



School Plan

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LAKE HAMILTON HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2010-2011

High School Mission Statement: Lake Hamilton High School serves as a bridge into adulthood by enabling all students to acquire knowledge of mathematics, reading, writing, technology and healthy lifestyles. The educational experience, connecting educators, students, parents, and community members, will produce global citizens of tomorrow.

Grade Span: 10-12

Title I: Not Applicable

School Improvement: SI_M

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Priority 1: Literacy

Goal: All students will improve literacy scores for multiple choice and open-response test items in reading in content and practical and for content and style domains in writing across the curriculum.

Priority 2: Math

Goal: All students will improve mathematics scores for open-response and multiple choice test items across the curriculum with and emphasis in triangles.

Priority 3: Wellness

Goal: All students will receive assistance in making healthy lifestyle choices to aid in decreasing the average BMI on routine annual screening through awareness of health education, nutritional instruction, and physical education across the curriculum. The school will support and maintain a safe and drug free environment.

Priority 4: Title III/ELL

Goal: All LEP students will improve in English language acquisition, and continue to show progress in academic skills. LEP parent Involvement will increase as compared to 2009-2010.

Priority 1: To improve literacy skills

1. HIGH SCHOOL LITERACY END OF COURSE COMBINED POPULATION: In 2010, 67.7% of combined students scored proficient or advanced. In 2009, 63% of combined students scored proficient or advanced. In 2008, 63% of combined students scored proficient or advanced. The lowest identified area in the analysis of the five writing domains based on the 3 year trend analysis revealed weakness in content. The lowest identified areas in the Literacy strands for multiple choice based on the 3 year trend analysis revealed weakness in content. The lowest identified areas in the literacy strands for open response based on the 3 year trend analysis revealed weaknesses in literary and content. STUDENTS WITH DISABILITIES: In 2010, 0% of students scored proficient or advanced. In 2009, 12% of students scored proficient or advanced. In 2008, there was no significant subpopulation of students tested. The lowest identified area in the analysis of the five writing domains based on the 3 year trend analysis revealed weaknesses in content and style. The lowest identified areas in the Literacy strands for multiple choice based on the 3 year trend analysis revealed weaknesses in literary. The lowest identified areas in the literacy strands for open response based on the 3 year trend analysis revealed weaknesses in content. ENGLISH LANGUAGE LEARNERS: : In 2010, 25% of students scored proficient or advanced. In 2009, 20% of students scored proficient or advanced. In 2008, there was no significant sub population of students tested. The lowest identified area in the analysis of the five writing domains based on the 3 year trend analysis revealed weakness in content. The lowest identified areas in the Literacy strands for multiple choice based on the 3 year trend analysis revealed a weakness in practical. The lowest identified areas in the literacy strands for open response based on the 3 year trend analysis revealed a weakness in literary. ECONOMICALLY DISADVANTAGED: In 2010, 53% of students scored proficient or advanced. In 2009, 45% of students scored proficient or advanced. In 2008, 47% of students scored proficient or advanced. The lowest identified area in the analysis of the five writing domains based on the 3 year trend analysis revealed a weakness in content and style. The lowest identified areas in the Literacy strands for multiple choice based on the 3 year trend analysis revealed weakness in content. The lowest identified areas in the literacy strands for open response based on the 3 year trend analysis revealed a weakness in literary. CAUCASIAN: In 2010, 68.6% of students scored proficient or advanced. In 2009, 64% of students scored proficient or advanced. In 2008, 65% of students scored proficient or advanced. The lowest identified area in the analysis of the five writing domains based on the 3 year trend analysis revealed a weakness in content and style. The lowest identified areas in the Literacy strands for multiple choice based on the 3 year trend analysis revealed a weakness in content. The lowest identified areas in the literacy strands for open response based on the 3 year trend analysis revealed a weakness in content. AFRICAN-AMERICAN: In 2010, 50% of students scored proficient or advanced. In 2009, 33% of students scored proficient or advanced. In 2008, there was no significant sub population of students tested. The lowest identified area in the analysis of the five writing domains based on the 3 year trend analysis revealed weaknesses in content and style. The lowest identified areas in the Literacy strands for multiple choice based on the 3 year trend analysis revealed weaknesses in content and practical. The lowest identified areas in the literacy strands for open response based on the 3 year trend analysis revealed weaknesses in practical. HISPANIC: In 2010, 66.7% of students scored proficient or advanced. In 2009, 41% of students scored proficient or advanced. In 2008, there was no significant subpopulation of students tested. The lowest identified area in the analysis of the five writing domains based on the 3 year trend analysis revealed weaknesses in style and content. The lowest identified areas in the Literacy strands for multiple choice based on the 3 year trend analysis revealed weaknesses in literary. The lowest identified areas in the literacy strands for open response based on the 3 year trend analysis revealed weaknesses in literary.
- 2.
3. In 2010, 246 students were tested on the ACT. The average composite score was 20.4 compared to the state average of 20.3. In 2009, 174 students were tested on the ACT. The average composite score was 22.5 compared to

Supporting Data:

the state average of 20.6. In 2008, 170 students were tested on the ACT. Average composite score was 21.6 compared to the state average of 20.6

4. 2010 Attendance In 2009-2010, the attendance rate for the school was 93.2%, compared to the state goal of 91.13%. 2009 Attendance In 2008-2009, the attendance rate for the school was 93.8%, compared to the state goal of 91.13%. 2008 Attendance In 2007-08 the LH High School's attendance rate was 93.23% compared to the state's goal of of 91.13%.
5. 2010 Graduation Rate In 2010, the LH High School met or exceeded the state graduation goal of 73.9% 2009 Graduation Rate In 2009, the LH High School met or exceeded the state graduation goal of 73.9% 2008 Graduation Rate In 2008, LH High School met or exceeded the state graduation goal of 73.9%.
- 6.
7. In 2010 the LHHS staff completed the NCA Readiness Self-Assessment. The survey results indicate that the area needing better implementation is high impact instruction to support improvement efforts. The survey section that surveyed the district's level of effort to continuously improve indicated several areas that are being implemented at a good level: effective instructional leadership, classroom management, student engagement, integrating technology into specific content area teaching, higher order thinking, best practices, differentiating between different learning styles, and effective use of common assessments.
8. In 2008, a professional development survey was administered to staff. The professional Development evaluation will include a Standards Assessment Inventory Developed by the National Staff Development Council. The inventory will measure professional development strengths and weaknesses. The data produced will be analyzed and used to focus attention of the staff to improve the quality of professional development in our school in order to increase student achievement. The online inventory evaluates the concepts, process, and content of the twelve research-based standards of staff development. Each faculty will examine the data results and determine what the professional development needs are based on the five standards needing the most improvement. The results of the High School include: The five strongest: Leadership, Equity, Resources, Design, Family Involvement The five weakest: Evaluation, Learning Communities, Learning, Quality Teaching, Collaboration

Goal All students will improve literacy scores for multiple choice and open-response test items in reading in content and practical and for content and style domains in writing across the curriculum.

Benchmark The combined population met 2009-2010 AYP of 67.75% scoring Proficient/Advanced. It is expected that this group will meet, or exceed, the 2010-2011 AYP Target of 75.81%.

Intervention: To improve curriculum alignment in accordance with ADE standards.				
Scientific Based Research: Research Data: Kopcha, Theodore; Sullivan, Howard. "Self-presentation bias in surveys of teachers' educational technology practices." Educational Technology Research and Development, Dec. 2007, Vol 55.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Priority committee will meet quarterly to assess the effectiveness of interventions as reflected by current data and to realign as needed. Action Type: Collaboration Action Type: Program Evaluation	Roberta Alexander, ACSIP Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Teachers as advisors will work with each student	Frank Stapleton, Asst.	Start:	<ul style="list-style-type: none"> • Community 	

<p>by meeting monthly with students and annually with student and parents to plan individual student curriculum selections. (PACK) All teachers will communicate with parents regarding the student's plan and progress. Action Type: AIP/IRI Action Type: Parental Engagement</p>	Principal	07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Leaders District Staff Teachers 	ACTION BUDGET: \$
<p>Faculty will map curriculum by course. Each department will meet to assure vertical alignment within disciplines. Staff will receive training for the new Common Core Standards. They will review and update the curriculum with the Common Core and align the standards with the revised Arkansas Frameworks in all disciplines and state assessments. Content area faculty (Literacy, Mathematics, Science, Social Studies Foreign Language, Fine Arts, etc.) will meet regularly to update curriculum alignment. As the Common Core are implemented and frameworks revised, equipment (smartboards, interactive technology, projectors, response systems, etc.) materials and supplies (including computers) will be purchased to support implementation of current frameworks (Literacy and Mathematics). K12 review and Revision of math and literacy/language will be ongoing. In the 10-11 School Year, NSLA and ELL funds will be used to purchase materials and equipment to support the frameworks. LEP students will be provided classroom support in regular and co-teaching classrooms. FN 1590 Title III/ELL FN 1930 Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	Trish Hays, Director of Curriculum, Instruction, & Federal Programs/ Vernon Brooks, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Central Office District Staff Outside Consultants Teachers Teaching Aids 	<p>ELL (State-276) - Materials & Supplies: \$3000.00 ELL (State-276) - Capital Outlay: \$2500.00 NSLA (State-281) - Materials & Supplies: \$2000.00</p> <hr/> <p>ACTION BUDGET: \$7500</p>
<p>All teachers and Administrators will receive the following training: 2-3 hours of parent involvement = Admin must have 3 hours of parent involvement, 6 hours of technology, 2 hours of Arkansas History for Arkansas History teachers. All teachers will receive training in discipline and classroom management.</p>	Kirk Nance, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$

<p>Administrator training must include: data disaggregation, Instructional leadership, fiscal management, 1 hour discipline training, 1 hour of training for special needs students, and 1 hour of character education and drug education curriculum.</p> <p>Action Type: Professional Development</p>				
<p>Provide Professional Development opportunities for building personnel related to their school's ACSIP. Training will relate to the identified needs per data analysis and monies will include but not limited to: provisions for consultant fees, stipends for Lake Hamilton High School staff , National, State, local conference fees, travel, and registration and related expenses as well as materials to support staff development. Examples of training are: Comprehensive Literacy, Mathematics, Instructional Strategies, test administration, ESL, special needs, etc. This will provide continued opportunities to promote and sustain HIGHLY QUALIFIED STAFF. These experiences will produce teaching skills designed to improve student academic performance.</p> <p>Action Type: Professional Development</p>	<p>Bobbie Alexander, English Teacher</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Academic Improvement Plans will be written as prescribed by the ADE for all students below proficient on the CRT/NRT. Each campus will have an individualized student form through The Learning Institute and teachers and principal will use student achievement criteria from TLI formative assessment to complete the forms. Data are used to assist in development of the AIP. Information concerning the AIP will be developed cooperatively with appropriate teachers and school personnel associated with the students and responsible for remediation. Information will be communicated to the parents and student. AIP's will be signed by administrator and parents and will be readily available to teachers. Parents will be notified of the remediation requirements and consequences of non-participation. This information will be included in the student</p>	<p>Mindy Lynn, English Teacher</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>handbooks. Parents, Teachers and students will collaborate to improve the academic achievement of the student.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>				
<p>Annually, faculty and staff will review and analyze data including attendance, drop-out rate, graduation rate, archival data, achievement data, norm referenced data, criterion referenced data, and any surveys. After analysis of data, faculty and staff will select goals and interventions for school improvement efforts.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Brooke Griffin and Roberta Alexander, ACSIP Co-Chairs	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
<p>The teachers will participate in professional development on how to analyze and effectively use data. Teachers will be required to make individual professional development plans based on student data (from The Learning Institute) and classroom observations.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Kirk Nance	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
<p>Teachers will be required to make individual professional development plans based on student data and classroom observations.</p>	Kirk Nance	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
<p>Documentation of daily classroom walk through observations by the building administrator to monitor classroom instruction will be required.</p>	Vernon Brooks	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
<p>Reports which chart school improvement plan progress will be given to the superintendent quarterly, who in turn will report the progress to the school board.</p>	Vernon Brooks	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
<p>Professional Learning Communities (PLCs) will review policies, procedures and practices that</p>	Kirk Nance	Start: 07/01/2010		<hr/> ACTION BUDGET: \$

may present barriers to all students' achievement.		End: 06/30/2011		
Information and direction on best practices as noted in Scientific Based Reading Research and clearinghouses will be provided.	Rachael Barnes	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Opportunities for leadership training to school leadership teams will be provided.	Frank Stapleton	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Professional development on how to analyze and effectively use data to build school capacity and improve student performance will be provided.	Kirk Nance	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
The school will provided assistance in development and implementation of a school leadership team that focuses on the targeted subpopulation missing the AMO. The leadership team would be responsible for reviewing progress monitoring data, making adjustments in student interventions monthly, and overseeing the implementation of the school improvement plan. Action Type: Program Evaluation	Kirk Nance	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Assist in developing a school improvement plan that follows the school improvement process and clearly outlines the necessary interventions and actions to move all students to proficiency by 2013-2014.	Roberta Alexander/Brooke Griffin	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Identify content, subpopulations and secondary indicators to be continually monitored for growth; using a math and literacy "Assessment Wall" to track grade level, classroom, and student growth. Instructional Facilitators will receive training on assessment walls. Action Type: Collaboration Action Type: Professional Development	Kirk Nance	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Lottery training for grades 7-12 superintendents, assistant superintendents, principals, assistant principals, curriculum coordinators and counselors.	Vernon Brooks, principal	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$

Action Type: Professional Development				
The 2009-2010 Instructional Facilitating Training is based on Dr. Jim Knight's Instructional Coaching Institute from the University of Kansas Center for Research on Learning. The training will refine the Instructional Facilitator's understating of their various roles and distinguish between effective and ineffective coaching practices. The training will also provide leadership skills for leading reform, give directions on fostering internal commitment in others, and determine when it is or is not appropriate for modeling in a classroom. On site support will be arranged for implementation of the 2009-2010 Instructional Facilitating Training or any support deemed needed by the instructional facilitator before the first training and after each training day. Materials needed for the training will be provided by Dawson. Action Type: Professional Development	Rachel Barnes	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$7500

Intervention: To improve reading comprehension through implementation of Reading Across the Curriculum in grades 10-12.

Scientific Based Research: Research Data: Leow, Ronald. "Attention to Form and Meaning Revisited." Language Learning. Sep 2008. Vol 58.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will receive training in the High Schools that Work Reading Across the Curriculum techniques to improve reading comprehension. All students including special education students will practice strategies of High Schools that Work Reading Across the Curriculum techniques in all curricular areas by being given released item samples from prior literacy exams. Students will practice writing open response samples using prompts from released items from prior end of course literacy exams. Students will read during homeroom. Action Type: Alignment Action Type: Professional Development	Dawn Higgs, English Department Chairperson and Matt Higgs, English Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
Priority committee will meet quarterly to assess the effectiveness of interventions as reflected by current	Roberta Alexander, ACSIP Chairperson	Start: 07/01/2010	<ul style="list-style-type: none"> • Teachers 	ACTION \$

<p>data and to realign as needed. Action Type: Program Evaluation</p>		<p>End: 06/30/2011</p>		<p>BUDGET:</p>
<p>NSLA funds will be used to provide one (1) 1.50 FTE teachers(S-41875 B 11692.26 Dawn) S-25596.96 B-6854.90 Darla)for the ESL program. The teacher will be responsible for instruction aligned with the Arkansas Frameworks for the purpose of enhancing student achievement, and to increase the English Language Learner's (ELL) acquisition of language. The teacher will provide instruction and conduct the needed assessments (formative and summative), procure the necessary materials used to implement instruction. Title III and ELL funds will be used to supplement and provide assessment materials, classroom supplies, and management tools, teacher equipment to support instruction for the English Language Learner. This includes training opportunities to support instruction for the ELL, conference fees, travel, and other expenses associated with training and expenses for acquired interpreters. Action Type: Collaboration Action Type: Equity</p>	<p>Trish Hays, Director of Curriculum, Instruction, & Federal Programs and Darla Proppe, District ESL Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Central Office • Community Leaders • Performance Assessments • School Library • Teachers • Title Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>NSLA fund will be used to provide a FTE .50 teacher for the English Language Learner (ELL).The teacher will provide support to eligible students to improve student achievement in Literacy and Mathematics. This position will align instruction with the Arkansas Frameworks, provide required screening and assessments to meet ESL guidelines. Formative assessments and progress monitoring will be used through The Learning Institute to ensure instruction is focused to address point and time remediation and meet the instructional needs of students. Regular communication with parents will be enhanced and translators will be available as needed. Title III and ELL Funds will be used to provide the necessary materials, supplies, training, services and equipment to support student and program needs. This may include conference fees, registration, travel, translators, and other services to ensure program success. Action Type: Alignment Action Type: Equity</p>	<p>Trish Hays, Director of Curriculum, Instruction, & Federal Programs and Darla Proppe, District ESL Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants • Performance Assessments • School Library • Teachers • Teaching Aids 	<p>————— ACTION BUDGET: \$</p>

Action Type: Professional Development Action Type: Program Evaluation				
A Special Education English Teacher will collaborate and co-teach with a regular education English teacher by observing/assisting in English classes to expand instructional techniques and synchronize rate of instruction to improve achievement. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Chris Groves, Resource English	Start: 07/02/2009 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Teachers will use The Learning Institute's module tests in order to provide students practice and remediation before the end of course exam. Action Type: Equity Action Type: Special Education	Kirk Nance, Asst. Principal	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
Literacy teachers will attend Literacy Lab professional development with purchase of supporting materials including classroom libraries. Literacy teachers will implement Literacy Lab principles. Action Type: Professional Development	Kirk Nance, Assistant Principal	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To improve writing skills through implementation of Writing Across the Curriculum in grades 10-12.

Scientific Based Research: Examining the Effects of a Comprehensive Writing Program on the Writing Performance of Middle School Students with Learning Disabilities in Written Expression. By: McCurdy, Merilee; Skinner, Christopher; Watson, Steuart. School Psychology Quarterly, v23 n4 p571-586 Dec 2008. Attentional Control and the Simple View of Reading . By: Conners, Frances A.. Reading and Writing: An Interdisciplinary Journal, v22 n5 p591-613 May 2009. Profiles of Dysfluency and Errors in Classroom Discourse among Children with Language Impairment. By: Peets, Kathleen F.. Journal of Communication Disorders, v42 n2 p136-154 Mar-Apr 2009. A Case for Critical Revision: Debunking the Myth of the Enlightened Teacher versus the Resistant Student WriterPreview . By: Muldoon, Andrea. College Teaching, v57 n2 p67-72 Spr 2009.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will practice writing open response samples using prompts from released items from prior end-of-course literacy exams. Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Dawn Higgs, English Department Chairperson and Matt Higgs, English Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Priority committee will meet quarterly to assess the	Roberta Alexander,	Start:	<ul style="list-style-type: none"> Central Office 	<hr/>

effectiveness of interventions as reflected by current data and to realign as needed. Action Type: Program Evaluation	ACSIP Chairperson	07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
A Special Education English Teacher will collaborate and co-teach with a regular education English teacher by observing/assisting in English classes to expand instructional techniques and synchronize rate of instruction to improve achievement. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Emily Nye, English Teacher	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Student writing skills will be reinforced with an emphasis on increasing content and style elements through Career Technical Education courses. Students will produce research documents, reports, technical writings, letters, memos, etc. Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion	Dawn Higgs, English Teacher	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To provide additional literacy material.

Scientific Based Research: Research Data: Accelerated Reader. What Works Clearinghouse Intervention Report . By: What Works Clearinghouse (ED). What Works Clearinghouse. 2008 21 pp. Building Evidence Folders for Learning through Library Media Centers . By: Harada, Violet H.. School Library Media Activities Monthly, v23 n3 p25-30 Nov 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA funds will Provide literacy materials through the school's library media center. Star Reading and Accelerated Reader are added programs. Star Reading will assess student reading progress in conjunction with Accelerated Reader program. All new teachers will receive nformation and training in the use of the Accelerated Reader Program. NSLA, ELL and Title III funds will supplement the program with materials, which may include books, software, audio-visual, equipment, hardware, dies, etc. Ell funds will provide Items for ESL program and co-teaching. ELL FN 2220 Title III FN 1930	Lori Bush, Media Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • School Library 	Title III - Materials & \$3000.00 Supplies: ELL (State- 276) - \$3000.00 Capital Outlay: ELL (State- 276) - \$6000.00 Materials & Supplies:

Action Type: Technology Inclusion				ACTION BUDGET: \$12000
Priority committee will meet quarterly to assess the effectiveness of interventions as reflected by current data and to realign as needed. Action Type: Program Evaluation	Trish Hays, Director of Curriculum, Instruction, & Federal Programs	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
NLSA and Title V Funds will be used to purchase an online software agreement to improve reading achievement. Students and staff will use on-line applications to improve reading, writing and editing skills. For example: applications for programs are based on the number of students and an annual fee is charged for on-line privileges to use the application. On-line research applications can be used for instructional purposes and students can use the same for their research projects.. Applications could include: Grolier on Line, Encyclopedia Americana, New Book of Popular Science, Lands and People. America the Beautiful. Action Type: Equity Action Type: Technology Inclusion	Trish Hays, Director of Curriculum, Instruction, & Federal Programs/ Vernon Brooks, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
Lake Hamilton will use the provisions of the Arkansas Advanced Initiative in Math and Science, Inc. AAIMS to increase proficiency in Math, English and Science for all combined populations in high school, jr high and middle school. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Kirk Nance, Gifted and Talented Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
The Promethean System and Student Response Systems will be purchased and used for improved student achievement. Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion	Chris Mahoney, technology director	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$12000
Intervention: To utilize parental involvement to increase student achievement.				

Scientific Based Research: Research Data: Educational Journal, "Effective Partnerships with Parents" by Drummond Johnstone, January 2004.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents will be given the opportunity to volunteer their time and services in activities such as: 1. Tutoring 2. Greeters 3. PTO Membership and Leadership 4. Booster Clubs 5. Serving on School Improvement Committees 6. Kindergarten Screening 7. Participate in Focus Groups Action Type: Parental Engagement	Lori Bush, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Community Leaders • Computers • District Staff 	<hr/> ACTION BUDGET: \$
Parents and community will be encouraged to work with the district in meeting the following requirements as set forth in ACT 307 of 2007 (amended Act #603-2003). 1. A volunteer resource directory will be created and updated annually district wide. 2. The school will conduct Parent Teacher Conferences, academic banquet and awards ceremony involving parents. 3. The school will actively seek community support in school activities. 4. The school will pay a stipend to a parent facilitator at each campus. 5. The school will continue to be actively involved in a community coalition Action Type: Collaboration Action Type: Parental Engagement	Lori Bush, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Community Leaders • Computers • District Staff 	<hr/> ACTION BUDGET: \$
The school will increase communication with parents through the school website utilizing Pinnacle to post attendance and assignments for each student. All teachers will receive Pinnacle gradebook and attendance training. Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Vernon Brooks, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Community Leaders • Computers • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
All certified teachers will receive two hours of training and administrators will receive three hours of training in parental involvement. Action Type: Professional Development	Amy Humphries, District Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Priority committee will meet quarterly to assess the effectiveness of interventions as reflected by current data and to realign as needed. Action Type: Program Evaluation	Trish Hays, Director of Curriculum, Instruction, & Federal Programs	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
The Lake Hamilton Parent Survey results indicate that the school must better inform parents and community of parental opportunities and resources. Parent facilitator will coordinate	Amy Humphries, District Parent Facilitator	Start: 07/01/2010 End:	<ul style="list-style-type: none"> • District Staff 	<hr/> ACTION BUDGET: \$

efforts with district coordinator to address resuts. Action Type: Parental Engagement Action Type: Program Evaluation		06/30/2011		
Information Packets: School staff will prepare informational packets to be distributed to the parents of each child in the school. Action Type: Parental Engagement	Lori Bush	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Parental Involvement Meetings: The school schedule parental involvemnt meetings at which parents are given a report on the state of the school and and overview of: What students will be learning. How students will be assessed. What parents should expect for their child's education. How a parent can assist and make a difference in his or her child's education.	Lori Bush	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Resolution of Concerns: The school's handbook will include the process for resolving parental concerns including how to define a problem, whom to approcach first, and how to deelop solutions.	Frank Stapleton	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Parent Teacher Organizations: The school will continue to support a Parent Teacher Association or organization that will foster parental and community ivolvement within the school.	Diane Booth	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Volunteer Resource Book: School staff will develop a volunteer resource book listing the interests and availability of volunteers.	Amy Humphrey	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Parent Facilitator: The principal will designate a parent facilitator to: Promote a welcoming atmosphere to foster parental involvement in the school; and undertake efforts to ensure that parental participation is recognized as an asset to the school.	Frank Stapleton	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Parent Seminars: The school will sponsor seminars to inform the parents of high schol students about how to be involved in the decisions affecting course selection, career planning, and preparation for postsecondary opportunities.	Andrea Crawford, Rebecca Dwiggin	Start: 07/01/2010 End: 06/01/2010		ACTION BUDGET: \$
Parent-Teacer Conferences: To encourage communication with parents, the school will schedule no fewer than two parent-teacher conferences per school year.	Lori Bush	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Formative Assessment: Annually school staff. adminstrators	Lori Bush	Start:		

and parents develop a parent survey to be used as a formative assessment for the parental involvement plan. The parent survey (survey monkey software) is posted on the district and individual school website which allowed parents to access/provide input during parent teacher conferences in 2009. Additionally, the survey is transcribed in Spanish for this population and is conducted during p/t conferences with interpreters available as needed. The survey is also printed and provided to parents that do not have access to a computer. Results are analyzed by each school and the district parent advisory committee to make needed changes to the parental involvement plan.		07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
The school will post literacy AIP or IRI on-line.	Lori Bush	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Parents will receive written notification that the school is identified in school improvement.	Vernon Brooks	Start: 07/01/2010 End: 06/01/2010		ACTION BUDGET: \$
Special Education teachers and administrators will receive professional development on transition planning. Local professional resources will be utilized along with participation in ADE Transition Services. High School Special Education teachers will review each due process folder to ensure transition plans are developed prior to a student turning 16 years of age. Department meetings will be conducted quarterly to review due process folders to insure that 100% of students turning 16 will have a transition plan in effect upon their 16th birthday. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Chris Groves, special education	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
The Parental Involvement Plan will be posted to the website Action Type: Parental Engagement	Amy Humphrey	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Parents will be surveyed bi-annually using Survey Monkey in order to enable the parents to give their input on a number of	Amy Humphrey	Start: 07/01/2010		

topics including whether or not the academic quality of the school has improved, parent participation has increased and if barriers exist that hinder greater participation by parents. Action Type: Parental Engagement		End: 06/30/2011		ACTION BUDGET: \$
Conduct Parental Involvement Plan annual evaluation and involve parents in the evaluation. Action Type: Parental Engagement	Amy Humphrey	Start: 07/01/2010 End: 06/30/2010		ACTION BUDGET: \$
Results from the Parent Survey's will be documented and evaluation findings summarized. The findings will be used to improve the parental involvement program. Action Type: Parental Engagement	Amy Humphrey	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
The District Parent Coordinator and PTO Council Advisory Board will meet periodically to review and update parent involvement requirements for all buildings. Action Type: Parental Engagement	Amy Humphrey	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To increase vocabulary comprehension across the curriculum.

Scientific Based Research: Research data: Help! I Have Kids Who Can't Read in My World History Class!Preview . By: McClanahan, Barbara. Preventing School Failure, v53 n2 p105-112 Win 2009.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will receive specific academic vocabulary instruction in the content areas. All teachers will teach academic vocabulary in content across the curriculum. Action Type: Collaboration Action Type: Equity	Department Chairpersons	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Priority committee will meet annually to assess the effectiveness of interventions as reflected by current data and informal assessments. Action Type: Program Evaluation	Kirk Nance, Assistant Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Frequent monitoring of the effectiveness of interventions will be conducted to address any point and time remediation needed for students and modify instructional strategies accordingly. Action Type: Program Evaluation	Roberta Alexander, ACSIP Chair	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$

NSLA funds will be used to pay for the ACT tests for all Juniors at Lake Hamilton High School through the UNIVERSAL VOLUNTARY ACT ASSESSMENT INITIATIVE. Action Type: Equity	Vernon Brooks, High School Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Performance Assessments 	NSLA (State-281) - Purchased Services: \$7500.00 ACTION BUDGET: \$7500
Total Budget:				\$7500

Intervention: To improve academic progress for students through the use of remediation.

Scientific Based Research: The Compatibility of Action Learning with Inner Game Coaching Preview . By: Aitkenhead, Andy. Action Learning: Research and Practice, v6 n1 p71-76 Mar 2009.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Tier 1 remediation for students not passing weekly or skills assessments: peer tutoring, cooperative learning, small group instruction, individual instruction, opportunity to retake tests, researched-based practices, and parent volunteers. Action Type: Alignment	Department Chairpersons and Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Tier 2 remediation for students not passing quarterly assessments: parents will be contacted for assistance with remediation plan. Action Type: Alignment	Lori Bush, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
NSLA funds will be used to provide Tier 3 remediation for students scoring below proficient on end of course exams, Grade 11 Literacy exam, or interim assessments will receive tutoring during the school day. Progress monitoring occur to ensure student academic growth. Students may be pulled from study hall to provide assistance. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Vernon Brooks, Principal/ Rachael Barnes, Literacy Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Students will be assessed through curriculum based assessment, teacher observation, classroom assessments, formative learning institute assessments and end of course exams. Action Type: Program Evaluation	Frank Stapleton, Assistant Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Students identified for 504 services will be provided with accommodations to meet their individual needs in the following areas: hearing, seeing, walking, learning, and breathing. Action Type: AIP/IRI Action Type: Equity	Vernon Brooks, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Students will receive tutoring services as needed. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Shawn Higginbotham, Assistant Superintendent	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Special Education teachers will maintain portfolios for identified special needs students in lieu of students participating in the State's benchmarks or end of course tests. Action Type: Special Education	Chris Groves, Resource English	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
NSLA funds will provide a 1.0 FTE para-professional for supplemental tutoring and assistance under the direction of an effective highly qualified teacher. This position will assist students by reinforcing and augmenting the teacher's effort in the areas of literacy and mathematics. Assistance may include serving as a lab manager for computer assisted instruction or tutoring in classrooms, media, etc. (Amanda)PARAPROFESSIONALS meet the requirements of the Arkansas State's HQT. Action Type: Equity	Vernon Brooks, Principal/Trish Hays, Director of Curriculum, Instruction, & Federal Programs	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teaching Aids 	NSLA (State-281) - Employee Salaries: \$16027.20 NSLA (State-281) - Employee Benefits: \$6155.51 <hr/> ACTION BUDGET: \$22182.71
NSLA funds will provide summer school for Junior and High School students in academic need. Students will have the services of summer school to improve student achievement. Highly Qualified teachers will be available to plan and provide enrichment and remedial activities focusing on identified needs of students. Support staff will be available as needed. Materials and supplies will be available to support student instruction. FN 1170 Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Vernon Brooks, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	NSLA (State-281) - Employee Benefits: \$1729.65 NSLA (State-281) - Employee Salaries: \$7989.17 <hr/> ACTION BUDGET: \$9718.82
NSLA funds will be used to provide after school tutoring for at risk students. Interim assessments	Vernon Brooks, Principal / Rachael	Start: 07/01/2010	<ul style="list-style-type: none"> Administrative Staff 	NSLA \$3249.94

will be used to target the tutoring and progress monitor achievement. FN 1511 Action Type: Alignment Action Type: Equity	Barnes, Literacy Facilitator	End: 06/30/2011	<ul style="list-style-type: none"> • Computers • School Library • Teachers • Teaching Aids 	(State-281) - Employee Benefits: NSLA (State-281) - Employee Salaries: \$16590.11 <hr/> ACTION BUDGET: \$19840.05
Students who scored below proficient on the 8th Grade Literacy End of Course exam will be reassessed, reading level established, determination will be made if student will receive receive language arts remediation. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Rachael Barnes, Literacy Instructional Facilitator	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
NSLA funds will be used to purchase a web-based, basic skills tutorial program (JEDI)for struggling students to improve literacy and math skills across the content areas. Action Type: AIP/IRI Action Type: Technology Inclusion	Vernon Brooks, Principal	Start: 07/01/2010 End: 06/30/2011		NSLA (State-281) - Purchased Services: \$5346.32 <hr/> ACTION BUDGET: \$5346.32
Total Budget:				\$57087.9

Intervention: The Lake Hamilton School District will provide a non-punitive supportive ALE program designed to place students who are at risk of not graduating into a different learning environment.

Scientific Based Research: DuFour, Richard. 2004. Whatever It Takes. Bloomington: National Education Service. Garner, Betty. 2007. Getting to Got It. Alexandria: Association for Supervision and Curriculum Development. Payne, Ruby K. 2005. A Framework for understanding Poverty. Highlands, TX: aha! Process Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide 3.28 FTE highly qualified Alternative Learning Environment intervention teachers and 1.0 FTE highly qualified Paraprofessional, along with supplies and professional development to enhance student achievement in the middle and high schools. Classes are small, hands-on, and geared towards each students learning style.	Steve Anderson, Superintendent and Jodi Chalmers, Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers 	<hr/> ACTION BUDGET: \$

<p>Instruction is aligned with the Arkansas Frameworks and is geared toward bringing the students in line with grade level expectations. Units on science, math, social studies, and other curricular areas are taught using up to date computers, individualized instruction, and project based learning. Tools such as microscopes, digital cameras, scanners, and other technology will be incorporated into the daily lesson plans. The average student:teacher ratio is no greater than 15:1. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p>			<ul style="list-style-type: none"> • Teachers 	
<p>Students enter and exit the program based on entrance and exit criteria developed by the ALE committee. The committee consists of teachers, staff, principals, counselors, and administrators. Students also receive weekly, 30 minute one on one counseling sessions. Middle, Junior High, and High school students will have access to mental health services. Students enter and exit the program at appropriate grading periods. Students are assessed using traditional tools and are evaluated with students who are enrolled in regular classrooms. Each student must fulfill attendance and behavior agreements. Parental consent and participation is also an important factor in our ALE program. Our goal is to allow the students to merge back into a regular classroom situation equipped with the skills needed to be successful. Action Type: Alignment Action Type: Equity</p>	<p>Steve Anderson, Superintendent and Jodi Chalmers, Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION: The ALE committee will evaluate the program through data collected throughout the year from interim assessments, teacher observations, and parent/teacher/student surveys. This is a new intervention for the school year 2010/2011, so data this year will provide baseline information for the ALE program. Action Type: Program Evaluation</p>	<p>Steve Anderson, Superintendent and Jodi Chalmers, Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 2: To improve mathematics skills.

Supporting Data: 1. HIGH SCHOOL ALGEBRA END OF COURSE COMBINED POPULATION: In 2010, 87% of combined students scored proficient or advanced. In 2009, there was no significant population tested. In 2008, 49% of combined students

scored proficient or advanced. The lowest identified areas in the Algebra 1 strands for Open Response based on the 3 year trend analysis revealed weaknesses in linear functions. The lowest identified areas in the Algebra 1 strands for Multiple Choice based on the 3 year trend analysis revealed weaknesses in non linear functions. STUDENTS WITH DISABILITIES: In 2010, there was no significant subpopulation of students tested. In 2009, there was no significant subpopulation tested. In 2008, there was no significant subpopulation of students tested. The lowest identified areas in the Algebra 1 strands for Open Response based on the 3 year trend analysis revealed weaknesses in linear functions. The lowest identified areas in the Algebra 1 strands for Multiple Choice based on the 3 year trend analysis revealed weaknesses in non linear functions and data interpretation and probability. ENGLISH LANGUAGE LEARNERS: In 2010, there was no significant subpopulation of students tested. In 2009, there was no significant subpopulation tested. In 2008, there was no significant subpopulation of students tested. The lowest identified areas in the Algebra 1 strands for Open Response based on the 3 year trend analysis revealed weaknesses in language of algebra, solving equations and inequalities, non-linear functions and DAP. The lowest identified areas in the Algebra 1 strands for Multiple Choice based on the 3 year trend analysis revealed weaknesses in linear functions. ECONOMICALLY DISADVANTAGED: In 2010, 79% of students scored proficient or advanced. In 2009, there was no significant subpopulation tested. In 2008, 46% of students scored proficient or advanced. The lowest identified areas in the Algebra 1 strands for Open Response based on the 3 year trend analysis revealed weaknesses in linear functions. The lowest identified areas in the Algebra 1 strands for Multiple Choice based on the 3 year trend analysis revealed weaknesses in DAP. CAUCASIAN: In 2010, 90% of students scored proficient or advanced. In 2009, there was no significant subpopulation tested. In 2008, 50% of students scored proficient or advanced. The lowest identified areas in the Algebra 1 strands for Open Response based on the 3 year trend analysis revealed weaknesses in linear functions. The lowest identified areas in the Algebra 1 strands for Multiple Choice based on the 3 year trend analysis revealed weaknesses in non linear functions. AFRICAN-AMERICAN: There has not been a significant subpopulation of students tested in any of the last three years. (2008, 2009, 2010) HISPANIC: In 2010, there was no significant subpopulation of students tested. In 2009, there was no significant subpopulation tested. In 2008, there was no significant subpopulation of students tested. The lowest identified areas in the Algebra 1 strands for Open Response based on the 3 year trend analysis revealed weaknesses in linear functions. The lowest identified areas in the Algebra 1 strands for Multiple Choice based on the 3 year trend analysis revealed weaknesses in language of algebra and DAP.

2. HIGH SCHOOL GEOMETRY END OF COURSE COMBINED POPULATION: In 2010, 78% of combined students scored proficient or advanced. In 2009, 76% of combined students scored proficient or advanced. In 2008, 69.7% of combined students scored proficient or advanced. The lowest identified areas in the Geometry strands for Open Response based on the 3 year trend analysis revealed weaknesses in triangles. The lowest identified areas in the Geometry strands for Multiple Choice based on the 3 year trend analysis revealed weaknesses in triangles. STUDENTS WITH DISABILITIES: In 2010, 38% of students scored proficient or advanced. In 2009, 54% of students scored proficient or advanced. In 2008, 27.9% of students scored proficient or advanced. The lowest identified areas in the Geometry strands for Open Response based on the 3 year trend analysis revealed weaknesses in triangles. The lowest identified areas in the Geometry strands for Multiple Choice based on the 3 year trend analysis revealed weaknesses in measurement. ENGLISH LANGUAGE LEARNERS: In 2010, 60% of students scored proficient or advanced. In 2009, 33% of students scored proficient or advanced. In 2008, there was no significant subpopulation of students tested. The lowest identified areas in the Geometry strands for Open Response based on the 3 year trend analysis revealed weaknesses in coordinate geometry and transformations. The lowest identified areas in the Geometry strands for Multiple Choice based on the 3 year trend analysis revealed weaknesses in coordinate geometry and transformations. ECONOMICALLY DISADVANTAGED: In 2010, 73% of students scored proficient or advanced. In 2009, 69% of students scored proficient or advanced. In 2008, 63.5% of students scored proficient or

advanced. The lowest identified areas in the Geometry strands for Open Response based on the 3 year trend analysis revealed weaknesses in triangles. The lowest identified areas in the Geometry strands for Multiple Choice based on the 3 year trend analysis revealed weaknesses in triangles. CAUCASIAN: In 2010, 78% of students scored proficient or advanced. In 2009, 77% of students scored proficient or advanced. In 2008, 71.4% of students scored proficient or advanced. The lowest identified areas in the Geometry strands for Open Response based on the 3 year trend analysis revealed weaknesses in triangles and coordinate geometry and transformations. The lowest identified areas in the Geometry strands for Multiple Choice based on the 3 year trend analysis revealed weaknesses in triangles. AFRICAN-AMERICAN: In 2010, 50% of students scored proficient or advanced. In 2009, 60% of students scored proficient or advanced. In 2008, there was no significant subpopulation of students tested. The lowest identified areas in the Geometry strands for Open Response based on the 3 year trend analysis revealed weaknesses in triangles. The lowest identified areas in the Geometry strands for Multiple Choice based on the 3 year trend analysis revealed weaknesses in measurements. HISPANIC: In 2010, 66% of students scored proficient or advanced. In 2009, 55% of students scored proficient or advanced. In 2008, there was no significant subpopulation of students tested. The lowest identified areas in the Geometry strands for Open Response based on the 3 year trend analysis revealed weaknesses in triangles. The lowest identified areas in the Geometry strands for Multiple Choice based on the 3 year trend analysis revealed weaknesses in coordinate geometry and transformations.

3. On the ACT exam: In 2010, 246 students were tested on the ACT. Average composite score was 20.4 compared to the state average of 20.3. In 2009 174 students were tested on the ACT. Average composite score was 22.5 compared to the state average of 20.6. In 2008 170 students were tested on the ACT. Average composite score was 21.6 compared to the state average of 20.6
4. In 2009-10 the attendance rate was 93.2% compared to the state of 91.3% In 2008-09 the attendance rate was 93.8% compared to the state of 91.3% In 2007-08 the attendance rate was 93.23% compared to the state of 91.13%.
5. Graduation Rate: In 2010, LHHS met or exceeded the state graduation goal of 73.9%. In 2009, LHHS met or exceeded the state graduation goal of 73.9%. In 2008, LHHS met or exceeded the state graduation goal of 73.90%.

Goal All students will improve mathematics scores for open-response and multiple choice test items across the curriculum with and emphasis in triangles.

Benchmark The combined population exceeded the 2009-2010 AYP Mathematics target of 64.6%. The percent of students scoring proficient/advanced in the combined population and all subgroups will meet or exceed the 2010-2011 AYP Target of 73.45%.

Intervention: To implement Standards-Based Mathematics Instruction to improve math comprehension				
Scientific Based Research: The Mathematics Program Improvement Review, "The Standards" by Ron Pelfrey, 2006				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All students will complete multiple choice and open-response questions based on released items from the EOC Algebra and Geometry. Multiple testing opportunities using The Learning Institute are provided on each unit which increase understanding. Action Type: Equity Action Type: Special Education	Tara West, Math Department Chair	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

<p>Math teachers will collaborate on the revision of pacing guides which align their curriculum to the revised Arkansas Mathematics Frameworks both vertically and horizontally. This curriculum will be reviewed yearly after receiving EOC scores to identify strengths and weaknesses.</p> <p>Action Type: Alignment</p>	Tara West, Math Teacher	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • School Library • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Priority committee will meet quarterly to assess the effectiveness of interventions as reflected by current data and to realign as needed based on TLI assessments. LHHS met AYP for two consecutive years and is REMOVED FROM SCHOOL IMPROVEMENT PER AYP REPORT. Should LHHS be designated as in school improvement, they will follow all protocol set forth by NCLB. Notification, identifying areas of need, choice as applicable, establish effective strategies, etc.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>	Angie Gray, Math Instructional Facilitator	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Math teachers and administrators will meet with Angie Gray, 6-12 Math Coach, to interpret the data from the Algebra I and Geometry EOC. This data will drive decisions for change in pacing guides and daily instruction. A geometry team will TLI tests and other formative assessment to formulate change through data-driven decisions with an emphasis toward target students identified from data. Adjustments to pacing and instruction will be made based on this analysis.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Tara West, Mathematics Chair	<p>Start: 07/01/2010 End: 06/30/2011</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>The district will insure that all teachers, including special education teachers, meet the NCLB definition of "highly qualified." All novice teachers in grades K-12 will receive mentoring from a Pathwise trained mentor. Efforts will be made to increase the number of Pathwise trained teachers already on staff by providing professional development through Dawson Education Cooperative. Teachers who are mentors to college interns and novice teachers will be trained in the PATHWISE MODEL OF MENTORING. Efforts and district resources will be made to recruit, hire and</p>	Kirk Nance, Assistant Principal	<p>Start: 07/01/2010 End: 06/30/2011</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>retain highly qualified teachers. Teachers will be encouraged to visit other classrooms within their school to establish an informal mentoring partnership and to establish a dialogue of collaboration to help improve teaching strategies.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>				
<p>Annually, faculty and staff will review and analyze data including attendance, drop-out rate, graduation rate, archival data, achievement data, norm referenced data, criterion referenced data, and any surveys. After analysis of data, faculty and staff will select goals and interventions for school improvement efforts.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Brooke Griffin, Math Teacher/Bobbie Alexander, Literacy Teacher	Start: 07/01/2010 End: 06/30/2011		<hr/> <p>ACTION BUDGET: \$</p>
<p>A geometry team will analyze pretest, formative assessment and posttest to formulate change through data-driven decisions. Adjustments to pacing and instruction will be made based on this analysis.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Caroline Miller, Math Teacher	Start: 07/01/2010 End: 06/30/2011		<hr/> <p>ACTION BUDGET: \$</p>
<p>Lake Hamilton will use the provisions of the Arkansas Advanced Initiative in Math and Science, Inc. AAIMS to increase proficiency in Math, English and Science for all combined populations in high school, jr high and middle school.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Kirk Nance, GT coordinators	Start: 07/01/2010 End: 06/30/2011		<hr/> <p>ACTION BUDGET: \$</p>
<p>Daily "Classroom Walk Throughs" by the building administrators will be conducted to monitor classroom instruction.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	Kirk Nance	Start: 07/01/2010 End: 06/30/2011		<hr/> <p>ACTION BUDGET: \$</p>
<p>An ESL Teacher will collaborate and co-teach with a regular education math teacher by observing/assisting in mathematics classes to expand instructional techniques</p>	Mari Proffit/Darla ProppeTeacher	Start: 07/01/2010 End:		<hr/> <p>ACTION BUDGET: \$</p>

and synchronize rate of instruction to improve achievement for LEP students. Professional development for training and methods will be provided. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development		06/30/2011		BUDGET:
Total Budget:				\$0

Intervention: Implement technology to improve math instruction.

Scientific Based Research: Research Data: Making Math Work: Educators Can Turn to Technology to Help Their Students Grasp Difficult Math Concepts Preview . By: Tuttle, Harry Grover. Technology & Learning, v27 n8 p32 Mar 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
General Education Mathematics, Special Education and ELL Mathematics Teachers will use instructional technology (calculators, ipods, etc.) presentations and attend new version smartboard workshops to increase student involvement and interest in mathematics by accessing the internet and software programs. Title III Funds will be used to purchase equipment and materisl to support instruction. Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Tara West, Math Teacher/ Angie Gray, Instructional Facilitator/ Vernon Brooks Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	Title III - Materials & Supplies: \$3000.00 <hr/> ACTION BUDGET: \$3000
School will provide graphing calculators for students to enhance learning and understanding of mathematical concepts. Teachers will attend technology workshops to improve knowledge and acquire activities in using the graphing calculator and the Geometer's Sketchpad, TI-nSpire, and TI Navigator in not only day to day instruction but in special projects. Title V funds will be used to support and supplement instruction. Non-consumable materials and equipment will be purchased to include kits, texts, manipulatives, software, and other. Training will be provided to teachers of effective use of materials. Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Angie Gray, Math Instructional Facilitator/ Lillie Sims, Math Department	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Central Office Computers Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$

<p>Priority committee will meet quarterly to assess the effectiveness of interventions as reflected by current data and to realign as needed. Action Type: Program Evaluation</p>	<p>Trish Hays, Director of Curriculum, Instruction, & Federal Programs</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>NSLA Funds will provide supplemental instructional materials and equipment which will enhance and enrich the instruction and learning of math and science. These resources could include but not limited to: science kits, math kits, scientific equipment, reading and math materials which would integrate learning expectations in reading, math and science. Action Type: Alignment Action Type: Technology Inclusion</p>	<p>Trish Hays, Director of Curriculum, Instruction, & Federal Programs/Vernon Brooks, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Continue to use InterWrite pads to enhance and enrich classroom instruction. Software allows teacher to make notes and highlight instruction. Interactive technology will be used to support instruction in Math Literacy and across the content areas. Action Type: Technology Inclusion</p>	<p>Trish Hays, Director of Curriculum, Instruction, & Federal Programs</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>NSLA funds will be used to hire a 1.00 FTE paraprofessional (Sara Field) to assist students by reinforcing and augmenting the teacher's effort for identified areas of need. Supplemental tutoring may include working in groups, assisting with lab, etc. Paraprofessionals meet the requirements of NCLB and will be under the direct supervision of an effective highly qualified teacher. Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Vernon Brooks, Principal/ Trish Hays, Director of Curriculum, Instruction, & Federal Programs</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	<p>NSLA (State-281) - Employee Salaries: \$16632.00</p> <p>NSLA (State-281) - Employee Benefits: \$6284.15</p> <hr/> <p>ACTION BUDGET: \$22916.15</p>
<p>NSLA funds will be used to support a TI-Navigator™ System for support instructional strategies and provide teacher training. Materials and accessories to support the TI Navigator include 60 calculators and a charging cart. The system can be used to assess student understanding and provide the teacher instant feedback allowing him/her to modify instruction. The interactive</p>	<p>Trish Hays, Director of Curriculum, Instruction, & Federal Programs</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

learning technique will promote student engagement. Action Type: Professional Development Action Type: Technology Inclusion				
CTE and geometry teachers will collaborate to incorporate and integrate math instruction in the CTE classroom with a focus on language of geometry, triangles, and measurement. The CTE and geometry teachers will use the Dawson Coop for professional develop opportunities. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Jason Braziel, Math Committee	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Math teachers will attend the Tcubed workshop in January 2011 to improve technology in the classroom.	Tara West, Math department chair	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
The Promethean system and student response systems to be purchased and used for improved student achievement. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Chris Mahoney, Techonology director	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Training provided on GeoGebra software. Action Type: Professional Development Action Type: Technology Inclusion	Angie Gray, Math Instructional Facilitator	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$25916.15

Intervention: To improve academic progress for students through the use of remediation programs.

Scientific Based Research: Exemplary Practices for Secondary Math Teachers, "The Responsibility of Assessment", by Alfred S. Posamentier, Daniel Jaye, and Stephen Krulik, 2007 "Assisting Students Struggling with Mathematics: Response to Intervention." RTI for Success. National Center on Response to Intervention. 2009. <http://www.rtiforsuccess.org>.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Tier 1 remediation for students not performing at grade level on formative assessment: strategies include peer tutoring, cooperative learning, small group instruction, individual	Tara West, Math Teacher	Start: 07/01/2010 End:	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

instruction, opportunities to retake tests and PLATO lab. Action Type: Alignment Action Type: Equity		06/30/2011		
Tier 2 remediation for students not passing mastery competencies at quarterly assessments will be recommended for additional tutoring. Action Type: Alignment Action Type: Equity	Tara West, Math Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Tier 3 remediation for students scoring below proficiency on end-of-course exams includes remediation during study hall, before and after school tutoring and JEdi lab as a part of the AIP. Action Type: Alignment Action Type: Equity	Kirk Nance, Assistant Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
For students in remediation programs, achievement improvement will be assessed through teacher observations, classroom assessments and TLI assessments and end of course exams. Action Type: Program Evaluation	Frank Stapleton, Assisant Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Students identified for 504 services will be provided with accommodations to meet their individual needs in the following areas: hearing, seeing, walking, working, learning, caring for one's self, manual tasks. Action Type: AIP/IRI Action Type: Equity	Vernon Brooks, Principal	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$
Students will receive remediation services through a summer program. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Frank Stapleton, Assistant Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Identify content, subpopulations and secondary indicators to be continually monitored for growth; using a math/literacy "Assessment Wall" to track grade level, classroom and student growth. Assessment Walls will be utilized along with TLI data to move target students toward growth. Instructional facilitators will receive training on Assessment Walls. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Angie Gray, Math Coach	Start: 07/01/2010 End: 06/30/2011		<hr/> ACTION BUDGET: \$

In school tutoring program designed to target at risk students based on identified weaknesses from formative assessments. Action Type: AIP/IRI Action Type: Equity	Angie Gray, Math Facilitator	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To improve math scores of students with disabilities.

Scientific Based Research: California Department of Education, "High School! A newsletter for California's Education Leaders," Teacher Collaboration, Spring/Summer 2005. Why Is Math So Hard for Some Children? The Nature and Origins of Mathematical Learning Difficulties and Disabilities . By: Berch, Daniel B., Ed; Mazzocco, Michele M.M.. Brookes Publishing Company. 2007 416 pp.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Identify student and his/her specific remediation need(s). Designated teachers will reinforce specific skills using the PLATO computer lab. All teachers will receive training in the use of the data from the APEX/JEdi assessment and tutorial software program. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Jody Chalmers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Principals will contact other schools who have documented success in improving math scores of students with disabilities and arrange for speakers to address the Math Department, sharing their successful techniques and strategies. Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Kirk Nance, Assistant Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Priority committee will meet quarterly to assess the effectiveness of the intervention as reflected by current data to realign the intervention as needed. Action Type: Program Evaluation	Angie Gray, Math Instructional Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
A Special Education Math Teacher will collaborate and co-teach with a regular education math teacher by observing/assisting in mathematics classes to expand instructional techniques and synchronize rate of instruction to improve achievement. Professional development for training and methods will be provided October 2. Action Type: Collaboration Action Type: Equity	Brooke Griffin, Math Teacher	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$

Action Type: Professional Development Action Type: Special Education				
Special Education teachers and administrators will receive professional development on transition planning. Local professional resources will be utilized along with participation in ADE Transition Services. High School Special Education teachers will review each due process folder to ensure transition plans are developed prior to a student turning 16 years of age. Department meetings will be conducted quarterly to review due process folders to insure that 100% of students turning 16 will have a transition plan in effect upon their 16th birthday. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Deanna Kewak	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Regular and Special Education teachers will be provided training on differentiated instruction to be utilized in all math classrooms with supporting materials. Action Type: Equity Action Type: Professional Development	Angie Gray, Math Instructional Facilitator	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: To increase wellness awareness

Supporting Data:

1. Body Mass Index Data SY 2009-10: 144 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and overweight: District: Males-___%, Females-___%; High School: Males-34.6%, Females-21.2% Body Mass Index Data SY 2008-09: 142 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and overweight: High School: Males-35.7%, Females-17.2% Body Mass Index Data SY 2007-08: 1872 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and overweight: District: Males-33.4%, Females-29.6%; High School: Males-30.2%, Females-23.2%
2. SY 2007-2008: School Health Index Modules, 1, 2, 3, 4, and 8 were assessed for Lake Hamilton High School. Results of the overall score card indicate that the Family and Community Involvement Module, or Module 8, is an area in need of improvement. SY 2008-2009: School Health Index Modules, 1, 2, 3, 4, and 8 were assessed for Lake Hamilton High School. Results of the overall score card indicate that the School Health and Safety Module, or Module 1, and Health Education, or SY 2009-2010: School Health Index Modules, 1, 2, 3, 4, and 8 were assessed for Lake Hamilton High School. Results of the overall score card indicate that the School Health and Safety Module, or Module 1, is an area in need of improvement and module 3, are areas in need of improvement.
3. For the 2009-2010 school year the following represents the data percentages of students receiving free, reduced, and paid lunch for Lake Hamilton High School: Free __%, Reduced __%, Paid __%. For the 2008-2009 school year the following represents the data percentages of students receiving free, reduced, and paid lunch for Lake Hamilton High School: Free 28%, Reduced 13%, Paid 59%. For the 2007-2008 school year the following represents the data

percentages of students receiving free, reduced, and paid lunch for Lake Hamilton High School: Free 29%, Reduced 11 %, Paid 60%. SY 2006-2007: Free 37%, Reduced 11%, and Paid 52%. SY 2005-2006: Free 27%, Reduced 8%, Paid 65%.

4. Garland County Unemployment Rate: 2009: 7.1% compared to the US average of 9.3% 2008: 7.2% compared to the US average of 8.5% 2007: 5.6% compared to the state of Arkansas 5.3%
5. 2009-2010 Arkansas Prevention Needs Assessment (APNA) surveys were administered to 387 students from the tenth (10th) and twelfth (12th) grade. The risk factors (community, family, school, and peer/individual domains) were reviewed and were analyzed for areas of significance within each participating school's ACSIP. Significant would be 5-7 percent higher than the state percentage. Areas identified for greatest need are: TRANSITIONS AND MOBILITY, PERCEIVED AVAILABILITY OF HANDGUNS, PARENTAL AND PEER ATTITUDES FAVORABLE TO ANTI-SOCIAL BEHAVIOR, LOW NEIGHBORHOOD ATTACHMENT. improvements from 2008-2009 are: Friends' use of drugs and family conflict. Protective factors were also looked at. Areas of improvement include a decrease in: opportunities and rewards in community and school for pro social involvement and peer social skills. 2008-2009 Arkansas Prevention Needs Assessment (APNA) surveys were administered to 240 students from the tenth (10th) and twelfth (12th) grade. The risk factors (community, family, school, and peer/individual domains) were reviewed and were analyzed for areas of significance within each participating school's ACSIP. Significant would be 5-7 percent higher than the state percentage. Areas identified for greatest need are: FAMILY CONFLICT, ACADEMIC FAILURE specifically 10th grade, POOR FAMILY MANAGEMENT AND PEER PRESSURE. Protective Factors were also looked at and showed a decrease in Social Skills, Prosocial Involvement, and Interaction with Prosocial Peers. Areas of improvement were Transition and Mobility, Perceived Availability of Drugs, Academic Failure specifically 12th grade, and Low Neighborhood Attachment 2008 APNA 2007-2008 Arkansas Prevention Needs Assessment (APNA) surveys were administered to 357 students from the tenth (10th) and twelfth (12th) grades. The results were extracted from listed risk factors of (community, family, school & peer/individual domains). Significant areas are listed below for these grades. (Significant would be 5-7 percent higher than the state percentage). The results of the survey for the LAKE HAMILTON HIGH SCHOOL reveals there is a need to address the following areas: stolen vehicles, marijuana, students who attacked to harm, cigarettes, sedatives, and students drunk or high at school.

Goal All students will receive assistance in making healthy lifestyle choices to aid in decreasing the average BMI on routine annual screening through awareness of health education, nutritional instruction, and physical education across the curriculum. The school will support and maintain a safe and drug free environment.

Benchmark By the school year 2009-2010 there will be a decrease of the average Body Mass Index for students by .5% as evaluated by the annual Body Mass Index Screening.

Intervention: To improve school health and safety.				
Scientific Based Research: An Examination of Public School Safety Measures across Geographic Settings . By: Shelton, Andrea J.; Owens, Emiel W.; Song, Holim. Journal of School Health, v79 n1 p24-29 Jan 2009.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Form a Health Committee on campus. The committee will include parents, teachers, and other required members as defined by Act 1220. The committee will schedule and conduct meetings, and will set goals.	Vernon Brooks, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$

Action Type: Parental Engagement Action Type: Wellness				
Additional in-service workshops on health and safety will be provided to the staff. Action Type: Professional Development Action Type: Wellness	Vernon Brooks, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
Current school tobacco policies will be reviewed. The Wellness Team will meet with the school's principals to provide feedback. Action Type: Wellness	Frank Stapleton, Assistant Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Priority committee will meet quarterly to assess the effectiveness of the intervention as reflected by current data to realign the intervention as needed. Action Type: Program Evaluation Action Type: Wellness	Vernon Brooks, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Formative Assessment: Office referrals will be compared to evaluate the success of the strategies planned to reduce alcohol and drug use and violent behaviors of students on campus. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness	Kirk Nance and Frank Stapleton - assitant principals	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To increase health education.

Scientific Based Research: Memo Number: LS-06-078. "Rules Governing Nutrition and Physical Activity Standards." by Dr. Diana Julian, February 21, 2006. Practice Notes: Strategies in Health Education . Health Education & Behavior, v36 n1 p5-8 2009.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Increase community involvement through classroom speakers and "healthy" special events. Action Type: Wellness	Vernon Brooks, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Community Leaders • District Staff 	ACTION BUDGET: \$
Provide better and more modern athletic equipment. Evaluate school's equipment needs; obtain estimates on upgrading present equipment; and research grants/sponsors to help fund equipment. Action Type: Wellness	John Utley, Athletic Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$

Priority committee will meet quarterly to assess the effectiveness of the intervention as reflected by current data to realign the intervention as needed. Action Type: Program Evaluation	Vernon Brooks, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To improve physical education and other physical activity programs.

Scientific Based Research: Conceptual Physical Education: The Anatomy of an Innovation . By: Corbin, Charles B.; Cardinal, Bradley J.. Quest, v60 n4 p467-487 Nov 2008. Three Physical Education Programs' Adaptive Approaches to Change: "How Can I Spin that so It Works for Me?" . By: Patton, Kevin; Griffin, Linda L.. Sport, Education and Society, v13 n4 p413-430 Nov 2008.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide more opportunities for physical education activity, with an increase in physical education classes/activities to include walking, fitness, etc. Students will be educated and encouraged to become motivated. Action Type: Wellness	Scott Reeves, Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Current facilities will be improved to include the addition of handicap access and the resurfacing of the track. Action Type: Wellness	John Utley, Athletic Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Priority committee will meet quarterly to assess the effectiveness of the intervention as reflected by current data to realign the intervention as needed. Action Type: Program Evaluation Action Type: Wellness	Scott Reeves, Wellness Chair	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To improve nutrition education and services.

Scientific Based Research: "Nutrition Standards and Allowable Foods/Beverages with Maximum Portion Size Restrictions." by Dr. Bobbie Davis, August 17, 2005. Nutrition Students Improve Attitudes after a Guided Experiential Assignment with Older Adults . By: Lee, Seung-Yeon; Hoerr, Sharon L.; Weatherspoon, Lorraine. Journal of Nutrition Education and Behavior, v40 n5 p279-287 Sep-Oct 2008.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Child Nutrition Services will work with teachers on nutrition education by putting information on the website and providing inservice training. Action Type: Wellness	Vivian Nicholson, Child Nutrition	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$

Work to lower fat in diet by skimming the fat off of chilled meat. Action Type: Wellness	Teresa Fernandez, Cafeteria Staff	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Priority committee will meet quarterly to assess the effectiveness of the intervention as reflected by current data to realign the intervention as needed. Action Type: Program Evaluation	Scott Reeves, Wellness Chair	Start: 07/01/2010 End: 06/30/2011	• Teachers	ACTION BUDGET: \$
Formative Assessment: The Wellness Advisory Committee will monitor goals and evaluate the effectiveness of the wellness interventions by reviewing data results from the BMI and School Health Index and other pertinent data. Action Type: Program Evaluation	Stephanie Kara	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: To improve family and community involvement in healthy lifestyles.

Scientific Based Research: Practice Notes: Strategies in Health Education . Health Education & Behavior, v36 n2 p209-213 2009.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Educate parents and community lifestyles by publishing information in newsletters and on the website and by working with the PTO to include health information at meetings and parent/teacher conferences. Action Type: Wellness	Amy Humphries, Parent Center Coordinator	Start: 07/01/2010 End: 06/30/2011	• District Staff	ACTION BUDGET: \$
Priority committee will meet quarterly to assess the effectiveness of the intervention as reflected by current data to realign the intervention as needed. Action Type: Program Evaluation	Amy Humphries, Parent Center Coordinator	Start: 07/01/2010 End: 06/30/2011	• District Staff	ACTION BUDGET: \$
Lake Hamilton Parent Center along with LHHS will help provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment. These include, without limitations, role play and demonstration by trained volunteers; the use of and access to department of education website tools for parents; assistance with nutritional meal planning and preparation; and other strategies and curricula developed or acquired by the district for at-home parental instruction approved by the department of education. Action Type: Collaboration Action Type: Equity	Amy Humphries, Parent Center Coordinator	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$

Action Type: Parental Engagement				
Action Type: Professional Development				
Total Budget:				\$0
Intervention: To provide the resources to implement innovative research based curriculum that teaches students how to identify and resist drugs, alcohol, tobacco, and to promote respect for themselves and others.				
Scientific Based Research: Skaggs, Gary and Nancy Bodenhorn. "Relationships Between Implementing Character Education, Student Behavior, and Student Achievement." Journal of Advanced Academics Volume 18 Number 1 Fall 06 pg 82-114.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Lake Hamilton School District will form a Child Health Advisory Committee at each school as well as at the district level. The committee will be represented by parents, teachers, administrators, community leaders, and food service personnel. Nutrition education curriculum will be developed at each grade level. The Child Health Advisory Committee will meet to discuss the results of the School Health Index assessment and results of physical activity standards comparison. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Teresa Fernandez	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Priority committee will meet quarterly to assess the effectiveness of interventions as reflected by current data and to realign as needed. They will use data from the ADE school report cards and APNA survey results from their school. The principal/s, Character Education and Drug Ed. Representatives will examine their campus statistics in regard to inappropriate behavior and/or areas of need. The Drug Education and Character Education committees will review these numbers and risk factors each year to evaluate the effectiveness of the drug ed and character ed programs which are being used in the school curriculum. Activities and Interventions will be modified to address the identified needs from data. Action Type: Program Evaluation	Trish Hays, Director of Curriculum	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Yearly, teachers will attend a one hour workshop to reinforce affective discipline Action Type: Professional Development	Frank Stapleton, assistant principal	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Per semester, a speaker will be brought in to speak on drug and alcohol abuse. "Red Ribbon Week" and "Kick Butt's Day" will be sponsored, allowing students to listen to speakers and participate in activities related to drug and alcohol abuse by teenagers. Each semester will include one week of daily activities. At	Stephanie Kara, Drug ED rep	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$

the end of each week, a speaker will present information to the entire student body. Action Type: Professional Development Action Type: Wellness				
The LHHS Character Education and Drug Education committees will analyze attendance percentages, student assault percentages, and conduct report information, APNA results (including violence and suicide prevention) and feedback and surveys from counseling department. The Second Chance program in partnership with the Quapaw House will be implemented for those students (and parents) needing this service. Data analysis will determine revisions in programs addressing these areas of concern. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness	Steve Anderson	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: THE LANGUAGE ASSESSMENT SCALE (LAS) assesses the potential Limited English Proficient student's level of English language proficiency (LISTENING, SPEAKING, READING, WRITING). The LAS score determines the student's placement in and type of service provided by the English as a Second Language program.

Supporting Data:

1. In the fall of 2009, 7 students were tested in 10th grade with the LAS test. In 11th grader, 4 students were tested with LAS. In 12th grader, 6 students were tested with LAS. Of the 17 tested, 17 were identified as requiring ESL Program Services. Of these, no parents waived ESL services.
2. In the spring of 2010, 5 LEP students were tested with the ELDA assessment in 10th grade, 6 eleventh grade LEP students, and 3 twelfth grade LEPs were tested with ELDA. 40% of the tenth grade LEP students reached language acquisition score of 5/Proficient (highest score that indicates Proficiency). 25% of the eleventh graders, and 67% of the twelfth graders achieved a rating of 5/Proficient (highest score that indicates Proficiency). 41% of Sr. High LEP students achieved a level 4 (2nd highest possible score). In the spring of 2009, 3 LEP students were tested with the ELDA assessment in 10th grade, and 4 in 11th grade and 4 in 12th grade. 0% of the tenth grade LEP students reached language acquisition score of 5/Proficient (highest score that indicates Proficiency). 50% scored level 4 (second highest language acquisition score possible) in 11th grade. 1% of the twelfth grade LEP scored a level 5/Proficient language acquisition.
3. In the spring of 2010, 6 11th grade LEP students were administered the Literacy EOC benchmark assessment. 33% of the 11th grade LEP students met AYP Proficiency on 11th grade ACTAAP Literacy EOC Exam.
4. 10th LAS 2009 Language Assessment Scale (LAS)- Assesses potential Limited English Proficient student's level of English language proficiency (listening, speaking, reading, writing). Determines placement for English as a Second Language program service.
5. In the fall of 2008, 4 Tenth grade students were assessed using the LAS. 4 students qualified and are enrolled for direct and /or indirect ESL services. In the Fall of 2008, 6 Eleventh grade students were assessed using the LAS test. 6 students qualified and are enrolled for direct and /or indirect ESL services. 4 Twelfth grade students were assessed using the LAS test, and 4 Twelfth grade students qualified and are enrolled for direct and /or indirect ESL services.
6. In the spring of 2008, all Limited English Proficient Students were assessed using the state-mandated English Language Development Assessment test. This evaluates the LEP students' Annual Yearly Progress (AYP) in attaining

English proficiency in listening, speaking, reading and writing. Of the current 4 Tenth grade LEP students, 4 were assessed using ELDA. Of the current 6 Eleventh grade LEP students, 3 LEP were assessed using ELDA. Of the current 4 Twelfth grade LEP students, 3 LEP were assessed using ELDA. 2008 ELDA scores will be compared to spring 2009 ELDA scores to determine AYP for those students.

7. In the fall of 2010, 7 students were tested in 10th grade with the LAS test. In 11th grader, 1 student was tested with LAS. In 12th grade, 1 student was tested with LAS. There are 11 LEP students in the 10th grade, 4 LEPs identified in the 11th grade, and 3 LEP students identified in the 12th grade.
8. Thirteen (13) students in grades 10, 11, and 12 were assessed with the Language Assessment Scale (LAS). Of those tested, seven (7) qualified for ESL Program services. LOWEST AREAS OF NEED ARE: VOCABULARY, ACADEMIC COMPREHENSION, LANGUAGE ACQUISITION, VOCABULARY, READING COMPREHENSION
9. 2009 - AMAO 1 - 42.34% of English Language Learners made progress by moving from one composite level in 2008 to a higher level in 2009 on the English Language Development Assessment (ELDA). The target increase was 26%. AMAO 2 - 8.33% of ELL were fully proficient in English with a composite score of 5 on the English Language Development Assessment (ELDA). The target was 2.5%. AMAO 3 - The English Language Learners in this subgroup met the required AYP in Literacy and Mathematics at each grade span.

Goal All LEP students will improve in English language acquisition, and continue to show progress in academic skills. LEP parent Involvement will increase as compared to 2009-2010.

Benchmark The LEP students will meet or exceed the target goals established for AMAO, as determined by ELDA scores and AYP for both ELDA and benchmark exams (as relevant). The increase in LEP parent participation will be measured by attendance and/or involvement at PTO meetings, volunteerism, committee work, surveys, and other Family Night activities.

Intervention: Improve Language Acquisition Skills for the English Language Learner				
Scientific Based Research: Source: Vaughn, Sharon, et al., "Effectiveness of English Intervention for English-Language Learners at Risk for Reading Problems," American Educational Research Journal 43, 3 (Fall 2006), & Research Center, McClure, Carla, "Coping With an Influx of ELL Students" March 2009:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All LEP students will be administered the Language Assessment Scale (LAS) to determine level of proficiency in English. Results of the assessment and other data will determine placement for ESL Services. The results of the assessments are reviewed to determine areas of need. Individual Modification and accommodation Plans, as relevant, are developed by Darla Proppe, Teacher/Coordinator or designee, co-teacher/s, with input from counselors, teachers and parents. Action Type: Collaboration Action Type: Equity	Mari Profitt, ESL Facilitator/ Darla Proppe, ESL teacher coordinator	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Results of the LAS, and English Language	Lori Bush, Media Center/	Start:	• District Staff	

<p>Development Assessment (spring) are discussed with each student's teacher and results will be communicated to the building administrator. The ESL Framework is available via the Media Center and shared with classroom teachers depending on individual student English Proficiency levels. Title III funds will support materials and supplies for LEP students and will be made available via Media Center. Modification Plans for individual students are developed by the ESL Teacher/Coordinator Darla Proppe; in collaboration with ESL Facilitator, counselors, and the classroom teachers. AYP is communicated to parents.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Darla Proppe ESL Teacher/coordinator/ Mari Proffit, ESL Facilitator</p>	<p>07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • School Library • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Darla Proppe will co-teach with Mari Proffit and provide content-based curriculum support materials and technology to classroom teachers. Tutors may be provided as needed. Hollace Beard-Hunting will provide language acquisition support.</p> <p>Action Type: Equity</p>	<p>Darla Proppe; ESL Teacher/Coordinator, Hollace Beard-Hunting, Mari Proffit, ESL Facilitator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Classroom teachers who work with LEP students will have access to Professional Development opportunities that target instructional strategies for LEP students. Opportunities may be provided via Dawson Co-op, onsite training, and other.</p> <p>Action Type: Equity Action Type: Professional Development</p>	<p>Trish Hays, Director of Instruction & Federal Programs, Vernon Brooks, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>The classroom teachers, in collaboration with Darla Proppe, Lavinia Peret (ESL Facilitator) and other teachers will monitor academic progress and adjust modifications and strategies according to individual needs. The Learning Institute data will be utilized in this monitoring. ESL teacher/coordinator will analyze TLI and provide instructional implications to teachers of LEP students. Ms. Proppe will implement the co-teaching model for the math content area. Title III and EII funds will be used for equipment.</p>	<p>Mari Proffit, ESL facilitator, Darla Proppe; ESL Teacher/Coordinator, Lavinia Peret; ESL facilitator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>		<p>ELL (State-276) - Purchased Services: \$500.00</p> <hr/> <p>ACTION BUDGET: \$500</p>

materials and supplies for improving and assessing student achievement, such as; an Interactive writing pad to be used to enhance and enrich classroom instruction. This includes: document camera with projectors and interactive white boards, and Promethean Systems. Funds will also be made available for instructional materials, technology, conference fees, registration, interpreters/translators and other services needed. Action Type: Equity				
Parents of Spanish-speaking LEP students receive communications in both English and Spanish. Many items will be provided in Romanian. Action Type: Equity Action Type: Parental Engagement	Lori Bush, Parent Facilitator, Darla Proppe; ESL Teacher/Coordinator, Lavinia Peret; ESL facilitator	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
The ESL staff, in collaboration with parent facilitator, (Lori Bush) will plan and provide opportunities for ESL Family Nights to increase parent involvement among all groups who speak languages other than English. Title III funds will provide materials and supplies to support meetings, communications, translators, interpreters, etc. FN 2170 Action Type: Equity Action Type: Parental Engagement	Lori Bush, Parent Facilitator/ Darla Proppe, ESL Teacher/Coordinator, Lavinia Peret; ESL facilitator,	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	Title III - Purchased Services: \$1000.00 Title III - Materials & Supplies: \$3000.00 <hr/> ACTION BUDGET: \$4000
Interactive technology and other classroom support such as kits, reading material, etc., will be used to increase language acquisition skills. Equipment, Materials and supplies will be supported with Title III funds. Title III fn 1930 Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Trish Hays, Director of Instruction and Federal Programs/ Chris Mahoney, Technology Director/ Mari Proffit, teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers 	Title III - Materials & Supplies: \$2000.00 <hr/> ACTION BUDGET: \$2000
Total Budget:				\$6500

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amanda Brooks	English	Literacy

Classroom Teacher	Bernard Russert	History	Literacy
Classroom Teacher	Bill Akins	ISS	Mathematics
Classroom Teacher	Bobbie Alexander	English/ACSIP co-chair	Literacy
Classroom Teacher	Bobby Burch	Science	Science
Classroom Teacher	Brad Parker	History/Drama	Mathematics
Classroom Teacher	Brian Lee	Journalism/Productions/Oral Communications	Literacy
Classroom Teacher	Brian Leonard	Mathematics	Mathematics
Classroom Teacher	Brooke Griffin	Math/ACSIP co-chair	Mathematics
Classroom Teacher	Caroline Miller	Mathematics	Mathematics
Classroom Teacher	Chris Groves	Resource English	Literacy
Classroom Teacher	Cynthia Lamberth	FACS teacher	Wellness
Classroom Teacher	Dawn Higgs	English	Literacy
Classroom Teacher	Denise Miller	Social Studies	Literacy
Classroom Teacher	Emily Nye	English	Literacy
Classroom Teacher	Holly Russell	Science/Parent Facilitator	Science
Classroom Teacher	Jamie Bridges	Science/Coach	Science
Classroom Teacher	Jane Estes	Science	Science
Classroom Teacher	Jason Braziel	Agriculture	Mathematics
Classroom Teacher	Jerry Clay	Mathematics/Coach	Mathematics
Classroom Teacher	John Schultz	Band Director	Mathematics
Classroom Teacher	John Utley	Athletic Director	Mathematics
Classroom Teacher	John Welch	Heath & Safety/Coach	Wellness
Classroom Teacher	Karl Koonce	Science/Coach	Science
Classroom Teacher	Lavinia Peret	Spanish	Science
Classroom Teacher	Lillie Sims	Mathematics	Mathematics
Classroom Teacher	Marla Ramsey	Spanish	Literacy
Classroom Teacher	Matt Huggs	English	Literacy
Classroom Teacher	Mindy Lynn	English	Literacy
Classroom Teacher	Nancy Rains	Resource English	Literacy
Classroom Teacher	Nancy Rowland	German/Fine Arts	Science
Classroom Teacher	Ron Graves	Vocational/Coach	Mathematics
Classroom Teacher	Ryan Hargis	History	Literacy
Classroom Teacher	Seth Reeves	Science	Wellness
Classroom Teacher	Shane Aitken	History	Wellness
Classroom Teacher	Stephanie Kara	Drug Education	Wellness Chair

Classroom Teacher	Tammie Wilson	Business	Wellness
Classroom Teacher	Tara West	Mathematics	Building Steering - Chair
Classroom Teacher	Ted Smith	Art	Literacy
Classroom Teacher	Tina Williams	math teacher	Mathematics
Classroom Teacher	Traci Britt	Business	Mathematics
District-Level Professional	Kirk Nance	Special Programs Coordinator	Building Steering
Non-Classroom Professional Staff	Andrea Crawford	Counselor	Building Steering - Science Chair
Non-Classroom Professional Staff	Angie Gray	Instructional Facilitator	Mathematics
Non-Classroom Professional Staff	Kelli Glisson	Nurse	Wellness
Non-Classroom Professional Staff	Lori Bush	Media Specialist	Literacy/ parent facilitator
Non-Classroom Professional Staff	Rachael Barnes	Instructional Facilitator	Literacy
Non-Classroom Professional Staff	Rebecca Dwiggin	Counselor	Mathematics
Non-Classroom Professional Staff	Theresa Fernandez	Cafeteria Manger	Wellness
Parent	Jan Gerber	Parent	Literacy
Parent	Julie Adney	Parent	Literacy
Parent	Marti Henson	Parent	Wellness
Parent	Sandy McCloud	Parent	Mathematics
Parent	Susan Curry	Parent	Literacy
Parent	Tracy Evans	Alumni Representative	Literacy/Alumni Advisory/Federal Programs Advisory/Wellness
Principal	Frank Stapleton	Assistant Principal	Building Steering/Safe and Drug Free/Wellness
Principal	Vernon Brooks	Principal	Building Steering/Federal Programs Advisory/Wellness
