

School Plan

FLIPPIN HIGH SCHOOL
210 ALFORD ST., FLIPPIN, AR 72634

Arkansas Comprehensive School Improvement Plan

2014-2015

In our classroom we respect each other and try our best. We are a team. We learn from mistakes. We create. We celebrate each other's success.

Grade Span: 9-12 Title I: Title I Schoolwide

School Improvement: MS

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Priority 1: All students will improve literacy skills across the curriculum.

1. NEEDS ASSESSMENT: According to the ESEA accountability report, Flippin High School has been identified as "Needs Improvement" in literacy. On the Grade 11 Literacy Exam, the combined population scored 79.66%, which met the 2014 AMO of 79.41% for combined population. However, Flippin High School Faculty/Staff discovered the following trend: Over the three year trend, 76.40% of all eleventh grade students scored advanced or proficient on the Grade 11 Literacy Exam. These scores fell short of the 2014 AMO of 79.41%. The three year trend for the TAGG group was 62.50%, which was also less than the 74.04% AMO for 2014. The 2014 Literacy Exam data indicated a balance between all 3 types of reading passages; however, the gap between the combined population and the TAGG population has grown to 17.16%. The 2013 Literacy data indicated an above-state average on content passages. Weaknesses by testing year: In the released items for the 2014 Literacy Exam, weaknesses were consistent among all types of passages; however, non-released items indicate a weakness in practical text. In 2013, weaknesses were style and diction within informational texts, identification of archetypes, and identification of a variety poetic techniques; In 2012, weaknesses were in literary and practical passages, combining concrete information and commentary for elaboration, arranging into logical paragraphs, writing responses to literature that articulate the significant ideas of literary works,

Supporting
Data:

support important ideas and viewpoints, analyze the author’s use of stylistic and literary devices, determine the impact of ambiguities, nuances, and complexities using evidence from the text, and analyze conflicts as revealed by characters’ motivations and behavior. The 2014 ITED scores show a decrease in scores from 2013. Vocabulary: 2014-55%, 2013-66%, 2012-60%; Reading/Comprehension: 2014-58%, 2013-63.2%, 2012-59%; Reading Total: 2014- 58%, 2013-66.2%, 2012-61%. Revision of Written Material: 2014- 57%, 2013-63.3%, 2012-58%.

2. Graduation Rate: In 2013, the graduation rate was 93.85%. In 2012, the graduation rate was 96.23%. In 2011, the graduation rate was 81.08%.

Goal The gap between economically disadvantaged and non-economically disadvantaged students will be narrowed.

Benchmark The AMO for 2014-2015 being 81.70%, the projected growth in literacy will be 2.04% for all students. The TAGG group must improve 14.42% to meet projected AMO growth.

Intervention: To enhance literacy in all courses, high school teachers will work to implement literacy strategies across the curriculum.

Scientific Based Research: Brettschneider, A. (2009). PLCs meet PCs: Technology-supported literacy coaching within and between disciplines. Brown University: Literacy Coaching Clearinghouse. Burkins, J.M. (2013). Supporting students as they read independently. Newark, DE: International Reading Association. Kosanovich, M.L., Reed, D.K., & Miller, D.H. (2010). Bringing literacy strategies into content instruction: Professional learning for secondary-level teachers. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROFESSIONAL DEVELOPMENT: Through PLCs and team teaching, English teachers will collaborate with colleagues to enhance literacy instruction in content classrooms as well as in English classrooms. State PD a Title IIA funds will be used to purchase books for the English department to attend the statewide workshop Comprehensive Literacy for Adolescent Student Success (CLASS). Another group of teachers will be selected to participate in the Literacy Design Collaborative (LDC). This group will consist of an English teacher, science teacher, social studies teacher, and the agriculture teacher.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Cassie Gilley, Jennifer Metts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	<p>Title II-A - Purchased \$6000.00 Services: PD (State-223) - \$2756.00 Materials & Supplies:</p> <hr/> <p>ACTION BUDGET: \$8756</p>
ALIGNMENT: To support the across-the-curriculum reading program, bold-type	Stacey Hargrove	Start: 07/01/2014	<ul style="list-style-type: none"> • Computers 	Title I - Materials & \$3000.00 Supplies:

<p>books (for struggling readers/vision impaired), e-books, and/or high interest nonfiction will be purchased as needed. The variety of titles will address all student reading abilities (struggling, on grade level, special education, gifted and talented). The purpose of this strategy is to increase literacy and close the achievement gap. Title I funds will support this activity.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>		<p>End: 06/30/2015</p>	<ul style="list-style-type: none"> School Library 	<hr/> <p>ACTION BUDGET: \$3000</p>
<p>FORMATIVE ASSESSMENT: To maintain growth, to promote more consistent reading, and to develop better reading attitudes in all grades, all English teachers will continue to employ reading strategies. In addition, school-wide close reading practice will be provided every Friday morning. Teachers will assign project based activities associated with Common Core Curriculum and independent reading books selected from classroom libraries of current, high interest texts. Students will take TLI tests, analyze their errors, and note strategies for improving their reading performance.</p> <p>SUMMATIVE EVALUATION/PROGRAM EVALUATION: EOC results continue to be used to evaluate the implementation of TLI testing, Literacy Lab Strategies, and the web based Accelerated Reader program. Teaching strategies will be modified to close the TAGG achievement gap (low socioeconomic compared to not low socioeconomic). Students who are not proficient or advanced will be placed in remediation services and placed on an academic</p>	<p>Stacey Hargrove/Kim Randall</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>

<p>improvement plan (AIP). Data collected from the 2014 Literacy Exam show some growth, but growth does not meet expectations. The TAGG achievement gaps are as follows: Grade 11 Literacy Exam 34% gap between socioeconomic groups. The IOWA test shows a slight decrease in achievement. On the IOWA test there is a 29.5 % achievement gap between genders (girls outperform boys). Action Type: Program Evaluation Action Type: Program Evaluation</p>				
<p>COLLABORATION: The high school will purchase sets of nonfiction texts to support common core literacy standards. In working with these materials, teachers and students will use Lit Lab strategies to target practical and content texts across the curriculum. Action Type: Alignment Action Type: Collaboration</p>	Kim Randall	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Materials & Supplies: \$2261.82</p> <hr/> <p>ACTION BUDGET: \$2261.82</p>
<p>TECHNOLOGY: All students enrolled in grades 9 through 12 will have an Apple iPad issued to them for the 2014-15 school year. With input from PLCs, a variety of e-books and apps will be purchased to support various across the curriculum instructional strategies. NSLA funds will support this activity. NSLA funds at the district level have been identified to support this activity. Action Type: Collaboration Action Type: Technology Inclusion</p>	Dustin Johnson	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>EQUITY: In response to struggling readers, an interventionist (100% FTE A. Hudson-Salary \$19672/Fringe Benefits-\$5902.51) will be working with high school students. For students scoring below 9th grade reading level, further testing through the Developmental Reading</p>	Annette Hudson	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Employee Salaries: \$19672.00 Title I - Employee Benefits: \$5902.51</p> <hr/> <p>ACTION BUDGET: \$25574.51</p>

Assessment will be administered. The interventionist and a team of teachers will test 10th, 11th, and 12th grade students referred by the faculty for testing. STAR tests will determine the starting point for further testing. Title I funds will be used to support this activity. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide				
PROFESSIONAL DEVELOPMENT: Teachers will support student technological instruction by participating in PLCs and/or by attending professional development regarding effective implementation of apps within their curriculum. Title IIA funds will support this activity. Action Type: Alignment Action Type: Title I Schoolwide	Cassie Gilley	Start: 07/01/2014 End: 06/30/2015		Title II-A - Purchased \$4773.00 Services: <hr/> ACTION BUDGET: \$4773
ALIGNMENT: Materials/supplies will be purchased to support the English Speakers of Other Languages (ESOL) program. ELL funds will be used to support this activity. Action Type: Alignment	Cassie Gilley	Start: 07/01/2014 End: 06/30/2015		ELL (State-276) - Materials & Supplies: \$294.66 <hr/> ACTION BUDGET: \$294.66
EQUITY: The literacy department will conduct action research to determine the best instructional strategies and programs to close the achievement gap between the low socioeconomic TAGG group and the general population. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Elaine McLean	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$
TECHNOLOGY/EQUITY: Flippin High School will offer blended digital classes across from QUIPS (Quiet Uninterrupted Independent Productive Study). These	Kim Randall	Start: 07/01/2014 End: 06/30/2015	• Teachers	Title I - Materials & Supplies: \$1081.68 <hr/>

courses will meet affording students face time with teachers to provide additional help as needed. Teachers will utilize Canvas as their blended digital course delivery system. Title I funds will support this activity Action Type: Equity Action Type: Technology Inclusion				ACTION BUDGET: \$1081.68
Total Budget:				\$45741.67

Intervention: Teachers will improve reading comprehension through the use of close reading passages.

Scientific Based Research: Kealy, W. A., & Ritzhaupt, A. D. (2010). Assessment Certitude as a Feedback Strategy for Learners' Constructed Responses. Journal Of Educational Computing Research, 43(1), 25-45.

Actions	Person Responsible	Timeline	Resources	Source of Funds
EQUITY: A literacy teacher at 25% FTE (J. Boggan-Salary \$12300/Fringe Benefits-\$3691) will provide passages for close reading to all high school teachers. Those passages will be used for ongoing data collection in literacy improvement. Action Type: Equity Action Type: Equity	Erica Roberts, Jennifer Metts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - \$3691.00 Employee Benefits: NSLA (State-281) - \$12300.00 Employee Salaries: <hr/> ACTION BUDGET: \$15991
FORMATIVE ASSESSMENT: Core teachers will administer close reading instruction on a weekly basis. Progress will be compared to initial close reading assignments. SUMMATIVE ASSESSMENT: TLI data will be used to assess improvement throughout the year. English teachers will require their students to take the S.T.A.R. diagnostic test at the beginning and end of the school year to assess students' progress in reading comprehension. PROGRAM EVALUATION: The writing committee will work with the	Kim Randall	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$

Curriculum Director in analyzing the progress of student reading comprehension through TLI assessments. Action Type: Program Evaluation				
AIP/IRIs: Flippin High School restructured the school day into a modified block system which allows struggling or underachieving students to have guided study hall and/or remediation for 1-2 class periods on Fridays. In addition, further practice through ACT prep classes or alternating literacy enrichment and math enrichment classes will be provided to all students on Fridays. Action Type: AIP/IRI	Cassie Gilley	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
COLLABORATION: A career coach will offer support to teachers by helping students write resumes and cover letters. In addition to this, clear connections will be made between high school literacy (including digital literacy) and literacy in the students' future careers. NSLA funds will be used to support this activity. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Jennifer Dunn	Start: 07/01/2014 End: 06/30/2015		NSLA (State-281) - \$24000.00 Purchased Services: <hr/> ACTION BUDGET: \$24000
COLLABORATION: All literacy teachers will work together to align their curriculum to the Common Core standards and professional development. Action Type: Collaboration Action Type: Professional Development Action Type: Collaboration Action Type: Professional Development	Kim Randall	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$

COLLABORATION: A variety of media will be used to share information about Common Core State Standards with parents, teachers, and students: School Website with school newspaper articles, TVs in the halls, QR coded announcements posted in teacher classrooms, and phone message system.	Kim Randall/Jennifer Metts	Start: 07/01/2014 End: 07/01/2014		ACTION BUDGET: \$
Total Budget:				\$39991

Priority 2: All students will improve mathematics skills.

1. NEEDS ASSESSMENT: Flippin High School has been designated as "Achieving" in math. ACSIP Leadership Teams were formed to analyze test scores from the administration of the 2014 Algebra I, Geometry and ITED Exams. As of the 2013-2014 test results, the percent of students scoring at or above proficiency on the end of course Algebra I and Geometry Exams is 63.39% (All Students) and 54.29% (TAGG students) with the state Annual Measurable Objectives (AMOs) being 64.06% and 60.77% respectively. Although we met AMO with the three year trend, there was a 9.10% gap between all students and the TAGG students. Based on our data analysis, the math committee concludes that the following areas reflect our greatest need: Algebra I- Answering open response questions involving all strands and "Linear Functions" and "Non Linear Functions" in multiple choice; Geometry- Answering open response questions involving all strands and "Triangles" and "Coordinate Geometry & Transformations" in multiple choice. To close the gap between all students and TAGG students, we will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet weekly as professional learning communities (PLCs) to review formative, real-time classroom performance data for the purpose of making decisions regarding the direction and focus of our classroom instruction.
2. Graduation Rate: In 2013, the graduation rate was 93.85%. In 2012, the graduation rate was 96.23%. In 2011, the graduation rate was 81.08%.

Supporting Data:

Goal

Math students will become more proficient in solving open response questions with emphasis on all strands and will become more proficient in answering multiple choice questions with emphasis on the "Linear Functions," "Non Linear Functions," "Coordinate Geometry & Transformations", and "Triangle" strands.

Benchmark

According to the Arkansas Research Center, Flippin High School has been identified as "Achieving" in mathematics based on our three year trend. During this three year trend, the percent of all students scoring at or above proficiency is 76.95% with an AMO of 64.06%; the percent for TAGG students is 70.63% with an AMO of 65.13%. The AMO for the 2014-2015 school year is 68.05% for all students and 65.13% for TAGG students. An annual growth of 4.36% is projected for the TAGG students for 2014-2015.

Intervention: Math curriculum will include brain-based instructional strategies as described and researched by Marcia Tate which consists of the higher levels of Bloom's Taxonomy and uses multiple intelligences.				
Scientific Based Research: Tate, Marcia L. (2010). "Worksheets Don't Grow Dendrites."				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>EQUITY: Assignments will include brain-based instructional strategies as described and researched by Marcia Tate. All student abilities will be addressed (struggling, on grade level, special education, gifted and talented) with implementation of the various strategies. Mathematic eBooks will be purchased to support student learning and various instructional strategies in order to effectively implement Common Core State Standards-Math. Title I funds will be used to support this activity. Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Cassandra Loskot</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	<p>Title I - Materials & Supplies: \$1000.00</p> <hr/> <p>ACTION BUDGET: \$1000</p>
<p>FORMATIVE ASSESSMENT: During weekly Professional Learning Community (PLC) meetings, math teachers will use The Learning Institute (TLI) test results to evaluate the implementation of the Marcia Tate Strategies and make necessary changes in classroom instruction. SUMMATIVE ASSESSMENT/AIP: EOC results will be used to evaluate the implementation of TLI testing. Strategies will be revised to address weaknesses and to assist students in meeting specific SLEs (student learner expectations). Students who are not proficient or advanced will be placed in remediation services and placed on an academic improvement plan (AIP). PROGRAM EVALUATION: After surveying the math teachers during PLC's it was determined that 100% of the math teachers were implementing the previous interventions and actions. The math department</p>	<p>Gina Riggs/Cassandra Loskot</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>meets in the fall to determine if the students achieved sufficient growth and to evaluate the effectiveness of previous interventions and actions based on the 3-year trends of Algebra I and Geometry EOC Exams. Interventions and actions are studied and adjusted as needed using Marcia Tate's instructional strategies, remediation, TLI, PLC's, exercises from Khan Academy, and tutoring. The data indicates a decrease from 94.5% to 61.5% in the combined Algebra I and Geometry scores, but the three year trend shows we met our AMO; therefore, we believe the interventions are working. The data shows a gap of 26.5% between the TAGG group and the non TAGG group in the combined Algebra I and geometry scores. Action Type: Collaboration Action Type: Program Evaluation</p>				
<p>EQUITY: After-school tutoring will be provided for students who need additional instruction to close the achievement gap. Title I funds will be used to support this activity. Action Type: Equity</p>	Cassie Gilley	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Employee \$615.15 Benefits: Title I - Employee \$1560.00 Salaries: <hr/>ACTION BUDGET: \$2175.15</p>
<p>EQUITY: Math teachers will continue to look for a methods of differentiation to fill gaps between the TAGG group and the non TAGG group in the combined Algebra I and Geometry scores. Action Type: Equity Action Type: Title I Target Assistance</p>	Gina Riggs/Cassandra Loskot	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p><hr/>ACTION BUDGET: \$</p>
Total Budget:				\$3175.15
<p>Intervention: Math curriculum will include vocabulary to improve the students' ability to write about mathematics more effectively and intelligently.</p>				

Scientific Based Research: Marzano, Robert J.; Pickering, Debra J.; Pollock, Jane E. (2001). "Classroom Instruction that Works." (located in Riggs' room)

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>ALIGNMENT: Vocabulary from the Arkansas Curriculum Frameworks' glossary will be included in instruction using brain-based instructional strategies as described and researched by Marcia Tate. Action Type: Alignment</p>	Gina Riggs	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>FORMATIVE ASSESSMENT: During weekly Professional Learning Community (PLC) meetings, we will use The Learning Institute (TLI) test results to evaluate the implementation of the Marcia Tate Strategies and make necessary changes in classroom instruction. SUMMATIVE ASSESSMENT/AIP: EOC results will be used to evaluate the implementation of TLI testing. Strategies will be revised to address weaknesses and to assist students in meeting specific SLEs (student learner expectations). Students who are not proficient or advanced will be placed in remediation services and placed on an academic improvement plan (AIP). PROGRAM EVALUATION: After surveying the math teachers during PLC's it was determined that 100% of the math teachers were implementing the previous interventions and actions. The math department meets in the fall to determine if the students achieved sufficient growth and to evaluate the effectiveness of previous interventions and actions based on the 3-year trends of Algebra I and Geometry EOC Exams. Interventions and actions are studied and adjusted as needed using Marcia Tate's instructional strategies, remediation, TLI, PLC's, exercises from Khan Academy, and tutoring. The</p>	Gina Riggs/Cassandra Loskot	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>data indicates a decrease from 94.5% to 61.5% in the combined Algebra I and Geometry scores, but the three year trend shows we met our AMO; therefore, we believe the interventions are working. The data shows a gap of 26.5% between the TAGG group and the non TAGG group in the combined Algebra I and geometry scores. Action Type: Program Evaluation</p>				
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Total Budget: \$0

Intervention: Math curriculum will include real world mathematical applications (both with and without technology) to improve the students' desire to solve and persevere through real-world math problems.

Scientific Based Research: Sejnost, Roberta L. (2009). "Tools for Teaching in the Block." (located in Taylor's Room)

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>TECHNOLOGY INCLUSION: Assignments and assessments will include real world applications that are solved both with and without technology. Flippin High School provides graphing calculators for all students. Action Type: Equity Action Type: Technology Inclusion</p>	Gina Riggs	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>FORMATIVE ASSESSMENT: During weekly Professional Learning Community (PLC) meetings, we will use The Learning Institute (TLI) test results to evaluate the implementation of the Marcia Tate Strategies and make necessary changes in classroom instruction. SUMMATIVE ASSESSMENT/AIP: EOC results will be used to evaluate the implementation of TLI testing. Strategies will be revised to address weaknesses and to assist students in meeting</p>	Gina Riggs/Cassandra Loskot	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>specific SLEs (student learner expectations). Students who are not proficient or advanced will be placed in remediation services and placed on an academic improvement plan (AIP). PROGRAM EVALUATION: After surveying the math teachers during PLC's it was determined that 100% of the math teachers were implementing the previous interventions and actions. The math department meets in the fall to determine if the students achieved sufficient growth and to evaluate the effectiveness of previous interventions and actions based on the 3-year trends of Algebra I and Geometry EOC Exams. Interventions and actions are studied and adjusted as needed using Marcia Tate's instructional strategies, remediation, TLI, PLC's, exercises from Khan Academy, and tutoring. The data indicates a decrease from 94.5% to 61.5% in the combined Algebra I and Geometry scores, but the three year trend shows we met our AMO; therefore, we believe the interventions are working. The data shows a gap of 26.5% between the TAGG group and the non TAGG group in the combined Algebra I and geometry scores. Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>AIP: During parent-teacher conferences in the fall, remediation teacher will meet with the parents of students receiving remediation services to discuss their child's Academic</p>	<p>Jason Hughes</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

Improvement Plan (AIP). Action Type: AIP/IRI				
PARENT INVOLVEMENT: Correspondence will be sent home to the parents to inform them that the school provides graphing calculators for each student, and the parents are responsible for the replacement cost if it is lost, stolen, or damaged. Action Type: Parental Engagement	Hope Mott/Marie Erickson	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
EQUITY: Math Teachers will model real world mathematical applications similar to those in the EOC tests both with and without the use of technology in instruction and guided practice. Action Type: Equity	Cassandra Loskot	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: Math teachers will participate in professional development workshops to increase instructional strategies. Math teachers are participating in the Mathematics Design Collaborative (MDC), sponsored by the O.U.R. Co-op, led by Shane Flud. Title I funds will be used to provide professional development activities. Action Type: Professional Development	Cassie Gilley	Start: 07/01/2014 End: 06/30/2015		Title I - Purchased \$5428.00 Services: <hr/> ACTION BUDGET: \$5428
EQUITY/FORMATIVE ASSESSMENT: Flippin High School will offer multiple ACT preparatory classes to help students improve skills and scores in English, math, reading and science. Student requests to focus on special areas needing improvement will be considered. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Cassie Gilley/Gina Riggs/Cassandra Loskot	Start: 07/01/2014 End: 06/30/2015		<hr/> ACTION BUDGET: \$

<p>EQUITY: Math teachers will be using the IXL and/or ALEKS computer programs this year as supplements to our curriculum. An additional math teacher at 75% FTE (J. Walser-Salary \$28788/Fringe Benefits \$8637) has been hired to work close with students to provide support in effective use of the new software. NSLA funds will be used to support this activity.</p>	<p>Gina Riggs/Cassandra Loskot</p>	<p>Start: 07/17/2014 End: 06/30/2015</p>		<p>Title I - Materials & Supplies: \$2172.50 NSLA (State-281) - \$8637.00 Employee Benefits: NSLA (State-281) - \$28788.00 Employee Salaries: <hr/>ACTION BUDGET: \$39597.5</p>
<p>Total Budget:</p>				<p>\$45025.5</p>

- Priority 4: Students will improve their health by becoming more knowledgeable in the areas of nutrition and physical education and by developing healthier habits.
1. NEEDS ASSESSMENT: In August 2014, the high school faculty met to analyze the 10th grade BMI data. The data showed that for 2013-2014, in the male category, 58.6% were considered "healthy or underweight" and 41.1% were considered overweight or obese. In the female category, 44.4% were considered "healthy or underweight" and 55.6% were considered overweight or obese. Twenty-nine students were male and 18 students were female. In August 2013, the high school faculty met to analyze BMI data. The data showed that for 2012-2013, in the male category, 64% were considered "healthy or underweight" and 36% were considered overweight or obese. In the female category, 54.5% were considered "healthy or underweight" and 45.5% were considered overweight or obese. Twenty-five students were male and 22 students were female. The data showed that for 2011-2012, in the male category, 68.4% were considered "healthy or underweight" and 31.6% were considered overweight or obese. In the female category, 52% were considered "healthy or underweight" and 48% were considered overweight or obese. Nineteen students were male and 25 students were female. The data suggests there has been an increase in obesity throughout the overall trend; however, the BMI assessment is not a reliable tool for gauging the success of the overall mission of the wellness committee. Therefore, we gave a survey regarding attitudes towards becoming more knowledgeable in the areas of nutrition and physical education. We had 48% of the student body participate in the survey. The data showed that 48% of the students did not feel properly educated in the areas of eating healthy and exercise, 45% of the students reported not eating healthy, 40% did not exercise regularly, and 36% did not feel that they take care of themselves both mentally and physically.
 2. DATA STATEMENT: Although student body participation in BMI testing is up to 20% (47 out of 230 students) from 16% the previous year, the statistics are not reliable due to the small sample size, as well as the comparison of different student groups. The committee believes the percentage of overweight and obese students is higher than the results reported. Based on the survey data, the committee believes there is a need for education and encouragement from the high school faculty to make more nutritious choices and increase physical activity.
- Supporting Data:
- Goal: Students will improve their health by becoming more knowledgeable in the areas of nutrition and physical education and by developing healthier habits.

Benchmark

Positive responses from high school Health students to a pre and post test concerning healthy lifestyle education will increase by 2%.

Intervention: Students will be encouraged to establish healthy habits and lifestyle decision making goals.				
Scientific Based Research: U.S. Department of Health and Human Services and U.S. Department of Agriculture. "Dietary Guidelines for Americans, 2010". 7th Edition, Washington, DC:U.S. Government Printing Office, June 2010. Lee, S. M. Centers for Disease Control and Prevention, Morbidity and Mortality Weekly Report (MMWR). (2011). School health guidelines to promote healthy eating and physical activity (60(RR05); 1-71). Retrieved from website: http://www.cdc.gov/mmwr/preview/mmwrhtml/rr6005a1.htm?s_cid=rr6005a1_w				
Actions	Person Responsible	Timeline	Resources	Source of Funds
COLLABORATION: A member of the high school wellness committee will serve as a member of the District Wellness Committee. Action Type: Collaboration Action Type: Wellness	Ann Ford/Angie Nix	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$
PROGRAM EVALUATION: FHS students are enrolled in on site health classes. FORMATIVE ASSESSMENT: During weekly CAP meetings, teachers will receive current grades to monitor student achievement in health classes. SUMMATIVE ASSESSMENT: Prior to assigning schedules for the 2013-2014 school year, the Wellness Committee will review content and effectiveness of this class using grades/classroom data. The Wellness Committee will evaluate the effectiveness of the Health program by conducting pre- and post assessment through School Health Index Modules and surveys given to students and teachers. In April, 2013, 114 high school students participated in a survey during CAPs time. Only 19% (18 out of 96) showed an interest in learning more about developing healthy habits through diet and exercise. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Wellness	Ann Ford	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments 	<hr/> ACTION BUDGET: \$
ALIGNMENT: All students will be enrolled in a health education class for one semester as part	Shelena Smith	Start: 07/01/2014 End:	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$

of the graduation requirements. Action Type: Wellness		06/30/2015		
COLLABORATION: The wellness committee will work with the high school health teacher to assure content of the health class is following the Arkansas health frameworks. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Wellness	Ann Ford/Cassie Gilley	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT/COLLABORATION: Professional development will be provided as needed from the school nurse and building principal for all medical, physical, and mental health issues, especially those issues which impact our current student population. The principal invites parents to conference with classroom teachers when physical or emotional issues arise that may impact a student's classroom needs. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Cassie Gilley/Tracie Gilliland/Shelena Smith	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
EQUITY: Flippin High School will offer blended digital classes across from QUIPS (Quiet Uninterrupted Independent Productive Study). These courses will meet the requirements of Act 1280 while also affording students face time with teachers to provide additional help as needed. Teachers will utilize Canvas as their blended digital course delivery system.	Ann Ford/Angie Nix	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Students will be provided physical activity as mandated by Arkansas State Standards.

Scientific Based Research: Active living research, A national program of the Robert Wood Johnson Foundation, "Physical Education, Physical Activity, and Academic Performance", Research brief, Summer 2009, Active Living Research, San Diego State University, San Diego, CA, <http://www.rwjf.org/files/research/20090925alractiveeducation.pdf>

Actions	Person Responsible	Timeline	Resources	Source of Funds
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ALIGNMENT: All students will be required to receive one half credit in physical education as part of the graduation curriculum with the option of one additional year as an elective. Action Type: Wellness	Shelena Smith	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$
FORMATIVE/SUMMATIVE ASSESSMENT: Physical Education time will be meaningful and students will be engaged and participate in all activities during class time. PROGRAM EVALUATION: The Wellness Committee will frequently monitor goals and will evaluate the effectiveness of interventions by reviewing data results from the classroom and School Health Index Modules, and other assessments related to wellness. The ACSIP plan will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Dion Hargrove	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT is provided as needed regarding the physical and mental needs of students. Professional development on topics such as asthma and defibrillator use is provided to faculty. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Cassie Gilley	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: A healthy school environment will be provided for all participants.

Scientific Based Research: Centers for Disease Control and Prevention, MMWR Morbidity and Mortality Weekly Report, October 22, 2010C, Weekly / Vol. 59 / No. 41, Superintendent of Documents, U.S. Government Printing Office, Washington, DC, 2010 . Lee, S. M. Centers for Disease Control and Prevention, Morbidity and Mortality Weekly Report (MMWR). (2011). School health guidelines to promote healthy eating and physical activity (60(RR05);1-71). Retrieved from website: http://www.cdc.gov/mmwr/preview/mmwrhtml/rr6005a1.htm?s_cid=rr6005a1_w

Actions	Person Responsible	Timeline	Resources	Source of Funds
ALIGNMENT: The gym will be available for students to use before school and during their lunch period. Students will be able to use this time to exercise. Faculty and students are encouraged to use the top of the gym for walking. One period of fitness class is offered every Friday for students as an option during differentiated learning. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Wellness	Dion Hargrove	Start: 07/01/2014 End: 06/30/2015	• Teachers	ACTION BUDGET: \$

<p>EQUITY: Only water will be sold through vending machines; no sodas will be sold through vending machines. Action Type: Wellness</p>	<p>Cassie Gilley</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>FORMATIVE ASSESSMENT/SUMMATIVE ASSESSMENT/PROGRAM EVALUATION: The Flippin School District ensures each school provides a pleasant environment and monitors schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. FORMATIVE ASSESSMENT: Flippin School's website will provide health-related links throughout the school year. SUMMATIVE ASSESSMENT: At the end of the school year, the School Health Index (SHI) Modules are used to evaluate district and school effectiveness. The CAP groups at Flippin High School will be given nutritional and total wellness information at least two times per semester, with a special emphasis on iPad apps to heighten awareness and interest. An online survey will be given to CAP groups at the beginning of the year and at the end of the year to monitor a change in attitude towards health and fitness. Students will complete the Arkansas Prevention Needs Assessment given within CAP groups. Survey results will be evaluated. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Wellness</p>	<p>Stacey Foster</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>COLLABORATION: The Flippin School District will: (1) provide support to schools to ensure successful implementation of the Wellness Policies; (2) provide resources and professional development to District and School staff to improve the overall school nutrition environment; and (3) will promote the health, physical education and physical activity curricula and (4) student health.</p>	<p>Angie Nix</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Collaboration Action Type: Wellness				
PROFESSIONAL DEVELOPMENT: Resources, professional development, and periodic training to manage health issues and emergencies will be provided for FHS faculty. (e.g. CPR, flu shots, etc.) Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Cassie Gilley/Angie Nix	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: A healthy lifestyle will be promoted within the family environment.

Scientific Based Research: U.S. Department of Health and Human Services and U.S. Department of Agriculture, Appendix E-1: Major Conclusions SECTION 1: ENERGY BALANCE AND WEIGHT MANAGEMENT, Report of the DGAC on the Dietary Guidelines for Americans, Washington, DC:U.S. Government Printing Office, June 2010. Lee, S. M. Centers for Disease Control and Prevention, Morbidity and Mortality Weekly Report (MMWR). (2011). School health guidelines to promote healthy eating and physical activity (60(RR05);1-71). Retrieved from website: http://www.cdc.gov/mmwr/preview/mmwrhtml/rr6005a1.htm?s_cid=rr6005a1_w

Actions	Person Responsible	Timeline	Resources	Source of Funds
ALIGNMENT: Health-related links as well as a list of helpful iPad apps will be provided on the school website. Action Type: Wellness	Linda Lane	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
ALIGNMENT: Posters and/or brochures promoting a healthy lifestyle will be displayed in the school. Action Type: Wellness	Stacey Foster	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$
FORMATIVE ASSESSMENT: Flippin Schools' website will offer health-related links as the school year progresses. SUMMATIVE ASSESSMENT: The School Health Index Modules will assist the Wellness Committee in determining the effectiveness of the district's attempts to educate students, faculty, and parents about maintaining a healthy environment. PROGRAM EVALUATION: The Flippin School District will ensure each school provides timely and relevant health information to the stakeholders in the Flippin School District. The Parent Involvement Survey will be used to evaluate district and school effectiveness. Action Type: Program Evaluation	Angie Nix/Cheryl Blasdel	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

PARENTAL ENGAGEMENT: Professional development was provided on the importance of parental engagement concerning healthy lifestyle choices in August 2013. Ongoing professional development is available for FHS faculty which covers this topic. Action Type: Parental Engagement Action Type: Professional Development	Barbara Taylor	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
PARENTAL ENGAGEMENT: The Flippin School District will provide wellness information for parents in the community. Information on the Community Garden and iPad apps for health/fitness will be included. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Cheryl Blasdel	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
PARENTAL ENGAGEMENT: In August 2013, professional development was provided which addressed the importance of parental engagement in managing students with special needs (Aspberger's/ADHD). This discussion pertained to the need for student inclusion in all subjects, including physical education and health. Specific safety issues were discussed. Ongoing professional development is available for FHS faculty which covers this topic. Action Type: Parental Engagement Action Type: Professional Development	Barbara Taylor	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
EQUITY: Data in all tested areas shows that the achievement gap has grown between students in low socioeconomic households and students not in low socioeconomic households. In an attempt to meet the needs of low socioeconomic students, the Wellness Committee will review and modify the survey that was given last school year. Action Type: Collaboration Action Type: Equity	Ann Ford/Angie Nix	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: Students will improve skills in scientific endeavors.

1. **NEEDS ASSESSMENT:** ACSIP leadership teams conducted data analysis to determine students' main areas of weakness in science. Upon data analysis to find three-year trends, the committee discovered the weaknesses to be in open response questions and multiple choice questions in the areas of molecules and cells, classification and the diversity of life, and the nature of science. This identification includes general population and TAGG subgroups (Economically Disadvantaged and White). The economically disadvantaged students' proficiency rate was lower than the non-economically disadvantaged students' proficiency rate. Open response scores: Open response scores: In 2014, the average open response score was 3.96/8 with the lowest average being 2.7/8 in molecules and cells. The non-economically disadvantaged students' proficiency rate was 80% and the economically disadvantaged students' proficiency rate was 57%. In 2013, the average open response score was 3.04/8 with the lowest average being 0.8/8 in molecules and cells. The non-economically disadvantaged students' proficiency rate was 79% and the economically disadvantaged students' proficiency rate was 43%. In 2012, the average open response score was 3.32/8 with the lowest average being 2.2/8 in molecules and cells. In 2011, the average open response score was 3.7/8 with the lowest average being 2.9/8 in molecules and cells.
2. **Graduation Rate:** In 2013, the graduation rate was 93.85%. In 2012, the graduation rate was 96.23%. In 2011, the graduation rate was 81.08%.

Supporting Data:

Goal

Students will improve science open response scores in the areas of molecules and cells and ecology and behavioral relationships.

Benchmark

EOC Scores: In 2013, combined population proficiency was 60%. In 2012, combined population proficiency was 68%. In 2011, combined population proficiency was 33%. A projected growth of 5.58% over the 2013 data will become the focus of this priority.

Intervention: Students will address open response questions while using graphic organizational skills to promote the understanding in all areas with an emphasis on molecules and cells, classification and the diversity of life, and nature of science.				
Scientific Based Research: Dexter, D.D, Hughes, C.A (2011, Jan.) Graphic organizers and students with learning disabilities: a meta-analysis. Learning Disability Quarterly.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
EQUITY: Through PLCs, the science department will continue to develop lessons in which students will create at least one graphic organizer applicable for each content standard area and increase effectiveness in organizing thoughts and ideas. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Aaron Mead	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
ALIGNMENT: Students will answer open response questions using graphic organizers when applicable to demonstrate an understanding of content standard areas. Action Type: Alignment	Aaron Mead	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
COLLABORATION: In PLCs, high school science teachers will align their curriculum vertically and horizontally to Common Core standards. Materials/supplies will be purchased to support STEM.	Jonathan Roberts	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$

<p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>				
<p>PROGRAM EVALUATION: TLI periodic assessments will be used as a FORMATIVE ASSESSMENT to determine areas of weakness. Upon receipt of ACTAAP scores, the plan will be reviewed annually as a SUMMATIVE ASSESSMENT, and the program revised as needed. During PLC meetings, the science teachers will use the TLI test scores and EOC scores to evaluate the effectiveness of using graphic organizers in organizing thoughts and ideas in the areas of molecules and cells, and ecology and behavioral relationships. The average EOC Open Response scores went from 3.04 to 3.96. The lowest score on the open response went from 0.8 to 2.7. Based on local and state data, the intervention is working as implemented. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Aaron Mead</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>EQUITY: Flippin High School will offer students ACT preparatory classes to help students improve their skills and scores in English, math, reading and science. Students may request to focus on special ACT sections they are wishing to improve. These 4 tested areas will be offered at least one quarter. Action Type: Equity</p>	<p>Shelena Smith</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>PROFESSIONAL DEVELOPMENT: Teachers will attend professional development opportunities regarding Literacy Design Collaborative (LDC). Action Type: Professional Development</p>	<p>Cassie Gilley</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>EQUITY: Flippin High School will offer blended digital classes across from QUIPS (Quiet Uninterrupted Independent Productive Study). These courses will meet the requirements of Act 1280 while also affording students face time with teachers to provide additional help as needed. Teachers will utilize Canvas as their blended digital course delivery system.</p>	<p>Kim Randall</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>

Total Budget:	\$0
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Intervention: Students will utilize an Interactive Science Notebook which will include hands-on learning activities and graphic organizers to stimulate understanding in all areas with an emphasis on molecules and cells, classification and the diversity of life, and nature of science.

Scientific Based Research: Marcarelli, K. (2012, May) Teaching Science with Interactive Notebooks, ISBN-10: 1412954037, Corwin Press

Actions	Person Responsible	Timeline	Resources	Source of Funds
EQUITY: Students will maintain an Interactive Science Notebook which will include at least one hands-on activity and various visual aids including at least one graphic organizer when applicable to improve the understanding of the content standards. Action Type: Equity	Aaron Mead	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
AIPs: Remediation will be required of all students who do not score proficient or above on the Biology EOC exam. To exit remediation, students must score proficient or advanced on released EOC items or successfully complete learning objectives outlined by their AIPs. Action Type: AIP/IRI	Aaron Mead	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: TLI periodic assessments will be used as a FORMATIVE EVALUATION to determine areas of weakness. Upon receipt of ACTAAP scores, the plan will be reviewed annually as a SUMMATIVE EVALUATION, and the program revised as needed. During PLC meetings, the science teachers will use the TLI test scores and EOC scores to evaluate the effectiveness of using Interactive Science Notebooks in stimulating understanding in the areas of molecules and cells, heredity and evolution, classification and the diversity of life, ecology and behavioral relationships, and nature of science. Based on local and state data, the intervention is working as implemented. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Jennifer Walser	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
EQUITY: After-school tutoring will be provided for students who need additional instruction in order to become proficient in literacy, math and/or science. In addition to after-school tutoring, tutoring will	Cassie Gilley	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

also be offered during the school day to provide access for economically disadvantaged students who may not be able to stay after school. Action Type: Equity				
Total Budget:				\$0

Priority 6: Flippin High will implement best educational practices to improve student performance.

Supporting Data: 1. NEEDS ASSESSMENT: ACSIP leadership teams were formed to analyze test scores from the administration of EOC exams in the areas of Algebra I, Geometry, Biology and Grade 11 Literacy. Interventions and differentiated instruction are select according to individual student needs

2. Graduation Rate: In 2013, the graduation rate was 93.85%. In 2012, the graduation rate was 96.23%. In 2011, the graduation rate was 81.08%.

Goal Flippin High School will implement best educational practices to improve student performance.

Benchmark In 201-14, students scoring at proficient or advanced on EOC exams were as follows: Algebra I and Geometry 79.65%, Biology 60%, and Grade 11 Literacy 79.66%.

Intervention: Flippin High School will work to seek, choose and follow current best practices in education.				
Scientific Based Research: Total Instructional Alignment from Standards to Student Success. Lisa Carter, Solution Tree, (2007). Shouting Wont' Grow Dendrites, 20 Techniques for Managing a Brain-Compatible Classroom, Marcia L. Tate, Sage Publications, California, (2007).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
TITLE I SCHOOLWIDE: The school meets the following attributes of a schoolwide project-1) Needs assessment, 2) Alignment, 3) Instruction from Highly Qualified Teachers, 4) Professional Development, 5) Recruiting/Maintaining HQT, 6) Parental Involvement, 7) Transition, 8) Collaboration, 9) Point-in-Time Remediation, and 10) Coordination of state/federal funds. Action Type: Title I Schoolwide	Cheryl Blasdel	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
PARENT INVOLVEMENT: In compliance with Act 307, Act 603 and Act 697, Parent Involvement strategies such as broadcast messages, eSchool Home Access Center access 24/7 and school district website will be integrated into all areas of the school environment. Action Type: Parental Engagement Action Type: Title I Schoolwide	Cheryl Blasdel	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$
SCHOOLWIDE REFORM STRATEGIES: Flippin High School is using Department Level Teams to align our Curriculum, Instruction, Assessment and Professional Development. We seek to be single-minded in our attempts to identify and address those areas in which our students struggle to achieve. Through the	Cassie Gilley	Start: 07/01/2014 End: 06/30/2015		ACTION BUDGET: \$

<p>collective wisdom of our teams we seek to incorporate practices that make a significant, measurable difference in student achievement. We meet weekly to examine classroom performance data and set short-term goals. We are committed to the alignment of our instruction and curriculum, both horizontally and vertically. We are looking for ways that software, and other technology, programs can complement one another in order to provide a more seamless design for instruction. We are implementing strategies such as remediation classes, enrichment classes (ACT prep), reading hour, guided study hall and the CAPS program to insure that more students achieve proficiency. We continually seek to incorporate methods and instructional strategies that are supported by scientifically based research. Action Type: Title I Schoolwide</p>				
<p>STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS: Flippin High School advertises faculty openings locally and statewide. The school makes every attempt to secure the most highly qualified candidates for each available position. The school works with universities in the placement of their best teacher candidates for this school. When necessary, administrators attend job fairs for the purpose of attracting highly qualified candidates. Action Type: HQT-Section 2141 Action Type: Title I Schoolwide</p>	Cassie Gilley	Start: 07/01/2014 End: 06/30/2015		<hr/> <p>ACTION BUDGET: \$</p>
<p>PROFESSIONAL DEVELOPMENT: Flippin High School meets on a semi-annual basis in order to evaluate our schoolwide needs. We provide the training needed for our faculty to meet the required 60 hours of professional development (including training in parental involvement and technology). Our administrators are also trained in data analysis, instructional leadership and fiscal management. Our teachers, principals and interventionist are all included in the design and implementation of our professional development plan. We survey our teachers after each Professional Development activity and use the results to make planning decisions about PD, in our building. Action Type: Title I Schoolwide</p>	Cassie Gilley	Start: 07/01/2014 End: 06/30/2015		<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT: Flippin High School uses a variety of strategies to involve our parents in the education of their students. We recruit parents to</p>	Cassie Gilley	Start: 07/01/2014 End: 06/30/2015		Title I - Materials & \$500.00 Supplies:

<p>serve on ACSIP, and other committees. We host 2 parent teacher conferences, a Back-to School Bash, End-of-School Bash, and multiple community brunches each year in order to share the school vision and school improvement plan with parents. Parents are informed of their children's progress as well as of programs and opportunities available to them and their children. We involve parents in the development of our parent involvement policy and the evaluation of the same. We have a parent-school compact that is sent home with each student with the signature of the parent secured. Title I funds will be used to support various parent involvement activities above and beyond state mandated requirements. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				<hr/> <p>ACTION BUDGET: \$500</p>
<p>TRANSITION: Each spring the counselor and high school teachers host an evening where students transitioning from middle to high school the following fall along with their parents are offered an orientation session so they feel more familiar with policies, procedures and expectations at the high school level. The first day of school, Flippin High School faculty, Student Council, National Honor Society and the Renaissance Committee conduct a series of workshops to help transition all students into a new year. Action Type: Title I Schoolwide</p>	Shelena Smith	Start: 07/01/2014 End: 06/30/2015		<hr/> <p>ACTION BUDGET: \$</p>
<p>FLIPPIN HIGH SCHOOL INVOLVES TEACHERS IN THE DECISION MAKING PROCESS by holding frequent meetings where we obtain feedback and ask for guidance in policy making. Our teachers meet weekly for the purpose of engaging in schoolwide data analysis. Departmental Teams/PLCs meet monthly to look at classroom performance data. We continually seek to support an educational climate whereby all our staff feels they have a voice in how we shape the instructional program. Action Type: Equity Action Type: Title I Schoolwide</p>	Cassie Gilley	Start: 07/01/2014 End: 06/30/2015		<hr/> <p>ACTION BUDGET: \$</p>
<p>POINT IN TIME REMEDIATION: Flippin High School offers the following activities and programs that serve as our remediation process for those students who score below proficient on the High Stakes Exams: Targeted remediation classes and tutoring. Each student scoring below proficient has an AIP created with the involvement of parents, teachers and counselors. Parents are required to sign</p>	Cassie Gilley	Start: 07/01/2014 End: 06/30/2015		<hr/> <p>ACTION BUDGET: \$</p>

<p>off on the AIP's and RTI letters. Students are also enrolled in courses necessary for remediation of those skills necessary to pass the various CRT Exams. Each teacher of math and literacy provides 45 minutes of focused small group and individual remediation, each week, for those students who have an AIP. Credit recovery is designed for students who fail courses.</p> <p>Action Type: Equity Action Type: Title I Schoolwide</p>				
<p>ALIGNMENT: FLIPPIN HIGH SCHOOL COORDINATES AND INTEGRATES various programs by seeking the best ways various funding sources can support a seamless curriculum in our school. Whenever possible, we combine federal and state resources in order to provide supplemental services to our students. We are always planning for how the various programs can complement one another as opposed to working in isolation. Title I funds are used to hire a Highly Qualified Instructional Facilitator to coordinate instructional strategies and provide a variety of mentoring activities in our school.</p> <p>Action Type: Alignment Action Type: Title I Schoolwide</p>	Cassie Gilley	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>SCHOOL-PARENT COMPACT: Flippin Schools and the parents of students participating in activities, services and programs funded by Title I agree that all stakeholders (parents, school staff, and students) will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Cassie Gilley	<p>Start: 07/01/2014 End: 06/30/2015</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>EQUITY: National Honor Society will assist the technical department in setting up and distributing iPads; training students in iPad use; collecting usage forms; and maintaining iPads. Time during CAP conferences is set aside to allow members to work with students and parents.</p>	Jennifer Metts	<p>Start: 07/01/2014 End: 07/01/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>PARENT ENGAGEMENT: An interactive Parent Involvement mobile App "ParentLink" will be purchased. This App will open a two way communication link with parents and the school. Title I funds will be used to support this activity.</p> <p>Action Type: Parental Engagement</p>	Dustin Johnson	<p>Start: 07/01/2014 End: 06/30/2015</p>		<p>Title I - Purchased \$1000.00 Services:</p> <hr/> <p>ACTION BUDGET: \$1000</p>

Total Budget:	\$1500
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Priority 7: An Alternative Learning Environment will be provided for at-risk students.
 1. Baxter County Alternative School will collaborate with Flippin High School to provide students with the necessary resources to become successful citizens.

Supporting Data: An Alternative Learning Environment will provide educational resources, counseling and support for at-risk students.

Goal: Student participation in the ALE program will decrease by 1% for the 2014-15 school year.

Benchmark: The Alternative Learning Environment will provide educational resources, counseling and support for at-risk students.

Intervention: Student participation in the ALE program will be provided educational resources, counseling and support for at-risk students.				
Scientific Based Research: San Martin, Teresa L. "Empowering At-Risk Students Through Appreciative Inquiry", October 2013 http://people.ehe.osu.edu/rcalabrese/files/2010/12/Empowering_At-Risk-studernts-2010.pdf				
Actions	Person Responsible	Timeline	Resources	Source of Funds
COLLABORATION: Flippin High School will collaborate with Baxter County Alternative School to provide resources-educational, counseling and general support for at-risk students. ALE funds will support this activity. Action Type: Collaboration Action Type: Parental Engagement	Cassie Gilley	Start: 07/01/2014 End: 06/30/2015		ALE (State-275) - Purchased Services: \$31478.00 ACTION BUDGET: \$31478
Total Budget:				\$31478

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Aaron Mead	Science Teacher	Science
Classroom Teacher	Ali Maze	English 9,10, Drama Teacher	Literacy co-chair
Classroom Teacher	Angela Nix	Business Teacher	Wellness, co-chair
Classroom Teacher	Ann Ford	Science Teacher	Wellness, co-chair
Classroom Teacher	Cassandra Loskot	Mathematics Teacher	Mathematics
Classroom Teacher	Charlotte Robertson	SPED	Wellness
Classroom Teacher	Cheryl Blasdel	Art teacher	Wellness
Classroom Teacher	Dion Hargrove	Physical Education Teacher/Coach	Wellness
Classroom Teacher	Elaine McLean	Special Education Teacher	Literacy
Classroom Teacher	Erica Roberts	American and World History Teacher	Literacy
Classroom Teacher	Gina Riggs	Mathematics Teacher	Mathematics Chair
Classroom Teacher	Jason Hughes	Coach	Math
Classroom Teacher	Jennifer Metts	English 12/Foreign Language-German Teacher	Building Chair
Classroom Teacher	Jennifer Walser	Alternative Education Teacher	Science
Classroom Teacher	Jonathan Roberts	Agriculture Teacher	Science
Classroom Teacher	Kim Randall	English 11/Journalism Teacher/Parent Involvement facilitator	Literacy co-chair; Parent Involvement Chair
Classroom Teacher	Marie Erickson	Band/Vocal Music Teacher	Math
Classroom Teacher	Mike Hemme	Social Studies Teacher	Literacy

Classroom Teacher	Shelena Smith	Counselor, 9-12	Statistics
Classroom Teacher	Stacey Foster	QUIPS	Wellness
Classroom Teacher	Stacey Hargrove	Media Specialist	Literacy
Community Representative	Douglas Herron	Student Representative, Sophomore President, NHS	Schoolwide
Community Representative	Jacob Leonard	Student Representative, Junior Class, NHS President	Schoolwide
Non-Classroom Professional Staff	Annette Hudson	Literacy Interventionist	Literacy
Non-Classroom Professional Staff	Hope Mott	Aide, SPED	Math
Non-Classroom Professional Staff	Jennifer Dunn	Career Coach	Literacy
Parent	Carrie Butcher	Parent	Wellness
Parent	Nikki Swan	Parent	Wellness
Parent	Patty Wood	Parent	Math
Parent	Vivian Wallace	Parent	Wellness
Principal	Cassie Gilley	Principal	Steering