

School Plan

NORFORK HIGH SCHOOL
136 MILDRED SIMPSON, NORFORK, AR 72658

Arkansas Comprehensive School Improvement Plan

2013-2014

Norfolk High School recognizes and encourages the uniqueness of all students. Norfolk strives to provide an effective educational program designed to assist all students in reaching their greatest potential. All students will be given the opportunity to study and to work in a stimulating, safe environment that promotes lifelong learning. The curriculum is designed to fit the academic, technological and social needs of all students. We believe the total learning process is cumulative, reflecting a parent-teacher-child shared responsibility. It is Norfolk High School's mission to integrate into our community citizens capable of functioning personally and professionally as contributing members who can continue learning and working in today's technological society.

Grade Span: 7-12

Title I: Title I Schoolwide

School Improvement: A

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Priority 1: Mathematics

Goal: All Norfolk High School students will demonstrate an improvement on Data Analysis and Probability open response problems on the Benchmark and EOC Algebra I tests; and measurement open response problems on the EOC Geometry test.

Priority 2: Literacy

Goal: All Norfolk High School students will demonstrate improvement on Practical Passage Open Response items on the Benchmark tests and 11th grade Literacy exam.

Priority 3: Character Development through Parental and Student Engagement

Goal: Parents and students will participate and contribute to the educational methods, goals and achievements of Norfolk High School students.

Priority 4: Wellness

Goal: Provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings, and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 5: Special Education

Goal: Reduce the percentage of special education students being served outside the regular classroom to 20 percent or less of the total special education population by developing and/or implementing other methods of service for special education students.

Priority 1:	Improve and/or maintain current scores on the Math sections of the Benchmark and ITBS; and Math End of Course exams.
Supporting Data:	<ol style="list-style-type: none">The three year graduation rate at Norfolk for the school years of 2009, 2010, and 2011 is 84.7%.EOC Geometry: 2011: 39 Combined students 80% Proficient/Advanced, Gender: Female 80% Proficient/Advanced; Male 80% Proficient/Advanced, 1 Student with Disabilities 0% Proficient/Advanced, 22 Economically Disadvantaged Students 78% Proficient/Advanced, Weakness Area: Measurement OR 2.4/8 pts. 2012: 28 Combined students 90% Proficient/Advanced, Gender: Female 95% Proficient/Advanced; Male 81% Proficient/Advanced, 0 Students with Disabilities % Proficient/Advanced, 22 Economically Disadvantaged Students 78 % Proficient/Advanced, Weakness Area: Measurement OR 3.5/8 pts. 2013: 38 Combined students- 84% Proficient/Advanced, Gender: Female 78% Proficient/Advanced; Male 88% Proficient/Advanced, 0 Students with Disabilities % Proficient/Advanced, 29 Economically Disadvantaged Students 80% Proficient/Advanced, Weakness Area: Measurement OR 1.6/8 pts. The 3 year average of Proficient/Advanced is 85% and the expected AYP is 15%. *Norfolk High School has no ESL students to report and less than ten students are minorities.EOC Algebra I: 2011: 26 Combined students 84% Proficient/Advanced, Gender: Female 79% Proficient/Advanced; Male 92% Proficient/Advanced, 1 Students with Disabilities 0% Proficient/Advanced, 18 Economically Disadvantaged Students 83% Proficient/Advanced, Weakness Area: Data Interpretation and Probability 4.5/8 pts. 2012: 34 Combined students 91% Proficient/Advanced, Gender: Female 93% Proficient/Advanced; Male 90% Proficient/Advanced, 0 Students with Disabilities % Proficient/Advanced, 29 Economically Disadvantaged Students 93% Proficient/Advanced, Weakness Area: Data Interpretation and Probability 3.6/8 pts. 2013: 27

- Combined students- 81% Proficient/Advanced, Gender: Female 85% Proficient/Advanced; Male 79% Proficient/Advanced, 1 Students with Disabilities 100% Proficient/Advanced, 21 Economically Disadvantaged Students 76% Proficient/Advanced, Weakness Area: Data Interpretation and Probability 4.4/8 pts. The 3 year average of Proficient/Advanced is 85% and the expected AYP is 15%. *Norfolk High School has no ESL students to report and less than ten students are minorities.
4. 8th CRT (ACTAAP) Math: 2011: 36 Combined students 64% Proficient/Advanced, Gender: Female 69% Proficient/Advanced; Male 60% Proficient/Advanced, 7 Students with Disabilities 0% Proficient/Advanced, 31 Economically Disadvantaged Students 62% Proficient/Advanced, Weakness Area: Data Analysis and Probability OR 3.1/8 pts. 2012: 28 Combined students 67% Proficient/Advanced, Gender: Female 60% Proficient/Advanced; Male 77% Proficient/Advanced, 5 Students with Disabilities 60% Proficient/Advanced, 21 Economically Disadvantaged Students 62% Proficient/Advanced, Weakness Area: Data Analysis and Probability OR 2.4/8 pts. 2013: 33 Combined students- 58% Proficient/Advanced, Gender: Female 50 % Proficient/Advanced; Male 71 % Proficient/Advanced, 6 Student with Disabilities 33% Proficient/Advanced, 29 Economically Disadvantaged Students 62% Proficient/Advanced, Weakness Area: Data Analysis and Probability OR 4.2/8 pts. The 3 year average of Proficient/Advanced is 67% and the expected AYP is 37%. *Norfolk High School has no ESL students to report and less than ten students are minorities.
 5. 7th Grade CRT (ACTAAP) Math: 2011: 39 Combined students 62% Proficient/Advanced, Gender: Female 50% Proficient/Advanced; Male 73% Proficient/Advanced, 4 Students with Disabilities 0% Proficient/Advanced, 24 Economically Disadvantaged Students 54% Proficient/Advanced, Weakness Area: Data Analysis and Probability OR 1.6/8 pts; 2012: 30 Combined students 87% Proficient/Advanced, Gender: Female 80 % Proficient/Advanced; Male 90% Proficient/Advanced, 4 Students with Disabilities 50% Proficient/Advanced, 26 Economically Disadvantaged Students 85 % Proficient/Advanced, Weakness Area: Data Analysis and Probability OR 0.6/8 pts. 2013: 43 Combined students- 77% Proficient/Advanced, Gender: Female 88 % Proficient/Advanced; Male 63 % Proficient/Advanced, 7 Students with Disabilities 14% Proficient/Advanced, 36 Economically Disadvantaged Students 77 % Proficient/Advanced, Weakness Area: Data Analysis and Probability OR 4.1/8pts; The 3 year average of Proficient/Advance is 75% and the expected AYP is 23%. *Norfolk High School has no ESL students to report and less than ten students are minorities.
 6. 9th Grade NRT Math: 2011 (ITBS): 30 Combined students- NPR 60, Gender: Female NPR 49; Male NPR 67, 3 Students with Disabilities NPR 20, 23 Economically Disadvantaged Students NPR 56; 2012 (ITBS): 38 Combined students- NPR 58, Gender: Female NPR 54; Male NPR 62, 5 Students with Disabilities NPR 24, 32 Economically Disadvantaged Students NPR 54. 2013 (ITBS): 33 Combined students- NPR 58, Gender: Female NPR 61; Male NPR 53, 4 Students with Disabilities NPR 0, 26 Economically Disadvantaged Students NPR 54. The 3 year average NPR is 59 and the expected AYP is 41 NPR. *Norfolk High School has no ESL students to report and less than ten students are minorities.
 7. 8th Grade NRT Math: 2011 (ITBS): 36 Combined students- NPR 53, Gender: Female NPR 55; Male NPR 51, 7 Students with Disabilities NPR 23, 31 Economically Disadvantaged Students NPR 55; 2012 (ITBS): 28 Combined students- NPR 58, Gender: Female NPR 52; Male NPR 65, 5 Students with Disabilities NPR 24, 21 Economically Disadvantaged Students NPR 56. 2013 (ITBS): 34 Combined students- NPR 58, Gender: Female NPR 52; Male NPR 65, 7 Students with Disabilities NPR 29, 30 Economically Disadvantaged Students NPR 56. The 3 year average NPR is 56 and the expected AYP is 44 NRP. *Norfolk High School has no ESL students to report and less than ten students are minorities.
 8. 7th Grade NRT Math: 2011 (ITBS): 29 Combined students- NPR 64, Gender: Female NPR 51; Male NPR 70, 4 Students with Disabilities NPR 47, 24 Economically Disadvantaged Students NPR 62; 2012 (ITBS): 30 Combined students- NPR 66, Gender: Female NPR 57; Male NPR 70, 4 Students with Disabilities NPR 43, 26 Economically Disadvantaged Students NPR 65 2013 (ITBS): 43 Combined students- NPR 62, Gender: Female NPR 68; Male NPR 53, 7 Students with Disabilities NPR 34, 36 Economically Disadvantaged Students NPR 62 The 3 year average NPR is 64 and the expected AYP is 36 NRP. *Norfolk High School has no ESL students to report and less than ten students are minorities.
 9. The average attendance rate for 2009, 2010, and 2011 is 93.7%.

Goal All Norfolk High School students will demonstrate an improvement on Data Analysis and Probability open response problems on the Benchmark and EOC Algebra I tests; and measurement open response problems on the EOC Geometry test.

Benchmark To increase the percentage of students who are proficient or advanced on all NRT and CRT testing in mathematics to 100%.

Intervention: Review current curriculum.
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Scientific Based Research: Trafton, Paul R., Barbara J. Reys, and Deanna G. Wasman. The Math Wars: Standards-Based Mathematics Curriculum Materials; A Phrase in Search of a Definition. Phi Delta Kappan. 23 September 2005. <http://www.pdkintl.org/kappan/k01111tra.htm>.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All math teachers will meet at the beginning of the year to ensure that the current curriculum is aligned with the Arkansas math frameworks and Common Core standards. Action Type: Alignment Action Type: Collaboration</p>	M. Vest; Math Coach	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>————— ACTION BUDGET: \$</p>
<p>The math department will use current Arkansas Math Curriculum Frameworks for all junior high and high school math classes offered and/or Common Core standards for all math courses offered Norfolk High School. Action Type: Alignment Action Type: Collaboration</p>	Math teachers	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>————— ACTION BUDGET: \$</p>
<p>The math department and math coach will write AIPs for all students who did not score proficient or advanced on Benchmark and End of Course exams. Action Type: AIP/IRI Action Type: Alignment Action Type: Technology Inclusion</p>	Vest; Math teachers	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>————— ACTION BUDGET: \$</p>
<p>Improve student learning from grade to grade with vertical alignment and through thoroughly covering frameworks and Common Core standards with horizontal alignment to improve student Annual Yearly Progress. Action Type: Alignment Action Type: Collaboration</p>	Math teachers	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>————— ACTION BUDGET: \$</p>
<p>Office personnel will copy and maintain records of all professional development coursework of faculty. The Math Committee will prioritize future coursework for professional development needs. The Principal and counselor will monitor professional development offerings and requirements of the Arkansas Department of Education to engage the faculty in needed continuing professional development during the school year. Action Type: Alignment Action Type: Professional Development</p>	A. Parnell	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>————— ACTION BUDGET: \$</p>
<p>Math teachers will attend Advanced Placement Summer</p>	Math Teachers	<p>Start: 07/01/2013</p>		<p>—————</p>

Institutes or other training workshops, as needed, to receive adequate AP College Board training, in order to prepare students for distance learning AP Calculus. Action Type: Professional Development		End: 06/30/2014		ACTION BUDGET: \$
The Connected Math program will be reviewed by the junior high math teacher in conjunction with the upper elementary math teacher to ensure continuity from the 5th through 8th grades. Action Type: Alignment Action Type: Collaboration	S. Quinney	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
A half-time (0.50 FTE) high school counselor will be provided to help improve student performance on criterion referenced tests and help students select the appropriate curriculum based on interests and future career plans. Hiring of this individual exceeds minimum state requirements. Funds are listed in Literacy priority. Action Type: Collaboration Action Type: Equity	Mike Seay, Superintendent; Bobby Hulse, High School Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers • Title Teachers 	ACTION BUDGET: \$
Hire a Instructor Facilitator that's responsible for supervision of improvement of instructional services (Bobby Hulse - 0.50 FTE). This person shall be responsible for evaluation of norm and criterion referenced standardized test results and interim assessments, utilizing this information for planning, developing, and evaluating learning experiences for students, and for collaborating with district and building level administrators, teachers, and support staff to identify, plan, and/or locate appropriate challenging learning opportunities for students and professional development opportunities for teachers and support staff that support targeted student learning objectives. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Mike Seay, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	NSLA (State-281) - Employee \$8530.43 Benefits: NSLA (State-281) - Employee \$34856.55 Salaries: <hr/> ACTION BUDGET: \$43386.98
Total Budget:				\$43386.98
Intervention: Continue use of the Accelerated Math program.				
Scientific Based Research: Ysseldyke, J. and Tardew, S. (2002) DIFFERENTIATING MATH INSTRUCTION: A large scale study of Accelerated Math. Minneapolis: Center for Education Outcomes, University of Minnesota.				

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All parents will receive and complete School/Parent Compacts regarding the Title I program. Funds will be used to purchase equipment, materials and supplies as needed to support Accelerated Math and to provide intervention services for financially disadvantaged and struggling math students. Funds not expended to support the Accelerated Math program will be used to purchase other technological resources utilized to support student learning and provide otherwise inaccessible technological tools to economically disadvantaged students as indicated below: Apple IPADS will be purchased and used to serve all students taking Algebra II and will greatly enhance their learning. The Algebra APPS available for this technology combined with the smart board will provide visual and graphical examples along with the opportunity for interactive learning. Using IPADS and a Smart Board will help improve the student learning by providing opportunities for interactive learning and visual and/or graphical demonstrations of the mathematical concepts. Opportunities for both the students and teachers to include hands-on activities in the lessons will deepen the students' mathematical understanding. A TV/DVD combination unit will be purchased and shared among the 3 high school math teachers, serving grades 7 through 12. Learning DVD's may be shown to math students to increase their understanding of relevant mathematical concepts. Videos demonstrating real world applications for these concepts can be shown with the TV/DVD Combo.</p> <p>Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	M.Vest/A. Laymon	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	<p>Title I - Purchased Services: \$250.00</p> <p>Title I - Materials & Supplies: \$250.00</p> <hr/> <p>ACTION BUDGET: \$500</p>
<p>Individualize math remediation for 7th, 8th and 9th graders during 4th period remediation to enhance scores in particular areas of mathematical procedures and computations as indicated by Benchmark results for each student using the Accelerated Math program for multiple choice questions and released Benchmark items for open response questions.</p> <p>Action Type: AIP/IRI Action Type: Technology Inclusion</p>	M. Vest	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Employ one certified teacher (Sarah Quinney @ 0.125 FTE) and one paraprofessional (Marijo McFall @ 1.0 FTE half math and half literacy) with</p>	Bobby Hulse, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>Title I - Employee Salaries: \$22732.09</p> <p>Title I - \$2563.00</p>

<p>Title I funds and two paraprofessionals (Lila Langston @ 0.50 FTE and Pam Braun @ 0.375 FTE) with NSLA funds to work with students on improving math and technology skills and individualize math remediation for students to enhance scores in particular areas of mathematical procedures and computations as indicated by classroom teachers for any student using the Accelerated Math programs. This instruction will include both multiple choice and open response questions and will be supervised by certified teachers and/or paraprofessionals in laboratory and classroom settings, along with after school tutoring. Employing these individuals exceeds state requirements. NSLA funds will be used to purchase materials and supplies necessary to support these programs and activities. Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>			<ul style="list-style-type: none"> Title Teachers 	<p>Employee Benefits: NSLA (State-281) - Employee Benefits: \$2400.16 NSLA (State-281) - Employee Salaries: \$11086.25</p> <hr/> <p>ACTION BUDGET: \$38781.5</p>
<p>Individualize math remediation for Algebra I and Geometry students during 4th period remediation to enhance scores in particular areas of mathematical procedures and computations as indicated by End of Course results for each student using released Benchmark items for open response questions. Action Type: AIP/IRI</p>	M. Vest	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Prior to remediation assignment, student test scores will be reviewed to determine current level of proficiency. After remediation using Accelerated Math, student will be given a post-test to show proficiency. Action Type: Program Evaluation</p>	Math teachers	<p>Start: 07/01/2013 End: 06/30/2014</p>		<hr/> <p>ACTION BUDGET: \$</p>
Total Budget:				\$39281.5

Intervention: Implement Math Across the Curriculum program for all grades 7-12

Scientific Based Research: Kleiman, GlennM., Mathematics across the Curriculum. Educational Leaders, October, 1991, pp.48-50.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Students will continue to become proficient with using scoring guides/rubrics for self evaluation of math problems. Action Type: Alignment Action Type: Program Evaluation</p>	Math teachers	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will assign math problems appropriate to their subject areas to be graded using a Benchmark style rubric. Action Type: Alignment</p>	Teachers	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Science teachers will focus on including and emphasizing measurement problems including estimation of appropriate measurements and conversions within the same system NSI A</p>	A. Branscum, S. Hudspeth	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

funds will be used to purchase materials and supplies necessary to enhance the understanding of mathematical and scientific processes and skills and thereby increase student achievement in the areas of mathematics and science. Action Type: Alignment Action Type: Program Evaluation				
Total Budget:				\$0

Intervention: Implement strategies to improve the detail and breadth of explanation included in students' writings for the open response questions.

Scientific Based Research: Yee, Foong Pui. Using Short Open-ended Mathematics Questions to Promote Thinking and Understanding. National Institute of Education. Singapore, pyfoong@nie.edu.sg.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Geometry students will practice open response questions in all five strands and practice scoring them with an End of Course type rubric. Geometry students will use the computer lab for "GeoSketch" as supplemental, hands on exploration. Ti-84+ with CabriJr will be used in the classroom for dynamic geometric reinforcement. The vertical math team will also assist with the construction and review of open response questions. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	E. Higgins	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Algebra I students will practice open response questions in all five strands and practice scoring them with an End of Course type rubric. The vertical math team will also assist with the construction and review of open response questions. Action Type: Alignment Action Type: Collaboration	M. Vest	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
7th and 8th Grade students will practice open response questions all five strands and practice scoring them with an End of Course type rubric. The vertical math team will also assist with the construction and review of open response questions. Students will submit one open response question of their choosing for each strand to be placed in their math portfolio. Action Type: Alignment Action Type: Collaboration	M. Vest, S. Quinney	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Purchase calculators, interactive white boards, laptop computers, projectors, and other assistive technology and presentation hardware/software to aid Math and Science teachers in the audio-visual presentation of materials. Which will allow students who are economically disadvantaged the ability to become familiar with current technology. Action Type: Equity Action Type: Technology Inclusion	M. Vest, A. Branscum	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - \$1000.00 Materials & Supplies: <hr/> ACTION BUDGET: \$1000
Students will be graded on open-response by a developed rubric in the style of benchmark.	Math Teachers	Start: 07/01/2013		<hr/> ACTION BUDGET: \$

		End: 06/30/2014		
Students having difficulty in any math class will be offered math tutoring during 4th hour Study Hall which is their free period from required classes (Grades 7-11) by math teachers. Peers will be used if necessary and available to help. Action Type: Equity	S. Quinney	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	Title I - Employee Salaries: \$8867.84 Title I - Employee Benefits: \$4004.16 <hr/> ACTION BUDGET: \$12872
Total Budget:				\$13872

- Priority 2: To improve literacy scores for reading, comprehension, vocabulary and/or writing as the needs are indicated by testing.
1. The graduation rate of Norfolk High School for the three year average of 2009, 2010, and 2011 is 84.7%.
 2. 11th Grade Literacy: 2011: 39 Combined students 74% Proficient/Advanced, Gender: Female 73% Proficient/Advanced; Male 77% Proficient/Advanced, 0 Students with Disabilities % Proficient/Advanced, 25 Economically Disadvantaged Students 80% Proficient/Advanced, Weakness Area: Reading-Practical Passage OR 10.0/16 pts. 2012: 29 Combined students 87% Proficient/Advanced, Gender: Female 90% Proficient/Advanced; Male 73% Proficient/Advanced, 0 Students with Disabilities % Proficient/Advanced, 24 Economically Disadvantaged Students 88% Proficient/Advanced, Weakness Area: Reading-Practical Passage OR 9.4/16 pts. 2013: 31 Combined students- 81% Proficient/Advanced, Gender: Female 100% Proficient/Advanced; Male 68 % Proficient/Advanced, 3 Students with Disabilities 0% Proficient/Advanced, 21 Economically Disadvantaged Students 86% Weakness Area: Reading-Practical Passage OR 11.3/16 pts. The 3 year average of Proficient/Advanced is 81% and the expected AYP is 19%. *Norfolk High School has no ESL students to report and less than ten students are minorities.
 3. 8th Grade CRT (ACTAAP) Literacy: 2011: 36 Combined students 72% Proficient/Advanced, Gender: Female 88% Proficient/Advanced; Male 60% Proficient/Advanced, 7 Students with Disabilities 14% Proficient/Advanced, 31 Economically Disadvantaged Students 71% Proficient/Advanced, Weakness Area: Reading-Practical Passage OR 5.0/8 pts. 2012: 28 Combined students 93% Proficient/Advanced, Gender: Female 87% Proficient/Advanced; Male 100% Proficient/Advanced, 5 Students with Disabilities 60% Proficient/Advanced, 21 Economically Disadvantaged Students 95% Proficient/Advanced, Weakness Area: Reading-Practical Passage OR 6.4/8 pts. 2013: 33 Combined students- 81% Proficient/Advanced, Gender: Female 83% Proficient/Advanced; Male 81% Proficient/Advanced, 1 Student with Disabilities 17% Proficient/Advanced, 29 Economically Disadvantaged Students 79% Proficient/Advanced, Weakness Area: Reading-Practical Passage OR 4.0/ 8 pts. The 3 year average of Proficient/Advanced is 82% and the expected AYP is 19%. *Norfolk High School has no ESL students to report and less than ten students are minorities.
 4. 7th Grade CRT (ACTAAP) Literacy: 2011: 29 Combined students 69% Proficient/Advanced, Gender: Female 79% Proficient/Advanced; Male 60% Proficient/Advanced, 4 Students with Disabilities 0% Proficient/Advanced, 24 Economically Disadvantaged Students 63% Proficient/Advanced, Weakness Area: Reading-Practical Passage OR 6.9/8 pts. 2012: 30 Combined students 83% Proficient/Advanced, Gender: Female 70% Proficient/Advanced; Male 90% Proficient/Advanced, 4 Students with Disabilities 50% Proficient/Advanced, 26 Economically Disadvantaged Students 81% Proficient/Advanced, Weakness Area: Reading-Practical Passage OR 4.0/8 pts. 2013: 43 Combined students- 79% Proficient/Advanced, Gender: Female 92% Proficient/Advanced; Male 63% Proficient/Advanced, 7 Students with Disabilities 0 % Proficient/Advanced, 36 Economically Disadvantaged Students 78% Proficient/Advanced, Weakness Area: Reading-Practical Passage OR 4.4/8 pts. The 3 year average of Proficient/Advanced is 77% and the expected AYP is 21%. *Norfolk High School has no ESL students to report and less than ten students are minorities.
 5. 9th grade NRT Reading: 2011 (ITBS): 30 Combined students- NPR 60, Gender: Female NPR 59; Male NPR 61, 3 Students with Disabilities NPR 40, 23 Economically Disadvantaged Students NPR 61. 2012 (ITBS): 38 Combined students- NPR 60, Gender: Female NPR 56; Male NPR 64, 5 Students with Disabilities NPR 23, 32 Economically Disadvantaged Students NPR 54. 2013 33 Combined students- NPR 58, Gender: Female NPR 61; Male NPR 53, 4 Students with Disabilities NPR 25, 26 Economically Disadvantaged Students NPR 46 The 3 year average NPR is 59.3 and the expected AYP is 42 NRP. *Norfolk High School has no ESL students to report and less than ten
- Supporting Data:

- students are minorities.
6. 8th grade NRT Reading: 2011 (ITBS): 36 Combined students- NPR 51, Gender: Female NPR 51; Male NPR 51, 7 Students with Disabilities NPR 14, 31 Economically Disadvantaged Students NPR 72. 2012 (ITBS): 28 Combined students- NPR 63, Gender: Female NPR 59; Male NPR 63, 5 Students with Disabilities NPR 56, 21 Economically Disadvantaged Students NPR 66. 2013: 34 Combined students- NPR 63, Gender: Female NPR 53; Male NPR 69, 7 Students with Disabilities NPR 42, 30 Economically Disadvantaged Students NPR 63. The 3 year average NPR is 59 and the expected AYP is 37 NRP. *Norfolk High School has no ESL students to report and less than ten students are minorities.
 7. 7th grade NRT Reading: 2011 (ITBS): 29 Combined students- NPR 61, Gender: Female NPR 54; Male NPR 66, 4 Students with Disabilities NPR 43, 24 Economically Disadvantaged Students NPR 59. 2012 (ITBS): 30 Combined students- NPR 59, Gender: Female NPR 45; Male NPR 66, 4 Students with Disabilities NPR 41, 26 Economically Disadvantaged Students NPR 59. 2013 (ITBS): 43 Combined students- NPR 57, Gender: Female NPR 65; Male NPR 47, 7 Students with Disabilities NPR 23, 36 Economically Disadvantaged Students NPR 58. The 3 year average NPR is 59 and the expected AYP is 43 NRP. *Norfolk High School has no ESL students to report and less than ten students are minorities.
 8. The average attendance rate for 2009, 2010, and 2011 for Norfolk High School is 93.7%.

Goal All Norfolk High School students will demonstrate improvement on Practical Passage Open Response items on the Benchmark tests and 11th grade Literacy exam.

Benchmark To increase the percentage of students who are proficient or advanced on the NRT and CRT tests in literacy to 100% by the end of 2014.

Intervention: Every student will have an portfolio composed of papers marked for correction and improvement which will be rewritten using a glossary of errors from their writing text, a student dictionary or thesaurus, and the student's "muse."				
Scientific Based Research: Kemp,Judy and Debby Toperoff. "Guidelines for Using Portfolio Assessment." English. 09/07/2005. http://www.anglit.net/main/portfolio/default.html .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each student will keep and organize a writing portfolio that demonstrates progress from the beginning of the semester to the end from his or her compositions completed, corrected and improved during that time period. Action Type: Program Evaluation	English Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
All students will use individual portfolios in their English classes to prioritize their individual errors to study for writing skill improvement. Action Type: Alignment	English Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
Norfolk High School is a schoolwide Title I program and encompasses all of the requirements of such including but not limited to 1) performing needs assessments, 2) developing schoolwide reform strategies, 3) providing instruction by highly qualified teachers, 4) providing professional development opportunities, 5)implementing strategies to attract and retain highly qualified teachers, 6) involving parents, 7) providing transition activities, 8) involving teachers in decision making and ACSIP process, 9) providing timely remediation for struggling students, and 10) effectively coordinating and integrating various programs designed to improve instruction	Bobby Hulse, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • District Staff • Outside Consultants • Performance Assessments • School Library • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$

and increase student achievement as evidenced in this plan. Title I funds are expended in programs/activities that exceed state and local requirements. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Use professional development resources to provide the knowledge and expertise to align courses horizontally and vertically as needed for students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	B. Hulse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Purchase laptop computers, projectors, smartboards, and other presentation hardware/software to aid English teachers in the audio-visual presentation of materials. Which will allow students who are economically disadvantaged the ability to become familiar with current technology when possible. Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide	English Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	Title I - Materials \$5000.00 & Supplies: <hr/> ACTION BUDGET: \$5000
Total Budget:				\$5000

Intervention: Students, who have not met required levels of achievement on Benchmark exams, will demonstrate improved essay writing skills using prompts from released Benchmark exams and other resources as a measure of their enhanced abilities.

Scientific Based Research: Vaughn, S.R. Gersten, and D. Chard. How Step Up to Writing Supports the Underlying Message in LD Intervention Research: Findings from Research Synthesis. The Council for Exceptional Children, 67. No. 1, 2000, pp. 99-114.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students, following their individual AIP's, will prepare themselves through released items for a retest of their skills for completion of their remediation. Action Type: AIP/IRI Action Type: Program Evaluation	Remediation/English Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Student will successfully test at a "Proficient" level as demonstrated by a released item prompt (that has not been used in practice) as a formative evaluation. Action Type: Program Evaluation	Remediation/English Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Teachers and paraprofessionals will provide assistance and individualized	Bobby Hulse, High School Principal	Start: 07/01/2013 End:	<ul style="list-style-type: none"> Administrative Staff Computers 	<hr/> ACTION BUDGET: \$

instruction--using computer programs when needed--in reading and writing skills and strategies to all low achieving students, including those scoring below proficiency on criterion and norm referenced exams. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion		06/30/2014	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers • Title Teachers 	
So students will be able to do research funds will be allocated to purchase additional instructional materials for the High School Library to support student research and reading. Action Type: Alignment Action Type: Collaboration Action Type: Equity	M.Bennett, Librarian	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teaching Aids 	Title I - Materials & Supplies: \$3677.43 <hr/> ACTION BUDGET: \$3677.43
A half-time (Darlene Landrum - 0.50 FTE) high school counselor will be provided to help improve student performance on criterion referenced tests and help students select the appropriate curriculum based on interests and future career plans. Hiring of this individual exceeds minimum state requirements. Action Type: Collaboration Action Type: Equity	Mike Seay, Superintendent; Bobby Hulse, High School Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers • Title Teachers 	NSLA (State-281) - Employee Benefits: \$7000.56 NSLA (State-281) - Employee Salaries: \$27790.13 <hr/> ACTION BUDGET: \$34790.69
Total Budget:				\$38468.12

Intervention: All students will write across the curriculum.				
Scientific Based Research: Scott, Kathy. Writing Improvement for All. Journal of School Improvement. Volume 3, Spring, 07 September 2005. http://www.ncacasi.org/jsi/2002v3i1/writing .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will write weekly or bi-weekly in Art, Agriculture, Science, Family and Consumer Science, Math and other curriculum areas in which they are enrolled to enhance their writing skills in practical and content area writing. Action Type: Alignment	All Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
Students will write in their English classes to enhance their abilities to work with essays, poetry and literary topics in their writing. Action Type: Alignment	English Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
Students will be assessed over the course of the year's writings with a rubric developed in the style of those on the Benchmark . Action Type: Program Evaluation	Content Area Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$

Teachers will document essay work in non-English courses. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	All Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	<hr/> <hr/> ACTION BUDGET: \$
Classroom teachers -- particularly those in English and Social Studies -- will post contest information on bulletin boards and encourage, and at times, require students to participate when these coincide with the Arkansas frameworks and Common Core standards. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> <hr/> ACTION BUDGET: \$
In addition to classroom assessment, students will receive recognition for participation and/or prizes and awards from their various outside contest sponsors. Action Type: Collaboration	Teachers, Contest Sponsors	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Teachers 	<hr/> <hr/> ACTION BUDGET: \$
Gather all professional development records and make certain that individual's courses and studies cover the required materials for knowledge of proper alignment. Action Type: Alignment Action Type: Professional Development	B.Hulse	Start: 07/01/2013 End: 06/30/2014		<hr/> <hr/> ACTION BUDGET: \$
Offerings and requirements of the Department of Education for Professional Development will be monitored and information distributed during each school year. Action Type: Alignment Action Type: Professional Development	A. Parnell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/> <hr/> ACTION BUDGET: \$
The Northcentral Arkansas Educational Service Center consultants shall be called on an as-needed basis to update new teachers and their partners on information pertinent to alignment. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants 	<hr/> <hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Students scoring below proficient on exams in reading comprehension will be scheduled during remediation periods for work with a certified teacher on comprehension improvement.

Scientific Based Research: Vaughn, S.R. Gersten, and D. Chard. How Step Up to Writing Supports the Underlying Message in LD Intervention Research: Findings from Research Synthesis. The Council for Exceptional Children, 67. No. 1, 2000, pp. 99-114.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will attend their assigned remediation sessions and participate in drills and vocabulary work to improve comprehension skills. Periodically, when judged to have improved their skills, they will take alternate assessments to verify if they have reached proficient levels in either open	Remediation/English Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> <hr/> ACTION BUDGET: \$

response to readings or comprehension questions, or both as indicated by their initial skills. Action Type: Program Evaluation				
Students will use Accelerated Reader books and tests to build comprehension skills and vocabulary while reading varied works that will enhance comprehension goals for literary, practical or content area reading as indicated by their test scores. Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Remediation/English Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> School Library Teachers 	<hr/> ACTION BUDGET: \$
Students, following their individualized AIP's who have not shown required levels of achievement in their reading comprehension, will participate in comprehension improvement classes and drills until they are able to demonstrate the required level of proficiency on an alternate assessment. Action Type: Alignment Action Type: Technology Inclusion	Remediation/English Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Students will participate in the Accelerated Reading program, pursuing independent interests in their reading and having guided assignments from time to time to guide their content area reading.

Scientific Based Research: Paul, Terrance D. Guided Independent Reading: An Examination of the Reading Practice Database and the Scientific Research Supporting Guided Independent Reading as Implemented in Reading Renaissance. Wisconsin Rapids, WI, 2003. www.renlearn.com.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will read and take comprehension tests on their personal choice of books and their guided reading choices. Action Type: Program Evaluation Action Type: Technology Inclusion	English Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Materials and supplies including AR books, AR tests, and other necessary materials will be provided to support the Accelerated Reader program. Funds not expended to support the Accelerated Reader program will be used to purchase other technological resources utilized to support student learning and provide otherwise inaccessible technological tools to economically disadvantaged students. English teachers plan to utilize technology to help engage students in the learning process. Below are some examples of how the technology will be used in the English classrooms. The English department intends to utilize Apple's iPad and Whiteboard technology in various ways both directly with students and in whole-class instruction. Several Educational Applications (of the nearly 6000 available) on the App Store have	Bobby Hulse, High School Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants Performance Assessments Teachers Teaching Aids Title Teachers 	<hr/> NSLA (State-281) \$4284.00 - Materials & Supplies: Title I - Purchased \$3750.00 Services: Title I - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$9034

<p>been identified that that would benefit the English classes and individual students alike. 1.) ACT – this will benefit students as they prepare for the ACT exam. Teachers would be able to utilize this in various ways. In lesson plans to entire classes preparing for the ACT, or allowing a student needing extra practice to use the iPad to prepare for the exam during a study hall. 2.) Vocabulary building – there are several apps available to help students build their vocabulary knowledge. This can work in several ways. A vocabulary list and be uploaded to the device, for students, to get extra practice on the words they are currently responsible for in the form of flashcards. Or utilizing a thesaurus to increase their word knowledge on essays. Thereby increasing content and style strands on Benchmark and grade level writing tests. 3.) eBooks – utilizing an app like Kindle or various others, students will have access to books that are not always available in the classroom. If a student finishes their work early and wants to read a book that is not available here in the classroom or library, a book may be downloaded (not by the student) to the iPad for the student’s enrichment. Many classic novels are available free on the various eReader apps. This will give our students greater access to reading material not available to them in the classroom. These are just a few of the ways we will bring this technology into our classrooms and into the hands of our students. These tools will enhance the way English teachers present information to the students and increase their performance on grade level and state testing. This purchase will definitely be a tool used both by the classroom as a whole and by the individual student. Student access to this technology is limited by the poor socio-economic climate our district is located in. Bringing them access to modern forms of technology is vital to their advancement in our constantly changing world.</p> <p>Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>Employ a certified teacher (Stacy Havner @ 0.125 FTE) and a paraprofessional (Marijo McFall @ 0.50 FTE funds in Math priority) with Title I funds and a paraprofessional (Lila Langston @ 0.50 FTE funds in math priority) with NSLA funds to work with students on improving literacy skills.</p>	<p>Bobby Hulse, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> Teaching Aids 	<p>Title I - Employee Salaries: \$4503.13 Title I - Employee Benefits: \$136.26</p> <hr/>

Employment of these individuals exceeds state requirements. Students will be supported and assisted by certified and/or paraprofessional staff in the classrooms and laboratories with the accelerated reading program and other literacy courses/materials. NSLA funds will be used to purchase materials and supplies necessary to support these programs and activities. Action Type: AIP/IRI Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide				ACTION BUDGET: \$4639.39
Necessary support services for the Accelerated Reader program will be provided. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Bobby Hulse, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants School Library Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Purchase novels to enhance classroom libraries to promote access to reading materials, and a life-long love of reading. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	English Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> School Library Teachers Teaching Aids 	Title I - Materials & Supplies: \$1000.00 ACTION BUDGET: \$1000
Total Budget:				\$14673.39

Intervention: Add cultural enrichment to the students' normal classroom activities.

Scientific Based Research: Jager-Hyman, Joie. Pre-College Outreach Programs for Low-Income Students: A Literature Review. Advisory Committee On Student Financial Assistance. Boston, MA, 2004.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Have students respond to the trips with essays, journal writings, and surveys of opinion (when appropriate) to measure impacts of enrichment activities. Action Type: Equity Action Type: Program Evaluation	All Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Take students to various special location for features and presentation for culturally or academically enriching experiences. Action Type: Parental Engagement	Teachers and Parents	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Take 7th grade social studies classes to the Ozark Folk Center to learn about their mountain heritage and culture. Action Type: Equity Action Type: Parental Engagement	Teachers and Parent Sponsors	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: English teachers are the AP Vertical Team to prepare students to succeed in AP English Language and Composition and other English classes.

Scientific Based Research: Arkansas Department of Education Rules for Advanced Placement and International Baccalaureate Diploma Incentive Program and Rules Governing Advanced Placement Courses in the Four Core Areas in Arkansas

http://arkedu.state.ar.us/rules/pdf/current_rules/ade_229_ap_and_ib_courses.pdf Advanced Placement/College Board Website: AP Research http://apcentral.collegeboard.com/apc/public/colleges/research/index.html				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will attend AP Summer Institute to receive adequate AP College Board training (as needed). Action Type: Professional Development	English Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Teachers will meet as needed to assess Vertical Team strategy implementation in English classes. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	English Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Teachers will develop a Vertical map for alignment within the AP Curriculum and with accordance with Arkansas English Language Arts Frameworks. Teachers will meet periodically to address necessary changes that need to be made based on changes to AP English course or to the English Language Arts Frameworks and Common Core standards. Document copy will be kept with the ACSIP plan in the coordinator's file. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	English teachers	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Total Budget:				\$0

- Priority 3: Increase participation of parents and students in school activities on a yearly basis.
- In 2012, parental participation in Open House Activities was 48%. Seventh grade parental participation in "Orientation" night was 89%.
 - In 2010, parental participation in Open House Activities was 49%. Seventh grade parental participation in "Orientation" night was 93%.
 - Students participating initially in the Norfolk Scholarship Program for the year 2012-2013, were 45% of the senior student body.
 - Students participating initially in the Norfolk Scholarship Program for the year 2010-2011, were 33% of the senior student body.
 - Students participating initially in the Norfolk Scholarship Program for the year 2011-2012 is 58% of the senior student body.
- Supporting Data:
- Goal: Parents and students will participate and contribute to the educational methods, goals and achievements of Norfolk High School students.
- Benchmark: Increase parental and community participation in the educational methods, goals, and achievements of Norfolk High School students to 75 percent; to increase student participation to 90 percent of the designated student body group (such as 12th graders for Senior Workshops or Senior Scholarship Participation).
- Benchmark: Increase participation in the Seventh Grade Student Orientation night from its original 93% to as close to 100% as possible in subsequent years.

Intervention: Involve parents and community members in numerous and varied student activities.				
Scientific Based Research: Sullican, Tim. "How Do We Get Parents to Our Meetings?" PTO Today; Volume 3, Issue i. August/September, 2001.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Use parents and community members to sponsor, chaperone, and facilitate activities such as field trips for various classes, production and presentation of plays, guest lecturing to classes in	Principal B. Hulse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders None Teachers 	<hr/> ACTION BUDGET: \$

<p>science and careers, participants in Quiz Bowl practices and competitions and other activities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>			<ul style="list-style-type: none"> Title Teachers 	
<p>To support and promote responsible parenting to make students adjustment to their school environment more successful and to underscore the importance of education to the students in a meaningful and relevant manner, using programs like Teacher Access Center (TAC). Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion</p>	B. Hulse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers 	<hr/> ACTION BUDGET: \$
<p>To acknowledge the importance of the parent's role in assisting student learning through recognition of their contributions in both individual settings and in ceremonial or symbolic ones such as: Senior Night at basketball games, athletic and academic banquets, and graduation ceremonies when each parent present is presented by his or her graduating student with a single long-stemmed red rose in front of the entire community. Action Type: Parental Engagement</p>	B. Hulse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
<p>To promote a welcoming atmosphere at all times by answering inquiries in a polite and interested manner, by providing access to facilities with visitors' passes to see and inspect classes, if requested, and to show a level of professional treatment of visitors and interested community members that reflects well on the mission of the school and school staff. Action Type: Parental Engagement</p>	B. Hulse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
<p>To engage parents in important decisions relating to their child's education particularly when future paths and courses of study will be impacted by the process. These engagements are important in choosing Advanced Placement courses, concurrent study courses for college credit, special education placement or special classroom assistance through IEP's, courses of study to prepare for vocational or academic concentrations. This is achieved in part through 7th grade orientation to inform parents of Smart Core/Core placement, 9th grade orientation to inform parents of credits requirements, and Senior nights to help parents fill out financial aid paperwork for college to ensure a proper EFC determination. Action Type: Parental Engagement</p>	B. Hulse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$

To effectively coordinate use of community resources for strengthening school programs, family practices, student learning and citizenship by participating in local events (such as the Wolf House ceremonies, Pioneer Days, Citizenship week in Civics class, and the Leadership classes) and using new facilities such as the Boys and Girls Club with its sports and academic uses (such as the stage for student performances.) Action Type: Collaboration	B. Hulse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$
To try to achieve meaningful two-way communication between parents and school staff throughout the school year through postings on the school web page, newsletters, Open House, Parent-Teacher Conferences, Home Access Center (TAC), the school newspaper, and faculty e-mail correspondence. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	B. Hulse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<hr/> ACTION BUDGET: \$
Maintain a brochure and pamphlet area for a Parents' Center to welcome parents to the school and to provide information on a variety of topics of concern. Materials will cover all phases of parenting, scholarship information, crisis intervention, drug prevention, and various other topics of interest. Part of the materials will be original and other materials will be prepared by third parties. Action Type: Parental Engagement	D. Landrum	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<hr/> ACTION BUDGET: \$
Keep records of parents attending the activity for future data comparisons. Action Type: Program Evaluation	A. Parnell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$
Parents of Norfolk High School students will be provided with a family kit on the first day of school with all pertinent documents needed by the school district, student schedule, copy of the school handbook, and a volunteer information sheet, in compliance with revised Act 307. Action Type: Parental Engagement	Bobby Hulse, Principal; Darlene Landrum, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • District Staff • Outside Consultants • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
Norfolk High School will provide parenting books, magazines, and other materials through the high school library and the school counselor/parent facilitator's office. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Bobby Hulse, Principal; Darlene Landrum, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • School Library • Teachers • Title Teachers 	<hr/> Title I - Materials & Supplies: \$248.84 <hr/> ACTION BUDGET: \$248.84
Total Budget:				\$248.84

Intervention: Bring parents and family members to the school's open houses and parent teacher conferences to promote better understanding and enhance communication between families, students and faculty.

Scientific Based Research: Sullican, Tim. "How Do We Get Parents to Our Meetings?" PTO Today; Colum 3, Issue i. August/September, 2001, www.ptotoday.com/cgi/ptotoday/Master PRP.cgi?doc-0801involvement.html&bottom.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Post invitations on the school website and mail an invitation to the school's open house, parent/teacher meetings, and other scheduled meetings to promote knowledge of students achievements and to increase parental participation in the educational process. Funds will be budgeted to promote various parent involvement activities. Action Type: Collaboration Action Type: Parental Engagement	B. Hulse, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers • Teaching Aids • Title Teachers 	<hr/> ACTION BUDGET: \$
Use community bulletin boards of radio stations that are cost free to remind parents to attend open houses and other activities. Action Type: Collaboration Action Type: Parental Engagement	B. Hulse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers • Teaching Aids • Title Teachers 	<hr/> ACTION BUDGET: \$
Keep records of parents attending the activity for future data comparisons. For 2012-2013 school year % of parents attended parent teacher conferences and 27% of parents attended the Annual Open House. Action Type: Program Evaluation	A. Parnell	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
Report will be given to the parents at the Annual Public meeting and Open House on the state of the school, overview of student learning and assessment, and providing opportunities for parent assistance and involvement in their child's education. Action Type: Collaboration Action Type: Parental Engagement	District teachers and staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Have a dinner, introductory meetings and tours for parents and seventh grade students who will be changing buildings to the junior and senior high school.

Scientific Based Research: Sullican, Tim. "How Do We Get Parents to Our Meetings?" PTO Today; Colum 3, Issue i. August/September, 2001, www.ptotoday.com/cgi/ptotoday/Master PRP.cgi?doc-0801involvement.html&bottom.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Have volunteer workers prepare a meal for the families of seventh grade students to begin the evening of orientation. Action Type: Parental Engagement Action Type: Special Education	B. Hulse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Prepare orientation for parents and students for Smart Core/Core decisions, give students their class schedules, introduce faculty, present student	D. Landrum	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders 	<hr/> ACTION BUDGET: \$

volunteers and answer questions from participants. Action Type: Parental Engagement Action Type: Special Education			<ul style="list-style-type: none"> District Staff Teachers 	
Take all students and parents on a tour of the school facilities, showing the administrative offices, classrooms, gymnasium, laboratories, computer labs, distance learning laboratory, and bathrooms. Action Type: Parental Engagement Action Type: Special Education	S. Hudspeth	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Have students (without parental participation) fill out a survey entitled "All About You," answer a needs assessment questionnaire, and submit questions that they have about the junior and senior high school to be answered by the teachers and high school student volunteers. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	D. Landrum	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Mail a letter to all seventh grade parents after an article is placed in the Baxter Bullentin announcing an orientation for seventh graders, parents, and guardians. Action Type: Parental Engagement	D. Landrum	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff 	ACTION BUDGET: \$
Use community bulletin boards of radio stations that are cost free to remind parents to attend seventh grade orientation night and to participate in the cookout. Action Type: Collaboration Action Type: Equity	D. Landrum	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Coordinate donation of cooks' time, foodstuffs, and cooking materials for the parents and students attending orientation. Action Type: Collaboration Action Type: Equity	D. Landrum	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers Title Teachers 	ACTION BUDGET: \$
Keep records of parents attending the activity for future data comparisons. Action Type: Program Evaluation	A. Parnell	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Involve students in activities to earn scholarship monies for college and technical education.

Scientific Based Research: U.S. Department of Justice Bulletin. Keeping Young People in School: Community Programs That Work. Office of Juvenile Justice and Delinquency Prevention. June 1997.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Points will be earned for participation in money raising activities and activities for the social benefit of the community. Action Type: Equity Action Type: Parental Engagement	B. Hulse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$

All juniors and seniors who choose may participate in earning scholarship points. Action Type: Equity Action Type: Parental Engagement	B. Hulse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Participation in cooking, serving, setting tables, decorating, washing dishes for the Harvest Supper. Action Type: Equity Action Type: Parental Engagement	B. Hulse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Participation in a meat sale at Christmas. Action Type: Equity Action Type: Parental Engagement	B. Hulse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Participation in pie (and other donated items) auction activities of decoration, picking up items, sales, and other needed activities. Action Type: Equity Action Type: Parental Engagement	B. Hulse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
Keep records of scholarship points earned from year to year to assess the effectiveness of the scholarship program. Action Type: Parental Engagement Action Type: Program Evaluation	B. Hulse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Help students with social and academic adjustment in the school through a program.

Scientific Based Research: Dufour, Richard et al., Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Bloomington, IN: National Education Service, 2004.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Offer, as needed, an alternative to the traditional classroom setting for students who cannot, or will not, function successfully there. Action Type: Equity	S. Quinney and ALE Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants School Library Teachers Title Teachers 	ACTION BUDGET: \$
Identify student needing credit recovery, contact parents or guardians to discuss student's placement, and under Alternative Education Placement Team's directions, place student in the appropriate program. Action Type: Equity	S. Quinney and ALE Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Performance Assessments School Library Teachers Title Teachers 	ACTION BUDGET: \$
Engage student in a credit recovery activities. Action Type: Equity	S. Quinney and ALE Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Performance Assessments School Library Teachers 	ACTION BUDGET: \$

Individual instruction on course level material to enhance a student's ability to function behaviorally in an appropriate manner to succeed in his or her academic pursuit. Action Type: Equity	S. Quinney and ALE Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff School Library Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: The purpose of the wellness priority is to improve the health and academic performance of our students. Wellness activities will include nutrition education and physical fitness activities which encourage the development of lifelong health habits and promotion of a healthy lifestyle.

1. The Norfolk School District Body Mass Index data from 2005-06 indicates that of the 469 student population, 399 students were assessed. Of the students assessed the following percentages of students were at risk of being overweight and overweight: District: Males 35.5% , Females 40.8% Elementary: Males 35.1% , Females 33.0% High School: Males 35.9% , Females 50.6%
2. The Norfolk School District Body Mass Index data from 2004-05 indicates that of the 463 student population, 389 students were assessed. Of the students assessed the following percentages of students were at risk of being overweight and overweight: District: Males 40.3% , Females 40.4% Elementary: Males 43.4% , Females 33.7% High School: Males 36.0% , Females 47.7%
3. The Norfolk School District Body Mass Index data from 2003-04 indicates that of the 463 student population, 419 students were assessed. Of the students assessed the following percentages of students were at risk of being overweight and overweight: District: Males 31.2% , Females 33.6% Elementary: Males 39.3% , Females 36.9% High School: Males 20.2% , Females 29.8%
- Supporting Data: 4. Free and Reduced Price Meal Eligibility by Percentage 2005-06 District: 26% full paid, 14% reduced, 60% free Elementary: 22% full paid, 15% reduced, 63% free High School: 32% full paid, 12% reduced, 56% free
5. Free and Reduced Price Meal Eligibility by Percentage 2004-05 District: 28% full paid, 15% reduced, 57% free Elementary: 24% full paid, 14% reduced, 62% free High School: 34% full paid, 15% reduced, 51% free
6. County Level Unemployment for Arkansas Baxter County 2006 5.4% 2005 4.9% 2004 5.7% 2003 6.3%
7. Median Household Income for Arkansas Baxter County 2004 \$31,300 2003 \$30,463
8. The Norfolk School District Body Mass Index data from 2006-07 indicates that of the ___ student population, 389 students were assessed. Of the students assessed the following percentages of students were at risk of being overweight and overweight: District: Males ___% , Females ___% Elementary: Males 39.3% , Females 32.6% High School: Males 35.5% , Females 46.8%

Goal Provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings, and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark By 2007-08 there will be a decrease of the average Body Mass Index for students by 0.5% as evidenced by the annual Body Mass Index Screening.

Intervention: Administrative support for wellness.				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, D.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at http://www.nal.usda.gov/fnic/pubs and db.html. Clinical Pediatrics, 40(2): 63-70. 2001.NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Norfolk High School will: (1) provide support to school staff to ensure successful implementation of the Wellness Policies; (2) provide resources and professional development to school staff to improve the overall school nutrition environment; and (3) will promote the health and physical activity curriculum and student health. Action Type: Alignment Action Type: Collaboration	Bobby Hulse, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Professional Development Action Type: Special Education Action Type: Wellness				
Norfolk High School has developed a Wellness Policy in accordance with the School District Wellness Policy Checklist and in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the district superintendent. Policies include the five (5) federal requirements: (1) Goals for nutrition education, physical activity and other school-based activities, (2) Nutrition guidelines, (3) Guidelines form reimbursable school meals, (4) a Plan for measuring implementation of the local wellness policy, and (5) Community Involvement. The Wellness Policy Checklist has been submitted to ADE, Child Nutrition Unit, per the required submission deadline of May 15, 2006. Action Type: Parental Engagement Action Type: Wellness	Bobby Hulse, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Norfolk High School will provide a pleasant environment and monitor schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be used to evaluate district and school effectiveness. Action Type: Collaboration Action Type: Wellness	Bobby Hulse, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> ACTION BUDGET: \$
Norfolk High School will provide opportunities for curriculum alignment and implementation of the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Wellness	Bobby Hulse, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
The Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor Goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (Body Mass Index Data, School Health Index Modules, Wellness Policy Checklist, etc.). District and Building ACSIP plans will be modified as needed. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Bobby Hulse, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$

Total Budget:	\$0
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Intervention: Norfolk High School will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.

Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol.45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol.46/No. RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Norfolk High School will continue using a health promotion and physical activity curriculum, "Media Smart Youth" to support healthy lifestyle choices and critical thinking skills for middle school students. Curriculum will be aligned with Arkansas Frameworks. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Wellness	Bobby Hulse, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Computers • District Staff • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
Norfolk High School will support school staff exhibiting qualities of positive role models for healthy eating and physical activity. Action Type: Wellness	Bobby Hulse, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Norfolk High School teachers and staff will provide marketing education that encourages students to make healthy food and physical activity choices, such as the "Portion Distortion" slide presentation by the National Heart, Lung, and Blood Institute, Obesity Education Initiative. Curriculum will be integrated and aligned with the Arkansas Health and Physical Education Frameworks and Career Technical Education Frameworks (Workforce Education). Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Bobby Hulse, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
The Wellness Committee will evaluate the effectiveness of the Health Program by conducting pre and post assessment of School Health Index Module results, and surveys given to students and teachers. Results of evaluation will be shared with staff and modifications will be addressed per survey results. Action Type: Program Evaluation Action Type: Wellness	Bobby Hulse, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
The Wellness Committee will observe and assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program by all students.	Bobby Hulse, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness				
Norfolk High School, in conjunction with the Food Service Manager, will make physical activity opportunities and healthy foods widely available in all areas of the school campus and encourage students to make healthy behavior choices outside the school. Action Type: Wellness	Bobby Hulse, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Norfolk High School will offer the students choices of: two (2) entrees daily at lunch, two (2) choices of fruit or 100% fruit juice daily at lunch; two choices of vegetables daily at lunch; and five (5) foods containing whole grain offered weekly. Action Type: Wellness	Bobby Hulse, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
Norfolk High School will involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise students ability to perform academically, etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Bobby Hulse, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers • Title Teachers 	ACTION BUDGET: \$
Norfolk High School will administer BMI screenings annually to all students in an effort to combat childhood obesity, and results of BMI screenings will be compared annually to assess the change in the number/percentage of students determined to be at risk of becoming overweight, overweight, and or obese. Action Type: Program Evaluation Action Type: Wellness	Bobby Hulse, Principal; Sherry Seay, School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: The purpose of the special education priority is to address a district trigger in special education in the area of least restrictive environment.

Supporting Data: 1. According to 2005-2006 Special Education Focused Monitoring Data, 29.51% of special education students in the district were being served outside of the classroom more than 21% of the school day.

Goal: Reduce the percentage of special education students being served outside the regular classroom to 20 percent or less of the total special education population by developing and/or implementing other methods of service for special education students.

Benchmark: By December 1 of the 2008-2009 school year, the percentage of special education students receiving services outside the regular classroom will be reduced by 10% as evidenced by Special Education Focused Monitoring Data.

Intervention: Identify the appropriate placement/method of service for special education students, and meet percentage requirements for least restrictive environment.				
Scientific Based Research: I.D.E.I.A.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Student placement/method of service will be evaluated on an individual basis. Students will be served appropriately and in the least restrictive environment available based on the individual student's needs. Action Type: Collaboration Action Type: Special Education	Nikki Dillard, Sp. Ed. Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Classroom inclusion will be used as an alternative to pull-out services as a method of providing special education services to students. Action Type: Special Education	Nikki Dillard, Sp. Ed. Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Indirect service will be used as an alternative to services outside the regular classroom when appropriate. Action Type: Special Education	Nikki Dillard, Sp. Ed. Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
If necessary, additional special education paraprofessionals will be hired to provide inclusion services to special education students who may receive appropriate inclusion service in the regular classroom. Action Type: Special Education	Mike Seay, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
A pre-referral team (Child Study Team) has been identified and is being utilized at each building in the district. Action Type: Special Education	Bobby Hulse, High School Principal and Vicki Hurst, Elementary Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
	D. Bradbury	Student Body President	Technology Committee
	E. Potts	Student Body Vice President	Math Committee
	K. Manes	Student Body Reporter	Parental Committee
	M. Zwick	Student Body Sec/Tres.	Literacy Committee
Classroom Teacher	A. Branscum	Science Teacher	Math Committee
Classroom Teacher	C. Dollard	Family & Consumer Science	Parental Committee
Classroom Teacher	C. Reeves	Social Studies teacher	Literacy Committee
Classroom Teacher	D. Sanders	Resource teacher	Math committee
Classroom Teacher	E. Higgins	math teacher	Math Committee
Classroom Teacher	J. Crowley	Music Teacher	Parental Committee
Classroom Teacher	J. Laymon	PE/Health Teacher	Technology Committee
Classroom Teacher	J. Wallis	Business teacher, ACSIP Chair	Technology Committee
Classroom Teacher	K. Bodenhammer	Social Studies Teacher	Literacy Committee
Classroom Teacher	L. Martin	Vocational Agriculture	Technology Committee

Classroom Teacher	M. Smith	Spanish Teacher	Technology Committee
Classroom Teacher	M. Vest	Math Teacher	Math committee
Classroom Teacher	M. Zick	English/Social Studies Teacher	Literacy committee
Classroom Teacher	N. Cole	Art Teacher	Technology Committee
Classroom Teacher	N. Dillard	Special Education Teacher	Parental Committee
Classroom Teacher	P. Braun	Health/Digital Learning teacher	Parental Committee
Classroom Teacher	R. Lee	English, AP English Language	Literacy Committee
Classroom Teacher	S. Havner	AP Coordinator, English	Literacy Committee
Classroom Teacher	S. Hudspeth	Science Teacher	Math Committee
Classroom Teacher	S. Quinney	Math teacher, ALE coordinator	Math Committee
Non-Classroom Professional Staff	A. Laymon	G/T teacher/Technology	Technology Committee
Non-Classroom Professional Staff	D. Landrum	Counselor	Parental Committee
Non-Classroom Professional Staff	M. Bennett	Media Specialist, ACSIP Chair	Literacy
Non-Classroom Professional Staff	M. McFall	Paraprofessional	Math Committee
Parent	M. Ruegsegger	Parent	Literacy Committee
Parent	P. Chapman	Parent	Technology Committee
Parent	T. Rhymer	Parent	Parental Committee
Parent	W. Maple	Parent	Math Committee
Principal	B. Hulse	Principal	Oversight of all