



2008-2009 ARCHIVE

School Plan

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HOT SPRINGS HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2008-2009

Approved:

We, the staff of Hot Springs High School, accept the responsibility of offering a positive climate in which all students, without regard to socio-economic status, have the opportunity of a quality education that promotes a rich development and understanding of mathematics and literacy skills.

Grade Span: 9-12

Title I: Not Applicable

School Improvement: SI_4

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Priority 1: Mathematics

Goal: To improve mathematics skills for all students with an emphasis on the Language of Algebra and Geometry.

Priority 2: Comprehensive Literacy

Goal: Literacy skills for all Hot Springs High School (HSHS) students will improve.

Priority 3: Wellness

Goal: Hot Springs High School Students will become more aware of how nutrition and physical activity contribute to their life-long health and well-being.

Priority 1: To increase math skill development and achievement with all students.

1. Graduation Rate:
2. In 2008 the graduation rate was 85% as compared to the state's rate of
3. 68.2%.
4. Grade 9 Number Tested and Percent of Students Scoring At/Above 50th
5. Percentile:
6. COMBINED POPULATION Grade:9
- 7.

Supporting
Data:

8.		ITBS	ITBS	SAT10	
9.	Year		2006	2007	2008
10.	Number Tested		214	189	171
11.	% At/Above 50th NPR In:				
12.					
13.	Math Problem Solving		58.4%	59.8%	80.7%
14.	AFRICAN AMERICAN POPULATION	Grade:9	ITBS	ITBS	SAT10
15.					
16.	Year		2006	2007	2008
17.	Number Tested		106	94	84
18.	% At/Above 50th NPR In:				
19.	Math Problem Solving		47.2%	48.9%	73.8%
20.	HISPANIC POPULATION	Grade:9			
21.	ITBS	ITBS	SAT10		
22.	Year		2006	2007	2008
23.	Number Tested		29	16	19
24.	% At/Above 50th NPR In:				
25.	Math Problem Solving		58.6%	68.8%	89.5%
26.	CAUCASIAN POPULATION	Grade:9			
27.		ITBS	ITBS	SAT10	
28.	Year		2006	2007	2008
29.	Number Tested		75	77	67
30.	% At/Above 50th NPR In:				
31.	Math Problem Solving		73.3%	70.1%	86.6%
32.	ECONOMICALLY DISADVANTAGED	Grade:9			
33.		ITBS	ITBS	SAT10	
34.	Year		2006	2007	2008
35.	Number Tested		164	150	131
36.	% At/Above 50th NPR In:				
37.	Math Problem Solving		51.2%	53.3%	77.1%
38.	LIMITED ENGLISH PROFICIENT	Grade:9			
39.		ITBS	ITBS	SAT10	
40.	Year		2006	2007	2008
41.	Number Tested		6	11	8
42.	% At/Above 50th NPR In:				
43.	Math Problem Solving		66.7%	72.7%	75.0%
44.	STUDENTS WITH DISABILITIES	Grade:9			
45.		ITBS	ITBS	SAT10	
46.	Year		2006	2007	2008
47.	Number Tested		26	20	10
48.	% At/Above 50th NPR In:				
49.	Math Problem Solving		7.7%	0.0%	20.0%
50.					
51.					
52.					
53.					
54.	End-of-Course Algebra:				
55.	2006-# Tested & Percent of Students Scoring Proficient/Advanced:				

56.	128 Students:	66.4% of Combined Students
57.	66 Students:	68.2% of African American Students
58.	17 Students:	52.9% of Hispanic Students
59.	44 Students:	70.5% of Caucasian Students
60.	100 Students:	64% of Econ. Disadvantaged Students
61.	8 Students:	37.5% of LEP Students
62.	2 Students:	50% of Students with Disabilities
63.	2007-# Tested and Percent of Students Scoring Proficient/Advanced:	
64.	101 Students:	67.3% of Combined Students
65.	52 Students:	67.3% of African American Students
66.	15 Students:	80% of Hispanic Students
67.	32 Students:	59.4% of Caucasian Students
68.	81 Students:	65.4% of Econ. Disadvantaged Students
69.	10 Students:	100% of LEP Students
70.	9 Students:	33.3% of Students with Disabilities
71.	2008-# Tested and Percent of Students Scoring Proficient/Advanced:	
72.	158 Students:	61.4% of Combined Students
73.	81 Students:	63% of African American Students
74.	18 Students:	61.1% of Hispanic Students
75.	59 Students:	59.3% of Caucasian Students
76.	126 Students:	57.1% of Econ. Disadvantaged Students
77.	9 Students:	44.4% of LEP Students
78.	13 Students:	23.1% of Students with Disabilities
79.		
80.	End-of-Course Geometry:	
81.	2006-# Tested & Percent of Students Scoring Proficient/Advanced:	
82.	100 Students:	74% of Combined Students
83.	39 Students:	66.7% of African American Students
84.	10 Students:	40% of Hispanic Students
85.	49 Students:	85.7% of Caucasian Students
86.	61 Students:	73.8% of Econ. Disadvantaged Students
87.	4 Students:	25% of LEP Students
88.	2 Students:	50% of Students with Disabilities
89.	2007-# Tested and Percent of Students Scoring Proficient/Advanced:	
90.	205 Students:	60.5% of Combined Students
91.	107 Students:	54.2% of African American Students
92.	25 Students:	64% of Hispanic Students
93.	72 Students:	68.1% of Caucasian Students
94.	161 Students:	60.9% of Econ. Disadvantaged Students
95.	12 Students:	100% of LEP Students
96.	29 Students:	89.7% of Students with Disabilities
97.	2008-# Tested and Percent of Students Scoring Proficient/Advanced:	
98.	168 Students:	54.2% of Combined Students
99.	79 Students:	44.3% of African American Students
100.	28 Students:	53.6% of Hispanic Students
101.	57 Students:	64.9% of Caucasian Students
102.	124 Students:	52.4% of Econ. Disadvantaged Students
103.	11 Students:	54.5% of LEP Students

- 104. 17 Students: 58.8% of Students with Disabilities
- 105.
- 106.
- 107.
- 108.
- 109.
- 110.
- 111.
- 112.
- 113.
- 114.
- 115.
- 116.
- 117.

Goal To improve mathematics skills for all students with an emphasis on the Language of Algebra and Geometry.
 Benchmark By the end of the 2008-2009 school year, 70% of our students will be proficient on the End-of-Course Algebra I exam as compared to the 2007-2008 school year which was 59%. This will be a gain of 11%. Also, by the end of the 2008-2009 school year, 70% of our students will be proficient on the End-of-Course Geometry exam as compared to the 2007-2008 school year which was 54%. This will be a gain of 16%.

Intervention: Implement a standards based mathematics model.				
Scientific Based Research: Bay-Williams, J. & Meyer, M., Principal Leadership: Help! Parents and Standards Based Mathematics. Reston, VA: National Association of Secondary Principals, 2003. Phillips, E., Lappan, G., & Grant, Y. Implementing Standards-Based Mathematics Curricula: Preparing the Community, the District and Teachers. Columbia, MO: National Science Foundation, 2007.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Mathematics Focus Teacher, provided for by NSLA funds, works with HSHS personnel to support and coordinate the mathematics efforts. She will be in the classrooms and coaching the teachers to do more than lecture and answer questions and to meet the individual needs of each student. She will attend local and national meetings, workshops and conferences and share her findings with the staff. The district secondary math specialist, also provided with NSLA funds, will assist the focus teacher in every aspect of this endeavor. (See district plan for SOF). Action Type: Collaboration	Ellars/Webb	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • District Staff 	<hr/> ACTION BUDGET: \$
The Arkansas curriculum frameworks reflect the National Council of Teachers of Mathematics (NCTM) frameworks in terms of content and procedures. HSHS will continue to implement this curriculum in a student-centered learning environment. The instructor will act as organizer, facilitator and questioner. Student data will be reviewed to determine what professional development will be selected to focus on this change in pedagogy. Instructors will attend local and national conferences to further their professional knowledge. Administrators using handhelds will observe this during their classroom walk-thrus. Action Type: Professional Development Action Type: Program Evaluation	Ellars	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
Technology will be used in the classroom to increase student engagement. The TI-84 Plus Silver calculators allow for much more than simple calculations and the teachers will explore that with the students. 70 will be purchased for classroom use. Elmos will encourage the students to interact with their peers by showing their work to the class. LCD projectors will make it easier for the teachers to use the internet as well	Hall/ Ellars	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	NSLA (State-281) - Capital Outlay: \$20000.00

as other software packages in order to differentiate modes of delivery including videos, and powerpoint presentations. 3 Elmos and 3 LCD Projectors will be purchased for teacher use. Two interactive boards and two airliners will enable the students to graph and interact with changes to the algorithm, allowing investigation and exploration. Two TI Navigator systems will allow hands-on interaction between teachers and students. Professional development will be provided in order for the instructors to use this technology to its fullest potential. Instructors will participate in the local T3 conference in Hot Springs, January 29 thru 31, 2009. Action Type: Professional Development Action Type: Technology Inclusion				ACTION BUDGET: \$20000
Standards-based curricula are language-rich. There are fewer "naked" problems and more words used. Students must explain how they find their solutions. Thus, students who struggle in reading, struggle in mathematics. All teachers must learn literacy strategies that will help the students in these areas as well as listening, questioning, and explaining orally. Professional development and technology such as Inspiration software will be used to focus on these strategies. Action Type: Professional Development Action Type: Technology Inclusion	Ellars/Clark	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
The Visual Arts department will explore the field of Art from an algebraic and/or geometric point of view. Students will create manipulatives and visuals to strengthen their understanding of different areas of mathematics, including, but not limited to, spatial relationships. These visuals will be displayed for Parent-Teacher conferences and throughout the year. NSLA funds will be used for materials and supplies. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Kelley / Fisher / Duke / Ellars	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Teachers Teaching Aids 	NSLA (State-281) - Materials \$2000.00 & Supplies: ACTION BUDGET: \$2000
Total Budget:				\$22000

Intervention: The mathematics curriculum will be aligned to the student learning expectations (SLE's)and mapped accordingly.

Scientific Based Research: McTighe, Jay, & Wiggins, Grant. Understanding by Design (2nd edition). Prentice-Hall: ASCD (2006). Burmark, Lynell. Visual Literacy: Learn to See, See to Learn. VSI: (2004).

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will work with the Learning Institute(TLI)to create pacing guides to follow throughout the year. The Arkansas state frameworks will be mapped and aligned to our curriculum. Action Type: Alignment Action Type: Professional Development	Ellars	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
Resources other than the texts must be used in order to teach all of the SLE's and meet the variety of learning styles in every classroom. Manipulatives, word walls, TI Navigator systems, TI-84 Plus Silver calculators, interactive boards, Elmos, LCD projectors, and other technology are included in the resources teachers will use to meet the needs of the students. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Ellars	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - Materials \$5000.00 & Supplies: ACTION BUDGET: \$5000
Teachers will create common tests. An item analysis on these tests will allow for sharing of best practices. The same is true for the data on the chunk tests. <u>Reviewing the data and grading the open response items together will allow for</u>	Ellars	Start: 07/01/2008 End:	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$

growth and sharing among teachers. This will also give an opportunity for the teachers to reflect on what they taught and make adjustments to the pacing guides, resource list, etc. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation		06/30/2009	<ul style="list-style-type: none"> Teachers 	
Mathematics vertical alignment will take place in grades 6-12 with Dr. Linda Griffith, UCA Mathematics Chair, facilitating math teachers from the high school and middle school. NSLA funds will be used to pay teachers stipends to attend the workshops and materials for the workshops. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Ellars /Webb	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Outside Consultants Teachers 	NSLA (State-281) - Purchased Services: \$5000.00 <hr/> ACTION BUDGET: \$5000
Arkansas Frameworks--Teachers develop weekly lesson plans that are aligned to the Arkansas Curriculum Frameworks. Framework numbers are recorded on the lesson plans. Lesson plans are readily available for the administrators to view when visiting the class for an observation, sent via email to the In House Assignment classroom(IHA), and are posted to EdLine for parent use. These lesson plans are working documents and used for end-of-semester mapping. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Ellars/D. Upshaw	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Computers Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$10000

Intervention: Procedures will be instituted to develop the AIP's for students who did not pass the End-of -course Algebra I and/or End-of-Course Geometry exams. A remediation program will be instituted to meet requirements.

Scientific Based Research: Meier, S.L., & Rich, B., Preparing Special-Needs Teachers for Teaching Standards-Based Mathematics: Focusing on the Curriculum. NCSM: Leadership to Math Success for All, 2007. Coggins, D., Strategies for Enhancing English Language Learners' Success with Mathematics. NCSM: Leadership to math Success for All, 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The mathematics subject teacher, the mathematics remediation teacher and the mathematics focus teacher together maintain the AIP's, which are completed on each student who did not receive advanced or proficient on the end-of-course exams. The instructors work together to make sure that all AIP's are complete, thorough, individualized, and signed by a parent. All three teachers have a copy of all AIP's. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement	Ellars	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Before and After-School Education--HSHS is committed to providing educational opportunities beyond the regular school day to our students and community. Credit Recovery is offered daily after school to provide students the opportunity to recover credits in courses they have failed. After-school and before school tutoring is available to help students in all subjects. HSHS will offer ACT preparation after school from 3:30-5:00 for literacy, math, reading, and science. There is also a tutoring program after practices for those students who do not have the grade point for participation in athletics, band, etc. HSHS is a host site of the CPEP Program (College Preparatory Enrichment Program), a five-week	D. Upshaw / Deardorff	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids 	NSLA (State-281) - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000

summer program to help students improve their ACT scores. These opportunities are often written into students' AIP's. Summer school is also available for students who need to earn credits and is supported with NSLA funds. Action Type: AIP/IRI Action Type: Technology Inclusion				
Learning mathematics today requires good oral and written communication skills. LEP students must be given many opportunities to listen and speak about mathematics. Teachers must vary their discussion, provide cooperative learning opportunities and use visual tools to help these learners. Action Type: Equity	Hernandez/Ellars	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Remediation will be given to the students who do not receive advanced or proficient on the ACTAAP End-of-Course math exams. Extra time in that subject area will be given. NSLA funds will provide for a lab manager to oversee remediation. They will work with the licensed instructor and help with the remediation process. NSLA funds will also support a teacher in the Credit Recovery lab. (See district plan for SOF). Action Type: AIP/IRI	Ellars	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Data Assessment--Teachers research and review data from the following assessments to plan instruction and to re-teach or remediate: ACTAAP 8th Grade Benchmark, the TLI Interim Assessments and the Northwest Evaluation Association (NWEA). Interim Assessments--The Learning Institute(TLI) provides tests and data reports for preparation for the Algebra EOC Exam and the Geometry EOC Exam. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Ellars	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Computers Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$1000

Priority 2:

Literacy skills will improve by using research based strategies.

1. HSHS Literacy :
2. Number Tested and Percent of Students Scoring At/Above 50th Percentile:
- 3.
4. COMBINED POPULATION Grade:9
5. ITBS ITBS SAT10
6. Year 2006 2007 2008
7. Number Tested 214 189 171
8. % At/Above 50th NPR In:
9. Reading Comprehension 37.1% 36.5% 49.7%
- 10.
11. AFRICAN AMERICAN POPULATION Grade:9
12. ITBS ITBS SAT10
13. Year 2006 2007 2008
14. Number Tested 106 94 84
15. % At/Above 50th NPR In:
16. Reading Comprehension 20.8% 27.7% 38.1%
17. HISPANIC POPULATION Grade:9
18. ITBS ITBS SAT10

Supporting Data:

19.	Year	2006	2007	2008
20.	Number Tested	29	16	19
21.	% At/Above 50th NPR In:			
22.	Reading Comprehension	41.4%	18.8%	36.8%
23.	CAUCASIAN POPULATION	Grade:9		
24.		ITBS	ITBS	SAT10
25.	Year	2006	2007	2008
26.	Number Tested	75	77	67
27.	% At/Above 50th NPR In:			
28.	Reading Comprehension	59.5%	50.6%	67.2%
29.	ECONOMICALLY DISADVANTAGED	Grade:9		
30.		ITBS	ITBS	SAT10
31.	Year	2006	2007	2008
32.	Number Tested	164	150	131
33.	% At/Above 50th NPR In:			
34.	Reading Comprehension	31.3%	30.0%	44.3%
35.	LIMITED ENGLISH PROFICIENT	Grade:9		
36.		ITBS	ITBS	SAT10
37.	Year	2006	2007	2008
38.	Number Tested	6	11	8
39.	% At/Above 50th NPR In:			
40.	Reading Comprehension	33.3%	18.2%	12.5%
41.	STUDENTS WITH DISABILITIES	Grade:9		
42.		ITBS	ITBS	SAT10
43.	Year	2006	2007	2008
44.	Number Tested	26	20	10
45.	% At/Above 50th NPR In:			
46.	Reading Comprehension	11.5%	0.0%	0.0%
47.				
48.				
49.				
50.	Grade 11 Literacy End-of-Course			
51.	2006-# Tested & Percent of Students Scoring Proficient/Advanced:			
52.	153 Students:	50.3%	of Combined Students	
53.	74 Students:	36.5%	of African American Students	
54.	7 Students:	28.6%	of Hispanic Students	
55.	71 Students:	66.2%	of Caucasian Students	
56.	94 Students:	38.3%	of Econ. Disadvantaged Students	
57.	6 Students:	16.7%	of LEP Students	
58.	25 Students:	8%	of Students with Disabilities	
59.	2007-# Tested & Percent of Students Scoring Proficient/Advanced:			
60.	161 Students:	47.8%	of Combined Students	
61.	70 Students:	40%	of African American Students	
62.	19 Students:	15.8%	of Hispanic Students	
63.	67 Students:	67.2%	of Caucasian Students	
64.	114 Students:	43%	of Econ. Disadvantaged Students	
65.	7 Students:	0%	of LEP Students	
66.	28 Students:	7.1%	of Students with Disabilities	
67.	2008-# Tested & Percent of Students Scoring Proficient/Advanced:			

- 68. 163 Students: 45.4% of Combined Students
- 69. 67 Students: 40.3% of African American Students
- 70. 25 Students: 44% of Hispanic Students
- 71. 69 Students: 52.2% of Caucasian Students
- 72. 113 Students: 43.4% of Econ. Disadvantaged Students
- 73. 11 Students: 36.4% of LEP Students
- 74. 26 Students: 26.9% of Students with Disabilities
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Goal Literacy skills for all Hot Springs High School (HSHS) students will improve.
 Benchmark By Spring 2009, the combined population in literacy will continue to meet or exceed the state AYP of 59.69%

Intervention: Hot Spring High School will create a culture of literacy using a comprehensive, balanced approach.				
Scientific Based Research: Creating a Culture of Literacy: A Guide for Middle and High School Principals. Reston, VA: National Association of Secondary School Principals, 2005. Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. Atlanta, GA: High Schools That Work, 2006. With World Growing Smaller, IB Gets Big, Education Week, October 2007				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Theme for 2008-2009--The HSHS faculty will select a theme connected to literacy and math improvement which sets the educational climate for the 2008-2009 school year. Posters, murals, decorations to further this theme will be purchased for teacher and administrator use. A committee will lead this effort. Action Type: Collaboration	Clark/Theme Committee	Start: 07/01/2008 End: 06/30/2009		ACTION BUDGET: \$
ACTAAP Lessons--Samples of ACTAAP lessons, including teacher scored student work, are kept by each teacher and will be reviewed by focus teachers throughout the year. The lessons document each teacher's literacy and/or mathematics efforts. The lessons help prepare students for the interim assessments and the EOC ACTAAP exam. Examples of Cornell note taking are kept in the classroom(minimum of two each nine weeks). Released items, articles from books and magazines, and teacher-created items are used. Teachers use the HSHS Literacy Handbook, Triand, the Learning Institute, and ADE websites as resources for past released items. Teachers receive on-going training using the released items, developing their own subject-specific items, and scoring student responses. Action Type: Professional Development Action Type: Program Evaluation	Clark/Ellars	Start: 07/01/2008 End: 06/30/2009		ACTION BUDGET: \$

Professional Growth Plan--Teachers adopt a Professional Growth Plan (PGP) which focuses on improving literacy through the activities in their classes. The weakest identified areas on the 2008 11th grade literacy test in reading were on summarizing, paraphrase and critique complex structures in informational and literary texts. The weakest areas in writing were content and style. Teachers will focus on these areas. Professional development will focus on skills to increase students' comprehension. (See district plan for SOF). Action Type: Professional Development	J. Gentry/ D. Upshaw	Start: 07/01/2008 End: 06/30/2009		ACTION BUDGET: \$
Literacy Focus Teacher--NSLA funds will provide for a literacy focus teacher to work with all HSHS educational personnel to support and coordinate the literacy efforts. She will attend local and national meetings, workshops and conferences and share her findings with the staff. Action Type: Professional Development	Clark/D. Upshaw	Start: 07/01/2008 End: 06/30/2009		ACTION BUDGET: \$
The ACSIP document will be a working plan which organizes and guides the 2008-2009 school year. The ACSIP chairmen and administration will meet as often as necessary to implement, evaluate, and revise, when necessary, this plan. The chairmen and administration will meet before school begins in August and at the end of each nine weeks in order to implement the plan and evaluate its effectiveness. At the end of the school year, the administration and chairmen will meet to assess the strengths and weaknesses of the plan. Revisions will be made accordingly. A new needs assessment at the end of the 2008-2009 school year will be conducted. Action Type: Collaboration Action Type: Program Evaluation	D. Upshaw/Ellars/Clark	Start: 07/01/2008 End: 06/30/2009		ACTION BUDGET: \$
The Visual Arts department will explore the field of Art from an literary point of view. Students will develop propaganda posters based on current and/or historical events. They will research artists and write critique's of various artist's pieces of work. Students will analyze, interpret, describe, and judge when writing critiques. These projects will be displayed for Parent-Teacher conferences and throughout the year. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Kelley / Fisher / Duke / Clark	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Computers • Performance Assessments • School Library • Teachers • Teaching Aids 	NSLA (State-281) - Materials \$5000.00 & Supplies: ACTION BUDGET: \$5000
NSLA funds will be used to administer the ACT to all 11th graders who want to take a special administration of the test. Action Type: Equity	J. Gentry	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	NSLA (State-281) - Purchased Services: \$10000.00 ACTION BUDGET: \$10000
NSLA funds will be used to pay for 0.5 FTE for Doug Upshaw and Kelly Deardorff to serve as instructional facilitators throughout the building. They will coordinate the Literacy across the Curriculum initiative as well as the ACTAAP logs and the book study of Charlotte Danielson's Enhancing Professional Practice, just to name a few. (See district plan for SOF).	Jim Gentry	Start: 07/01/2008 End: 06/30/2009		ACTION BUDGET: \$
Total Budget:				\$15000
Intervention: Literacy for all teachers in all classrooms.				

Scientific Based Research: Every Child Proficient: An Action Plan, Learning Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. Atlanta, GA: High Schools That Work, 2006. Marzano, Robert; Pickering, Debra; and Pollock, Jane. Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. First Alliance, November 1998.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Arkansas Frameworks--Teachers develop lesson plans that are aligned to the Arkansas Curriculum Frameworks. All frameworks address literacy; therefore, all teachers address literacy. Framework numbers are recorded on the lesson plans. Lesson plans are readily available for the administrators to view when visiting the class for an observation. These lesson plans are working documents and used for end-of-semester mapping. Action Type: Alignment Action Type: Collaboration</p>	<p>J. Gentry/D. Uphaw/McRae/Deardorff</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Workforce Education--With the 2008-2009 school year, Workforce Ed's policy is that control of Perkins Funds will continue to be connected to improvement on ACTAAP Geometry and Literacy scores. A team of Workforce Ed teachers will attend all meetings and training concerning this new policy. Training in incorporating literacy (core academics) into the workforce ed classes will be offered this year. Workforce Ed teachers will attend all appropriate training. Different teams of teachers will attend the following workforce ed conferences: Association for Career and Technical Education (ACTE), Arkansas Business and Education Alliance (ABEA), National Business Education Association (NBEA), Future Business Leaders of America (FBLA), and Southern Business Education Association (SBEA). All literacy training provided through these conferences will be a priority. Action Type: Professional Development</p>	<p>McRae/Coulter</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Department Meetings--Departments meet on the first Monday of each month during the after-school staff development time to assure that the frameworks are being covered throughout each course, to plan and coordinate the departments, and to discuss their support of the literacy/math improvement goals. Special Education teachers are a part of the English or math departments. Each department will have a paid facilitator to oversee the planning and implementation of staff development. Action Type: Collaboration Action Type: Special Education</p>	<p>J. Gentry/Clark/Ellars/D. Uphaw/McRae/Deardorff</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Data Assessment--Teachers research and review data from the following assessments to plan instruction and to re-teach or remediate: ACTAAP 8th Grade Benchmark, ACTAAP 11th Grade Literacy Exam, the TLI Interim Assessments and the Northwest Evaluation Association (NWEA). Interim Assessments--The Learning Institute(TLI) provides tests and data reports throughout the year to 9th, 10th, and 11th grade students as preparation for the 11th grade literacy test. Mock ACTAAP Test--Prior to the 11th grade ACTAAP in March, a simulated ACTAAP test is administered to the 11th grade to familiarize the students with testing sites, timing, format, etc. Action Type: AIP/IRI Action Type: Collaboration</p>	<p>Ellars/Clark</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Action Type: Program Evaluation</p> <p>Curriculum Mapping--Using a copy of the Arkansas frameworks, each teacher maps courses by checking off Student Learning Expectations (SLE's) covered and by highlighting those not covered. The entire department meets monthly to analyze the mapping to insure that all frameworks have been covered or to plan for future coverage of those items not covered. The focus teachers are responsible for the literacy and math while the administrators are responsible for the teachers they supervise.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	<p>Clark/Ellars/McRae/D. Uphaw/Deardorff/J. Gentry</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Technology--Elmos, smartboards, symposiums, projectors, screens, carts, and other technology will be purchased for teachers to incorporate visual literacy into their classes. We have trained our entire faculty to teach and re-teach the reading and mathematics open response and writing response items on the ACTAAP and interim assessment tests from exemplary pieces and weak pieces. Students are visual learners; they learn by seeing strong and weak samples and analyzing those samples. Student samples are often used. This is done best by using the Elmo. Training will continue to be provided on instructional use.</p> <p>Action Type: Technology Inclusion</p>	<p>Hall</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>International Baccalaureate Program (IB)--HSHS will continue to offer the IB program of studies to all students. All HSHS IB teachers have attended the appropriate training. In addition to implementing the requirements for the IB program, each of these classes will prepare those students for the 11th grade literacy test. Study guides, supplementary reading materials, science lab materials and equipment will be purchased with NSLA funds. NSLA funds will support an IB Literacy Specialist who will lead these literacy activities. (See district plan for SOF).</p> <p>Action Type: Alignment Action Type: Equity</p>	<p>Redding/J. Gentry</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>		<p>NSLA (State-281) - Materials \$5000.00 & Supplies:</p> <hr/> <p>ACTION BUDGET: \$5000</p>
<p>Special Education English and Reading--All English/Reading Special Education teachers are a part of the English department and receive all training and attend all meetings as such. All special education students who did not score proficient or advanced on their previous literacy ACTAAP test will be scheduled into the literacy remediation lab. Tutoring in all core subjects will be offered Monday thru Thursday after school. The PLATO program is used for assistance with improving reading comprehension. Co-teaching training will continue for those teachers who will be co-teaching with the regular education 9th and 11th grade teachers. Books will be purchased to create on-grade-level classroom libraries in order to encourage students to read age appropriate materials.</p> <p>Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	<p>Redifer</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • School Library • Teachers • Teaching Aids 	<p>NSLA (State-281) - Materials \$2000.00 & Supplies:</p> <hr/> <p>ACTION BUDGET: \$2000</p>
<p>Cornell Notes--The faculty received thorough training in Cornell note taking in the 2005-06 school year to use as a comprehension tool in the classroom. Annual workshops on the procedure keep the</p>	<p>D. Upshaw/Clark</p>	<p>Start: 07/01/2008 End:</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>teachers focused on the techniques and train the new staff. Teachers are expected to use this valuable organizational tool and teach students to use it. Samples of students' Cornell notes are kept with ACTAAP lessons for periodic review. Action Type: Professional Development</p>		06/30/2009	<ul style="list-style-type: none"> Teaching Aids 	
<p>Science Connection--ACTAAP testing will continue in biology in the winter and spring of 2009. Biology teachers will continue to attend training offered by the Arkansas Department of Education (ADE) or the co-op which will bring knowledge about the test and ways to prepare our students for it. The school-wide focus on literacy will assist in preparing these students since good reading and writing skills will be necessary for good biology scores. Science reference materials, Elmos, microscopes, and new calculators will be purchased. Action Type: Professional Development Action Type: Technology Inclusion</p>	Geoffrion/D. Upshaw	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff 	NSLA (State-281) - Materials \$2000.00 & Supplies: <hr/> ACTION BUDGET: \$2000
<p>Media Center/Library--A strong media center is essential to improving literacy. Future book orders will focus on updating the book collection with high interest fiction and graphic novels. The non-fiction and reference resources will be updated as needed. A teacher needs assessment will help determine which books and other resources will be purchased. Updates for the center's Follett Destiny circulation software will be provided annually as a purchase service. High interest magazines will be purchased for student reading pleasure. An area for a teacher library will be designated. This area will be started with books donated by faculty members. Research will begin for a new location for the media center. The current location is inaccessible, awkward, and difficult to reach. Although an elevator is provided, our handicapped students have a very awkward time accessing the media center. A Media Technology Station will be created to support literary projects across the curriculum. Funds will be provided to purchase the necessary technology for the Media Station. Action Type: Collaboration Action Type: Program Evaluation</p>	J. Gentry/Evans	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> School Library Teachers 	NSLA (State-281) - Purchased Services: \$1200.00 NSLA (State-281) - Materials & Supplies: \$10000.00 <hr/> ACTION BUDGET: \$11200
<p>Reading in the Content Areas-- Literacy specialists, from outside the school and/or district, will provide training in reading content throughout the year. Teachers will incorporate these strategies into their planning. A needs assessment was conducted to determine the materials and equipment the faculty needs to implement "Reading in the Content Areas." These items will be purchased to support this instructional target. Instruction across the curriculum will also focus on vocabulary and spelling. Teachers will develop their own strategies for addressing vocabulary and spelling in every class. Classroom sets of novels, magazines, and other support materials will be purchased for all teachers to support these strategies in their content areas. Online subscriptions to local, state, and national newspapers will be purchased for classes to access current events. Action Type: Professional Development</p>	D. Upshaw/Clark	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	NSLA (State-281) - Materials & Supplies: \$10000.00 <hr/> ACTION BUDGET: \$10000
<p>All new staff to HSHS will be given a mentor, even if they are not new to the profession. This mentor will be readily available to help in any way possible such as answer questions, explain and</p>	J. Gentry	Start: 07/01/2008 End:	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$

demonstrate procedures, etc. These mentors will assist the new staff and help make their first year at HSHS a success. All staff that are new to the teaching profession will follow all Pathwise rules and regulations. Action Type: Collaboration		06/30/2009	<ul style="list-style-type: none"> Teachers 	
JBHM Education Group, LLC, has been contracted to provide literacy teaching coaching for the teachers at HSHS. Content area teachers will assess the extent to which the curriculum and instructional practices in the literacy area align with the state frameworks. All teachers will receive professional development on effective teaching strategies and receive performance feedback through classroom observation, modeling, and debriefing by the content area consultants. Title II-A funds will be used to pay for these services. See district plan for SOF. This is one of the steps HSHS is taking in its quest for AYP. Action Type: Professional Development Action Type: Program Evaluation	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$30200
Intervention: Procedures will be instituted to develop the AIP's for students who did not pass the 11th Grade Literacy Test. A remediation program will be instituted to meet requirements.				
Scientific Based Research: Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. Atlanta, GA: High Schools That Work, 2006. Marzano, Robert; Pickering, Debra; and Pollock, Jane. Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Heinemann.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
AIP's--The 12th grade English teacher, the remediation teacher, and Literacy Focus teacher together maintain the AIP's, which are completed on each student who did not pass the 11th Grade Literacy test. The three instructors work together to make sure that all AIP's are complete, thorough, individualized, and signed by a parent. The English teacher and the remediation teacher both have a copy of all AIP's. Action Type: AIP/IRI Action Type: Program Evaluation	Barron/Clark/Lenox	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
11th Grade Literacy Remediation Lab--A literacy remediation lab is required for 11th grade students who do not reach the cut-off score on the 2008 Spring NWEA. Although not required by the law, the purpose of this lab is to prepare these students for the literacy test in the spring. The PLATO program is used. Students will be placed in a learning path that is specific to their needs. Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation	J. Gentry/Clark/Ellars/Barron	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
After-School Education--HSHS is committed to providing educational opportunities beyond the regular school day to our students and community. The after-school tutoring program begins the first week of school. Two certified teachers stay after school in the library to assist students needing help with their classwork. NSLA funds are used to pay for this extra work. A teacher will also assist those students who are attending the Credit Recovery Program. HSHS will offer ACT preparation after school from 3:30pm-5:00pm. Again, NSLA funds are	J. Gentry/D. Uphaw/Clark	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	NSLA (State-281) - \$2000.00 Materials & Supplies: NSLA (State-281) - \$0.00 Employee Benefits:

used to pay the teachers to tutor after work hours. There is tutoring, Monday thru Thursday after practice, for those students who do not have the grade point for participation in athletics, band, etc. HSHS is a host site of the CPEP Program (College Preparatory Enrichment Program), a five-week summer program to help students improve their ACT scores. Summer school assists students to recover credits in which they have not been successful. Action Type: Equity				NSLA (State-281) - Employee Salaries: \$0.00
Total Budget:				ACTION BUDGET: \$2000
Total Budget:				\$2000

Intervention: Teachers will receive appropriate training to implement a literacy focused classroom.

Scientific Based Research: Scientific Based Research: Creating a Culture of Literacy: A Guide for Middle and High School Principals. Reston, VA: National Association for Secondary School Principals, 2005. Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. Atlanta, GA: High schools That Work, 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Staff Development--Staff development is designed to support the teaching of the frameworks, preparation for the ACTAAP EOC tests, and technology in the classroom. The faculty will continue to meet each Monday for one hour after school for staff development. Topics will focus on the following: 1) use of Cornell notes, 2) developing interim assessment like open response activities, 3) developing intervention strategies based on data from EOC tests and interim assessments. The district's Instructional Technology Specialist will provide technology integration training. HSHS is committed to getting the appropriate training to all faculty members. Teachers will be sent to appropriate training at the Dawson Co-op or at any other facility or institute. Action Type: Professional Development	J. Gentry/D. Uphaw/Clark/Ellars	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
In-Service--All teachers will complete the sixty hours of required in-service. Two hours of parental involvement and six hours of technology are part of those sixty. The district offers the sixty hours of in-service. These topics are determined by reviewing student data. Professional development surveys will be completed by teachers following in-service sessions. Action Type: Professional Development Action Type: Program Evaluation	D. Upshaw	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
Multi-Media Applications (MMA) will continue to be a part of the curriculum for the 2008-2009 school year. School personnel will visit established multi-media programs in other schools to learn best practices and receive the necessary training. Action Type: Program Evaluation Action Type: Technology Inclusion	McRae	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: HSHS will encourage parental involvement in their child's education.

Scientific Based Research: Act 603

Actions	Person Responsible	Timeline	Resources	Source of Funds
The HSHS Parental Involvement Plan will address the various needs of the	Deardorff	Start:		NSLA (State- \$2000.00

students at each grade level as well as their individual needs through a monthly newsletter and parental involvement meetings. A Fine Arts Festival will showcase to parents student work from around the school. Also addressed will be how these parents of high school students should get involved in decisions about their child's education and encourage formation of a parent organization. NSLA funds will be used to provide light refreshments for the parents at these meetings. Action Type: Parental Engagement		07/01/2008 End: 06/30/2009		281) - Materials & Supplies: ACTION BUDGET: \$2000
A Parent Resource Center (PRC) has been created at the main entrance to the high school in order to ensure the availability of resources to the parents. A Parental Education Program will be initiated. Assistant Principal Kelly Deardorff has been designated the Parent Facilitator and will work with parent groups and the HSHS staff to encourage parental engagement. Action Type: Parental Engagement	Franklin/Deardorff/ T. Easter	Start: 07/01/2008 End: 06/30/2009		ACTION BUDGET: \$
A volunteer plan will be implemented. Parent surveys will be distributed at registration and parent teacher conference evenings. The Volunteer Resource Book notebook will be kept in the PRC. Action Type: Parental Engagement Action Type: Program Evaluation	T. Easter/Deardorff	Start: 07/01/2008 End: 06/30/2009		ACTION BUDGET: \$
Informational packets will be provided to the parents at registration and during Parent Teacher Conferences. These packets will include the following information: Dates of Parent Involvement Meeting evenings which is also HSHS's annual public meeting; telephone numbers, web page addresses, and a list of school personnel; the school handbook which addresses the school's process for resolving parental concerns; helpful websites and written tips for parenting education. Action Type: Parental Engagement	T. Easter/Deardorff/ Franklin	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Every teacher and administrator will receive a minimum of two hours of staff development at the beginning of the school year. The committee will attend the national conference in Orlando, Florida. Action Type: Parental Engagement Action Type: Professional Development	Deardorff	Start: 07/01/2008 End: 06/30/2009		ACTION BUDGET: \$
A parent contact system will be in place to communicate with parents about student absences, student grades, upcoming school events, and school closures. A phone system will be used for school wide contacts. EdLine will be used on the web for classroom information and grade reports. "The Parent Corner" is a link on EdLine for parents to get current school information. Action Type: Parental Engagement	Deardorff/T. Easter/Franklin	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$2000

Priority 3: Students will demonstrate an increased understanding of physical activity, nutrition and the importance to their overall health.

1. A review of School Health Index Module 1 score of 63% to influence this HSHS will monitor the following: School Health, Policies and Environment concerns indicated that Nutritional information will be available in the cafeteria or from district nurses (CC.6); There will be no open food containers in the cafeteria(S.1); SRO and counselors will conduct extensive in-service on unintentional injuries, violence, and suicide(S.6; students will have access to physical activity facilities outside school hours(PA.2); Snacks, meats, vegetables will be baked or steamed, seasoning is reduced, and soda machines are turned off until after the last lunch(N.3,N.4); Signs are put in all bathrooms to have hands washed before snacks and meals and sanitizing dispensers are available in cafeteria on both lines(N.5)district nurses are scheduled to do inservice on asthma, diabetic problems, seizures, etc.(A.2; Maintenance will schedule regular checks for filter changes and replacement of tiles where molded(A.3); Pest exterminators come at regular intervals(A.4)
2. A review of School Health Index Module 2 Health Education gave a score of 93%. To influence this HSHS will Provide students and parents with newsletters on importance of health education and their community responsibilities(CC.6); teachers will receive extensive inservice on health education (CC.7); nurses will provide workshops on asthma & other health related issues for staff(A.1).
3. A review of School Health Index Module 3 Physical Education and other Physical Activity Programs indicated a score of 90%. To influence this, HSHS

Supporting
Data:

staff will allocate 150 minutes for next year's physical activities and encourage students to participate in physical activities(PA.1); Provide and encourage teachers with necessary information to follow standards for physical education(PA.3); and Provide teachers/staff with necessary skills to handle emergency situations(PA.11/A.1)

4. A review of School Health Index Module 4 Nutrition Services resulted in a score of 98%. HSHS staff will solicit and encourage student and teacher/staff input on a variety of menus and entrees.
5. A review of School Health Index Module 8 Family and Community Involvement resulted in a score of 2 on a 0 to 3 scale. To influence this score HSHS Staff will (1)work with local newspapers and TV stations to promote health and safety; (2) Ensure counselors have in place interventions for suicide and other mental health issues as well as violence prevention; (3) require district nurses to set up training for asthma and other medical emergencies and awareness.

Goal Hot Springs High School Students will become more aware of how nutrition and physical activity contribute to their life-long health and well-being.

Benchmark The 2008-2009 BMI Results will show an improvement of 3% indicating that healthier food and more physical activity result in healthier students.

Intervention: Implement a wellness program that will enhance health education, promote respect for health issues, lead to more physical activity, and compliment academic performance.				
Scientific Based Research: Health is Academic: A Guide to Coordinated Health Programs, Mare, Wooley SF, Northrop D, editors, New York, NY: Teachers College Press, 1998. The Arkansas Alliance for Drug Endangered Children The Arkansas Alliance for Drug Endangered Children is a coalition of professionals assisting local communities to effectively and efficiently identify and protect children endangered by caregivers who produce, distribute or use illegal drugs such as methamphetamine and cocaine. We are an alliance of volunteers. See how you can help. (2006) http://comm.uams.edu/default.asp				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In accordance with ACT 1220, HSSD convened a School Nutrition and Physical Activity Advisory Committee to assist the schools with the School Health Index Assessment, to provide recommendations and set policy. Action Type: Alignment Action Type: Wellness	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
With the help of the district nutrition supervisor, Child Nutrition Standards were implemented at HSHS in regard to allowable foods, portion sizes, and access to competitive foods and fat or fried foods. Soda machines are turned off until after the last lunch. Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Carolyn Smith/Roberta Joseph	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	<hr/> ACTION BUDGET: \$
In accordance with the CNA of 2004, HSHS is following the district's wellness policy that addresses the five requirements of the Reauthorization Act. Action Type: Alignment Action Type: Wellness	Deardorff	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Professional development is made available by state workshops and use of the HSSD distance learning studio to nutrition staff in order to meet director, manager, and worker level food certifications. Action Type: Alignment Action Type: Wellness	Deardorff	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Signs are put in all bathrooms to have hands washed before snacks or meals and sanitizing dispensers are available in cafeteria on both lines.	Deardorff	Start: 07/01/2008	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$

Action Type: Alignment Action Type: Wellness		End: 06/30/2009	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Access to BMI data will be provided to our school through the Arkansas Center for Health. Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Central Office Outside Consultants 	ACTION BUDGET: \$
District nurses, supported with NSLA funds, are scheduled to provide professional development on asthma, diabetic problems, and seizures, etc. (See district plan for SOF). Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Deardorff	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Maintenance will schedule regular checks for filter changes and replacement of tiles where molded; pest exterminators will come at regular intervals. Action Type: Alignment Action Type: Program Evaluation Action Type: Wellness	Deardorff	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants 	ACTION BUDGET: \$
Students and parents will receive newsletters on a monthly basis on the importance of health education, physical education, and resources providing both. Action Type: Alignment Action Type: Program Evaluation Action Type: Wellness	Bengston/Deardorff	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
HSHS will provide 150 minutes per week for physical activities and will encourage students to participate in physical activities. Students may select from the following activities that are scheduled during the school day: physical education classes, Workforce Education classes, NJROTC, dance, basketball, football, softball, baseball, dance line, flag line, cheerleading, track, volleyball, cross country, band. A walking program is provided 30 minutes prior to the first bell. Documentation will be maintained to show HSHS implementation of this program. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Deardorff	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Physical Education and other Physical Activity Program--Physical education instructors, counselors, nurses, and cafeteria staff will attend BMI training, the annual Nutrition & Physical Activity Conference, and Nutrition standards workshops. Select staff will be trained in CPR. During red ribbon week counselors and staff will target tobacco use as drug-related and reasons students should say "no." HSHS PRIDE students will perform for all students to ensure awareness in grades 9-12. The staff and students will be encouraged to participate in physical activities. The staff will receive training in handling emergency situations.	Deardorff	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Outside Consultants 	ACTION BUDGET: \$

<p>Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness</p>			<ul style="list-style-type: none"> Teachers 	
<p>Nutrition Services--HSHS Cafeteria Staff will solicit student and teacher input on a variety of menus and entrees as added effort to educate students and teachers about healthy nutritional foods. Nutritious snacks (fruits, juices, water, etc.) will be offered. Action Type: Alignment Action Type: Collaboration Action Type: Wellness</p>	Roberta Joseph/Deardorff	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	<hr/> ACTION BUDGET: \$
<p>HSHS counselors will present classroom lessons on the topics of suicide, violence, intentional injuries, mentoring, 9th grade transitioning. Appropriate professional development will be provided in collaboration with Arkansas Counseling Association, ADE, and other speciality topic providers. SRO, physical education instructors, and Workforce Education teachers will assist in this effort to make all students aware of services and resources available. PRIDE will give presentations about how to live "drug free". Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Wellness</p>	Deardorff	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
<p>HSHS counselors and school resource officer (SRO) work closely with community service agencies to provide services to students in need of nutritional, physical, and/or emotional assistance. A DHS liasion is housed in the building; community counseling services are provided a private counseling space for individual or group sessions. PRIDE will provide information to stuentns about how to live "drug free". Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness</p>	Deardorff	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
<p>Family and Community Involvement--HSHS works to keep community and families informed on health issues, school resources, activities, rules, and expectations. This is accomplished by using the following publishing media: daily announcements, front marquee, newsletters, teacher websites, local newspapers and radio, and state television stations. A partnership will be established between HSHS local organizations, including, but to limited to: YMCA, NPCC, and Mid-America Museum. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	Deardorff	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Teachers 	<hr/> ACTION BUDGET: \$
<p>HSHS will maintain a more sophisticated monitoring system to ensure the safety of students and staff while in the building during the day, after hours, and weekends. Action Type: Collaboration Action Type: Wellness</p>	Deardorff	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$

			<ul style="list-style-type: none"> Central Office 	
HSHS follows a sequential physical education curriculum consistent with the Arkansas Curriculum Frameworks for physical education and health. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Deardorff	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Barbara Cash	Math Lab	Math
Classroom Teacher	Bill Timmons	Physical Ed./Head Coach	Wellness
Classroom Teacher	Blair Pennington	English/Special Education	Literacy
Classroom Teacher	Brenda Williams	Consumer Science	Wellness
Classroom Teacher	Carrie Bengston	Business	Literacy
Classroom Teacher	Clyde Hughley	English	Literacy
Classroom Teacher	Dana Trant	Mathematics/Special Ed.	Mathematics
Classroom Teacher	David Martin	Science	Math
Classroom Teacher	Deana Franklin	Health/ P.E. / Coach	Wellness
Classroom Teacher	Debbie Byers	Reading/Science/Special Education	Literacy
Classroom Teacher	Deborah Horn	Mathematics	Math
Classroom Teacher	Dzazil Espinosa	Spanish	Literacy
Classroom Teacher	Eileen Ellars	Focus Teacher Mathematics	Mathematics/Parental Involvement/ACSIP Leadership
Classroom Teacher	Gabriel Fisher	Computer Graphics	Parental Involvement
Classroom Teacher	Jaclyn Barrett	Dance	Wellness
Classroom Teacher	Jacob Logan	Social Studies	Literacy
Classroom Teacher	Janet Collum	Drama	Literacy
Classroom Teacher	Janis Echols	Social Studies	Literacy
Classroom Teacher	Jason Selig	Keystone	Wellness
Classroom Teacher	Jeffrey King	NJROTC	Literacy
Classroom Teacher	Jei Min	Chinese	Literacy
Classroom Teacher	Jennifer Reding	English	Literacy
Classroom Teacher	Jimmy Schultz	Science	Math
Classroom Teacher	John Jordan	Band	Parental Involvement
Classroom Teacher	Julie Allard	Science	Math
Classroom Teacher	Karen Aureli	Special Education	Literacy
Classroom Teacher	Kathy Peterson	Mathematics	Math
Classroom Teacher	Kaye Currey	Mathematics	Math
Classroom Teacher	Kylie Henderson	English	Literacy
Classroom Teacher	Lanell Keadle	Mathematics	Math
Classroom Teacher	Larry Wilson	Social Studies	Literacy
Classroom Teacher	Lee Ratcliff	Social Studies	Literacy

Classroom Teacher	Lorrie Duke	Speech/ Art	Parent Involvement
Classroom Teacher	Lynda Litzsey	Science	Parent Involvement
Classroom Teacher	Marcia Cash	Mathematics	Math
Classroom Teacher	Mark Upshaw	Mathematics/Coach	Math
Classroom Teacher	Miguel Hernandez	ESL	Literacy
Classroom Teacher	Mike Wyatt	Driver Education / Coach	Wellness
Classroom Teacher	Natasha Lenox	English	Literacy
Classroom Teacher	Pat Brunston	Mathematics	Math
Classroom Teacher	Pattye Clark	Literacy Focus Teacher	ACSIP Leadership/Literacy
Classroom Teacher	Paul Logan	Social Studies	Literacy
Classroom Teacher	Paula Redding	Literacy Specialist/IB Coordinator	Literacy
Classroom Teacher	Penny Fox	Music	Parental Involvement
Classroom Teacher	Randalyn Harrison	Mathematics/Special Ed.	Math
Classroom Teacher	Rebecca Reagan	Spanish	Literacy
Classroom Teacher	Reta Gates	Special Education	Literacy
Classroom Teacher	Rick Hays	Special Ed. IHA	Math
Classroom Teacher	Robert Howe	NJROTC	Parent Involvement
Classroom Teacher	Robert Low	Social Studies	Literacy
Classroom Teacher	Robin Bailey	Family & Consumer Science	Math
Classroom Teacher	Scott Pennington	Health/Coach	Wellness
Classroom Teacher	Shannon Geoffrion	Science / Credit Recovery	Math
Classroom Teacher	Stephanie Hibbard	English Teacher	Literacy
Classroom Teacher	Stephanie Riley	English	Literacy
Classroom Teacher	Steve Barron	Journalism / Literacy Lab	Literacy
Classroom Teacher	Suzanne Skrivanos	Business	Math
Classroom Teacher	Tamara Bush	E.A.S.T. Facilitator	Math
Classroom Teacher	Terri Easter	Mathematics/Special Education	Math
Classroom Teacher	Terry Griffin	Science	Math
Classroom Teacher	Therese Kelly	Art	Parent Involvement
Classroom Teacher	Veronica Mitchell	Special Education	Literacy
Classroom Teacher	Wilda Chadick	English	Literacy
Community Representative	Carolyn Hughes	Parent Advisory	Parental Involvement
Community Representative	Greg Davis	Business	Math
Community Representative	Sally Gifford	Technology Assistant	Math
District-Level Professional	Anne Gentry	Title I Coord.	ACSIP Leadership
Non-Classroom Professional Staff	Ann Easter	504 Coordinator	Parental Involvement
Non-Classroom Professional Staff	Anne Petito	Gear Up	Data Management and Assessment
Non-Classroom Professional Staff	Bren Redifer	Special Ed Coordinator	Data Management and Assessment
Non-Classroom Professional Staff	Chasity Hutchingson	Talent Search Coordinator	Data Management and Assessment
Non-Classroom Professional Staff	Cherri Mertz	Guidance Secretary	Data Management and Assessment
Non-Classroom Professional Staff	Danielle Pitts	Receptionist	Data Management and Assessment
Non-Classroom Professional Staff	Delores Massey	Intervention Specialist	Parental Involvement
Non-Classroom Professional Staff	Doug Upshaw	Assistant Principal	ACSIP Leadership
Non-Classroom Professional Staff	Kelly Deardorff	Assistant Principal	ACSIP Leadership

Non-Classroom Professional Staff	Kori Holder	Attendance Clerk	Data Management and Assessment
Non-Classroom Professional Staff	Linda Hassdedt	Special Ed.Aide	Math
Non-Classroom Professional Staff	Michael Hall	Resource Officer	Parental Involvement
Non-Classroom Professional Staff	Morris McRae	Assistant Principal	ACSIP Leadership
Non-Classroom Professional Staff	Paulette Jones	Bookkeeper	Data Management and Assessment
Non-Classroom Professional Staff	Rhonda Tannehill	Educational Examiner	Data Management and Assessment
Non-Classroom Professional Staff	Roy Coulter	Vocational Director	Math
Non-Classroom Professional Staff	Roy Payne	Special Ed. Aide	Literacy
Non-Classroom Professional Staff	Sandra Rowe	Counselor	Data Management and Assessment
Non-Classroom Professional Staff	Stefanie White	Special Ed. Aide	Literacy
Non-Classroom Professional Staff	Stephanie White	Paraprofessional	Mathematics
Non-Classroom Professional Staff	Susan Chapman	Counselor	Data Management and Assessment
Non-Classroom Professional Staff	Tony Hines	Assistant Dean of Students/Coach	ACSIP Leadership
Non-Classroom Professional Staff	Wanda Hall	Director of Technology	Data Management and Assessment
Non-Classroom Professional Staff	William Evans	Media Specialist	Literacy
Parent	Donna Pool	Parent Advisory	Parental Involvement
Parent	Jamie Radimer	Parent Advisory	Math
Parent	Judy Green	Parent Advisory	Math
Parent	Kevin Hall	Parent Advisory	Parent Involvement
Parent	Laura Woodfork	Parent Advisory	Parental Involvement
Parent	Nancy Gonzalez	Parental Advisor	Math
Parent	Sandy Milholen	Registrar	Data Management and Assessment
Principal	Jim Gentry	Principal	ACSIP Leadership
