55% scored proficient and 45% scored not proficient. Females scored 68% proficient and 32% scored not proficient.
3. Economically Disadvantaged Students: On the 7th Grade Literacy Benchmark Exam: In 2012, 78% scored proficient and 22% scored not proficient. In 2011, 65% scored proficient and 35% scored not proficient. In 2010, 57% scored proficient and 43% scored not proficient. On the 8th Grade Literacy Benchmark Exam: In 2012, 84% scored proficient and 16% scored not proficient. In 2011, 68% scored proficient and 32% scored not proficient. In 2010, 56% scored proficient and 44% scored not proficient. On the End of Course Literacy Exam: In 2012, 82% scored proficient and 18% scored not proficient. In 2011, 47% scored proficient and 53% scored

not proficient. In 2010, 59% scored proficient and 41% scored not proficient. The weaknesses of the economically disadvantaged students mirror those of the combined population.

4. SAT 10 Combined Population: In 2012, 7th Grade was not tested. In 2011, 7th Grade was not tested. In 2010, 7th Grade was not tested. In 2012, 8th Grade was not tested. In 2011, 8th Grade was not tested. In 2010, 8th Grade was not tested. In 2012, 9th Grade was not tested. In 2011, 9th Grade was not tested. In 2010, 9th Grade tested 47 students. Percent of students scoring at or above 50th percentile in reading comprehension was 64%, language was 70%, language mechanics was 73%, and language expression was 66%.
5. Students with Disabilities (IEP): Grade 7 Benchmark Exam: In 2013, students showed consistent weaknesses on literacy and practical passage types and open response questions. Students with Disabilities (IEP): Grade 8 Benchmark Exam: In 2013, students showed consistent weaknesses on literacy and practical pStudents with Disabilities (IEP): End of Course Literacy Benchmark Exam: In 2013, students showed consistent weaknesses on literacy and practical passage types and open response questions.assage types and open response questions.
6. The Alpena High School will meet the required graduation rate of 2013-2014.
7. In 2013, 2012, and 2011, there was not significant population of: Hispanic students tested, Limited English Proficient tested, and African-American tested.

Goal Data revealed combined population showed deficiencies in these areas. Seventh grade needs to show improvement in reading open response and writing content and style. Eighth grade needs to show improvement in reading open response and writing content and style. End of Year Grade 11 Literacy Exam needs to show improvement in literacy open response and multiple choice, content multiple choice and open response, and writing multiple choice.

Benchmark The Alpena High School AMO for Status Performance Percentage in literacy in 2012-2013 was 78.79 for grades 7-12. The Alpena High School AMO for Growth Percentage in literacy was 78.12. Both of which did not meet the state requirements. Alpena High School will meet the 13-14 state required AMO for 7-12 literacy performance of 80.51 and AMO for 7-12 literacy growth of 82.35.

Intervention: Reading-level appropriate instructional materials				
Scientific Based Research: Guidelines for Selection of Materials in English Language Arts Programs. 2012. . Additional research is available on site.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The parent center coordinator will make reading materials or other educational materials available in our parent center for check out. Action Type: Parental Engagement Action Type: Title I Schoolwide	Tony Foster, Vickey Shelton, Cheryl Hodges, Sherry Smith	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
The parent center will have materials and supplies updated for parent and student use. Action Type: Parental Engagement	Vickey Shelton, Tony Foster, Sarah Bray, Melissa Kaeser	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Literacy materials and supplies to aid in student instruction and achievement will be purchased as needed. Action Type: Collaboration Action Type: Title I Schoolwide	Tony Foster, Cheryl Hodges	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teaching Aids 	Title I - Materials & Supplies: \$2907.00 ACTION BUDGET: \$2907
The Parent Center Coordinator will send home surveys periodically to parents to evaluate the school's parent involvement center and activities. Action Type: Program Evaluation	Tony Foster; Vickey Shelton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

<p>The Learning Institute program will be purchased and administered several times throughout the school year to assess student progress. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Tony Foster, Matt Reding, Michelle Graves, Sarah Bray, Linda Van Vlymen, Amy McGehee</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>NSLA (State-281) - Materials & Supplies: \$453.61 NSLA (State-281) - Purchased Services: \$7500.00 ACTION BUDGET: \$7953.61</p>
<p>The Destiny Follett Software will be used school wide in the libraries and classrooms for student research purposes. Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Tony Foster, Cheryl Hodges, Matt Reding, Michele Graves, Sarah Bray</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • School Library • Teachers 	<p>Title I - Purchased Services: \$700.00 ACTION BUDGET: \$700</p>
<p>A camera and accessories will be purchased for students to use to enhance multimedia literacy projects. Action Type: Collaboration Action Type: Technology Inclusion</p>	<p>Tony Foster</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Teachers 	<p>NSLA (State-281) - Materials & Supplies: \$1400.00 ACTION BUDGET: \$1400</p>
<p>Total Budget:</p>				<p>\$12960.61</p>

Intervention: Accelerated Reader

Scientific Based Research: 170 Research Studies Support the Effectiveness of Accelerated Reader. 2012. . Additional research is available on site.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Students will be recognized for achievement in the accelerated reader program. Action Type: Technology Inclusion</p>	<p>Tony Foster, Cheryl Hodges</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The renewal of the Renaissance Reading program will be upgraded as necessary with the purchase of books, accelerated reading tests, and other materials to enhance student instruction and interaction with the teachers and to support the program. Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Tony Foster, Cheryl Hodges</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>NSLA (State-281) - Purchased Services: \$3000.00 ACTION BUDGET: \$3000</p>
<p>Teachers administering Star Reading tests will give developed pre and post tests to evaluate students' reading level improvement in literacy. PROGRAM EVALUATION RESULTS: In 2011-2012 seventh grade tested 33 students. The grade placement pretest mean average was 6.8, and the grade placement posttest mean average was 7.4. In 2011-2012 eighth grade tested 51 students. The grade placement</p>	<p>Tony Foster; Sarah Bray; Matt Reding; Michele Graves; Linda Van Vlymen; Amy McGehee, Kevin Nichols</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>pretest mean average was 7.8., and the grade placement posttest mean average was 8.2. In 2011-2012 ninth grade tested 24 students. The grade placement pretest mean average was 8.0, and the grade placement posttest mean average was 8.5. In 2011-2012 tenth grade tested 19 students. The grade placement pretest mean average was 10.1, and the grade placement posttest mean average was 10.3. In 2011-2012 eleventh grade tested 24 students. The grade placement pretest mean average was 8.8, and the grade placement posttest mean average was 9.4. In 2011-2012 12th grade tested 17 students. The grade placement pretest mean average was 9.6, and the grade placement posttest mean average was 10.1. Overall, this was a positive intervention that made a positive difference in students' learning. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>Part (0.50 FTE) of the high school librarian's salary will be paid that is over and above the state required amount in order to better meet the needs of the school's students and to exceed state standards. Action Type: Alignment Action Type: Collaboration</p>	<p>Tony Foster</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> School Library Teachers 	<p>NSLA (State-281) - \$5811.21 Employee Benefits: NSLA (State-281) - \$22226.50 Employee Salaries: ACTION BUDGET: \$28037.71</p>
<p>Total Budget:</p>				<p>\$31037.71</p>
<p>Intervention: Provide a structured environment and trained assistance for those who are below grade level in Math or Literacy.</p>				
<p>Scientific Based Research: Odysseyware Student Assessment and Content Mastery. 2012 . Additional research is available on site.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>HIGHLY QUALIFIED TEACHERS will conduct TIMELY AND EFFECTIVE REMEDIATION classes that are over and above the required remediation in the regular classroom, for students in grades 7-12, who are not proficient in math, literacy, or science on the ACTAAP tests and exit exams will be provided. These classes will be taught with the Odysseyware program. Action Type: Alignment</p>	<p>Tony Foster, Mark Welch, David Good, Sarah Bray, Michele Graves, Matt Reding, Jason Marshall, Rhonda Mahler, Becky Locke</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<p>_____ ACTION BUDGET: \$</p>
<p>A portion (FTE 0.25) of a highly qualified paraprofessional's salary will be paid to assist classroom teachers in remediation and the use of the Odysseyware program.</p>	<p>Tony Foster, Sandra Waters</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> District Staff 	<p>NSLA (State-281) - \$808.80 Employee Benefits:</p>

Action Type: Collaboration Action Type: Technology Inclusion				NSLA (State-281) - Employee Salaries: \$3735.75 ACTION BUDGET: \$4544.55
Total Budget:				\$4544.55

Intervention: Reading courses for junior high students who are reading below grade level				
Scientific Based Research: STAR Student Achievement in Reading. 2012. . Additional research is available on site.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ACTAAP test results will be used to identify students who would qualify for a study skills class. Action Type: Alignment Action Type: Program Evaluation	Tony Foster, Melissa Kaeser	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Remediation classes for students in math or literacy				
Scientific Based Research: Odysseyware Student Assessment and Content Mastery. 2012 . Additional research is available on site.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A committee of teachers, counselor and principal will review test scores to determine students who are below level. AIPs will be written by the regular classroom teacher, for all students that have deficiencies. Action Type: AIP/IRI	Tony Foster, Mindi Philips, Rhonda Mahler, Jason Marshall, Mark Welch, David Good, Sarah Bray, Michele Graves, Matt Redi	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
A teacher will be hired to teach study skills for students who need language skills over and above the required language skills in the regular classroom. The teacher will teach 2 periods of study skills with an FTE of 0.25. Action Type: Collaboration	Tony Foster, Melissa Kaeser	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	NSLA (State-281) - Employee Salaries: \$9143.15 NSLA (State-281) - Employee Benefits: \$2475.77 ACTION BUDGET: \$11618.92
The Odysseyware program will be used to teach students, who are taking alternative education courses or remediation courses. Action Type: Alignment Action Type: Technology Inclusion	Tony Foster, Becky Locke, Sandy Waters	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
Teachers administering the Odysseyware program will give developed pre and posttests to evaluate students' progress in literacy. Individual student reports are on file.	Tony Foster, Sandy Waters, Becky Locke, Sarah Bray, Michele Graves, Matt Reding	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$

Action Type: AIP/IRI Action Type: Program Evaluation					
TEACHERS ARE INVOLVED IN DECISION MAKING: Through vertical alignments teams, teachers will discuss strategies, activities, and programs that will improve student achievement, and present their findings to their ACSIP Leaders. Action Type: Collaboration Action Type: Professional Development	Tony Foster	Start: 07/01/2013 End: 06/30/2014			ACTION BUDGET: \$
Total Budget:					\$11618.92
Intervention: Advanced Placement/Pre-Advanced Placement and Integrated Curriculum					
Scientific Based Research: Maximize Learning From Instructional Opportunities: Integration of Curriculum. March 2012. . Additional research is available on site.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
PROFESSIONAL DEVELOPMENT: Train teachers to implement total instructional alignment. Teach teachers how to read passages from their teaching area to reinforce reading and writing skills. Teach them how to write higher order multiple choice and open response questions. Action Type: Collaboration	Tony Foster, Sherry Smith	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 		ACTION BUDGET: \$
Teachers will come together and compare beginning of the year work with later work to see how the students are progressing. This will be done in their vertical team meetings. Action Type: Collaboration	Tony Foster, Sarah Bray, Matt Reding, Michele Graves, Vickey Shelton, Staci Nix, Josh Bradford, Joy Quigley, Chris Adams,	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 		ACTION BUDGET: \$
Teachers will attend workshops and conferences concerning literacy and writing. Money is budgeted in the district plan. Action Type: Professional Development	Tony Foster, Sarah Bray, Matt Reding, Michele Graves, Melissa Kaeser	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 		ACTION BUDGET: \$
Advanced Placement(AP)courses are offered to Alpena students both on campus and by distance learning. This year AP English Language and AP World History are available on campus. Other AP courses, such as AP Biology, AP Chemistry, AP US History, AP Environmental Science, etc. may be taken by distance learning. All students demonstrating academic success are encouraged to take the AP courses. Action Type: Collaboration	Tony Foster, Sarah Shields, Matt Reding, Mark Welch	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 		ACTION BUDGET: \$
Pre-Advanced Placement (Pre-AP) courses are offered to Alpena students in the following ways: First, separate Pre-AP courses, opened only to Pre-AP students will be scheduled as student participation increases. Second, students may receive Pre-AP credit in designated junior high and high school core classes that contain non Pre-AP students. The academically challenging Pre-AP courses, taught within the regular	Tony Foster, Sarah Shields	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 		ACTION BUDGET: \$

classes, are designed to help prepare students for the difficult, college level, AP courses/tests. All students demonstrating academic success are encouraged to take the Pre-AP courses. Action Type: Collaboration				
Students demonstrating high academic achievement at Alpena may be identified by the Gifted/Talented Placement Committee for acceleration in one or more subjects. The purpose of this program is to provide a more appropriate and challenging curriculum for Alpena's most academically talented students, plus to help create a successful Advanced Placement (AP) Program. Alpena accelerated students may take junior high courses as upper elementary students, and high school courses as junior high students, however, these courses are limited to reading, math, English, and foreign language. Action Type: Collaboration	Tony Foster, Sarah Shields	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
High school vertical alignment teams will align the classroom Pre-AP curriculum to improve student success in AP courses. Action Type: Collaboration	Tony Foster, Sarah Shields	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Writing in other subject areas				
Scientific Based Research: Reading and Writing Across the Curriculum. March 2011. . Additional research is available on site.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students are given the opportunity to write and send it in to several different publications to be published. Action Type: Collaboration	Tony Foster, Sarah Shields	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
The University of Arkansas Center of Math and Science Education, with the assistance of their director, science specialist, and math specialist, plays an integral part in the science curriculum activities of Alpena High School offering workshops, at no cost to the school, while providing the opportunity for our students to compete with their science fair projects at the Northwest Arkansas Regional Science and Engineering Fair offered by CMASE. Through these opportunities our students have been able to experience inquiry-based learning and hands-on training that would not have otherwise been possible. Action Type: Alignment Action Type: Collaboration	Tony Foster, Mark Welch, David Good,	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Alternative Learning Environment				
Scientific Based Research: Pathways to Prosperity. Harvard Graduate School of Education. February 2011. . Additional research is available on site.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The at-risk students attend class in the ALE building to increase their abilities to pass their	Tony Foster, Becky Locke	Start: 07/01/2013		

required courses of the Alpena School District. Students, who are at-risk of not graduating high school, are assisted in attaining their GED certificate. Materials and supplies will be purchases as needed. Action Type: Collaboration		End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Alternative Learning Environment students will take the pre and posttests in Odyssey program, according to their subject areas. The disticts ALE Program is approved through the ADE. PROGRAM EVALUATION: Pre-tests and post-tests, average-yearly progress, student evaluations, and parent conferences are used to evalulate student progress and success in the district's ALE program. Exit Criteria documentaion is kept by the ALE teacher and principal. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Tony Foster; Becky Locke	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Curriculum Alignment				
Scientific Based Research: The Benefits of Curriculum Alignment. July 2004. . Additional research is available on site.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will be participating in the formative testing from The Learning Institute. This will be done periodically throughout the school year to help enhance their scores on the Benchmark Exams. This data will be used to implement SCHOOLWIDE REFORM STRATEGIES in the identified areas of need. Action Type: Alignment	Tony Foster, Matt Reding, Michele Graves, Sarah Bray, Linda Van Vlymen, Amy McGehee	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers administering The Learning Institute program will give evaluation tools to assess students' progress in literacy. Individual student results are on file with the district. These teachers will be surveyed for their input on this program. Action Type: Program Evaluation	Tony Foster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
PEER REVIEW: Before submitting the school plans to the district, each school has a peer review committee meet and use the school checklist rubric to make sure the plans are complete and ready for submission. Plans and the Statement of Assurances are approved by the school board. PROGRAM EVALUATION: Committee member names along with minutes and/or agendas from peer review meetings will be used to ensure that the peer review process has been implemented. Minutes from school board meetings are evidence of school board approval. Action Type: Collaboration Action Type: Title I Schoolwide	Tony Foster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
A high school Social Studies teacher will be paid part of a salary (FTE		Start: 07/01/2013		NSLA \$4573.42 (State-281)

0.125) to teach a social science class that exceed the state standards. Action Type: Alignment Action Type: Collaboration	Tony Foster, Melissa Kaeser	End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	- Employee Salaries: NSLA (State-281) - Employee \$1238.11 Benefits: <hr/> ACTION BUDGET: \$5811.53
A highly qualified literacy instructor for grades 10 and 12 will be paid a salary which will reduce the student to teacher ratio significantly below the set state minimum. This position has an FTE of 0.25. Action Type: Alignment Action Type: Collaboration	Tony Foster and Matt Reding	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	Title I - Employee \$9144.14 Salaries: Title I - Employee \$2429.19 Benefits: <hr/> ACTION BUDGET: \$11573.33
NSLA funds will be used to employ a part-time (FTE 0.50) Instructional facilitator to assist in the alignment process, provide additional support in math, literacy, implementation of technology, and professional development. The instructional facilitator will provide instructional strategies and assist with instruction in literacy, math, and technology. Additionally, they will work with staff to provide training and professional development to provide the next instructional strategies for students to facilitate improvement. The instructional facilitator will assist in choosing standards-based materials, and providing research and assistance with integrating technology into instruction and the curriculum.	Tony Foster	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - \$31745.38 Employee Salaries: NSLA (State-281) - \$7763.87 Employee Benefits: <hr/> ACTION BUDGET: \$39509.25
Total Budget:				\$56894.11

Priority 3: Character Development

- As a part of the ACTAAP guidelines, character needs are addressed.
- According to a needs assessment survey given to students, parents, and staff, our school was reported to be very safe.

- Supporting Data:
- The administration is viewed to be weak in their understanding and knowledge of students, staff members, and school activities.
 - The teachers were reported to need improvement in the area of treating every child fairly and equally. Equity report on file.

Goal The students will be given experiences that will help them grow in knowledge of what is needed to be a productive citizen and member of society.

Benchmark The students will learn values they need in life.

Intervention: Safe and Drug Free Schools				
Scientific Based Research: Office of Safe and Drug-Free Schools. 2 Nov. 2004 . Additional research is available on site.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
An assembly is held to make students aware of the effects of drugs and the consequences of poor	Tony Foster	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$

choices. Action Type: Collaboration		End: 06/30/2014		
During Drug-Free week K-12 grades participate in activities to help the students be aware of the dangers of drugs. Research can be found at the site http://www.edgov/offices/osers/osep/earlywrn.html . It shows that awareness of drugs and the dangers at an early age increases their chances of abstaining from drugs later in life. Action Type: Collaboration	Tony Foster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
The No Bullying Policy for grades K-12 is in effect for the Alpena School District. Action Type: Collaboration	Tony Foster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The Safe and Drug Free School Plan is in place for grades K-12. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Tony Foster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Students will participate in "Baby Makes A Difference" program. This program allows students the opportunity to interact with a mechanical baby. They must role model good parenting skills. Action Type: Collaboration	Tony Foster, Staci Nix	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
During Drug-free week, administrators and staff will evaluate student learning through a post-survey. Action Type: Program Evaluation	Tony Foster, Sarah Bray, Vickey Shelton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
During Drug-free week, K-12 grades will participate in activities to help the students be aware of the dangers of drugs. Action Type: Collaboration	Tony Foster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Professional Development				
Scientific Based Research: Professional Development. . Additional research is available on site.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Faculty and staff will attend the required sixty hours of workshops and conferences. Faculty and staff will also attend workshops and/or conferences that will enhance their teaching abilities and further promote parent involvement, community relationships, and teaching methods. Using technology in the classroom will be promoted. Action Type: Professional Development	Tony Foster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Administrators will keep a record of all professional development attended by the staff. Action Type: Program Evaluation	Tony Foster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Alpena High School meets all the requirements of the 10 components of Schoolwide Programs including: 1) needs assessment, 2) schoolwide reform strategies, 3) instruction by highly qualified teachers, 4) professional development, 5) strategies to attract highly qualified teachers, 6) parent involvement, 7)transition, 8)measures to include teachers in decisions, 9)point-in-time	Tony Foster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

remediation, and 10)coordination and integration of programs. Action Type: Collaboration				
A survey will be given to the teachers to evaluate the effectiveness of professional development opportunities given by the district. Action Type: Program Evaluation	Tony Foster, Sarah Bray, Sarah Shields	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Equity				
Scientific Based Research: Equity in Education: A Transformational Approach. State Education Resource Center. December 2011. . Additional research is available on site.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
It is the policy of the Alpena School District to provide equal opportunities without regard to race, color, sex, age, qualified handicap, or even veterans in its educational services, financial aid, and employment. Plan is on file. Action Type: Equity	Tony Foster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Administrators and staff will keep records of all surveys, evaluate all surveys through committee meetings, and administrators will inforce all policies of the Alpena School District. Action Type: Program Evaluation	Tony Foster, Sarah Bray, Vickey Shelton, Sarah Shields	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: Parent involvement to improve math, literacy, and graduation rate.

Supporting Data:

- On the 7th Mathematics Benchmark Exam: On combined population of students: Students showed consistent weaknesses on: measurement multiple choice and geometry multiple choice. On the 8th Mathematics Benchmark Exam: On combined population of students: Students showed consistent weaknesses on algebra and measurement multiple choice items. On the End of Course Algebra I Exam: On combined population of students: Students showed consistent weaknesses on: open response language of algebra items and multiple choice linear functions. On the End of Course Geometry Exam: On combined population of students: Students showed consistent weaknesses on: triangle multiple choice items and language of geometry open response items.
- On the 7th Grade Literacy Benchmark Exam: of the combined population of students: Students showed consistent weaknesses on literacy and content passage types on open response items. On the 8th Grade Literacy Benchmark Exam: of the combined population of students: Students showed consistent weaknesses in: reading open response practical passage types; writing content and style domains. On the End of Course Literacy Exam: On the combined population of students: Students showed consistent weaknesses on reading content passage multiple choice and writng mechanics for writing prompts.
- Graduation rate will increase due to parental involvement.

Goal Students will demonstrate improvement with math, literacy, and an increase in graduation rate.

Benchmark Each school year there will be measureable growth in the number of students scoring proficient or advanced. Students will meet or exceed the required guidelines of the NCLB for academic growth. Parents will become more familiar with academics, planned activities, and encourage their students to graduate.

Intervention: Parent and Community Involvement				
Scientific Based Research: Back to school: How parent involvement affects student achievement (At a glance). The Center for Public Education. 2012. . Additional research is available on site.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Parent Involvement plan will encourage parents to use the Parent Center and be more involved with their	Tony Foster, Vickey Shelton	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

children's education. Parent Involvement will host meetings for the community on different informational topics. The Parent Facilitator will maintain and add to the Parent Center. The Parent Involvement Plan is on file. Action Type: Parental Engagement		End: 06/30/2014	<ul style="list-style-type: none"> • Community Leaders • Teachers 	
Teachers and parents will participate in a chosen method of two-way communication between the school and the home thereby increasing every child's possibility of success. Action Type: Parental Engagement	Tony Foster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
Parent Make A Difference night will be held to assist parents in understanding the requirements and expectations held for their students and to help parents feel comfortable with the school and their child's teachers. James Trammell will deliver the State of the School address. Parent kits will be distributed containing information that will explain the importance of the parent's role in their child's education. Also, information will be given to parents of high school students on how to be involved in decisions. Action Type: Parental Engagement	Tony Foster, Vickey Shelton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
The school will keep on hand a parent volunteer resource book outlining parents who are willing to volunteer for services needed by the school. Action Type: Parental Engagement	Tony Foster, Vickey Shelton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
Create monthly calendars to provide information to parents/community about the school and athletic events, homework help, etc. Action Type: Parental Engagement	Tony Foster; Vickey Shelton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
Parents support student activities such as, but not limited to: Math Carnival, Science Fair, Quiz Bowl, Spelling Bees, National Geography Bee, Fall Festival, Art Club, Choir and all FFA activities, FCCLA, FBLA, and BETA. Action Type: Parental Engagement	Tony Foster, Rhonda Mahler, Chris Adams, Jason Marshall, Mark Welch, David Good, Matt Reding, Linda Van Vlymen, Sarah Sh	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	ACTION BUDGET: \$
Alpena High School has met all ten components of the parental requirements: 1) informational packets, 2) parent involvement meetings, 3) volunteer resource book, 4) school's process for resolving parental concerns in handbook, 5) seminars to inform the parents of high school students about how to be involved in decisions, 6) enable formation of PTA/PTO, 7) parent facilitator (certified teacher), 8) two parent/teacher conferences are still required, 9) provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, and 10) engage in other activities	Tony Foster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$

determined by the school to help a parent assist in his or her child's learning. The Alpena High School is in compliance with Act 307. Action Type: Collaboration				
Two parent/teacher conferences will be held throughout the year to promote communication between teachers and parents. Action Type: Parental Engagement	Tony Foster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The Parent Center Coordinator will send home surveys periodically to parents to evaluate the effectiveness of the Parent Center. Action Type: Program Evaluation	Tony Foster, Vickey Shelton	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Parents have the opportunity to use edline, which provides two-way communication between the school and their email. Edline provides parents with weekly updates on students' grades. Action Type: Collaboration	Tony Foster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
New materials and supplies for the parent center will be purchased annually. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Tony Foster, Vickey Shelton	Start: 07/01/2013 End: 06/30/2014		Title I - Materials \$1000.00 & Supplies: ACTION BUDGET: \$1000
A parent notification system, Alert Now, has been purchased to communicate with parents and provide them with substantial and meaningful opportunities to participate in the education of their child. It will be used to notify parents of parent-teacher conferences, school meetings, and academic and instructional programs throughout the district. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Tony Foster	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Purchased \$849.00 Services: ACTION BUDGET: \$849
THE ANNUAL TITLE I MEETING will be held to inform parents of their right to be involved in the planning, review, and improvement of parent Programs. Descriptions and explanations of the curriculum used in the school, the types of assessment, and the proficiency levels will be discussed. Action Type: Parental Engagement Action Type: Title I Schoolwide	Sarah Shields	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Materials and trainings will be offered to help parents work with their children to improve academic achievement. Literacy nights, parent nights, and other events will be offered throughout the year IN ADDITION TO THE TWO PARENT TEACHER CONFERENCES HELD EACH SCHOOL YEAR. Action Type: Parental Engagement Action Type: Title I Schoolwide	Tony Foster and Vickey Shelton	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The Alpena High School will continue to support and work with the school's		Start: 07/01/2013		ACTION BUDGET: \$

parent teacher organization. Action Type: Parental Engagement	Toney Foster and Vickey Shelton	End: 06/30/2014		
COORDINATION AND INTEGRATION OF FUNDS AND SERVICES WITHIN THE SCHOOL: Parents and community stakeholders will be encouraged to work actively with the district and schools in the development of ACSIP and participate on school committees to develop policies and programs to improve student achievement. In addition, parents will be encouraged to participate in the assessments of these programs through surveys and committee meetings.	Tony Foster	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
SCHOOL-PARENT COMPACTS: The district will support the efforts in both schools to develop parent compacts to meet the requirements of the ADE ACSIP handbook. The compacts will be used to describe the school's responsibility for high-quality curriculum, parent's responsibility in their child's learning, and address the importance of ongoing, open communication between teachers and parents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Tony Foster	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
A statement of commitment to parental and community involvement and the process for resolving parental concerns will be included in the student handbook. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Tony Foster	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$1849

Priority 5: The Alpena High School will provide nutrition education, as well as, physical activities that are designed to promote student wellness for grades 7-12. Local wellness policies as required by the USDA for child nutrition programs will be integrated into the ACSIP model.

- Supporting Data:
- In 2012-2013 the Alpena High School BMI classification for males was 60.6% healthy or underweight and 18.3% at risk for overweight or obese. 89 male students were assessed. In 2011-2012 the Alpena High School BMI classification for males was 55.7% healthy or underweight and 44.3% at risk for overweight or obese. 88 male students were assessed. In 2010-2011 the Alpena High School BMI classification for males was 56.3% healthy or underweight and 43.7% at risk for overweight or obese. 103 male students were assessed.
 - In 2012-2013 the Alpena High School BMI classification for females was 56.5% healthy or underweight and 21.2% at risk for overweight or obese. 86 female students were assessed. In 2011-2012 the Alpena High School BMI classification for females was 45.6% healthy or underweight and 54.4% at risk for overweight or obese. 90 females were assessed. In 2010-2011 the Alpena High School BMI classification for females was 50.6% healthy or underweight and 49.4% at risk for overweight or obese. 89 females were assessed.
 - Alpena High School has met the requirements for wellness and nutrition.

Goal: Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.

Benchmark: By the school year 2013-2014, there will be a decrease of the average Body Mass Index for students by 1/2% as evaluated by the annual Body Mass Index Screening.

Intervention: Alpena High School will encourage strategies and activities that promote a non-sedentary lifestyle.

Scientific Based Research: Let's Move: Solving the Problem of Childhood Obesity Within a Generation. February 2011.. Additional research is available on site.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement and encourage participation in extracurricular programs that support physical activity, i.e. basketball, volleyball, track, golf, cheerleading, and walking/running group. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Tony Foster, Shannon Hudson, Larry McKinney, Phillip Roberts, Staci Nix, Mark Welch	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games. Group will promote outdoor activities, such as archery in the schools program. Action Type: Parental Engagement Action Type: Wellness	Tony Foster, Phillip Roberts, Chris Adams, Larry McKinney, Mark Welch, Staci Nix	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Encourage development and participation in family oriented, community-based physical activity program. Group will look into grants for community based physical activities. Action Type: Parental Engagement Action Type: Wellness	Tony Foster, Phillip Roberts, Larry McKinney	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Evaluation will be conducted through the implementation and compiling of data regarding the BMI results and the President's Challenge pretest and posttest data. Action Type: Program Evaluation Action Type: Wellness	Tony Foster; Gale Graves, Phillip Roberts, and Larry McKinney	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Students will be offered a first responders class from North Arkansas Regional Medical Center. This is a Rapid Response Teams Core Training Layout with 28 hours presented at the school with 40 hours of total training. Action Type: Wellness	Tony Foster	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Part (FTE 0.12) of a school nurse's salary that is over and above the state required amount will be paid to ensure that student's needs are met and standards are exceeded. Action Type: Equity Action Type: Wellness	Andrea Martin	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	NSLA (State -281) - Employee Salaries: \$2941.92 NSLA (State -281) - Employee Benefits: \$850.77 ACTION BUDGET: \$3792.69
7th and 8th grade students participate in 225 minutes of	Tony Foster	Start: 07/01/2013		

physical education weekly. Action Type: Wellness		End: 06/30/2014		ACTION BUDGET: \$
Proper nutrition and physical activity will be addressed in 7th-12th grades through family and consumer science, science and health classes, and physical education classes. Action Type: Wellness	Tony Foster	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$3792.69

Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amy McGehee	Special Ed Teacher	Reading
Classroom Teacher	Becky Locke	Alternative Ed	Reading
Classroom Teacher	Cheryl Hodges	Librarian	Reading
Classroom Teacher	Chris Adams	teacher	Math
Classroom Teacher	David Good	teacher	Reading
Classroom Teacher	Jason Marshall	teacher	Math
Classroom Teacher	Josh Bradford	teacher	Reading
Classroom Teacher	Joy Quigley	teacher	Character Development
Classroom Teacher	Kevin Nichols	teacher	Math
Classroom Teacher	Larry McKinney	teacher	Reading
Classroom Teacher	Linda Van Vlymen	Special Ed Teacher	Math
Classroom Teacher	Lynette Cantwell	member	Wellness
Classroom Teacher	Mark Welch	teacher	Math
Classroom Teacher	Matt Reding	teacher	Character Development
Classroom Teacher	Melissa Kaeser	teacher	Reading
Classroom Teacher	Michele Graves	teacher	Reading
Classroom Teacher	Phillip Roberts	teacher	Math
Classroom Teacher	Rhonda Mahler	teacher	Math
Classroom Teacher	Sarah Bray	teacher	Reading
Classroom Teacher	Sarah Shields	teacher	Character Development
Classroom Teacher	Shannon Hudson	Chairperson	Wellness
Classroom Teacher	Staci Nix	teacher	Math
Classroom Teacher	Vickey Shelton	teacher	Parental Involvement
Community Representative	Deanne Belvins	Committee Member	Character Development
Community Representative	Phyllis Youngblood	Committee Member	Character Development
Community Representative	Scott Widner	School Board	Wellness
Non-Classroom Professional Staff	Brenda Brock	school food director	Wellness
Non-Classroom Professional Staff	Gale Graves	School Nurse	Wellness
Non-Classroom Professional Staff	Gale Graves	Nurse	Character Development
Non-Classroom Professional Staff	Mindi Phillips	Counselor	Character Development
Non-Classroom Professional Staff	Stephanie Tanner	teacher	Technology
Non-Classroom Professional Staff	Travis Conner	Technology	Technology
Parent	Deadra Bright	parent	Parental Involvement
Parent	Gayla Lynch	Parent	Parental Involvement
Parent	Jaimie Holsted	parent	Wellness
Parent	Lana Fowler	Parent	Character Development
Parent	Lana Savage	Parent	Character Development
Parent	Trisha Cantwell	parent	Parental Involvement
Principal	Paula Newton	School Administator	Wellness