

School Plan

MTN HOME HIGH CAREER ACADEMICS
500 BOMBER BLVD, MOUNTAIN HOME, AR 72653

Arkansas Comprehensive School Improvement Plan

2009-2010

To prepare students to enter the increasingly competitive technological world, Mountain Home High School Career Academics pledges to emphasize healthy living styles while providing a curriculum that promotes higher-order thinking skills in a safe and healthy environment. Our emphasis across the curriculum will be to raise student performance using proven educational strategies together with innovative technologies. Ultimately, our mission at Mountain Home High School Career Academics is to graduate students who are empowered with the necessary skills to succeed.

Grade Span: 9-12

Title I: Title I Schoolwide

School Improvement: MS

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Priority 1: Literacy

Goal: All students will demonstrate an improvement in content passages performance on the End-Of-Level Literacy Exam.

Goal: To improve writing performance as measured by the essay portion of the End of Course Literacy Exam.

Priority 2: Mathematics

Goal: All students will demonstrate an improvement in Language of Algebra, Solving equations and inequalities, and Linear Functions through open response applications. All students will also demonstrate an improvement in Triangles and Coordinate Geometry and Transformations through open response applications.

Priority 3: Wellness

Goal: Mountain Home High School Career Academics will provide support for students in making healthy lifestyle choices implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 4: ELL

Goal: English Language Learners will demonstrate improvement in reading fluency and comprehension of the English Language.

Priority 1: Literacy

1. MOUNTAIN HOME CAREER ACADEMIES NEEDS ASSESSMENT Leadership teams reviewed and analyzed the results from the 2009 EOC Literacy Exam. The results for both the combined population and each of the subpopulations were reviewed and analyzed to determine the main areas of weakness. Also, the three most recent years of summative data as well as attendance rates were studied. Studying the trend data allowed identification of specific areas of need, and allowed alignment of classroom instruction with the curriculum, professional development, and assessments. Our 2009 supporting data statements show the discrepancies in achievement among our populations. Based on our data analysis we came to the conclusion that the following areas reflect our greatest need within the Literacy priority: Reading passages -- Practical Reading - open response and Writing Domains -- content. We will include interventions and coordinate our state and federal funding sources to address these areas of need. Grade level teams meet weekly and the entire faculty meets monthly to review and discuss formative classroom data to ensure that the direction and focus of classroom instruction is meeting the needs of students.
2. Combined population: Grade 11 Augmented/Benchmark Exam: In 2009, 72% scored proficient or advanced. In 2008, 66% scored proficient or advanced. In 2007, 67% scored proficient or advanced. The 3-year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is practical passages, open response. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content
3. Students with disabilities: Grade 11 Augmented/Benchmark Exam: In 2009 15% scored proficient or advanced. In 2008, 7% scored proficient or advanced. In 2007, 13% scored proficient or advanced. The 3-year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is

Supporting
Data:

- practical passages, open response. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.
4. Economically disadvantaged: Grade 11 Augmented/Benchmark Exam: In 2009, 59% scored proficient or advanced. In 2008, 55% scored proficient or advanced. In 2007, 58% scored proficient or advanced. The 3-year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is practical passages, open response. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.
 5. Caucasian: Grade 11 Augmented/Benchmark Exam: In 2009 72% scored proficient or advanced. In 2008, 67% scored proficient or advanced. In 2007, 67% scored proficient or advanced. The 3-year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is practical passages, open response. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.
 6. English language learners: In our building during the 2009, 2008, and 2007 school years, there were fewer than 10 English language learners tested. African-American: In our building during the 2009, 2008, and 2007 school years, there were fewer than 10 African-American students tested. Hispanic: In our building during the 2009, 2008, and 2007 school years, there were fewer than 10 Hispanic students tested.
 7. Attendance/Graduation rate: In 2009 the graduation rate was 76.6%. In 2008 the graduation rate was 84.6%. In 2007 the graduation rate was 78.1%.

Goal All students will demonstrate an improvement in content passages performance on the End-Of-Level Literacy Exam.

Benchmark Currently, Mountain Home High School Career Academies has a pass rate of 73.1% on the End-Of-Level Literacy Exam. It is expected that Mountain Home High School Career Academies will meet or exceed the 2009-2010 AYP proficiency benchmark of 67.75%.

Intervention: Strategies to improve reading skills (National Teen Read Week and Reading Counts Programs).				
Scientific Based Research: Shefelbine, John Ph D. Reading: Voluminously and Voluntarily. The Scholastic Center for Literacy and Learning. Snow, C. E. & Biancarosa, G. (2004) "Reading Next: A Vision for Action and Research in Middle and High School Literacy". Alliance for Educational Excellence. Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12. Southern Regional Education Board. Jetton, T., Dole, J. (2004). Adolescent Literacy Research and Practice (Solving Problems in Teaching of Literacy). New York, NY: Guilford Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students in grades 10-12 will receive incentives during National Teen Read Week from teachers and community business leaders who participate in the program. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Devona Pendergrass, Media Specialist	Start: 10/01/2009 End: 11/30/2009	<ul style="list-style-type: none"> ● Administrative Staff ● Community Leaders ● Outside Consultants ● Teachers 	Title I - Materials & Supplies: ACTION BUDGET: \$1999.36
Teachers will evaluate reading scores on various assessments, EOL exams, and the Kurzweil Program to determine success of intervention. Evaluation: 100% of Literacy teachers will compare their classroom grades and instruction to their students' corresponding reading scores. Program Evaluation: English teachers met to disaggregate scores from the EOL. Troublesome SLE's were identified & targeted. Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Bill Thomas, English Dept. Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Performance Assessments ● School Library ● Teachers 	ACTION BUDGET: \$
The media specialist will purchase Reading Counts software updates and/or appropriate grade-level	Devona Pendergrass, Media	Start: 07/01/2009 End:	<ul style="list-style-type: none"> ● Administrative Staff ● Computers 	ACTION BUDGET: \$

library books. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Specialist	06/30/2010	<ul style="list-style-type: none"> ● Performance Assessments ● School Library ● Teachers 	
Teachers will update the core curriculum to meet new Library-Media Frameworks by using a wide variety of library materials (contemporary literature, nonfiction, & magazines) including integrated curriculum units within the academies. Action Type: Collaboration Action Type: Equity	Bill Thomas, English Dept. Chair	Start: 08/20/2009 End: 05/30/2010	<ul style="list-style-type: none"> ● District Staff ● School Library ● Teachers 	ACTION BUDGET: \$
New Language Arts teachers, including special education teachers, and incoming students will be trained on how to use Reading Counts. Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Bill Thomas, English Dept. Chair	Start: 08/11/2009 End: 05/30/2010	<ul style="list-style-type: none"> ● District Staff 	ACTION BUDGET: \$
Students will read grade-level appropriate books from Reading Counts and will take computer-generated tests. Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion	Devona Pendergrass, Media Specialist	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Computers ● School Library ● Teachers 	ACTION BUDGET: \$
Language Arts teachers and Special Education teachers will attend state workshops (Arkansas Curriculum Conference, ACTAAP workshops, 11th Grade Literacy Exam, and EOC Exam Workshops). These teachers will also attend workshops to learn and review strategies related to open-response/constructed response questions (i.e. analyze, assess, compare, contrast, describe, discuss, evaluate, use of a writer's checklist, etc.). Training in the development and use of reading comprehension strategies will also be accomplished through the aforementioned conferences. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Bill Thomas, English Dept. Chair	Start: 08/20/2009 End: 05/30/2010	<ul style="list-style-type: none"> ● Performance Assessments ● Teachers 	Title II-A - Purchased \$1823.00 Services: Title II-A - Employee \$360.00 Salaries: Title II-A - Employee \$84.00 Benefits: ACTION BUDGET: \$2267
Continue remediation through Accelerated Growth Session (AGS) for students who scored below proficient on the 11th Grade Literacy Exam or having low lexile reading levels. Continue Point-in-Time (PIT) intervention for students with current grades below average in their English class. Action Type: Equity Action Type: Special Education	Ron Czanstkowski, Asst. Principal	Start: 09/01/2009 End: 05/30/2010	<ul style="list-style-type: none"> ● Performance Assessments ● Teachers 	ACTION BUDGET: \$
One Language Arts teacher will	Bill Thomas,	Start:	<ul style="list-style-type: none"> ● Teachers 	

attend a "What's New in Young Adult Literature" inservice training in Fayetteville, AR during the fall semester to provide both regular and special education students more reading choices. Action Type: Professional Development Action Type: Special Education	English Dept. Chair	08/19/2009 End: 12/20/2009		NSLA (State-281) - Purchased \$296.90 Services: NSLA (State-281) - Employee \$14.00 Benefits: NSLA (State-281) - Employee \$60.00 Salaries: ACTION BUDGET: \$370.9
Three teachers from the Communications, Arts, and Business Academy will attend Mountain Home Municipal Offices to gain real-life experiences to share with their students in Government and History class. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Terry Snyder, Social Studies Dept. Chair	Start: 08/20/2009 End: 04/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers 	ACTION BUDGET: \$
Language Arts teachers will update classroom libraries in order to provide more access to high-interest books for students. The goal is to foster a passion for reading at Mountain Home High School Career Academies. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Bill Thomas, English Dept. Chair	Start: 08/19/2009 End: 04/30/2010	<ul style="list-style-type: none"> • Outside Consultants • School Library • Teachers 	Title I - Materials & Supplies: \$2625.00 ACTION BUDGET: \$2625
Mountain Home High School Career Academies will offer book studies on campus to foster a professional learning community of teachers, administrators, and other support staff. Inservice credit will be given to participants that complete a book study with a group of colleagues. Action Type: Collaboration Action Type: Professional Development	George Sitkowski, Asst. Principal	Start: 08/19/2009 End: 05/31/2010	<ul style="list-style-type: none"> • Administrative Staff • Central Office • School Library • Teachers 	ACTION BUDGET: \$
Total Budget:				\$7262.26

Goal To improve writing performance as measured by the essay portion of the End of Course Literacy Exam.

Benchmark Mountain Home High School Career Academies will meet or exceed the 2009-2010 AYP proficiency benchmark of 67.75%

Intervention: Constructed-response strategies and practice.				
Scientific Based Research: Reeves, D. (2004). Accountability for Learning: How Teachers and School Leaders Can Take Charge. Association for Supervision and Curriculum Design. Reeves, Douglas B. (2001). Making Standards Work, 3rd Edition: How to Implement Standards-Based Assessments in the Classroom, School, and District. Advanced Learning Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>Content area teachers will devise strategies to emphasize the importance of open-response/constructed-response questions (i.e. placement of response questions on chapter tests and semester tests, weight of response grades, separation of objective and response questions on tests, etc.). Action Type: Collaboration</p>	<p>Dana Brown, Principal</p>	<p>Start: 08/20/2009 End: 05/30/2010</p>	<ul style="list-style-type: none"> • Computers • Outside Consultants • Teachers • Teaching Aids 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Teachers have been trained in evaluating constructed-response writing using rubrics. Teachers will guide students to use rubrics both to plan and to evaluate their own writing. Teachers will continue to evaluate their classroom assessments to make sure the assessments comply with district policy. Evaluation: All teachers are required to turn in assessments with rubrics to the building principal per district policy. Program Evaluation: Teachers across the curriculum turn in open-response test questions and rubrics used during the school year. Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Bill Thomas, English Dept. Chair</p>	<p>Start: 08/20/2009 End: 05/30/2010</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Teachers will use the library computer lab and wireless computer labs with students to develop research and writing skills. Action Type: Technology Inclusion</p>	<p>Dianna Martin, Technology Director</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Each academic department will purchase equipment (computers, laptops, smart boards, PDA's, laser printers, etc.) as funds allow. Teachers will then be trained in the use of new technologies for classroom instruction. (Literacy and Social Studies) Action Type: Technology Inclusion</p>	<p>Dianne Martin, Technology Director</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers • Teaching Aids 	<p>Title I - Materials \$7625.00 & Supplies: _____</p> <p>ACTION BUDGET: \$7625</p>
<p>Language Arts and Social Studies teachers will attend appropriate, Summer Institutes, as needed, to maintain and improve the AP program at Mountain Home High School Career Academies. Intense work with constructed response questions is a large part of the training. Registration, workshop salaries (\$100 per day) for summer attendance, and travel will be paid. Action Type: Professional Development</p>	<p>Dana Brown, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Mountain Home High School Career Academies will offer summer school for credit recovery in June to students that fail English (I, II, III, or IV) and/or in July to students that fail Algebra I. Only one full credit of English can be earned in summer school.</p>	<p>Ron Czanstkowski, Asst. Principal</p>	<p>Start: 06/01/2010 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	<p>NSLA (State- 281) - \$649.50 Employee Benefits: NSLA (State- 281) - \$3000.00</p>

Action Type: Equity Action Type: Special Education			Employee Salaries:	
			ACTION BUDGET: \$3649.5	
Total Budget:			\$11274.5	
Intervention: Curriculum Alignment.				
Scientific Based Research: Jacobs, H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessments K-12. Association for Supervision and Curriculum Development. Jacobs, H. (2004). Getting Results With Curriculum Mapping. Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Faculty will review and revise as needed the overall School Improvement Plan for effectiveness using the data provided by the End of Level Exam and the ACT. Plan Evaluation: All teachers of EOL classes will perform data disaggregation with respect to their students' classroom grades and the students' corresponding EOL and ACT scores at the beginning of the school year. Teachers that do not teach EOL classes will help in the data disaggregation process. Action Type: Collaboration	Bill Thomas, English Dept. Chairperson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Content area teachers and special education teachers will document interventions used throughout the year for students with AIP's. Evaluation: 100% of students on an AIP will successfully complete the required remediation to satisfy the AIP requirements. Program Evaluation: Documentation in hands of principal. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Ron Czanstkowski, assistant principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Computers • Performance Assessments • School Library • Teachers • Teaching Aids 	ACTION BUDGET: \$
Professional development opportunities will be provided for all staff including all curriculum areas at the Mountain Home High School Career Academies. Specifically, the English and Social Studies Departments will each be sending at least one teacher to the Arkansas Conference on Teaching. Other worthwhile professional development opportunities will be attended by Mountain Home High School Career Academies staff as the opportunities become available. Registration, subs (\$60 per day), benefits, and travel will be paid. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional	Dana Brown, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$

Development Action Type: Special Education				
The Fine Arts Department will be sending the Art teacher to the Summer Art Education Workshop and the Fall Art Education Conference. The Choir Music teacher will be attending the Summer Music Reading Clinic. Registration, Workshop salaries (\$75 per day) for summer attendance, substitutes (\$60 per day), benefits, and travel will be paid.	Dana Brown, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Mountain Home High School Career Academies will be sending 2 - 3 administrators to the AAEA Fall Conference, AAEA Assistant Principal Conference, AAEA Fall/Spring Drive Conference, and the AASCD Conference. The principal of Mountain Home High School Career Academies will also be attending the AP Coordinators' Workshop in the fall or spring. Registration and travel will be paid. Action Type: Professional Development	Dana Brown, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff 	PD (State-223) - Purchased Services: \$7262.84 <hr/> ACTION BUDGET: \$7262.84
The Social Studies Department will be sending 1 - 2 teachers to the Holocaust Workshop in the fall. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Dana Brown, Principal	Start: 08/20/2009 End: 05/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title II-A - Purchased Services: \$436.90 Title II-A - Employee Salaries: \$240.00 Title II-A - Employee Benefits: \$56.00 <hr/> ACTION BUDGET: \$732.9
Classroom teachers and special education teachers (English and Math) will receive training in the use of collaboration and teaching strategies (Co-Teaching). Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Dana Brown, Principal	Start: 08/19/2009 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	Title II-A - Purchased Services: \$4597.20 Title II-A - Employee Salaries: \$600.00 Title II-A - Employee Benefits: \$140.00 <hr/> ACTION BUDGET: \$5337.2
At least one health teacher will attend state-sponsored workshops during the fall and spring semesters. Action Type: Professional Development	Dana Brown, Principal	Start: 08/19/2009 End: 05/31/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	PD (State-223) - Purchased Services: \$1067.90 PD (State-223) - Employee Benefits: \$28.00

				PD (State-223) - Employee Salaries: \$120.00 <hr/> ACTION BUDGET: \$1215.9
Foreign Language teachers will attend appropriate state-sponsored workshops during the school year. Action Type: Collaboration Action Type: Professional Development	Dana Brown, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	PD (State-223) - Purchased Services: \$632.50 PD (State-223) - Employee Benefits: \$84.00 PD (State-223) - Employee Salaries: \$360.00 <hr/> ACTION BUDGET: \$1076.5
Mountain Home High School Career Academies will send teachers, counselors, and/or administrators on school visits, business visits, and/or externship opportunities throughout the school year. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Dana Brown, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers 	PD (State-223) - Employee Salaries: \$300.00 PD (State-223) - Employee Benefits: \$70.00 PD (State-223) - Purchased Services: \$2180.30 <hr/> ACTION BUDGET: \$2550.3
Mountain Home High School Career Academies will send the teachers in the Fine Arts Department (Band, Choir, Art, and/or Drama) to appropriate state-sponsored inservice opportunities during the school year. Action Type: Professional Development Action Type: Technology Inclusion	Dana Brown, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	PD (State-223) - Employee Salaries: \$360.00 PD (State-223) - Employee Benefits: \$84.00 PD (State-223) - Purchased Services: \$3572.06 <hr/> ACTION BUDGET: \$4016.06
SCHOOLWIDE REFORM STRATEGIES: The administrators and teachers at Mountain Home High School Career Academies will be trained in using the Tuning Protocol to improve teachers'	Dana Brown, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> ACTION BUDGET: \$

<p>lessons. Administrators will also be trained/recalibrated in the Classroom Walkthrough Training (CWT) during the school year. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>NEEDS ASSESSMENT: Leadership teams reviewed and analyzed the results from the 2009 EOC Literacy Exam. The results for both the combined population and each of the subpopulations were reviewed and analyzed to determine the main areas of weakness. Also, the three most recent years of summative data as well as attendance rates were studied. Studying the trend data allowed identification of specific areas of need, and allowed alignment of classroom instruction with the curriculum, professional development, and assessments. Our 2009 supporting data statements show the discrepancies in achievement among our populations. Based on our data analysis we came to the conclusion that the following areas reflect our greatest need within the Literacy priority: Reading passages -- Practical Reading - open response and Writing Domains - content. We will include interventions and coordinate our state and federal funding sources to address these areas of need. Grade level teams meet weekly and the entire faculty meets monthly to review and discuss formative classroom data to ensure that the direction and focus of classroom instruction is meeting the needs of students. Action Type: Title I Schoolwide</p>	<p>Dana Brown, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>PROFESSIONAL DEVELOPMENT: In order to meet state standards, selected teachers will participate in professional development activities throughout the year. Substitute salaries (\$60 per day) and benefits (\$14 per day), travel, meals, mileage and registration will be paid with building PD funds. Action Type: Title I Schoolwide</p>	<p>Dana Brown, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>INVOLVE TEACHERS IN DECISION MAKING: Teachers participate in the decision making process through membership on the ACSIP committees. All teachers will influence the Title I program by having input concerning changes in the ACSIP plan. We survey all faculty to assess the validity of each</p>	<p>Dana Brown, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>Professional Development that is provided. Those results are used to make decisions about what future PD will be offered. All highly qualified teachers and principals will receive additional training in all areas of emphasis within the building ACSIP plan. This is in accordance with the No Child Left Behind Law. The ACSIP plan will also be evaluated annually to set future goals. Action Type: Title I Schoolwide</p>				
<p>COORDINATE AND INTEGRATE STATE AND FEDERAL PROGRAMS: We coordinate and integrate our programs by using various funding sources to support a seamless curriculum in our school. Whenever possible we combine federal and state resources in order to provide supplemental services for our students. NSLA and Title One Funds are used to hire Instructional Facilitators who help coordinate our Literacy curriculum as well as provide mentoring activities. Action Type: Title I Schoolwide</p>	<p>Dana Brown, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$22191.7</p>
<p>Intervention: Parent Involvement</p>				
<p>Scientific Based Research: Henderson, A.T., Mapp, K.L., (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connection on Student Achievement. Southwest Educational Development Library.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>PARENT INVOLVEMENT MEETINGS; TRANSITION: Parent Involvement Meetings will be scheduled early in the fall semester and again early in the spring semester. These evenings will provide parents an explanation about the different elements associated with the high school. This will include parent volunteer opportunities, tour of the school, overview of state assessments, and the process our school uses to remediate students. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Nancy Parrish, Counselor</p>	<p>Start: 08/20/2009 End: 02/28/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<p>ACTION BUDGET: \$</p>
<p>PARENT FACILITATOR: Mountain Home High School Career Academies has a Parent Involvement Facilitator who assists in coordinating activities between our school and the PIE (Partners in Education) Volunteer organization. Action Type: Parental Engagement</p>	<p>Brigitte Shipman - Academy Coordinator</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>INFORMATIONAL PACKETS: Parental</p>	<p>Brigitte</p>	<p>Start:</p>	<ul style="list-style-type: none"> • Community 	<p>ACTION BUDGET: \$</p>

<p>information packets will include information about academy activities, an invitation to volunteer for field trips, in the classroom, as mentors, etc. Additionally, academy advisors will send letters advising parents of any at-risk grade or behavior students. Action Type: Parental Engagement</p>	<p>Shipman, Academy Coordinator</p>	<p>08/20/2009 End: 05/30/2010</p>	<ul style="list-style-type: none"> • Leaders • Teachers 	<p>ACTION BUDGET: \$</p>
<p>ASSIST PARENTS IN MONITORING CHILD'S PROGRESS: Language Arts and special education teachers will prepare academic advisors to share information regarding benchmark assessment, credit requirements, schedules, course offerings, and six year graduation plans with students and their parents and also equip content area teachers with skills to teach reading comprehension and writing across the curriculum. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	<p>Brigitte Shipman, Academy Coordinator</p>	<p>Start: 08/11/2009 End: 05/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>During parent conferences, advisory groups, and registration, teachers will explain to parents and students the types of state-mandated assessments (EOC and 11th Grade Literacy Tests) students will take during the year. Consequences of poor student performance on these tests will also be explained in detail. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Ron Czanstkowski, Asst. Principal</p>	<p>Start: 08/11/2009 End: 05/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION BUDGET: \$</p>
<p>SEMINARS; ASSIST PARENTS IN HELPING WITH AND MONITORING CHILD'S PROGRESS: During pre-registration conferences each year, counselors and academic advisors review the student's six year plan (for grades 9-12 including projected two year post-secondary) with student and his/her parents. Counselors hold a meeting with parents to discuss specifically the requirements necessary to realize post-secondary plans, i.e. scholarships, FAFSA forms, military applications, etc., as well as how to be involved in decisions concerning their child's academic program. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Nancy Parrish, Counselor</p>	<p>Start: 08/11/2009 End: 05/30/2010</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>PARENT/TEACHER CONFERENCES; INFORMATION IN UNDERSTANDABLE LANGUAGE; COMPACTS: Mountain Home High School Career Academies has one parent-teacher conference scheduled each semester. Parent/Teacher, Student/Principal Compacts are signed. Additionally, Mountain Home High School Career Academies contacts parents each</p>	<p>Dana Brown, Principal</p>	<p>Start: 08/20/2009 End: 05/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>quarter (at progress report time) through personal letters, e-mail, and/or phone calls regarding student academic and/or behavioral progress.</p> <p>Action Type: Parental Engagement</p>				
<p>Parenting books and other research material on effective parenting are available in the Parent Center. Parents may access the books and materials in the library, or on-line by e-visiting the school web site. Daily announcements are also e-mailed by the librarian to all parents that wish to receive the announcements electronically.</p> <p>Action Type: Parental Engagement</p>	<p>Devona Pendergrass, Media Specialist</p>	<p>Start: 08/20/2009 End: 06/01/2010</p>	<ul style="list-style-type: none"> • School Library 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>The Mountain Home School District has an Educational Foundation comprised of Mountain Home High School Alumni. This foundation provides financial assistance to both students and teachers through teacher grants and student scholarships and serves as an advisory board.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Eric Webb, School Board President</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Community Leaders 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>MATERIALS/INSTRUCTION/SUPPORT: Mountain Home High School Career Academies has a parent center located inside the high school library. In addition, parent materials are also available in the main office of the high school. Training is provided to parents concerning how to help their child be successful in the academic process.</p> <p>Action Type: Parental Engagement</p>	<p>Devona Pendergrass, Media Specialist</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • School Library 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>During district-wide inservice, the PIE (Partners in Education) president addresses the entire district about all of the support roles PIE volunteers offer to teachers and hands out contact information. In addition a PIE volunteer is assigned to each academy and to each grade level. These volunteers will contact other volunteers as needed to assist teachers in the education of students.</p> <p>Action Type: Parental Engagement</p>	<p>Brigitte Shipman, Academy Coordinator</p>	<p>Start: 08/11/2009 End: 05/30/2010</p>	<ul style="list-style-type: none"> • Community Leaders 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>The goal of Mountain Home High School Career Academies is to address parental concerns in the most direct manner. The parent is encouraged to contact the teacher first, then if unresolved, the assistant principal, principal, and finally the central office. Parents and students may also contact the student's academic advisor and the student's academy coordinator. Two fulltime</p>	<p>Dana Brown, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • School Library • Teachers 	<p>NSLA (State-281) - Purchased Services: \$8300.00</p> <p>NSLA (State-281) - Materials & Supplies: \$7850.00</p>

<p>counselors, which exceeds state requirements for the district and the parent facilitator at Mountain Home High School Career Academies are also available throughout this process. NSLA funds will pay .50 FTE of 1 counselor's salary. Professional development- registration and travel- will be provided for counselors as well as appropriate materials and supplies for use in working with students. Action Type: Collaboration Action Type: Parental Engagement</p>				<p>NSLA (State-281) - \$10298.00 Employee Benefits: NSLA (State-281) - \$32726.00 Employee Salaries: <hr/>ACTION BUDGET: \$59174</p>
<p>PIE (PARTNERS IN EDUCATION); VOLUNTEER RESOURCE BOOK: The PIE (Partners in Education) building coordinator provides a list of parent volunteers and their area(s) of specialty to the front office by the middle of September. The list (Volunteer Resource Book) is then given to Academy Leaders to share with the teachers in the academy. Parents are then contacted to interact with the students and teachers during instruction. Action Type: Parental Engagement</p>	<p>Mollie Morgan, PIE Coordinator</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● Community Leaders ● Outside Consultants ● Teachers 	<p><hr/>ACTION BUDGET: \$</p>
<p>RESOLVING PARENTAL CONCERNS: Statements attesting to school district's commitment to parental involvement as well as the school's process for resolving parental concerns are included in the student handbook. At the beginning of each school year, students receive a PIE volunteer information sheet to be filled out by their parents. This informs parents all the ways PIE volunteers assist our students and faculty. The forms also ask what skills and interests parents are willing to share, and invites them to participate in academy or grade-level activities. Action Type: Parental Engagement</p>	<p>George Sitkowski, Assistant Principal</p>	<p>Start: 08/20/2009 End: 05/30/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff 	<p><hr/>ACTION BUDGET: \$</p>
<p>Mountain Home High School Career Academies will comply with all requirements of ACT 307 of 2007 (Parental Engagement) 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 each school year. Action Type: Parental Engagement</p>	<p>Dana Brown, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	<p><hr/>ACTION BUDGET: \$</p>
<p>The counselors at Mountain Home</p>	<p>Dana Brown,</p>	<p>Start:</p>	<ul style="list-style-type: none"> ● Teachers 	<p>PD (State-</p>

<p>High School Career Academies will be attending Arkansas School Counselors' Conference in the summer and/or fall, as well as the North Central Arkansas Counselors' Association quarterly meetings throughout the school year. The counselors and/or counseling staff will also be attending APSCN, Triand, and Cognos training, as well as the ARKCRAO Articulation meeting. Registration and travel will be paid. Action Type: Professional Development</p>	<p>Principal</p>	<p>07/01/2009 End: 06/30/2010</p>		<p>223) - Purchased \$2882.80 Services: ACTION BUDGET: \$2882.8</p>
<p>COORDINATE/INTEGRATE PARENT INVOLVEMENT ACTIVITIES: Mountain Home High School Career Academies will provide parents with information, resources, and training to facilitate deeper parental involvement in the school. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Brigitte Shipman, Academy Coordinator</p>	<p>Start: 08/19/2009 End: 05/31/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Community Leaders ● School Library ● Teachers 	<p>Title I - Materials & \$3000.00 Supplies: ACTION BUDGET: \$3000</p>
<p>PROFESSIONAL DEVELOPMENT: The parent coordinator, teachers and administrators will receive training on how to encourage parent participation and involvement in the educational process as well as setting expectations and creating a climate conducive to parental participation. (a) Two hours of professional development, which may be included in the 60 required hours of professional development, will be provided, (b) Three hours of professional development opportunities will be provided for administrators, in addition to the 60 hours of required professional development. Action Type: Parental Engagement</p>	<p>Dana Brown, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$65056.8</p>

Priority 2: To Improve Math Skills

1. MOUNTAIN HOME CAREER ACADEMIES NEEDS ASSESSMENT: Leadership teams reviewed and analyzed the results from the 2009 EOC Algebra Exam and EOC Geometry exam. The results for both the combined population and each of the subpopulations were reviewed and analyzed to determine the main areas of weakness. Also, the three most recent years of summative data as well as attendance rates were studied. Studying the trend data allowed identification of specific areas of need, and allowed alignment of classroom instruction with the curriculum, professional development, and assessments. Our 2009 supporting data statements show the discrepancies in achievement among our populations. Based on our data analysis we came to the conclusion that the following areas reflect our greatest need within the Math priority: EOC Algebra: Linear functions and Solving equations – open response, EOC Geometry: Triangles – open response and Relationships – multiple choice. We will include interventions and coordinate our state and federal funding sources to address these areas of need. Grade level teams meet weekly and the entire faculty meets monthly to review and discuss formative classroom data to ensure that the direction and focus of classroom instruction is meeting the needs of students.
2. MATHEMATICS PRIORITY, ALGEBRA: Combined population: Algebra I EOC Augmented/Benchmark Exam: In 2009, 81% scored proficient or advanced. In 2008, 76% scored proficient or advanced. In 2007, 64% scored proficient or advanced. The 3-year trend

analysis of the open response questions in the five mathematics strands revealed that the lowest identified area is open response, linear functions and solving equations. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is linear functions.

3. Students with disabilities: Algebra I EOC Augmented/Benchmark Exam: In 2009, 27% scored proficient or advanced. In 2008, 8% scored proficient or advanced. In 2007, 4% scored proficient or advanced. The 3-year trend analysis of the open response questions in the five mathematics strands revealed that the lowest identified area is open response, linear functions and solving equations. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is linear functions.
4. Economically disadvantaged: Algebra I EOC Augmented/Benchmark Exam: In 2009, 72% scored proficient or advanced. In 2008, 66% scored proficient or advanced. In 2007, 58% scored proficient or advanced. The 3-year trend analysis of the open response questions in the five mathematics strands revealed that the lowest identified area is open response, linear functions and solving equations. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is linear functions.
5. Caucasian: Algebra I EOC Augmented/Benchmark Exam: In 2009, 80% scored proficient or advanced. In 2008, 75% scored proficient or advanced. In 2007, 65% scored proficient or advanced. The 3-year trend analysis of the open response questions in the five mathematics strands revealed that the lowest identified area is open response, linear functions and solving equations. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is linear functions.
6. English language learners: In our building during the 2009, 2008, and 2007 school years, there were fewer than 10 English language learners tested. African-American: In our building during the 2009, 2008, and 2007 school years, there were fewer than 10 African-American students tested.
7. Hispanic: In our building during the 2009, 2008, and 2007 school years, there were fewer than 10 Hispanic students tested.
8. MATHEMATICS PRIORITY, GEOMETRY Combined population: Geometry EOC Augmented/Benchmark Exam: In 2009, 81% scored proficient or advanced. In 2008, 63% scored proficient or advanced. In 2007, 70% scored proficient or advanced. The 3-year trend analysis of the open response questions in the five mathematics strands revealed that the lowest identified area is open response, triangles. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is relationships.
9. Students with disabilities: Algebra I EOC Augmented/Benchmark Exam: In 2009, 27% scored proficient or advanced. In 2008, 8% scored proficient or advanced. In 2007, 4% scored proficient or advanced. The 3-year trend analysis of the open response questions in the five mathematics strands revealed that the lowest identified area is open response, linear functions and solving equations. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is linear functions.
10. Economically disadvantaged: Algebra I EOC Augmented/Benchmark Exam: In 2009, 72% scored proficient or advanced. In 2008, 66% scored proficient or advanced. In 2007, 58% scored proficient or advanced. The 3-year trend analysis of the open response questions in the five mathematics strands revealed that the lowest identified area is open response, linear functions and solving equations. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is linear functions.
11. Caucasian: Algebra I EOC Augmented/Benchmark Exam: In 2009, 80% scored proficient or advanced. In 2008, 75% scored proficient or advanced. In 2007, 65% scored proficient or advanced. The 3-year trend analysis of the open response questions in the five mathematics strands revealed that the lowest identified area is open response, linear functions and solving equations. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is linear functions.
12. English language learners: In our building during the 2009, 2008, and 2007 school years, there were fewer than 10 English language learners tested. African-American: In our building during the 2009, 2008, and 2007 school years, there were fewer than 10 African-American students tested. Hispanic: In our building during the 2009, 2008, and 2007 school years, there were fewer than 10 Hispanic students tested.
13. Graduation rate: In 2008 the graduation rate was 76.6%. In 2007 the graduation rate was 84.6%. In 2006 the graduation rate was 78.1%.

Supporting
Data:

Goal

All students will demonstrate an improvement in Language of Algebra, Solving equations and inequalities, and Linear Functions through open response applications. All students will also demonstrate an improvement in Triangles and Coordinate Geometry and Transformations through open response applications.

Benchmark

Currently, the pass rate for the EOC Algebra I and EOC Geometry Exams is 81% and 82% respectively. It is expected that Mountain Home High School Career Academies will meet or exceed

the 2009-2010 AYP proficiency benchmark of 64.60%.

Intervention: Curriculum Alignment.				
Scientific Based Research: Jacobs, H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12. Association for Supervision and Curriculum Development. Jacobs, H. (2004). Getting Results With Curriculum Mapping. Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Math and science teachers will compare course alignments to identify gaps and unnecessary repetitions during on-site curriculum workshops. Action Type: Alignment	Carol Wegerer, Math Dept. Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Teachers will continue to align and update each course pacing guide to the Arkansas Frameworks. Subs(\$60 per day) and benefits will be paid. Action Type: Alignment Action Type: Collaboration	Carol Wegerer, Math Dept. Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	PD (State-223) - Employee Salaries: \$450.00 PD (State-223) - Employee Benefits: \$102.00 <hr/> ACTION BUDGET: \$552
POINT IN TIME REMEDIATION: Students scoring below proficient on EOC Algebra I and/or Geometry and/or Biology Exams will continue to be remediated through Accelerated Growth Sessions (AGS). Also, students with below average grades in their core classes will attend Point-in-Time (PIT) intervention for timely help with their subject(s) of difficulty. Teachers will attend ADE ACTAAP workshops as available. Registration, travel, subs (\$60 per day), and benefits will be paid. Plan Evaluation: Course alignments and pacing guides were updated. New pacing guides were created for Geometry during the summer of 2009. 100% completion of AIP requirements were met using JEdI program. The redesigning of math PIT during second semester targeted the identified gaps in skills. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Ron Czanstkowski, Asst. Principal	Start: 08/20/2009 End: 03/31/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title II-A - Employee Salaries: \$390.00 Title II-A - Employee Benefits: \$91.00 <hr/> ACTION BUDGET: \$481
Professional development opportunities will be provided for all staff including all curriculum areas at Mountain Home High School Career Academies. Several specific professional development opportunities will be attended by Mountain Home High School Career Academies staff (Transitions to College Math, Arkansas Curriculum Conference, Advanced Placement Institute, Southwest Regional American Chemistry Society meeting). Other	Dana Brown, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$

<p>worthwhile professional development opportunities will also be attended by Mountain Home High School Career Academies staff as the opportunities become available. Registration, travel, workshop salaries (\$100 per day) for summer attendance, substitutes (\$60 per day) and benefits will be paid from Title II-A. Registration, travel, workshop salaries for summer attendance (\$100 per day), substitutes (\$60 per day), benefits, and professional development materials and supplies will be purchased with state PD funds. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education</p>				
<p>Faculty will review this intervention for effectiveness and revise as needed using the data provided by all EOC Exams and the ACT. Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Carol Wegerer, Math Dept. Chair</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>One science teacher will present a workshop requested by Arkansas State University. Two other science teachers will attend the workshop also since it is the only in-state workshop our science teachers can attend this year. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Jeanne Bushey, Science Dept. Chair</p>	<p>Start: 08/19/2009 End: 11/30/2009</p>	<ul style="list-style-type: none"> ● Outside Consultants ● Teachers 	<p>_____</p> <p>Title II-A - Employee \$56.00 Benefits: Title II-A - Employee \$240.00 Salaries: Title II-A - Purchased \$706.60 Services: _____</p> <p>ACTION BUDGET: \$1002.6</p>
<p>NEEDS ASSESSMENT: Leadership teams reviewed and analyzed the results from the 2009 EOC Algebra Exam and EOC Geometry exam. The results for both the combined population and each of the subpopulations were reviewed and analyzed to determine the main areas of weakness. Also, the three most recent years of summative data as well as attendance rates were studied. Studying the trend data allowed identification of specific areas of need, and allowed alignment of classroom instruction with the curriculum, professional development, and assessments. Our 2009 supporting data statements show the discrepancies in achievement among our populations. Based on our data analysis we came to the conclusion that the following areas reflect our</p>	<p>Dana Brown, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>greatest need within the Math priority: EOC Algebra: Linear functions and Solving equations – open response, EOC Geometry: Triangles – open response and Relationships – multiple choice. We will include interventions and coordinate our state and federal funding sources to address these areas of need. Grade level teams meet weekly and the entire faculty meets monthly to review and discuss formative classroom data to ensure that the direction and focus of classroom instruction is meeting the needs of students. Action Type: Title I Schoolwide</p>				
<p>INSTRUCTION BY HIGHLY QUALIFIED TEACHERS/STRATEGIES: Mtn. Home Career Academies has insured that all students are instructed by highly qualified teachers. The school recruits highly qualified teachers by advertising through job fairs and posting open positions on the school website. Trained mentors are utilized to maximize new teacher effectiveness and encourage retention of highly qualified teachers. Action Type: Title I Schoolwide</p>	<p>Dana Brown, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$2035.6</p>
<p>Intervention: Technology Inclusion.</p>				
<p>Scientific Based Research: Johnson, D, Maddox, C. (2003). Technology in Education. Haworth Press.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Multi-disciplinary integrated in-service workshops will be held on-site to create and coordinate calculator and computer-based activities to develop and improve open response writing. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Carol Wegerer, Math Dept. Chair</p>	<p>Start: 08/20/2009 End: 05/30/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Teachers 	<p>ACTION BUDGET: \$</p>
<p>Teachers will attend state meetings offered by professional organizations. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Dana Brown, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● Outside Consultants ● Teachers 	<p>ACTION BUDGET: \$</p>
<p>In order to provide students with a 21st Century classroom, each math teacher will be provided with a classroom set of up-to-date graphing calculators and other technologies, as funds allow. Action Type: Technology Inclusion</p>	<p>Dana Brown, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Teachers 	<p>ACTION BUDGET: \$</p>
<p>Science and math teachers will be provided additional technology, as funds allow, that supports curriculum frameworks, interdisciplinary projects,</p>	<p>Dana Brown, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff 	<p>Title I - Materials & Supplies: \$10250.00</p>

and the 21st Century classroom (i.e. CBR's, CBL's, electronic sensors, etc.). Action Type: Collaboration Action Type: Technology Inclusion				ACTION BUDGET: \$10250
Science, math, and special education teachers will engage students in the use of classroom technology. Plan Evaluation: Graphing calculators are used daily in all math classrooms. Pasco sensors, computers, Navigator systems, Interwrite Pads, Smart Boards and document cameras are used throughout the math and science departments. Each year teachers have the opportunity to attend state and local technology trainings. Follow-up workshops to share knowledge from these trainings with other departmental teachers need to be incorporated into the yearly schedule. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Carol Wegerer, Math Dept. Chair	Start: 08/20/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Math and science teachers will receive up-to-date training on technology by attending state technology conferences such as the T^3 workshop, Education Technology Conference, Arkansas Science Teachers' Association meeting, or the Arkansas Curriculum Conference. Registration, travel, subs (\$60 per day) and benefits will be paid. . Action Type: Professional Development	Dana Brown, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title II-A - Employee Salaries: \$240.00 Title II-A - Employee Benefits: \$56.00 PD (State-223) - Purchased Services: \$397.90 PD (State-223) - Employee Benefits: \$28.00 PD (State-223) - Employee Salaries: \$200.00 Title II-A - Purchased Services: \$966.60 <hr/> ACTION BUDGET: \$1888.5
Departmental technology follow-up workshops will be held on-site for all math and science teachers Action Type: Collaboration Action Type: Professional Development	Dana Brown, Principal	Start: 08/11/2009 End: 06/01/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$12138.5
Intervention: Multiple Choice Strategies and Practice.				
Scientific Based Research: Reeves, D. (2004). Accountability for Learning: How Teachers and School Leaders Can Take Charge. Association for Supervision and Curriculum Design. Reeves, Douglas B. (2001). Making Standards Work, 3rd Edition: How to Implement Standards-Based Assessments in the Classroom, School, and District. Advanced Learning Press. Hunter, P. (2005). Raising Students Who Want to Read. New York, NY:				

Scholastic.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will contact parents to explain the out-of-classroom tutoring opportunities that will be available for their child. Action Type: Parental Engagement	Ron Czanstkowski, Asst. Principal	Start: 08/20/2009 End: 06/01/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Teachers will engage students in cooperative group learning in the classroom when applicable. Action Type: Equity	Ron Czanstkowski, Asst. Principal	Start: 08/20/2009 End: 05/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Teachers will meet to review and analyze data for those students who have scored below proficiency on EOC Exams. Substitute salary and benefits will be paid.	Ron Czanstkowski, Asst. Principal	Start: 08/11/2009 End: 03/31/2010	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	Title II-A - Employee \$390.00 Salaries: Title II-A - Employee \$91.00 Benefits: <hr/> ACTION BUDGET: \$481
Teachers and special education teachers will develop academic improvement plans with parents of students scoring below proficient on EOC exams and set up tutoring sessions through the Accelerated Growth Sessions on Wednesday mornings. These sessions will allow students the opportunity to master those skills necessary to score proficient on the EOC exams. Action Type: AIP/IRI Action Type: Equity Action Type: Professional Development	Ron Czanstkowski, Asst. Principal	Start: 08/11/2009 End: 09/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Teachers will review student quarter grades and semester test scores to determine if the skills are being learned, with possible placement in Point-in-Time intervention program (PIT). Plan Evaluation: The training by John Strebe increased the use of cooperative learning. The ADE co-taught training created better working environments for math teachers and special education teachers, thereby, creating better learning environments for students. The pass rate and average score for the EOC Algebra I and EOC Geometry Exams improved for IEP students from 2008 to 2009. The pass rate/average score for the 2008 EOC Algebra I Exam for IEP students were 7.4%/163. In 2009, the pass rate/average score for IEP students were 30%/181. The pass rate/average score for IEP students for the 2008 EOC Geometry Exam were 7.7%/170. In 2009, the pass	Carol Wegerer, Math Dept. Chair	Start: 09/30/2009 End: 06/01/2010	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$

rate/average score for IEP students were 16.7%/170 In order to increase student participation in tutoring services, parent contacts need to be improved using Edline, newsletters, and/or phone contacts. Action Type: Program Evaluation				
Classrooms teachers and special education teachers will receive training in the use of collaboration and teaching strategies (Co-Teaching). Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Carol Wegerer, Math Dept. Chair	Start: 08/11/2009 End: 05/30/2010	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Teachers 	Title II-A - Purchased \$1076.60 Services: Title II-A - Employee \$360.00 Salaries: Title II-A - Employee \$84.00 Benefits: ACTION BUDGET: \$1520.6
Total Budget:				\$2001.6
Intervention: Open response strategies and practice.				
Scientific Based Research: Reeves, D. (2004). Accountability for Learning: How Teachers and School Leaders Can Take Charge. Association for Supervision and Curriculum Design. Reeves, Douglas B. (2001). Making Standards Work, 3rd Edition: How to Implement Standards-Based Assessments in the Classroom, School, and District. Advanced Learning Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Content-area teachers will receive training in department meetings to develop strategies for writing and scoring open response problems and will develop appropriate rubrics for these problems. An agenda and sign-in sheet for the meeting will be provided to the principal. Action Type: Equity Action Type: Professional Development Action Type: Special Education	Carol Wegerer, Math Dept. Chair	Start: 08/11/2009 End: 05/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Teachers will attend regularly scheduled ADE-sponsored workshops or other state conferences/workshops relating to End of Course tests to improve student scores by working on curriculum and alignment. Specific workshops (Math Coaches - Geometry workshop, ADE Fall EOC workshops for Biology, Algebra I, Geometry, Algebra II, and on-site EOC "Follow-Up" workshops) will be attended by Mountain Home High School Career Academies teachers. Other ADE-sponsored workshops will be attended by Mountain Home High School Career Academies teachers as funds allow. Registration, travel, workshop salaries for summer attendance, subs (\$60 per day) and benefits will	Dana Brown, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	Title II-A - Purchased \$311.60 Services: Title II-A - Employee \$60.00 Salaries: Title II-A - Employee \$14.00 Benefits: ACTION BUDGET: \$385.6

<p>be paid. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>				
<p>Students will participate in teacher-guided activities to both solve open-response questions (using rubrics and a guide) and write their own open-response questions with appropriate rubrics. Both of these activities are for EOC Algebra I, Geometry, and Biology Exam preparation. Action Type: Equity Action Type: Special Education</p>	<p>Carol Wegerer, Math Dept. Chair</p>	<p>Start: 08/11/2009 End: 05/30/2010</p>	<ul style="list-style-type: none"> ● Outside Consultants ● Teachers ● Teaching Aids 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>All teachers will be provided instructional resources to incorporate appropriate block schedule strategies. This will be done in whole-staff, academy, and department meetings. An agenda and sign-in sheet will be given to the principal. Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development</p>	<p>Dana Brown, Principal</p>	<p>Start: 08/11/2009 End: 05/30/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Teachers ● Teaching Aids 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Evaluators will see evidence of teachers using block schedule strategies and problem-solving techniques to improve academic rigor in the classroom. Action Type: Collaboration</p>	<p>Ron Czanstkowski, Asst. Principal</p>	<p>Start: 08/20/2009 End: 05/30/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Teachers will administer EOC practice assessments to students as required by the district. Scores from these assessments will be studied to determine the effectiveness of the intervention. Plan Evaluation: The district wide testing policy has increased the use of open-response questions with accompanying rubrics. 100% of the math and science teachers are following this policy. 100% of the math PIT lessons incorporated open response questions. Co-taught classes are offered throughout the math and science department. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Carol Wegerer, Math Dept. Chairperson</p>	<p>Start: 08/20/2009 End: 06/01/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Content Mastery classes will be offered to special needs students. These classes will allow the students to receive point-in-time assistance for the classes in which the student is having academic difficulty. Action Type: Collaboration Action Type: Equity</p>	<p>Debbie Atkinson, Special Education Supervisor</p>	<p>Start: 08/20/2009 End: 06/01/2010</p>	<ul style="list-style-type: none"> ● Central Office 	<p>_____</p> <p>ACTION BUDGET: \$</p>

Action Type: Special Education Action Type: Technology Inclusion				
Direct Instruction classes will be provided for special needs students. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Debbie Atkinson, Special Education Supervisor	Start: 08/20/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Co-teaching classes will be offered for special needs students to allow them the rigorous content of regular education classes with the aid of a special education teacher in the classroom; along with the regular education teacher. The resource teacher will assist the regular education teacher in making the proper modifications for the student. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Debbie Atkinson, Special Education Supervisor	Start: 08/20/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Administrative Staff • School Library • Teachers 	<hr/> ACTION BUDGET: \$
In-direct services are offered as a transition to enable special needs students to rely more on their own abilities and less on special education modifications. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Debbie Atkinson, Special Education Supervisor	Start: 08/20/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
Mountain Home High School Career Academies will provide before/after school tutoring for students that are having difficulty in their English, Math, Science, and/or Social Studies classes. Certified teachers in those classes will be the tutors. Salaries (\$45 per hour) and benefits will be paid. Action Type: Special Education	Dana Brown, Principal	Start: 09/01/2009 End: 05/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	NSLA (State-281) - \$2200.00 Employee Benefits: NSLA (State-281) - \$10000.00 Employee Salaries: <hr/> ACTION BUDGET: \$12200
Two mathematics teachers will attend the ADE-sponsored workshop in Conway, AR titled "Strategies for Success in Algebra II." The participants will return with information to help our teachers improve instruction in Algebra II and help our students to perform better on the EOC Algebra II ADP Exam. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Carol Wegerer, Math Dept. Chair	Start: 07/01/2009 End: 07/31/2009	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	Title II-A - Purchased Services: \$1078.60 Title II-A - Employee Salaries: \$800.00 Title II-A - Employee Benefits: \$184.00 <hr/> ACTION BUDGET: \$2062.6

Total Budget:				\$14648.2
Intervention: Alternative Learning. The Baxter County Alternative School (BCAS) is the Alternative Learning Environment used by Mountain Home High School Career Academies to assist in the academic development of students in academic trouble and/or with discipline problems.				
Scientific Based Research: Office for Education Policy (2006). Alternative Learning Environments in Arkansas. University of Arkansas.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students may recover credits for graduation while at BCAS. Students sent for discipline reasons have a strict environment in which to continue their education. Classes are smaller and have more one-on-one instruction. Parents of students in the BCAS learning environment must attend parental classes with their student. Anger management classes are also provided for students. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	George Sitkowski, Asst. Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Community Leaders Computers District Staff Performance Assessments Teaching Aids 	General Revenue: \$167000.00 <hr/> ACTION BUDGET: \$167000
At least one representative from Mountain Home High School Career Academies will attend parent-teacher conferences every 9 weeks to receive updates on the progress students are making academically and/or behaviorally at the Baxter County Alternative School. A group of alternative school teachers and administrators, the student's parents, and at least one Mountain Home High School Career Academies representative comprise the team that determines if the student has made sufficient progress to be referred back to Mountain Home High School Career Academies or if the student should remain at BCAS. Evaluation: At the 9-week conferences, students and their parents are allowed to present a portfolio of their grades, artifacts of successful academic work, behavior awards, and a statement from other concerned adult(s) on behalf of the students with respect to returning to public school. Mountain Home High School Career Academies wants 100% of students that return to public school from BCAS to remain in the public schools setting and receive a high school diploma. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Dana Brown, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$167000

Priority 3: To improve the overall health and well-being of all students and staff at Mountain Home High School Career Academies.

1. The Mountain Home High School Career Academy Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance. Body Mass Index Data for school year 2008-2009: Of the 193 10th grade students assessed, data

indicates that 39.2% of males and 36.3% of females were at risk of overweight or overweight Body Mass Index Data for school year 2007-2008: Of the 240 10th grade students assessed, data indicates that 36.3% of males and 35.2% of females were at risk of overweight or overweight Body Mass Index Data for school year 2006-2007: 567 students were assessed. The Mountain Home High School Career Academies data indicates that 34% of males and 27% of females were at risk of overweight or overweight.

- Supporting Data:
2. The percentage of students at Mountain Home High School Career Academies eligible for free/reduced meals: 40%.
 3. The School Health Index Module #1 indicated the following: Although the strengths of Mountain Home High School Career Academies having certified staff teaching Physical Education, a wide variety of physical education enrichment offerings and activities, a tobacco cessation program and a policy prohibiting tobacco use at school and all school functions, Mountain Home High School Career Academies needs to improve on asthma awareness and limiting student access to foods of limited or minimal nutritional value during the school day.
 4. The School Health Index Module #7 indicated the following: Mountain Home High School Career Academies needs to improve on the issue of promoting health for the staff. Stress management, conflict resolution, physical activity, healthy eating, weight management, asthma, and tobacco use cessation need to be addressed more thoroughly.

Goal Mountain Home High School Career Academies will provide support for students in making healthy lifestyle choices implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark By the end of the 2009-2010 school year, there will be a decrease of the average Body Mass Index for students by ½ % as evaluated by the annual Body Mass Index screening.

Intervention: School support for student and staff wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Mountain Home High School Career Academies will ensure that students and staff are provided a pleasant learning and working environment. Schedules and other factors will be monitored which may interfere with student and staff access to health information, resources, and a healthy environment. The school Health Index (SHI) Modules will be used to evaluate district and school effectiveness. Plan Evaluation: Mountain Home High School Career Academies has improved the nutrition of food offerings in the cafeteria and snack machines. Facilities have been greatly improved to create a safer environment for students involved in activities throughout the school. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Ron Czanstkowski, Asst. Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Community Leaders ● Teachers 	<hr/> ACTION BUDGET: \$
Mountain Home High School Career Academies will align and implement the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to staff to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Professional Development Action Type: Wellness	Dana Brown, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Community Leaders ● Teachers 	<hr/> ACTION BUDGET: \$
Mountain Home High School Career	Dana Brown,	Start:	<ul style="list-style-type: none"> ● Administrative 	<hr/>

Academies will make physical activity and healthy foods widely available and encourage students to make healthy behavior choices outside the school. Action Type: Wellness	Principal	07/01/2009 End: 06/30/2010	Staff ● Community Leaders ● Teachers	ACTION BUDGET: \$
Mountain Home High School Career Academies will involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise student's ability to perform academically. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Dana Brown, Principal	Start: 07/01/2009 End: 06/30/2010	● Administrative Staff ● Community Leaders ● Teachers	ACTION BUDGET: \$
The School Health Index Module results will be monitored yearly to evaluate the effectiveness of the Wellness Program at Mountain Home High School Career Academies. Results will be shared with staff and modifications will be made as needed. Action Type: Wellness	Ron Czanstkowski, Asst. Principal	Start: 07/01/2009 End: 06/30/2010	● Administrative Staff ● Community Leaders ● Teachers	ACTION BUDGET: \$
Mountain Home High School Career Academies staff will attend an inservice session covering asthma and diabetes. Both of these medical conditions will be discussed in the context of educational and extracurricular activities. If at all possible, the local hospital's diabetes expert will be in attendance at the inservice. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Traci Ohler, School Nurse	Start: 07/01/2009 End: 06/30/2010	● Administrative Staff ● Community Leaders ● Outside Consultants ● Teachers	ACTION BUDGET: \$
Mountain Home High School Career Academies has a fitness room that will be available for student and staff use before and after normal school hours. Action Type: Wellness	Janet Wood, Athletic Director	Start: 07/01/2009 End: 06/30/2010	● Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: English Language Learners

- ENGLISH LANGUAGE DEVELOPMENT ASSESSMENT (ELDA) Of the 25 students tested: LISTENING - 48% were Fully English Proficient, 20% were Advanced, 20% were Intermediate, 8% were Beginning, and 4% were Pre-functional. SPEAKING - 68% were Fully English Proficient, 20% were Advanced, 8% were Intermediate, and 4% were Beginning. READING - 28% were Fully English Proficient, 20% were Advanced, 32% were Intermediate, 8% were Beginning, and 12% were Pre-functional. WRITING - 20% were Fully English Proficient, 32% were Advanced, 48% were Intermediate, 16% were Beginning, and 4% were Pre-functional. COMPREHENSION (a combination of listening and reading)- 28% were Fully English Proficient, 20% were Advanced, 44% were Intermediate, 4% were Beginning, and 12% were Pre-functional. COMPOSITE (a combination of all four language domains)- 8% were Fully English Proficient, 24% were Advanced, 48% were Intermediate, 8% were Beginning, and 12% were Pre-functional.

Supporting Data:

Goal

English Language Learners will demonstrate improvement in reading fluency and comprehension of the English Language.

Benchmark The percentage of ELL students scoring FEP on the ELDA will increase.

Intervention: Provide intensive instruction and opportunities for practice in phonological awareness, decoding

skills, vocabulary, comprehension strategies, and analyzing narrative and expository text.				
Scientific Based Research: Frances, D., Rivera, M., Lesaux, N. Kieffer, M., & Rivera, H. (2006). Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Instruction and Academic Interventions. (Under cooperative agreement grant S283B050034 for U.S. Department of Education). Portsmouth, NH: RMC Research Corporation, Center on Instruction.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Mountain Home School District shall employ an English Language Learner teacher whose duties shall include: assessing ELL students, conferencing with students and parents, providing services for those students needing them, providing classroom teachers with training and resources, and ensuring ELL frameworks are followed. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	John Calaway	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Performance Assessments Teachers 	ACTION BUDGET: \$
The ELL teacher shall attend appropriate professional development such as curriculum and instructional strategies training and assessment training. Action Type: Professional Development	John Calaway	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
Total Budget:				\$0

● Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Alecia Czanstkowski	Medical Professions	Literacy
Classroom Teacher	Amy Butler	Mathematics	Math
Classroom Teacher	Ben Stang	Social Studies	Literacy
Classroom Teacher	Ben Williamson	Social Studies	Literacy
Classroom Teacher	Beth Ivens	Fine Arts	Literacy
Classroom Teacher	Bill Thomas	Language Arts	Literacy
Classroom Teacher	Bradford Young	Computer Technology	Math
Classroom Teacher	Brigitte Shipman	Career Academy Coordinator	Literacy
Classroom Teacher	Carol Norris	Social Studies	Literacy
Classroom Teacher	Carol Wegerer	Mathematics	Math
Classroom Teacher	Danny Osburne	Special Education	Literacy
Classroom Teacher	David Mayfield	NJROTC	Literacy
Classroom Teacher	David Rodriguez	Foreign Language (Spanish)	Literacy
Classroom Teacher	Deborah Teems	Science	Math
Classroom Teacher	Dell Leonard	Physical Education	Math
Classroom Teacher	Fran Kemp	Language Arts	Literacy
Classroom Teacher	Garrett Rucker	Mathematics	Math
Classroom Teacher	Gunnar Wilbanks	Social Studies	Literacy
Classroom Teacher	James Ellis	Mathematics	Math
Classroom Teacher	Jeanne Bushey	Science	Math
Classroom Teacher	Jeff Bowerman	Science	Math
Classroom Teacher	Jennifer Crawford	Language Arts	Literacy
Classroom Teacher	Jill Roach	Science	Math
Classroom Teacher	Jim Tejcek	Physical Education	Math
Classroom Teacher	Jonathan Bullington	Health/Physical Education	Math
Classroom Teacher	Josh Baker	Agriculture	Math
Classroom Teacher	Karen Maupin	Speech/Drama	Literacy

Classroom Teacher	Kathy Gonten	Language Arts	Literacy
Classroom Teacher	Kathy Wham	Mathematics	Math
Classroom Teacher	Kathy Williams	Internships, Orientation to Teaching, JAG	Literacy
Classroom Teacher	Kim Fowler	Family and Consumer Science	Literacy
Classroom Teacher	Kyle McCarn	Physical Education	Literacy
Classroom Teacher	Landy Roberson	Science	Math
Classroom Teacher	Linda Thrasher	Social Studies	Math
Classroom Teacher	Lindsey Larry	Physical Education	Literacy
Classroom Teacher	Lyn Cotter	Agricultural	Math
Classroom Teacher	Marion Hendrickson	Fine Arts	Literacy
Classroom Teacher	Mark Paden	Health	Literacy
Classroom Teacher	Marsha Daniel	Mathematics	Math
Classroom Teacher	Martha Brazas	Social Studies	Literacy
Classroom Teacher	Martha Kessler	Foreign Language (Spanish, French)	Literacy
Classroom Teacher	Michelle Ludwig	Science	Math
Classroom Teacher	Mike Cully	Special Education	Math
Classroom Teacher	Mitch Huskey	Physical Education	Math
Classroom Teacher	Nancy Easterling	Language Arts	Literacy
Classroom Teacher	Nancy Reed	Foreign Language (German)	Literacy
Classroom Teacher	Naomi Lassen	ELL Supervisor	Literacy
Classroom Teacher	Nora Regan	Special Education	Literacy
Classroom Teacher	Norvella Kennedy	Mathematics	Math
Classroom Teacher	Owen Carpenter	Fundamentals of Construction	Math
Classroom Teacher	Patty Marion	Computer Applications	Math
Classroom Teacher	Phillip Goodwin	Social Studies	Literacy
Classroom Teacher	Rita Sherman	Language Arts	Literacy
Classroom Teacher	Ronnie Blevins	Capstone, Physical Education	Math
Classroom Teacher	Sandra Hitt	Choral Music	Literacy
Classroom Teacher	Shane Patrick	Physical Education	Math
Classroom Teacher	Sheri Smith	Business	Literacy
Classroom Teacher	Stephanie McGraw	Language Arts	Literacy
Classroom Teacher	Steve Hatch	Computer Technology	Literacy
Classroom Teacher	Tara Camp	Language Arts	Literacy
Classroom Teacher	Terry Snyder	Social Studies	Literacy
Classroom Teacher	Tina Killian	Language Arts	Literacy
Classroom Teacher	Tom Chentnik	Instrumental Music	Math
Classroom Teacher	Tom Kennedy	Science	Math
Classroom Teacher	Willard Dyuran	NJROTC	Math
Community Representative	Bubba Jones	School Resource Officer	Wellness
District-Level Professional	Janet Wood	Athletic Director	Wellness
Non-Classroom Professional Staff	Alicia Barcelona	Cafeteria Manager	Wellness
Non-Classroom Professional Staff	Devona Pendergrass	Librarian	Literacy
Non-Classroom Professional Staff	Dianne Martin	Technology Coordinator	Math
Non-Classroom Professional Staff	Gary Giovanni	Content Mastery/AVHS Supervisor	Literacy
Non-Classroom Professional Staff	Nancy Parish	Counselor	Literacy
Non-Classroom Professional Staff	Orene Traylor	Counselor	Math
Non-Classroom Professional Staff	Traci Ohler	Nurse	Wellness
Parent	April Webb	Volunteer	Literacy
Parent	Dale Green	Volunteer	Math
Parent	Jodi Strother	Volunteer	Literacy
Parent	Kathryn West	Volunteer	Math
Parent	Mark Morton	Volunteer	Literacy

	Mia Ott	Volunteer	Literacy
Parent	Mike Willard	Volunteer	Math
Parent	Mollie Morgan	Mtn. Home Education Foundation	Literacy
Parent	Nikki Finley	Volunteer	Literacy
Parent	Pam Morton	Volunteer	Literacy
Parent	Roger Morgan	Volunteer	Math
Parent	Stacy Willard	Volunteer	Math
Principal	Dana Brown	Principal	Literacy
Principal	George Sitkowski	Assistant Principal	Math
Principal	Ron Czanstkowski	Assistant Principal	Math