

Approved at the 4-20-2015 Regular Board meeting

BERRYVILLE HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2014-2015

The mission of Berryville High School is to equip students for success through lessons in academics, accountability, and attitude.

Grade Span: 9-12

Title I: Title I Schoolwide

School Improvement:

Table of Contents

Priority 1: Literacy

Goal: All students will improve in reading comprehension and written expression with additional attention to open-response passages.

Priority 2: Mathematics

Goal: All students will improve in mathematics skills and answering constructed/open response math questions.

Priority 3: Wellness

Goal: Create an environment where students will show an increase in health and wellness based on the BMI results and the SHI assessments.

Priority 4: Teacher Practice

Goal: To further the development of an effective learning community and support a climate conducive to performance excellence reducing the achievement gap between all ESEA identified sub-groups. Berryville High School will meet or exceed its Annual Measureable Objectives in the following areas: a. Literacy: All Students Group Performance 78.3% and TAGG Group Performance 71.54%; b. Math: All Students Group Performance 84.28% and TAGG Group Performance 77.57%.

Priority 1: Improving Literacy

Supporting Data: 1. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP leadership teams and analyzed the test scores from the

2009 administration of the Grade 11 Literacy Exam, End of Course exams for mathematics classes, and the SAT 10 Exam. We examined the results for both the combined population and each subpopulation. We heard a report from our formative assessment team who showed written evidence documenting our main areas of weakness based on TLI data. In addition, we studied our graduation rates and attendance, disciplinary, and achievement data from the past three years. We aggregated and disaggregated all the data for the purpose of determining student learning and behavioral needs. We looked at the trend data from NORMES in order to better identify the areas of need and to help align classroom instruction with the curriculum frameworks in literacy and math. We examined our routines, customs, norms, and expectations in order to dig deeper for the root cause of why more of our students are not achieving their full potential. Our supporting data statements show the discrepancies in achievement among our various populations. We are modifying our curriculum, instruction, assessment, and professional development practices to better meet the needs of all our populations. Our data analysis led us to prioritize these areas: special education students, ESL students, economically disadvantaged students, and migrant students. We will select interventions and use funds that put us in the best position to address those needs. In addition, we will meet in teams semi-monthly and as a faculty monthly so that we can review formative, real-time classroom performance data for the purpose of making decisions regarding the direction and focus of our classroom instruction.

2. 2012 Arkansas School ESEA Accountability Report District: BERRYVILLE SCHOOL DISTRICT Superintendent: DR. PHIL CLARK School: BERRYVILLE HIGH SCHOOL Principal: Owen Powell LEA: 801002 Grades: 09 - 12 Address: 902 W TRIMBLE AVE Enrollment: 504 BERRYVILLE, AR 72616 Attendance Rate: 92.93% (3 QTR AVG) Phone: 870-480-4632 Poverty Rate: 45.44% Needs Improvement School Needs Improvement School Percent Tested # Expected Literacy Literacy # Expected Math Math All Students 116 YES 257 NO(93%) Targeted Achievement Gap Group 55 YES 159 NO(90%) ESEA Subgroups # Expected Literacy Literacy # Expected Math Math African Americans n < 10 n < 10 n < 10 n < 10 Hispanic 24 NO(92%) 64 YES White 88 YES 186 NO(94%) Economically Disadvantaged 50 YES 147 NO(89%) English Learners 14 NO(79%) 28 NO(89%) Students with Disabilities 11 YES 21 NO(91%) Achieving School Graduation Rate # Expected Graduates Percentage 2011 AMO 2011 Graduation Rate All Students 152 81.58 70.03 Targeted Achievement Gap Group 75 77.33 67.34 ESEA Subgroups African Americans n < 10 n < 10 n < 10 Hispanic 28 85.71 84.20 White 117 80.34 66.73 Economically Disadvantaged 67 79.10 64.84 English Learners 15 86.67 81.67 Students with Disabilities 16 81.25 73.04 Needs Improvement School in Literacy Achieving School in Math # Attempted Percentage 2012 AMO # Attempted Percentage 2012 AMO 2012 Literacy 2012 Math All Students 110 81.82 76.13 228 88.16 82.71 Targeted Achievement Gap Group 51 66.67 68.70 133 84.96 75.32 Three Year Literacy Three Year Math All Students 328 68.90 76.13 710 78.45 82.71 Targeted Achievement Gap Group 163 57.67 68.70 407 72.24 75.32 ESEA Subgroups 2012 Literacy 2012 Math African Americans n < 10 n < 10 n < 10 n < 10 Hispanic 21 57.14 56.86 59 81.36 65.82 White 85 88.24 80.27 165 91.52 89.25 Economically Disadvantaged 48 68.75 68.57 122 89.34 75.71 English Learners 10 10.00 38.89 23 60.87 55.64 Students with Disabilities 11 27.27 50.64 18 66.67 58.75 Page 1/1
3. Arkansas Comprehensive School Improvement Data Source for BERRYVILLE HIGH SCHOOL
NORM REFERENCED TEST -- Report Completed: Sep 30, 2008
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:9
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 122 135 148
% At/Above 50th NPR In:

Reading Comprehension 59.0% 46.7% 54.1%
 Math Problem Solving 68.0% 61.5% 66.2%
 AFRICAN AMERICAN POPULATION Grade:9
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 0 0 1
 % At/Above 50th NPR In:
 Reading Comprehension N/A% N/A% 0.0%
 Math Problem Solving N/A% N/A% 0.0%
 HISPANIC POPULATION Grade:9
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 18 21 27
 % At/Above 50th NPR In:
 Reading Comprehension 33.3% 33.3% 33.3%
 Math Problem Solving 50.0% 57.1% 51.9%
 CAUCASIAN POPULATION Grade:9
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 99 110 116
 % At/Above 50th NPR In:
 Reading Comprehension 63.6% 49.1% 60.3%
 Math Problem Solving 71.7% 62.7% 70.7%
 ECONOMICALLY DISADVANTAGED Grade:9
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 56 61 69
 % At/Above 50th NPR In:
 Reading Comprehension 42.9% 39.3% 43.5%
 Math Problem Solving 57.1% 57.4% 58.0%
 LIMITED ENGLISH PROFICIENT Grade:9
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 6 12 17
 % At/Above 50th NPR In:
 Reading Comprehension 0.0% 8.3% 23.5%
 Math Problem Solving 16.7% 25.0% 41.2%
 STUDENTS WITH DISABILITIES Grade:9
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 12 8 11
 % At/Above 50th NPR In:
 Reading Comprehension 8.3% 12.5% 18.2%
 Math Problem Solving 0.0% 12.5% 0.0%

4. ACSIP CRT Data Source for BERRYVILLE HIGH SCHOOL

Literacy-11th Exam

Report Created: Sep 30, 2008

2006-# Tested & Percent of Students Scoring Proficient/Advanced:

121 Students: 45.5% of Combined Students

0 Students: .% of African American Students

24 Students: 41.7% of Hispanic Students

94 Students: 46.8% of Caucasian Students

36 Students: 41.7% of Econ. Disadvantaged Students

9 Students: 33.3% of LEP Students

14 Students: 0% of Students with Disabilities

2007-# Tested & Percent of Students Scoring Proficient/Advanced:

117 Students: 49.6% of Combined Students

0 Students: .% of African American Students

23 Students: 21.7% of Hispanic Students

93 Students: 57% of Caucasian Students

40 Students: 25% of Econ. Disadvantaged Students

9 Students: 11.1% of LEP Students

14 Students: 0% of Students with Disabilities

2008-# Tested & Percent of Students Scoring Proficient/Advanced:

105 Students: 41.9% of Combined Students

0 Students: .% of African American Students

21 Students: 33.3% of Hispanic Students

81 Students: 44.4% of Caucasian Students

33 Students: 30.3% of Econ. Disadvantaged Students

11 Students: 9.1% of LEP Students

11 Students: 9.1% of Students with Disabilities

The lowest identified areas for the combined population were: Practical- Open Response

The lowest identified areas for African Americans were: Not Applicable

The lowest identified areas for Hispanic were: Practical- Open Response

The lowest identified areas for Caucasian were: Practical- Open Response

The lowest identified areas for Econ. Disadvantaged students were: Practical- Open Response

The lowest identified areas for LEP students were: Practical- Open Response

5. ACT: In 2008, the composite average score was 20.2 while reading was 21.8. In 2007, 71 students were tested. The average ACT English score was 20.1 and the average ACT reading score was 20.8. In 2006, 73 students were tested. The average ACT English score was 21.4 and the average ACT reading score was 23.0.
6. Graduation Rate: The 2008 graduation rate is unavailable at this time and will be placed in the data as soon as the state releases the figures. The 2007 graduation rate was 84.7. The 2006 graduation rate was 76.8.

Goal

All students will improve in reading comprehension and written expression with additional attention to open-response passages.

2013 AMO Status Performance for High School Literacy is: 78.30; TAGG: 71.54
 2013 Percentage for Status Performance for High School Literacy is: 79.71; TAGG: 67.61

2012 ESEA AMOs
 BERRYVILLE HIGH SCHOOL

801002
 Literacy Performance

Benchmark	Group Total Number		Percent Proficient						
	Attempting		in Literacy,						
	Year 2011		Year 2012						
	Year 2011		Year 2012						
	Year 2013		Year 2014						
	Year 2014		Year 2015						
	Year 2015		Year 2016						
	Year 2016		Year 2017						
	Year 2017								
	AMO	Year 2013							
	AMO	Year 2014							
	AMO	Year 2015							
	AMO	Year 2016							
	AMO	Year 2017							
	AMO								
	All Students	96	73.96	76.13	78.30	80.47	82.64	84.81	86.98
	Targeted Ach Gap	41	65.85	68.70	71.54	74.39	77.23	80.08	82.93
	African American	0	.	.	.	.	.	.	.
	Hispanic	17	52.94	56.86	60.78	64.71	68.63	72.55	76.47
	Caucasian	79	78.48	80.27	82.07	83.86	85.65	87.45	89.24
	Econ Disa	35	65.71	68.57	71.43	74.28	77.14	80.00	82.86
	English Learners	9	33.33	38.89	44.44	50.00	55.55	61.11	66.67
	Students with Disa	13	46.15	50.64	55.13	59.61	64.10	68.59	73.08

2012 ESEA AMOs
 BERRYVILLE HIGH SCHOOL

801002
 Graduation

Group Number Expected
 to Graduate,

Year 2010 Rate, Year	Graduation									
2010	Year 2011 AMO	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO				
All Students	107	67.30	70.03	72.75	75.48	78.20	80.93	83.65		
Targeted Ach Gap		56	64.37	67.34	70.31	73.28	76.25	79.22	82.19	
African American		1	100.00	100.00	100.00	100.00	100.00	100.00	100.00	
Hispanic	24	82.76	84.20	85.63	87.07	88.51	89.94	91.38		
Caucasian	79	63.71	66.73	69.76	72.78	75.81	78.83	81.86		
Econ Disa	45	61.64	64.84	68.03	71.23	74.43	77.62	80.82		
English Learners		12	80.00	81.67	83.33	85.00	86.67	88.33	90.00	
Students with Disa		12	70.59	73.04	75.49	77.94	80.39	82.84	85.30	

Intervention: Use of the Comprehensive Literacy Approach to reading and writing instruction.				
Scientific Based Research: Stephens, Elaine C. & Brown Jean E. A (2005) Handbook of Content Literacy Strategies: 125 Practical Reading and Writing Ideas.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
English and home-language versions of materials/supplies will be purchased for the ESL program when possible to help students both in sheltered classrooms and in regular classrooms. Materials will include modification materials. Action Type: Equity	MaryAnn Pharis	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
J2: SCHOOLWIDE REFORM STRATEGIES -- All students 9-12 will participate in explicit vocabulary instruction in all content areas. Additional practice is integrated in journals, bell-ringers, or through homework. Action Type: Title I Schoolwide	Matt Sayer, JoBeth Evans, Andrew Morris, Cassie Raulston, Gayla Sparks	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
Each core curriculum teacher in grades 9-12 will use the gradual release of responsibility model of instruction for comprehension instruction in literacy. Action Type: Alignment	Annette Cormack, Marlene Williams	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
The instructional leader will monitor the level of implementation of the Comprehensive Literacy Approach in classrooms according to the observation protocol and/or classroom walk-through. The instructional leader will confer with the teacher to	Owen Powell, John McClellan	Start: 07/01/2014 End: 06/30/2015	Administrative Staff	ACTION BUDGET: \$

discuss the level of implementation. Action Type: Collaboration				
Students will read a wide variety of texts in various genres and subject areas both fiction and nonfiction; for example, the digital version of the New York Times will be utilized for real world learning experiences. Action Type: Equity	Jennifer Penaflores, Scott Barnett	Start: 07/01/2015 End: 06/30/2016	• Outside Consultants • Teachers	ACTION BUDGET: \$
Provide training to instructional staff in LEP strategies to improve literacy. Action Type: Equity Action Type: Professional Development	MaryAnn Pharis	Start: 07/01/2014 End: 06/30/2015	• District Staff • Outside Consultants	ACTION BUDGET: \$
School will purchase materials/supplies, software (including APEX), and/or hardware to increase student access for all students and to improve literacy for all students scoring below proficient. Action Type: Equity Action Type: Technology Inclusion	Owen Powell	Start: 07/01/2014 End: 06/30/2015	• District Staff	ACTION BUDGET: \$
All students 9-12 who score below proficiency on summative tests, such as the benchmark exam, will be remediated through a self-directed inquiry-based remediation packet that students will complete outside of school. The District will assure that the needs assessments, including required meetings with advisors, are conducted consistently to assure that learning is occurring. Writing portfolios containing the student's essays for each remediation packet will be used as an additional form of summative evaluation. Student-advisor conferences will also be used as forms of formative assessment. AIPs will be developed for all students who qualify. PROGRAM EVALUATION: OUR TLI ASSESSMENTS LAST YEAR INDICATED THAT OUR STUDENTS SCORED 64% IN READING AND 59% IN WRITING. THE PERCENTAGE OF STUDENT MASTERY, AS INDICATED BY TLI ASSESSMENTS, WILL INCREASE BY 10% FOR THE 2014-2015 SCHOOL YEAR. Action Type: AIP/IRI Action Type: Program Evaluation	Mindy Hicks	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$
Title I funds will be used to help SELECTED students meet current goals and standards BY OFFERING	Owen Powell	Start: 07/01/2014	• District Staff	Title I - Purchased \$2500.00

SUPPLEMENTAL INSTRUCTION after school and outside the school year in areas identified as below proficient by both observations and by other testing especially in the literacy area. HQ INSTRUCTIONAL STAFF will be selected from current staff and will be paid at the rate of \$25.00 per hour as approved by the board. Title I funds will be used to PURCHASE SOFTWARE SUCH AS APEX, ERJ, AND OTHER SOFTWARE AND TO continue The Learning Institute (TLI) formative assessment and evaluation program District-wide to provide teachers with tools to improve learning. The schools will provide the district with data to evaluate this action. Title I funds will be used to purchase items from a group costing less than \$1,000 per item such as refurbished laptops (as many as 50 at a cost of \$380.00 per unit), EPSON PROMETHHEAN SOFTWARE (as many as 20 at a cost of \$300.00 per unit), and items costing more than \$1,000 per item such as EPSON BRIGHTLINK projectors (as many as 20 at a cost of \$1,700.00 per unit), and/or supplies and materials to support the SCHOOL IMPROVEMENT effort. Any support MATERIALS AND/OR SUPPLIES necessary for the installation and use of these technology items will also be purchased with these funds. Title I funds will be used to provide professional development TO ASSURE THAT THE STAFF HAS ADEQUATE, TIMELY, AND CONTINUAL PD TO BE ABLE TO EFFECTIVELY INCORPORATE TECHNOLOGY INTO INSTRUCTION that exceeds the state-required 60 hours to all instructional staff to meet the needs of all students regardless of disadvantage or challenge. Action Type: Equity Action Type: Professional Development		End: 06/30/2015		Services: Title I - Materials & \$26000.00 Supplies: Title I - Employee \$22500.00 Salaries: Title I - Employee \$6498.96 Benefits: Title I - Capital \$34000.00 Outlay: ACTION BUDGET: \$91498.96
J5: RECRUITING AND MAINTAINING OF HIGHLY-QUALIFIED TEACHERS AND PARAPROFESSIONALS -- All instruction will be delivered by highly-qualified staff, both teachers and paraprofessionals. All teachers will have HQ forms on file in the Federal Programs Office of the District. In order to find highly-qualified job candidates, universities and organizations will be contacted. Measures will be	Owen Powell	Start: 07/01/2014 End: 06/30/2015	• Administrative Staff • Teachers	ACTION BUDGET: \$

developed to include all stakeholders in all relevant decisions. Stakeholders in education include parents, teachers, student, faculty, administration, and community members. All programs across the district will be coordinated and integrated to assure that the most effective and most efficient use of all resources is occurring. Action Type: Title I Schoolwide				
Title I funds will be used to provide all instructional staff professional development that will enhance their ability to facilitate learning especially in the area of literacy. These professional development opportunities will include both in-district and out-of-district training, inservice, professional networking, and all activities that comply with the ADE rules for professional development. All instructional staff will submit periodic assessments and evaluations for current professional development opportunities and areas needed. Materials/supplies costing less than \$1,000 per item will be purchased to support this effort. Action Type: Professional Development	Owen Powell	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - Teachers	ACTION BUDGET: \$
J: TITLE I SCHOOLWIDE -- The High School will meet all requirements of the Schoolwide components for Schoolwide Title Schools including: 1) needs assessment; 2) schoolwide reform strategies; 3) instruction from highly qualified teachers and paraprofessionals; 4) professional development; 5) recruiting and maintaining of highly qualified teachers and paraprofessionals; 6) parental involvement; 7) early childhood transition activities; 8) collaboration; 9) timely and effective remediation; and 10) coordination and integrating of funds and services (fed/state) provided within the school. Action Type: Title I Schoolwide	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
Berryville High School will plan and implement an intense program of professional development that addresses the academic problems in the literacy area in the economically disadvantaged sub-group, special education sub-group, and the ELL sub-group. Action Type: Professional Development	Owen Powell	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$

Funds will be available for transportation as a result of school choice. The Berryville High School is in SI_2 due to the students in the literacy area of the economic disadvantaged sub-group scoring below AYP. The District will assist in this activity. Action Type: Equity	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
The High School will meet all requirements of Act 307 of 2007 to include the following: 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, 8) two parent/teacher conferences, 9) provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, 10) parent involvement and interaction with the Spring Art Show, 11) engage in other activities determined by the school to help a parent assist in his or her child's learning. Action Type: Parental Engagement	Lisa Thompson, Tiffaney Atkinson, Paige Huffman, Boone Hooker	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
During weekly team meetings, literacy teachers will review summative test data (such as literacy exam and TLI) and formative data (such as teacher made tests and writing rubrics with work samples) to determine areas of concern and to develop a plan of action. Action Type: Collaboration	Mindy Hicks	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
Select teachers will attend workshops, seminars and conferences to gain skills in implementing technology and to learn more about current best practices. Skills gained will be brought back and shared with the full faculty. Action Type: Professional Development	Owen Powell, Mindy Hicks	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - District Staff	ACTION BUDGET: \$
Content area teachers will hold core content meetings to discuss what each teacher is actually teaching and to address concerns by closing curriculum gaps and eliminating excessive redundancies. Action Type: Alignment Action Type: Collaboration	Laura Hudgens, Marlene Williams	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - Teachers	ACTION BUDGET: \$

All subject areas outside literacy and math will include SLE's from the math and literacy Arkansas State Frameworks & Common Core in the lessons to ensure reinforcement of tested skills when and where possible. To facilitate this, during department meetings, teachers will share released items and other ideas for incorporating the SLE's in their lessons. Action Type: Collaboration	Mindy Hicks	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
Special Education teachers will provide to the regular classroom teachers modifications and collaboration according to the special education student's IEP. Action Type: Special Education	Glenda McCoy; Kristy Skelton	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
Teachers will align all lessons in all subjects to the appropriate Arkansas frameworks & Common Core Standards. Action Type: Alignment	Matt Sayer, Cassie Raulston, Marlene Williams, Brandi Goforth	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
Our ELL program will identify students through the LPAC committee and will provide those students with content area and language acquisition instruction from one certified ESL teacher with primary and/or supplementary services, including classroom modifications and interventions as needed. Action Type: Collaboration Action Type: Equity	MaryAnn Pharis, JoBeth Evans	Start: 07/01/2014 End: 06/30/2015	Administrative Staff	ACTION BUDGET: \$
At enrollment, counselors, the migrant and special education departments will coordinate efforts to identify homeless students. At the start of the school year, teachers will complete a homeless survey to better identify the needs of our students. At any time during the school year, teachers and staff member may report to the counselor or coordinator changes in homeless status for any student. The building counselor will coordinate with the District Homeless Liaison to meet the needs of the homeless students. Action Type: Equity	Apryl Harmon	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
All students will participate in writing instruction. This includes teacher explanation and modeling of all writing skills, followed by guided practice and independent practice. Additional practice may be integrated as homework.	Sara Girkin	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$

Action Type: Alignment				
Students identified as not meeting the expectation for success will receive additional writing instruction through literacy remediation. Progress will be monitored by the remediation teacher and the student's advisor until the expectation is met. Action Type: AIP/IRI	Paula Vance, Jennifer Penaflorida	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
Berryville High School expects all students 9-12 to be proficient in writing. The formative TLI scores will be used to modify learning experiences to meet proficiency. The summative evaluation will be the increased number of students meeting or exceeding proficiency in writing on PARCC & EOC tests. Action Type: Equity	Mindy Hicks	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	ACTION BUDGET: \$
Purchase APEX or other online subject modules and training for Alternative Education program to improve literacy. Action Type: Equity Action Type: Technology Inclusion	Ted Richter	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	ACTION BUDGET: \$
Utilize standardized rubrics for evaluating formative & summative questions. Action Type: Alignment	Sara Girkin, JoBeth Evans	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
Character education materials and/or supplies will be purchased and distributed to meet identified SAFE AND DRUG FREE needs of the school and to support the district plan. Action Type: Equity	Lisa Thompson	Start: 07/01/2014 End: 06/30/2015	Administrative Staff	ACTION BUDGET: \$
The school will develop school-parent compacts to meet the requirements of the ADE ACSIP Handbook. The school-parent compacts will be used to describe the school's responsibilities for high-quality curriculum, parents' responsibility in the child's learning, and address the importance of ongoing, open communication between faculty and parents. Action Type: Parental Engagement	Tiffaney Atkinson	Start: 07/01/2014 End: 06/30/2015	- Community Leaders - Outside Consultants - Teachers	ACTION BUDGET: \$
There will be no fewer than two parent-teacher conferences per year. These will be held in the fall (after five weeks) and spring (after the first five weeks of the third quarter).	Owen Powell	Start: 07/01/2014 End: 06/30/2015	Administrative Staff	ACTION BUDGET: \$

Action Type: Parental Engagement			Teachers	
Parents are to have opportunities for engagement in other activities that promote responsible parenting, including helping students to study, checking student grades through the Home Access Center(HAC), chaperoning trips, and volunteering for the school. Action Type: Parental Engagement	Lisa Thompson	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - Community Leaders - District Staff	ACTION BUDGET: \$
Make statements available that attest to Berryville School District's commitment to parental involvement. This is made available in the Student Handbook on page 12. Action Type: Parental Engagement	Lisa Thompson, Tiffaney Atkinson	Start: 07/01/2014 End: 06/30/2015	Administrative Staff	ACTION BUDGET: \$
The school district will seek the input and support of the alumni, CTE, FFA, Boosters, & East advisory committees. Action Type: Parental Engagement	Lisa Thompson	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - Community Leaders - District Staff	ACTION BUDGET: \$
Berryville High School will coordinate all parental involvement activities with all sources available to assure that parents are involved in their children's education. This enhanced effort will meet the standards and will inform the parents of plans to address all identified weakness areas. Action Type: Parental Engagement	Owen Powell	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
Parents of all ESL program students including LEP students will be informed and given written consent forms for inclusion into the ESL services. Action Type: Parental Engagement	MaryAnn Pharis	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - District Staff	ACTION BUDGET: \$
Review of test data will be used to study effectiveness of the ESL program with reports submitted the ADE and to district administration. Action Type: Collaboration	MaryAnn Pharis	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - District Staff - Teachers	ACTION BUDGET: \$
Administrative observation of all staff using ESL	MaryAnn Pharis,	Start:	Administrative	

methods and/or strategies with identified observation instruments will be used to evaluate the program. Students progress through the LEP cycle will be examined. Action Type: Alignment	Owen Powell	07/01/2014 End: 06/30/2015	- Staff - District Staff - Teachers	ACTION BUDGET: \$
Have available for parents some "Parents Make a Difference" evenings. These should have reports concerning the state of the school and an overview of what students will be learning, how students will be assessed, what parents should expect for their child's education, and how parents can assist and make a difference. Action Type: Parental Engagement	Dena Putney, Lisa Plagge	Start: 07/01/2014 End: 06/30/2015	Administrative Staff	ACTION BUDGET: \$
Administrators will evaluate the entire parent involvement program and will receive at least 3 hours of professional development each year in parental involvement. Action Type: Parental Engagement	Doug Harris	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
Teachers will receive at least 2 hours of professional development each year in parental involvement. Action Type: Professional Development	Doug Harris	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
ESL Coordinator will hold staff development for all staff in culture, assessment, instruction, second language acquisition, and ESL methods and strategies. Action Type: Collaboration Action Type: Equity	MaryAnn Pharis	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	ACTION BUDGET: \$
High school teachers will attend focused professional development such as "Bridging the Gap" in order to foster the success of our school and develop meaningful strategies for improving student achievement, collaboration, and parent involvement. Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Owen Powell	Start: 07/01/2014 End: 06/30/2015	Outside Consultants	ACTION BUDGET: \$
The daily schedule will allow for a common preparation period for Literacy staff. This time will be utilized in a variety of ways: data processing, curriculum alignment, and other forms of teacher	Owen Powell	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$

collaboration in the content area. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation				
Berryville High School will offer an increasingly rigorous curriculum, including Creating Writing. With a heavy concentration on writing and open enrollment, this course in addition to the ones previously added will assist with literacy instruction in the content areas. Action Type: Equity	Heather Zaloudek, Ben Peltier	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
Tutoring in academic literacy will be provided every day before school, during lunch, and after school. Each day will focus on a particular content area and the tutors will be a highly qualified teachers in that content area. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Owen Powell	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
The high school staff will organize a "Leadership Committee" of teachers who will assist the high school in developing tools and policies for improving proficiency in all academic areas as well as creating a positive work environment focused on student achievement. Action Type: AIP/IRI Action Type: Collaboration	Owen Powell	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
Title I funds will be used to hire one .087 FTE HQ Literacy Facilitator/Literacy and Math Lab (Cormack, Annette, .857 FTE, salary = \$47,000.00, benefits = \$13,000.00), and one .9 FTE Literacy Facilitator/ESL COORDINATOR (Pharis, Mary Ann, .9 FTE, .9 salary = \$56,000.00, .9 benefits = \$15,000.00) to work with students to improve learning. Title I funds will be used to purchase services to improve student learning and to purchase supplies and materials costing less than \$1,000 per item from companies such as but not limited to Accelerated Math and Reading, TLI, NASCO, and other programs. Specifically, the items are purchased from TLI are formative assessments for grades 1-11 and in subject areas such as literacy.	Dr. Phil Clark	Start: 07/01/2014 End: 06/30/2015	Title Teachers	Title I - Employee \$104000.00 Salaries: Title I - Employee \$27000.00 Benefits: ACTION BUDGET: \$131000

math and science, services include grading the assessments, warehousing assessment data, tools for teachers to manipulate data and to run reports (identifying areas of instructional need), from Accelerated Math/Reading are assessments to show student literacy and math levels by grade and growth in both areas, student modules paced to each student, and the book tests to assess comprehension, and from NASCO are math materials and assessments that help identify weakness areas and provide support for student learning. These programs will lead to an increase in student achievement because they are used formatively and the results of formative assessments are used to make data-driven decisions on every student. These data-driven decisions will be used to modify instructional materials and methods that will lead to increased student achievement Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Title I funds may be used for field trips that improve literacy by the teacher articulating the who, what, when, where, and how and by assessing each event by each student writing an essay explaining the field trip experience. Teachers will keep student-produced essays as evidence that the field trips meet federal guidelines for improving literacy efforts. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation	Owen Powell	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
Total Budget:				\$222498.96

Priority 2: Mathematics

- Supporting Data:
1. **COMPREHENSIVE NEEDS ASSESSMENT:** We formed ACSIP leadership teams and analyzed the test scores from the 2009 administration of the Grade 11 Literacy Exam, End of Course exams for mathematics classes, and the SAT 10 Exam. We examined the results for both the combined population and each subpopulation. We heard a report from our formative assessment team who showed written evidence documenting our main areas of weakness based on TLI data. In addition, we studied our graduation rates and attendance, disciplinary, and achievement data from the past three years. We aggregated and disaggregated all the data for the purpose of determining student learning and behavioral needs. We looked at the trend data from NORMES in order to better identify the areas of need and to help align classroom instruction with the curriculum frameworks in literacy and math. We examined our routines, customs, norms, and expectations in order to dig deeper for the root cause of why more of our students are not achieving their full potential.

Our supporting data statements show the discrepancies in achievement among our various populations. We are modifying our curriculum, instruction, assessment, and professional development practices to better meet the needs of all our populations. Our data analysis led us to prioritize these areas: special education students, ESL students, economically disadvantaged students, and migrant students. We will select interventions and use funds that put us in the best position to address those needs. In addition, we will meet in teams semi-monthly and as a faculty monthly so that we can review formative, real-time classroom performance data for the purpose of making decisions regarding the direction and focus of our classroom instruction.

2. 2012 Arkansas School ESEA Accountability Report District: BERRYVILLE SCHOOL DISTRICT Superintendent: DR. PHIL CLARK School: BERRYVILLE HIGH SCHOOL Principal: OWEN POWELL LEA: 801002 Grades: 09 - 12 Address: 902 W TRIMBLE AVE Enrollment: 504 BERRYVILLE, AR 72616 Attendance Rate: 92.93% (3 QTR AVG) Phone: 870-480-4632 Poverty Rate: 45.44% Needs Improvement School Needs Improvement School Percent Tested # Expected Literacy Literacy # Expected Math Math All Students 116 YES 257 NO(93%) Targeted Achievement Gap Group 55 YES 159 NO(90%) ESEA Subgroups # Expected Literacy Literacy # Expected Math Math African Americans n < 10 n < 10 n < 10 n < 10 Hispanic 24 NO(92%) 64 YES White 88 YES 186 NO(94%) Economically Disadvantaged 50 YES 147 NO(89%) English Learners 14 NO(79%) 28 NO(89%) Students with Disabilities 11 YES 21 NO(91%) Achieving School Graduation Rate # Expected Graduates Percentage 2011 AMO 2011 Graduation Rate All Students 152 81.58 70.03 Targeted Achievement Gap Group 75 77.33 67.34 ESEA Subgroups African Americans n < 10 n < 10 n < 10 Hispanic 28 85.71 84.20 White 117 80.34 66.73 Economically Disadvantaged 67 79.10 64.84 English Learners 15 86.67 81.67 Students with Disabilities 16 81.25 73.04 Needs Improvement School in Literacy Achieving School in Math # Attempted Percentage 2012 AMO # Attempted Percentage 2012 AMO 2012 Literacy 2012 Math All Students 110 81.82 76.13 228 88.16 82.71 Targeted Achievement Gap Group 51 66.67 68.70 133 84.96 75.32 Three Year Literacy Three Year Math All Students 328 68.90 76.13 710 78.45 82.71 Targeted Achievement Gap Group 163 57.67 68.70 407 72.24 75.32 ESEA Subgroups 2012 Literacy 2012 Math African Americans n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 21 57.14 56.86 59 81.36 65.82 White 85 88.24 80.27 165 91.52 89.25 Economically Disadvantaged 48 68.75 68.57 122 89.34 75.71 English Learners 10 10.00 38.89 23 60.87 55.64 Students with Disabilities 11 27.27 50.64 18 66.67 58.75 Page 1/1
3. ACSIP CRT Data Source for BERRYVILLE HIGH SCHOOL
EOC-Geometry Exam
Report Created: Sep 30, 2008
2007-# Tested and Percent of Students Scoring Proficient/Advanced:
189 Students: 56.6% of Combined Students
0 Students: .% of African American Students
26 Students: 34.6% of Hispanic Students
161 Students: 60.9% of Caucasian Students
66 Students: 51.5% of Econ. Disadvantaged Students
7 Students: 14.3% of LEP Students
17 Students: 47.1% of Students with Disabilities
2008-# Tested and Percent of Students Scoring Proficient/Advanced:
121 Students: 52.1% of Combined Students
0 Students: .% of African American Students
30 Students: 46.7% of Hispanic Students
86 Students: 53.5% of Caucasian Students
52 Students: 46.2% of Econ. Disadvantaged Students
18 Students: 27.8% of LEP Students

17 Students: 5.9% of Students with Disabilities
 The lowest identified areas for the combined population were: Triangles- Open Response
 The lowest identified areas for African Americans were: Not Applicable
 The lowest identified areas for Hispanic were: Triangles- Open Response
 The lowest identified areas for Caucasian were: Triangles- Open Response
 The lowest identified areas for Econ. Disadvantaged students were: Triangles- Open Response
 The lowest identified areas for LEP students were: Measurement- Open Response

4. ACSIP CRT Data Source for BERRYVILLE HIGH SCHOOL

EOC-Algebra Exam

Report Created: Sep 30, 2008

2007-# Tested and Percent of Students Scoring Proficient/Advanced:

108 Students: 54.6% of Combined Students

0 Students: .% of African American Students

26 Students: 46.2% of Hispanic Students

80 Students: 57.5% of Caucasian Students

54 Students: 48.1% of Econ. Disadvantaged Students

17 Students: 41.2% of LEP Students

6 Students: 0% of Students with Disabilities

2008-# Tested and Percent of Students Scoring Proficient/Advanced:

119 Students: 51.3% of Combined Students

0 Students: .% of African American Students

25 Students: 32% of Hispanic Students

88 Students: 58% of Caucasian Students

62 Students: 48.4% of Econ. Disadvantaged Students

16 Students: 31.3% of LEP Students

12 Students: 8.3% of Students with Disabilities

The lowest identified areas for the combined population were: Language of Algebra and Data Interpretation and Probability- Open Response

The lowest identified areas for African Americans were: Not Applicable

The lowest identified areas for Hispanic were: Language of Algebra and Data Interpretation and Probability- Open Response

The lowest identified areas for Caucasian were: Language of Algebra and Data Interpretation and Probability- Open Response

The lowest identified areas for Econ. Disadvantaged students were: Language of Algebra and Data Interpretation and Probability- Open Response

The lowest identified areas for LEP students were: Language of Algebra and Data Interpretation and Probability- Open Response

5. Arkansas Comprehensive School Improvement Data Source for
 BERRYVILLE HIGH SCHOOL

NORM REFERENCED TEST -- Report Completed: Sep 30, 2008

Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:9
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 122 135 148
 % At/Above 50th NPR In:
 Reading Comprehension 59.0% 46.7% 54.1%
 Math Problem Solving 68.0% 61.5% 66.2%
 AFRICAN AMERICAN POPULATION Grade:9
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 0 0 1
 % At/Above 50th NPR In:
 Reading Comprehension N/A% N/A% 0.0%
 Math Problem Solving N/A% N/A% 0.0%
 HISPANIC POPULATION Grade:9
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 18 21 27
 % At/Above 50th NPR In:
 Reading Comprehension 33.3% 33.3% 33.3%
 Math Problem Solving 50.0% 57.1% 51.9%
 CAUCASIAN POPULATION Grade:9
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 99 110 116
 % At/Above 50th NPR In:
 Reading Comprehension 63.6% 49.1% 60.3%
 Math Problem Solving 71.7% 62.7% 70.7%
 ECONOMICALLY DISADVANTAGED Grade:9
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 56 61 69
 % At/Above 50th NPR In:
 Reading Comprehension 42.9% 39.3% 43.5%
 Math Problem Solving 57.1% 57.4% 58.0%
 LIMITED ENGLISH PROFICIENT Grade:9
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 6 12 17
 % At/Above 50th NPR In:
 Reading Comprehension 0.0% 8.3% 23.5%
 Math Problem Solving 16.7% 25.0% 41.2%
 STUDENTS WITH DISABILITIES Grade:9

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 12 8 11

% At/Above 50th NPR In:

Reading Comprehension 8.3% 12.5% 18.2%

Math Problem Solving 0.0% 12.5% 0.0%

6. ACT: In 2008, the composite average score was 20.2 while the math was 19. In 2007, 71 students were tested. The average ACT math score was 18.6. The average ACT English score was 20.1 and the average ACT reading score was 23. In 2006, 73 students were tested. The average ACT English score was 21.4 and the average ACT reading score was 23.0.
7. Graduation Rate: The 2008 graduation rate is unavailable at this time and will be placed in the data as soon as the state releases the figures. The 2007 graduation rate was 84.7. The 2006 graduation rate was 76.8.

Goal All students will improve in mathematics skills and answering constructed/open response math questions.

2013 AMO Status Performance for High School Math is: 84.28; TAGG: 77.57

2013 Percentage for Status Performance for High School Math is: 77.05; TAGG: 69.62

2012 ESEA AMOs

BERRYVILLE HIGH SCHOOL

801002

Math Performance

Benchmark

Group Total Number

Attempting

Math, Year

2011 Percent Proficient

in Math, Year

2011 Year 2012

AMO Year 2013

AMO Year 2014

AMO Year 2015

AMO Year 2016

AMO Year 2017

AMO

All Students	228	81.14	82.71	84.28	85.86	87.43	89.00	90.57
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Targeted Ach Gap	130	73.08	75.32	77.57	79.81	82.05	84.30	86.54
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African American	0	.	.	.	.	.	.	.
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Hispanic	59	62.71	65.82	68.93	72.03	75.14	78.25	81.36
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Caucasian	162	88.27	89.25	90.23	91.20	92.18	93.16	94.14	
Econ Disa	117	73.50	75.71	77.92	80.13	82.33	84.54	86.75	
English Learners	31	51.61	55.64	59.68	63.71	67.74	71.77	75.81	
Students with Disa	20	55.00	58.75	62.50	66.25	70.00	73.75	77.50	

2012 ESEA AMOs
BERRYVILLE HIGH SCHOOL

801002
Graduation

Group Number Expected
to Graduate,
Year 2010 Graduation
Rate, Year

2010	Year 2011 AMO	Year 2012 AMO	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO
All Students	107	67.30	70.03	72.75	75.48	78.20
Targeted Ach Gap		56	64.37	67.34	70.31	73.28
African American		1	100.00	100.00	100.00	100.00
Hispanic	24	82.76	84.20	85.63	87.07	88.51
Caucasian	79	63.71	66.73	69.76	72.78	75.81
Econ Disa	45	61.64	64.84	68.03	71.23	74.43
English Learners		12	80.00	81.67	83.33	85.00
Students with Disa		12	70.59	73.04	75.49	77.94

Intervention: Berryville High School Implements Standards-Based Mathematics Instruction.				
Scientific Based Research: McTighe, J., & Wiggins, G. (2005). Understanding by Design, ACSD.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Math teachers will receive in-school training or attend appropriate workshops for updating instructional activities and newly adopted materials. Action Type: Professional Development	Adam Wade	Start: 07/01/2014 End: 06/30/2015	Outside Consultants	ACTION BUDGET: \$
Teachers will be trained on how to create and use rubrics. Action Type: Professional Development	Jennifer Feltmann	Start: 07/01/2014 End:	- District Staff - Outside	ACTION BUDGET: \$

		06/30/2015	Consultants	
Math teachers will receive in-school training and attend workshops to assist in the evaluation of standards based mathematics curriculum corresponding with Common Core State Standards. This training will include items such as updating instructional activities, creating rubrics, and implementing new materials. Action Type: Professional Development	Robbin Vance	Start: 07/01/2014 End: 06/30/2015	- District Staff - Outside Consultants	ACTION BUDGET: \$
Calculator uses and applications will be taught in math classes. Teachers will attend curriculum workshops to attain up to date strategies. Action Type: Technology Inclusion	Monica Colbert, Jennifer Feltmann, Robbin Vance, Adam Wade, Tammy Brown, Glenda McCoy	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
Evaluate each year's scores to find areas of improvement on the ACT and other summative end-of-level exams as well as formative assessment from textbook exercises, publisher made tests, and TLI testing. Data analysis will be done periodically during the year and reported during curriculum days and department meetings. Action Type: Alignment Action Type: Collaboration	Mindy Hicks	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	ACTION BUDGET: \$
All students who score below proficiency on summative tests will be required to participate in math remediation and given an AIP. Action Type: AIP/IRI	Jennifer Feltmann, Adam Wade, Monica Colbert, Tammy Brown, Robbin Vance	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
Students' progress in mastering competencies will be evaluated by testing and retesting. Summative or end of the course testing will be used as will formative or teacher made or publisher made exams. Action Type: AIP/IRI	Jennifer Feltmann, Adam Wade, Robbin Vance, Monica Colbert, Tammy Brown	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
Parents will be provided with a course outline. The teachers will communicate the students' grades (formative evaluations) regularly through eSchool. End of the course test results will be sent home. Action Type: Collaboration	Jennifer Feltmann	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
Provide students activities and access, that exceeds the state-requirements, to Learn-A-Test, practice open-	Adam Wade	Start: 07/01/2014	- Computers - School Library	ACTION \$

response questions in math classes, and other training to improve test-taking ability on tests, including the ACT. Title I funds will be used to pay for all grade 11 students to participate in the Voluntary ACT Assessment (VUAA). All scores will be counted in the ACT High School Profile report. Action Type: Alignment Action Type: Technology Inclusion		End: 06/30/2015	Teachers	BUDGET:
ACT scores will be analyzed by students, parents, and teachers. Effectiveness of intervention will be determined by comparison of last year's ACT scores. ACT Prep Class & ACT tutoring is available upon request. Action Type: Equity Action Type: Parental Engagement	Suzanne Miner	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - Community Leaders - District Staff - Teachers	ACTION BUDGET: \$
Supply ACT practice materials from the counselor's office for students to practice and review at home. Action Type: Equity	Lisa Thompson	Start: 07/01/2014 End: 06/30/2015	Administrative Staff	ACTION BUDGET: \$
In consultation with the parents, all students who score below proficiency on the Benchmark exam will be placed on an AIP. Action Type: AIP/IRI Action Type: Parental Engagement	Owen Powell	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - District Staff	ACTION BUDGET: \$
Compare student test results from year to year, for a summative evaluation. Compare student test results periodically throughout the year for formative evaluations. AIPs will be developed for all students who score basic or below basic. Action Type: AIP/IRI	Owen Powell	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	ACTION BUDGET: \$
Students will be tutored before school, during lunch, and after school in areas identified as in need by both observations and by testing. Materials and supplies will be purchased to support the tutoring efforts. Action Type: Equity Action Type: Parental Engagement	Jennifer Feltmann, Adam Wade, Tammy Brown, Robbin Vance, Monica Colbert	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
All math teachers will collaborate each fall of to align their curriculum to the revised Common Core State Standards to develop and/or identify assessment instruments, and to	Jennifer Feltmann, Adam Wade, Monica Colbert, Robbin	Start: 07/01/2014 End:	- District Staff - Teachers	ACTION BUDGET: \$

identify student assessment methods. These methods will help guide instruction and adapt instruction to individual students' needs. Action Type: Alignment Action Type: Collaboration	Vance, Tammy Brown	06/30/2015		
Teachers will develop or identify assessment instruments prior to developing the sequence of instruction for that unit. These assessments will identify what students should know, understand, and be able to do at the conclusion of the unit. Lessons will be modified based on IEP specifications. Action Type: Collaboration Action Type: Special Education	Jennifer Feltmann	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	ACTION BUDGET: \$
Teachers create learning activities based upon identified goals and expected evidences of learning, including differentiated instruction based on individual needs. Action Type: AIP/IRI Action Type: Collaboration	Owen Powell	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
Manipulatives and calculators will be purchased to build the knowledge and skill level necessary for improved student achievement. Action Type: Equity Action Type: Technology Inclusion	Jennifer Feltman	Start: 07/01/2014 End: 06/30/2015	Administrative Staff	ACTION BUDGET: \$
Achievement improvement will be assessed for all students in remediation programs through performance based on AIP objectives. Tutoring, math remediation lab, and credit recovery will be used to help AIP-identified students to meet their goals. Both formative (TLI periodic assessments, chapter tests, homework assignments, in-class work) and summative assessment (portfolios and end of course testing) types will be used. PROGRAM EVALUATION: OUR TLI ASSESSMENTS LAST YEAR INDICATED THAT OUR STUDENTS SCORED 48% IN ALGEBRA I AND 48% IN GEOMETRY. THE PERCENTAGE OF STUDENT MASTERY, AS INDICATED BY TLI ASSESSMENTS, WILL INCREASE BY 10% BY THE END OF THE 2011-2012 SCHOOL YEAR. Action Type: AIP/IRI Action Type: Program Evaluation	Mindy Hicks	Start: 07/01/2014 End: 06/30/2015	Administrative Staff	ACTION BUDGET: \$

Math teachers utilize and evaluate advanced technologies such as Interwrite Pads, Geometry Sketch Pads, Inspire Calculators and other supporting materials and software for purchase and curriculum implementation. Action Type: Technology Inclusion	Jennifer Feltmann, Adam Wade	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
Math teachers pursue advanced technologies and software for curriculum implementation. Action Type: Collaboration Action Type: Professional Development	Jennifer Feltmann, Adam Wade	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
The High School will meet all requirements of the Schoolwide components for Schoolwide Title Schools including: 1) needs assessment, 2) alignment, 3) instruction from highly qualified teachers, 4) professional development, 5) recruiting and maintaining of highly qualified teachers, 6) parental involvement, 7) transition, 8) collaboration, 9) point-in-time remediation, and 10) coordination of funds (fed/state). Action Type: Title I Schoolwide	Dr. Doug Harris	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
The High School will meet all requirements of Act 307 of 2007 to include: 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, 8) two parent/teacher conferences, 9) provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, 10) engage in other activities determined by the school to help a parent assist in his or her child's learning. Action Type: Parental Engagement	Tiffaney Atkinson	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
Parents will be notified in writing prior to the beginning of each year concerning course offerings. Action Type: Parental Engagement	Owen Powell	Start: 07/01/2014 End: 06/30/2015	Administrative Staff	ACTION BUDGET: \$
The school will use a volunteer resource book. There will be a page in the parent kit listing needed resources and informing parent volunteers about the procedure for participating in these tasks. Action Type: Parental Engagement	Amanda Scitern	Start: 07/01/2014 End: 06/30/2015	Administrative Staff	ACTION BUDGET: \$

The school will provide parents with information about the procedure for contesting any student disciplinary ruling. This information is available in the Student Handbook on page 41 under "Due Process." Action Type: Parental Engagement	Owen Powell	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - District Staff	ACTION BUDGET: \$
The high school will continue to use CAP conferences. The program will, however, be updated and refined with improvements suggested by students, parents, teachers and administrators. These CAP conferences will provide information to parents of high school students about how to be involved in the decisions affecting course selection, career planning, and preparation for post-secondary opportunities. Strategies will be developed to improve the transition success of all students from school-to-school and from school-to-work. Action Type: Parental Engagement	Tiffaney Atkinson, Lisa Thompson	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - Teachers	ACTION BUDGET: \$
Parent facilitators will solicit and coordinate parent volunteers to assist staff in the daily activity of the school. Action Type: Parental Engagement	Lisa Thompson, Tiffaney Atkinson	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - Community Leaders - District Staff	ACTION BUDGET: \$
Classroom teachers will have materials/supplies to work with ESL students through accommodations recommended by the ESL staff. Action Type: Equity	MaryAnn Pharis	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	ACTION BUDGET: \$
Files will be maintained for each ESL-served student including all forms required and assessment data. Action Type: Equity	MaryAnn Pharis	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	ACTION BUDGET: \$
Provide information regarding PTA/PTO formation and assist in the formation itself. Action Type: Parental Engagement	Owen Powell	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$

The School Reach system has been implemented to keep parents informed using the telephone system. This system combined with Home Access Center(HAC) and the school's website should keep the district's parents informed and involved in the students' progress. Action Type: Parental Engagement	Tracey Holle	Start: 07/01/2014 End: 06/30/2015	- Computers - District Staff	ACTION BUDGET: \$
In order to communicate, parents will be directed to the Bobcat Information Center on the district web page for information regarding school policy, announcements, lunch menus, phone numbers, etc. Action Type: Parental Engagement	Tracey Holle	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
Berryville High School will continue its EAST Lab program. This program facilitates student-directed projects aimed at connecting the school to the community. These self-directed student assignments will utilize the latest technologies and will promote parent involvement, creativity, community awareness, mathematic literacy, and give students 21st century job skills. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Kirk Ashworth	Start: 07/01/2014 End: 06/30/2015	- Community Leaders - Computers	ACTION BUDGET: \$
During the 2010-2011 year, 1003(a) Grant funds in the amount of \$52,398.00 (with \$21,783.00 from ARRA 2009-2010, \$14,078.00 from Title I 2009-2010, and \$16,537.00 from Title I 2010-2011) will be used to hire one 1.0 FTE HQ Math Facilitator to work with students to improve math skill and comprehension. Action Type: Equity	Dr. Phil Clark	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
Math teachers will meet on a weekly basis during a common prep period to plan instructional activities that are aligned to the Arkansas Common Core State Standards Action Type: Collaboration	Tammy Brown	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility activity.

Supporting Data: 1. (Body Mass Index): In 2008-2009, BMI results for Berryville High School showed that 46% of males and 37.7% of females participating were either at risk or currently overweight. In 2007-08, BMI results for the Berryville High School showed that 48.6% of males and 33.6% of females participating were either at risk or currently overweight. In 2006-07, BMI results for the Berryville High School showed that 42.3% of males and 33.7% of females participating were either at risk or currently overweight.

2. SHI (School Health Index): The 2006-07 SHI revealed that health promotion for staff for all schools was low at 29% while school health services score for all schools was less than 80%. In the elementary area, nutrition services score was 69% while rating 74% in the middle school area. All low-scoring areas will be addressed in the District's Health and Wellness Plan.
3. Free/Reduced: In 2008-09, the Berryville High School had a free/reduced lunch rate of 41% with 512 students. In 2007-08, the Berryville High School had a free/reduced lunch rate of 40% with 524 students. In 2006-07, the Berryville High School had a free/reduced lunch rate of 40.5% with 528 students. These data indicate that the District is growing both in the number of students and in the number and percentage of free/reduced lunch students. These data, when compared to District data and to the Census Poverty data, also indicate an "under-reporting" of free/reduced lunch status at the high school level.
4. Graduation Rate: The 2010 graduation rate is unavailable at this time and will be placed in the data as soon as the state releases the figures. The 2009 graduation rate is 74.9%. The 2008 graduation rate is 74.22.

Goal Create an environment where students will show an increase in health and wellness based on the BMI results and the SHI assessments.

Benchmark The BMI and risk assessments will show a 10% increase in the health and wellness of all students.

Intervention: Berryville High School will encourage strategies and activities that promote healthier lifestyles and meet the requirements of Act 1220 of 2003.				
Scientific Based Research: Let's Get Physical- Promotion and Education Strategies by Dr. Hal Wechsler. http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Incorporate developmentally appropriate physical activity into during-school and after-school curriculum. Action Type: Alignment Action Type: Collaboration	Larry McCullough	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
Encourage and implement participation in curricular and extracurricular programs that promote physical activity such as athletics, band, workforce education classes, walking, bowling, and other programs. Action Type: Equity Action Type: Special Education	Lee Atkins, Jacob Meyers	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
Encourage development and implementation of family-oriented, community-based physical activity and wellness programs. Action Type: Equity Action Type: Wellness	John McClellan	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - Teachers	ACTION BUDGET: \$
Evaluate all wellness activities for effectiveness. PROGRAM EVALUATION: STATE OBESITY RATES IN 2013-2014 WERE	Dr. Doug Harris, Kristy	Start: 07/01/2014	District Staff	ACTION \$

34.5%. BERRYVILLE HIGH SCHOOL WAS AT 28.6% FOR MALES (up from 22% in 2012) AND 20.4% FOR FEMALES (down from 30.4% in 2012). OUR GOAL FOR THE 2014-2015 SCHOOL YEAR IS TO INCREASE HEALTHY BODY WEIGHT THROUGH EDUCATION AND TO DECREASE OBESITY WEIGHT IN MALES. Action Type: Program Evaluation	Hulse	End: 06/30/2015		BUDGET:
District staff will encourage students to eat raw fruits and vegetables, rather than processed foods, through the use of promotional posters and one-to-one contact when possible. Action Type: Wellness	Boone Hooker	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
The district will provide CPR training to the staff. Action Type: Wellness	Kristy Hulse	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
Berryville High School will direct parents to http://www.state.ar.us/ha/physical/ to calculate BMI and to learn about healthy lifestyles. Action Type: Parental Engagement Action Type: Technology Inclusion	Doug Harris; Larry McCullough; Tammy Brown	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
Parenting books, magazines and other materials regarding responsible parenting and encouragement of healthy lifestyles are made available through the library and the parent center. These availabilities advertise the current selection, and give parents an opportunity to borrow these materials. Action Type: Parental Engagement	Lisa Thompson	Start: 07/01/2014 End: 06/30/2015	- Administrative Staff - District Staff	ACTION BUDGET: \$
Hand sanitizer dispensers are installed in each of the high school classrooms and all hallways in order to promote health and wellness. Action Type: Wellness	Kristy Hulse	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
The "Breakfast on the Go" program will continue to provide high school students who may have not received an adequate breakfast a snack between first and second period. Action Type: Wellness	Regina Jennings	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
Offer Hearing and Vision Screenings for 10th and 12th graders to promote better health education. Action Type: Wellness	Kristy Hulse	Start: 07/01/2014 End: 06/30/2015	District Staff	ACTION BUDGET: \$
Immunize at least 50% of our High School students against Influenza by holding an annual flu clinic during school hours.	Kristy Hulse	Start: 07/01/2014	- District Staff - Outside	ACTION \$

Action Type: Wellness		End: 06/30/2015	Consultants	BUDGET:
The Backpack program, which consists of sending food home on weekends to supplement food for underprivileged students, will provide identified students food every Friday for the weekend. The schools, along with Mercy Hospital and Loaves & Fishes Food Bank, will work together to make this program a success. Action Type: Equity Action Type: Wellness	Kristy Hulse	Start: 07/01/2014 End: 06/30/2015	- District Staff - Outside Consultants	ACTION BUDGET: \$
All 9th and 12th grade students will be trained in CPR. Action Type: Equity Action Type: Wellness	Kristy Hulse, Joey Curtis, David Broseus	Start: 07/01/2014 End: 06/30/2015	- District Staff - Outside Consultants - Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: To utilize the ESEA Flexibility Waiver requirements to guide effective and continuous building level school improvement practices.

Supporting Data: 1. 1. (Needs Assessment)

Goal To further the development of an effective learning community and support a climate conducive to performance excellence reducing the achievement gap between all ESEA identified sub-groups. Berryville High School will meet or exceed its Annual Measureable Objectives in the following areas: a. Literacy: All Students Group Performance 78.3% and TAGG Group Performance 71.54%; b. Math: All Students Group Performance 84.28% and TAGG Group Performance 77.57%.

Benchmark Teacher Practice IMO: Use Classroom Walk-Throughs to establish baseline data measuring Student Engagement, Levels of Bloom's Taxonomy, and Student Grouping Patterns/student collaboration. By October 30th, report baseline data to faculty. Establish growth targets for the second quarter. Establish action plans; provide professional development, if needed. By January 15th, report second quarter results to faculty, determine progress, provide P.D. if needed, establish action plan for third quarter. By April 3rd, report 3rd quarter data to teachers, determine progress, establish action plan for fourth quarter, provide additional resources, if necessary. By May 22nd, report progress for the 2nd, 3rd, and 4th quarters, establish action plan for 15/16 school year.

Intervention: To implement evidence based research practices for increasing student performance and to close the achievement gap by changing teacher/leader practice, as well as, school structures to support instructional practices and teacher effectiveness for students contributing to the achievement gap.

Scientific Based Research: Boykin, A.W. & Noguera, P. (2011). Creating the Opportunity to Learn: Moving from Research to Practice to Close the Achievement Gap. Alexandria, VA.: Association for Supervision and Curriculum Development.

Actions	Person Responsible	Timeline	Resources	Source of Funds
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Students that have failed or are at risk of failing state mandated testing will receive remediation and intervention through the remediation program. Action Type: Collaboration Action Type: Equity	Annette Cormack	Start: 07/01/2014 End: 06/30/2015	Teachers	ACTION BUDGET: \$
Teachers will receive Professional Development through weekly PLC meetings on strategies for remediation. Action Type: Professional Development	Owen Powell, John McClellan	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	ACTION BUDGET: \$
Teachers will receive Professional Development through weekly PLC meetings on raising levels of Bloom's in lessons and questioning strategies. Action Type: Professional Development	Owen Powell, John McClellan	Start: 07/01/2014 End: 06/30/2015	- District Staff - Teachers	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
	Hunter Rivett	student	Literacy
Business Representative	Allen Rogers	Wells Fargo	Wellness
Business Representative	Jason Tennant	Cornerstone Bank	Wellness
Business Representative	Lydia King	Parent	Parental Involvement
Business Representative	Pam Richter	Parent	Parental Involvement
Classroom Teacher	Adam Wade	Teacher	Math
Classroom Teacher	Andrew Morris	Teacher	Literacy
Classroom Teacher	Annette Cormack	Teacher	Literacy
Classroom Teacher	Ben Peltier	Teacher	Literacy
Classroom Teacher	Boone Hooker	Teacher	Wellness
Classroom Teacher	Brandi Goforth	teacher	literacy
Classroom Teacher	Brent Compton	Teacher & Athletics	Wellness
Classroom Teacher	Cassie Raulston	Teacher	Literacy
Classroom Teacher	Charles Crowder	Teacher	Parental Involvement
Classroom Teacher	Christy Skelton	CBI Teacher	Parental Involvement/ Special Ed
Classroom Teacher	Daniel Cornelison	Coach	Wellness
Classroom Teacher	David Broseus	Teacher & Athletics	Wellness
Classroom Teacher	Dianne Brown	Teacher	Math
Classroom Teacher	Donesa Mann	Teacher	Parent Involvement

Classroom Teacher	Elizabeth Hawkins	Teacher	Wellness
Classroom Teacher	Gayla Sparks	Teacher	Literacy
Classroom Teacher	Glenda McCoy	Special Education	Math/ Special Ed
Classroom Teacher	Heather Zaloudek	Teacher	Literacy
Classroom Teacher	Ina Wheatley	Teacher	Math
Classroom Teacher	Jacob Meyers	Teacher/Coach	Wellness
Classroom Teacher	Jennifer Feltmann	Teacher	Math
Classroom Teacher	Jennifer Penaflorida	Teacher	Literacy
Classroom Teacher	Jo Beth Evans	Teacher	Literacy
Classroom Teacher	Joey Curtis	Teacher	Parental Involvement
Classroom Teacher	Justin Bramall	Teacher	Literacy
Classroom Teacher	Kendra Woodlee	Teacher	Math
Classroom Teacher	Kirk Ashworth	Teacher	Literacy/.EAST
Classroom Teacher	Kristin Wetham	Teacher	Wellness
Classroom Teacher	Larry McCullough	Teacher	Math
Classroom Teacher	Laura Hudgens	Teacher	Literacy
Classroom Teacher	Leah Marshall	Teacher	Parent Involvement
Classroom Teacher	Lee Atkins	Teacher & Athletics	Wellness
Classroom Teacher	Marlene Williams	Teacher	Literacy/ Special Ed
Classroom Teacher	Mary McCullough	Teacher	Wellness
Classroom Teacher	Matt Sayer	teacher	Literacy
Classroom Teacher	Monica Colbert	Teacher	Math
Classroom Teacher	Paige Huffman	Art/Family Consumer Science	Parental Involvement
Classroom Teacher	Paula Moore	Teacher	Literacy
Classroom Teacher	Robbin Vance	Teacher	Math
Classroom Teacher	Ruth Kennedy	Teacher	Literacy
Classroom Teacher	Sara Girkin	Teacher	Literacy
Classroom Teacher	Sarah Franklin	Teacher	Math
Classroom Teacher	Scott Barnett	Teacher	Literacy
Classroom Teacher	Suzanne Miner	Teacher	Literacy
Classroom Teacher	Tad Huff	Teacher	Parent Involvement
Classroom Teacher	Tammy Brown	Teacher	Math
Community Representative	Jeannie Lawrence	DHS	Parental Involvement
Community Representative	Jim Blanchard	Dentist	ACSIP Leadership
Community Representative	Ramona Wilson	County Treasurer	Math

Community Representative	Regina Williams	Public Community Member	Wellness
Community Representative	Sheri Plumlee	Carroll Co Health Dept	Wellness
District-Level Professional	April Harmon	SPED Coordinator	ACSIP Leadership
District-Level Professional	Dr. Doug Harris	Federal Programs Director	ACSIP Leadership
District-Level Professional	Dr. Phil Clark	Superintendent	ACSIP Leadership
District-Level Professional	MaryAnn Pharis	ESL Coordinator	Parent Involvement
District-Level Professional	Mindy Hicks	Testing Coordinator	ACSIP Leadership
Non-Classroom Professional Staff	Allison Tennant	Administrative Assistant- Federal Programs	Wellness
Non-Classroom Professional Staff	Amanda Scitern	Administrative Assistant	Parental Involvement
Non-Classroom Professional Staff	Betty Smith	Paraprofessional	Wellness
Non-Classroom Professional Staff	Brenda Champlin	Counselor's Office	Literacy
Non-Classroom Professional Staff	Brenda Snyder	Paraprofessional	Parental Involvement
Non-Classroom Professional Staff	Craig Hicks	Resource Officer	Wellness
Non-Classroom Professional Staff	Crista Smith	Paraprofessional	Math
Non-Classroom Professional Staff	Ed Wallace	Technology	Literacy
Non-Classroom Professional Staff	Frances Utt	Special Ed Aide	Wellness
Non-Classroom Professional Staff	Francis Utt	Paraprofessional	Parental Involvement
Non-Classroom Professional Staff	Henry Adams	Paraprofessional	Wellness
Non-Classroom Professional Staff	Jennifer Depew	School Nurse	Wellness
Non-Classroom Professional Staff	Joanna Coatney	Paraprofessional	Parental Involvement
Non-Classroom Professional Staff	John McClellan	Assist HS Principal	Wellness
Non-Classroom Professional Staff	Lisa Thompson	Counselor	Parental Involvement
Non-Classroom Professional Staff	Lynn Fleming	Technology	Math
Non-Classroom Professional Staff	Maribel Leon	Migrant Para-professional	Wellness
Non-Classroom Professional Staff	Noelia Moreno	Parent and Administrative Assistant	Parent Involvement
Non-Classroom Professional Staff	Paula Vance	Media Specialist	ACSIP Chair
Non-Classroom Professional Staff	Regina Jennings	Food Service	Wellness
Non-Classroom Professional Staff	Ted Richter	BASE Paraprofessional	Parental Involvement
Non-Classroom Professional Staff	Tiffaney Atkinson	HS Counselor	Parental Involvement
Non-Classroom Professional Staff	Tracy Holle	Technology	Literacy
Parent	Angelica Vega	Parent	Parental Involvement
Principal	Owen Powell	Principal	ACSIP Leadership