

CROSSETT HIGH SCHOOL

Action Report

For: Parental Engagement.

Action Type: Parental Engagement

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Priority 1: To Improve Literacy Skills with focus on all components in all essential elements.

Supporting Data: 1.11th Grade EOC Literacy Exam Data. (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

11th	# Students	1	2	3	4
2007	126	46	30	57	28
2008	152	49	26	68	24
2009	125	42	17	61	29

On the Primary Benchmark Exam, the End-of-Level Literacy Exam, administered to all 11th grades in 2006-2007 data, the lowest identified area of the combined population in reading multiple choice was a question regarding the best support of an author's argument in a passage with only 27% choosing the correct answer.

The lowest identified area in writing-multiple choice questions was a question concerning the best transition for linking a sentence with only 43.7% choosing the correct answer.

The lowest identified areas of the African-American populations were reading the content area and writing in the content style.

The lowest identified area for Caucasians was in reading content and writing content and style.

The three year trend analysis indicates areas of weakness are literary and practical.

1. On the Primary Benchmark Exam, the End-of-Level Literacy Exam, administered to all 11th grades in 2007-2008, the lowest identified area of the combined population was reading comprehension open response.

The lowest identified areas of the African-American populations were reading in the content area and writing in content and style.

The lowest identified area for Caucasians was in reading content.

The three year trend analysis indicates areas of weakness are literary and practical.

2. On the Primary Benchmark Exam, the End-of-Level Literacy Exam, administered to all 11th grades in 2008-2009, the lowest identified area of the combined population in reading was question 18 with 40.8% choosing the correct answer. The weakest strands were 9.5, 9.3, and 9.2. On literacy passages, the school average was 65% with the state average being 68%.

The lowest identified area of the combined population in writing multiple choice were questions 2 and 3 with only 36% choosing the correct answer. The weakest strand was the Writing Content Domain with our scores on Prompt 1 being 6.3 and Prompt 2 being 6.0. The state averages were 6.3 and 6.1, respectively.

In open-response questions, the content passages and practical passages were the weaker areas with 9.1 on both being the school average. The state averages were 9.6 and 10.1, respectively. Strands W.6.3 and W.6.5 were the school's weakest.

The lowest identified areas of the African-American, Socio-economic, and Caucasian populations were the same as the combined population results.

The three year trend analysis indicates areas of weakness are literary and practical.

3. In 2006-2007, the average composite score on the ACT test was 18.9.

In 2007-2008, the average composite score was 18.8.

In 2008-2009, the average composite score was 19.

4. The graduation rate for 2006-2007 was 73.9%.

The graduation rate for 2007-2008 was 73.9%.

The graduation rate for 2008-2009 was 73.9%.

Goal All students will show improvement in their vocabulary recognition and understanding, their reading comprehension, and their written expression with an emphasis on content and mechanics in grades 9, 10, 11, and 12. Benchmark Crossett High School's overall school improvement status is WSII-5. Crossett High School's combined population is in Alert Status scoring 48.7% proficient in 2007/2008 and must score 59.69% proficient in 2009. The African-American population is on SI_5 status scoring 25.8% proficient in 2007/2008 and must score 59.69% proficient in 2009 or obtain safe harbour. The Economically Disadvantaged population is on SI_5 status scoring 34.1% proficient in 2007/2008 and must score 59.69% proficient in 2010 or obtain safe harbour.

Intervention: CHS will (1) identify student needs in regards to remediation, (2) maintain records for attendance and progress, and (3) report regularly to parents in an attempt to address weaknesses as outlined in AIP's.

Scientific Based Research: Pollock, Jane E., Pickering, Debra, Marzano, Robert J. (2007). Improving Student Learning One Student at a Time. Association for Supervision and Curriculum Development. Payne, Ruby. (2001). aha! Process, Inc.

Actions Person Responsible Timeline Resources Source of Funds

Parents will receive monthly notification in regards to student progress (mastery, number of hours on task, and proximity to 80% of mastery requirement).

Action Type: AIP/IRI

Action Type: Parental Engagement

Patsy Roberts, Literacy Instructional Facilitator Start: 07/01/2009

End: 06/30/2010 • District Staff

NSLA (State-281) - Materials & Supplies: \$1000.00

ACTION BUDGET: \$1000

Total Budget: \$1000

Intervention: CHS will engage all stakeholders in varied activities, events, committees, etc. in an effort to increase student achievement and build a stronger collaboration between the school and community it serves.

Scientific Based Research: Price, Hugh B. (2008). Mobilizing the Community to Help Students Succeed. Association for Supervision and Curriculum Development. Wynn, Michael. (2007). Teaching, Parenting, and Mentoring Successful Black Males. Rising Sun Publishing, Inc. Gallagher, Donald R., Bagin, Don, and Moore, Edward. (2005). The School and Community Relations. Pearson Publishing. Epstein, Joyce. (2002). A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement. Henderson and Mapp. Southwest Educational Development Laboratory. Epstein, J. L. (1991) "Advances in Reading/Language Research". Vol. 5: Literacy Through Family, Community, and School Interaction. Greenwich, CT: JAI Press.

Actions Person Responsible Timeline Resources Source of Funds

Draft a monthly column in the school parental newsletter which explains the importance of calculator use in math classes, outlines the school policy of calculator use, and specifies their availability during the class time.

Action Type: Equity

Action Type: Parental Engagement

Vicki Dodd, Math Instructional Facilitator Start: 07/01/2009

End: 06/30/2010 • District Staff

• Teachers

ACTION BUDGET: \$

Four three hour Parent/Teacher conferences are scheduled in the District calendar for 2009-2010. This is equivalent to the required two Parent/Teacher Conferences. (ACT 307 of 2007 - amended ACT 603 of 2003, #8) NSLA funds will be utilized to purchase materials and supplies for the P/T conferences.

Action Type: Equity

Action Type: Parental Engagement

Henry Anderson, Principal Start: 07/01/2009
End: 06/30/2010 •Administrative Staff
•District Staff
•Teachers
NSLA (State-281) - Materials & Supplies: \$2000.00

ACTION BUDGET: \$2000

"Parent Involvement Meetings" will be held throughout the year to discuss what students will be expected to learn, how they will be assessed, and how parents can assist to make a difference in his or her child's education.(ACT 307, #2) The school's process for resolving parental concerns will be discussed at these meetings. The school's process for resolving parental concerns shall be placed in the student handbook.(ACT 307, #4)

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Henry Anderson, Principal Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

•District Staff

•Teachers

NSLA (State-281) - Materials & Supplies: \$750.00

ACTION BUDGET: \$750

Parent/community involvement evaluation will be done through agendas, surveys, 25% growth in participation in CAPS, sign-in sheets from various events, and collection of artifacts to document these events.

Action Type: Equity

Action Type: Parental Engagement

Action Type: Program Evaluation

Henry Anderson, Principal/Patsy Roberts, Literacy Instructional Facilitator Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

•District Staff

ACTION BUDGET: \$

Administration and teachers will receive training to enhance understanding of effective parental involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation.

Action Type: Equity

Action Type: Parental Engagement

Action Type: Professional Development

Linda Goodwin, Assistant Superintendent/Henry Anderson, Principal Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

•District Staff

•Teachers

PD (State-223) - Employee Salaries: \$806.00

PD (State-223) - Employee Benefits: \$194.00

PD (State-223) - Purchased Services: \$1000.00

ACTION BUDGET: \$2000

Crossett High School will continue to enable the CAPS (Caring About Parents and Students) (PTA/PTO) parent organization. Parent involvement will be evaluated through surveys, sign-in sheets, and agendas. (ACT 307 of 2007, PE #6)

Action Type: Equity

Action Type: Parental Engagement

Janla Gardner, Classroom Teacher/Michael Hines, Classroom Teacher Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

- District Staff
- Teachers

ACTION BUDGET: \$

Incorporate into the newsletter, and follow up with evening instructional classes, instruction to parents on incorporating relevant, appropriate learning activities at home.

Action Type: Parental Engagement

Henry Anderson, Principal Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

- District Staff
- Teachers

ACTION BUDGET: \$

In an effort to address Reading, we will be conducting workshops to identify strategies for helping teachers and parents to improve students' reading comprehension.

Action Type: Equity

Action Type: Parental Engagement

Action Type: Professional Development

Henry Anderson, Principal/ Patsy Roberts, Literacy Instructional Facilitator Start: 07/01/2009

End: 06/30/2010 •District Staff

- Teachers

NSLA (State-281) - Materials & Supplies: \$4000.00

ACTION BUDGET: \$4000

CHS will establish a building level curriculum team that includes teachers, instructional facilitators, college professors from local institutions, and parents.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Action Type: Professional Development

Action Type: Technology Inclusion

Patsy Roberts, Literacy Instructional Facilitator/ Vicki Dodd, Math Instructional Facilitator Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

- Community Leaders
- District Staff
- Teachers

NSLA (State-281) - Materials & Supplies: \$1000.00

ACTION BUDGET: \$1000

Hold Parent Involvement Meetings(ACT 307 #2) to inform parents of the state of the school and give informational packets provided by the CHS Family and Consumer Science Department.(ACT 307 #1) A volunteer resource book will be compiled from the parent interest forms and made available to school staff and will be updated yearly.(Act 307 PE #3 Volunteer Resource Book) Parents will be encouraged to support and become involved with classroom projects. (Act 307 PE #3 Volunteer Resource Book) Tips on how parents can foster their child's success will be developed and employers will be contacted about including these with payroll checks.

Action Type: Equity

Action Type: Parental Engagement

Henry Anderson, Principal/ Alberta Flentroy, Classroom Teacher Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

- Community Leaders
- District Staff
- Teachers

ACTION BUDGET: \$

Parents and teachers will organize Tuesday night study sessions to improve skills needed for Literacy EOC. NLSA funds will be used to supply materials and supplies for the study session.

Action Type: Alignment

Action Type: Equity

Action Type: Parental Engagement

Patsy Roberts, Literacy Instructional Facilitator/ Janla Gardner, Classroom Teacher/Hannah Abernathy, Student Start: 07/01/2009

End: 06/30/2010 •Teachers

NLSA (State-281) - Materials & Supplies: \$500.00

ACTION BUDGET: \$500

The CHS Library will establish a Parent Center which will include parenting books, magazines, and will allow parents to borrow these materials. The Parent Center will have 3 computers for parents to use. The Business Education teachers will conduct computer workshops.

Action Type: Equity

Action Type: Parental Engagement

Action Type: Technology Inclusion

Mary Watson, Librarian/ Business Teachers/ Phil Kelley, Transportation Manager Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

- District Staff
- School Library
- Teachers

NLSA (State-281) - Materials & Supplies: \$3000.00

NLSA (State-281) - Employee Benefits: \$186.00

NLSA (State-281) - Employee Salaries: \$806.00

ACTION BUDGET: \$3992

The building principal will designate the school counselor to serve as a parent facilitator to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. Statements attesting to the school district's commitment to parental involvement will be distributed to parents of students. (ACT 307 of 2007 #7)

Action Type: Equity

Action Type: Parental Engagement

Henry Anderson, Principal/ Scott Sasser, Counselor Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

- District Staff

ACTION BUDGET: \$

A District Social Worker will be hired using NSLA funds (Elaine Simpson, FTE .33) to work with students in Grades 9-12 to ensure that as the need arises for medical services, materials, supplies, clothing, or transportation, these will be provided for the homeless and children / families in need.

Action Type: Equity

Action Type: Parental Engagement

Janice Warren, Superintendent/ Henry Anderson, Principal/ Patsy Roberts, Literacy Instructional Facilitator Start: 07/01/2009

End: 06/30/2010 • District Staff

NSLA (State-281) - Employee Benefits: \$3317.00

NSLA (State-281) - Employee Salaries: \$14422.00

NSLA (State-281) - Purchased Services: \$400.00

ACTION BUDGET: \$18139

Total Budget: \$32381

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Priority 2: To show academic achievement in Math.

Supporting Data: 1.Algebra I EOC: Number/Percent of Students Scoring Proficient or Advanced: Data. (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

	1	2	3	4
2007	25/31.3%	7/16.7%	18/48.6%	13/25.5%
2008	71/60%	22/43%	48/75%	37/54%
2009	76/73%	27/66%	49/79%	31/66%

1.Algebra I EOC 2007

The lowest identified areas for the combined population were: solving equations and inequalities and polynomial operations and measurement.

The lowest identified areas for African Americans were: solving equations and inequalities and polynomial operations.

The lowest identified areas for Caucasian were: solving equations and inequalities and polynomial operations.

The lowest identified areas for Economically Disadvantaged students were: solving equations and polynomial operations.

The three year trend analysis indicates areas of weakness are solving equations and inequalities, polynomials, and measurement.

2.Algebra I EOC 2008

The lowest identified areas for the combined population were: solving equations and inequalities and polynomial operations and measurement.

The lowest identified areas for African Americans were: solving equations and inequalities and polynomial operations.

The lowest identified areas for Caucasian were: solving equations and inequalities and polynomial operations.

The lowest identified areas for Economically Disadvantaged students were: solving equations and polynomial operations.

The three year trend analysis indicates areas of weakness are solving equations and inequalities, polynomials, and measurement.

3.Algebra I EOC 2009

The Algebra I strands identified as the weakest areas for the combined population and the sub-groups of African-American and Economically Disadvantaged were non-linear functions and data interpretation and probability.

CHS on average correctly answered 60% of the multiple choice questions for

the Non-Linear Functions strand, whereas on average, the state answered 61% correctly.

For the strand of Data Interpretation and Probability, CHS on average, selected the correct answer on 62% of the questions.

The Combined Population and the sub-groups of African American and Economically Disadvantaged at CHS scored below the average of the state on multiple-choice questions in each of these strands.

CHS correctly answered an equal percentage or a larger percentage of questions than the state on the strands of Language of Algebra, Solving Equations and Inequalities, and Linear Functions.

The Open Response questions showed an overall weakness in every strand, but the strands of Language of Algebra, Non-Linear Functions, and Data Interpretation and Probability were the weakest. In each of these areas, the points earned were less than 25% of the points possible.

4. Geometry EOC: Number/Percent of Students Scoring Proficient or Advanced:

Data. (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

	1	2	3	4
2007	54/25.9%	13/24.5%	41/59.4%	22/39.2%
2008	120/44%	33/26%	85/62%	51/33%
2009	69/49%	10/18%	55/69%	24/37%

1. Geometry EOC 2007

The lowest identified areas for the combined population were: Geometry of Dimensions and Relationships and Measurement.

The lowest identified areas for African Americans were: Geometry of Dimensions and Relationships and Measurement.

The lowest identified areas for Caucasian were: Geometry of Dimensions and Relationships and Measurement.

The lowest identified areas for Economically Disadvantaged students were: Geometry of Dimensions and Relationships and Measurement.

The three year trend analysis indicates areas of weakness are geometry of dimensions, relationships, and measurement.

2. Geometry EOC 2008

The lowest identified areas for the combined population were: Geometry of Dimensions and Relationships and Measurement.

The lowest identified areas for African Americans were: Geometry of Dimensions and Relationships and Measurement.

The lowest identified areas for Caucasian were: Geometry of Dimensions and Relationships and Measurement.

The lowest identified areas for Economically Disadvantaged students were: Geometry of Dimensions and Relationships and Measurement.

The three year trend analysis indicates areas of weakness are geometry of dimensions, relationships, and measurement.

3. Geometry EOC 2009

The Geometry strands identified as the weakest areas for the combined population and the sub-groups of African-American, and Economically Disadvantaged were Triangles, Measurement, and Relationships between two and three-dimensions. CHS on average, correctly answered 50% of the multiple choice questions for the Triangle strand whereas on average the state answered 60% correctly.

For the strand of Measurement, CHS on average, selected the correct answer

on 51% of the questions, whereas the state average indicated a correct answer on 61% of the questions.

Looking at the strand of Relationships between two and three-dimensions, CHS correctly answered 52% of the multiple choice questions, but the state average of correct responses was 61%.

In each of the strands on multiple-choice questions, the Combined Population and the sub-groups of African-American and Economically Disadvantaged at CHS scored below the average of the state.

The open response questions showed an overall weakness in every strand, but the strands of Triangles, Relationships between two and three-dimensions, and Coordinate Geometry and Transformation were the weakest. In each of these areas, the points earned were less than 25% of the points possible.

4. The students tested on the ACT test showed in 2006-2007, the average composite score was 18.9.

In 2007-2008, the average composite score was 18.8.

In 2008-2009, the average composite score was 19.

5. The graduation rate in 2006-2007 was 73.9%.

The graduation rate in 2007-2008 was 73.9%.

The graduation rate in 2008-2009 was 73.9%.

Goal All students will show improvement in their mathematical proficiency in procedures, problem solving, polynomials and measurement with emphasis in the areas of solving non-linear equations and inequalities, and two- and three-dimensional relationships.

Benchmark Crossett High School's overall school improvement status is SI_4. Crossett High School's combined population is in Alert Status scoring 42.9% proficient in 2007/2008 and must score 55.75% proficient in 2009. The African-American population is in SI_1 scoring 24.3% proficient in 2007/2008 and must score 55.75% proficient in 2009 or obtain safe harbour. The Economically Disadvantaged population is in Alert Status scoring 31.5% proficient in 2007/2008 and must score 55.75% proficient in 2009 or obtain safe harbour.

Intervention: CHS will (1) identify student needs in regards to math remediation, (2) maintain records for attendance and progress, and (3) report regularly to parents in an attempt to address weaknesses as outlined in AIP's.

Scientific Based Research: Marzano, Robert J. (2003). What Works in Schools: Translating Research Into Action.

Association for Supervision and Curriculum Development. Johnson, Ruth S. (2002). Using Data to Close the Achievement Gap. Corwin Press, Thousand Oaks, California. Tate, Marcia. (2003). Worksheets Don't Grow Dendrites. Corwin Press, California.

Actions Person Responsible Timeline Resources Source of Funds

Parent Remediation/AIP Orientation Night will be held to assist parents in fully understanding why their child is in remediation, how will progress be measured and what tools are in place to complete the remediation requirements.

JEDI orientation will be included in this session.

Action Type: Equity

Action Type: Parental Engagement

Action Type: Technology Inclusion

Henry Anderson, Principal Start: 07/01/2008

End: 06/30/2009 •Administrative Staff

•District Staff

NSLA (State-281) - Materials & Supplies: \$1500.00

ACTION BUDGET: \$1500

Professional development will be provided to all stakeholders (students, parents, teachers, tutors, administration) in regards to remediation software and its subsequent reports.

Action Type: Parental Engagement

Action Type: Professional Development

Action Type: Technology Inclusion

Henry Anderson, Principal Start: 07/01/2008

End: 06/30/2009 •Administrative Staff

•District Staff

NSLA (State-281) - Materials & Supplies: \$2500.00

ACTION BUDGET: \$2500

Total Budget: \$4000

Intervention: CHS will establish committees, conduct activities, and establish procedures necessary to strengthen building efficiency (with a focus on leadership, organizational structure and resources and effective planning - Scholastic Audit Standards 7, 8, and 9).

Scientific Based Research: Zoul, Jeffrey. (2006). Improving Your School One Week at a Time. Eye On Education, Inc.

Marzano Robert, Waters, Timothy, and McNulty, Brian. (2005). Association for Supervision and Curriculum

Development. Marzano, Robert. (2005). Efficiency School Leadership That Works. Association for Supervision and

Curriculum Development. Posamenteer, Alfred. (2006). Corwin Press, California. Wahl, Mark. (1999). Math for Humans:

Teaching Math Through 8 Intelligencies. LiveLearn Press, Langley, Washington.

Actions Person Responsible Timeline Resources Source of Funds

CHS staff, parents, students, and other stakeholders will work collaboratively to establish/create a vision statement with a focus of efficiency, learning environment, and academic performance.

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Janice Warren, Superintendent/ Linda Goodwin, Assistant Superintendent/ Henry Anderson, Principal/ Teodis Ingram,

Assist Start: 07/01/2008

End: 06/30/2009 •Administrative Staff

•Community Leaders

•District Staff

•Teachers

ACTION BUDGET: \$

Total Budget: \$0

Priority 4: Wellness

Supporting Data: 1.School Health Index Evaluation (SHI) Required by Act 1220. The School Health Index data will be reported in all plans starting the 2008-09 year.

2.Body Mass Index (BMI) Data for 2007/2008 Required by Act 1220. Data for the 2007/2008 Body Mass Index (BMI) indicate:50 -10th grade male students had 52% as healthy or underweight; 48% at risk for overweight or overweight. 56 -10th grade female students had 62.5% healthy or underweight; 37.5% at risk for overweight or overweight.11th and 12th grade were not reported by state.

3.Body Mass Index (BMI) Data for 2006/2007 Required by Act 1220. Data for the 2006/2007 Body Mass Index (BMI) indicate:65 -10th grade male students had 55.4% as healthy or underweight; 44.6% at risk for overweight or overweight. 61 -10th grade female students had 60.7% healthy or underweight; 39.3% at risk for overweight or overweight. 36-11th grade male students had 66.7% as healthy or underweight; 33.3% at risk for overweight or overweight. 59 -11th grade female students had 59.3% as healthy or underweight; 40.7% at risk for overweight or overweight. 40 -12th grade male students had 65.0% healthy or underweight; 35.0% at risk for overweight or overweight. 40 -12th grade female students had 77.5% healthy or underweight; 22.5% at risk for overweight or overweight.

4.Data for 2005/2006 Body Mass Index (BMI) indicate: 68 -10th grade male students had 63.3% as healthy or underweight; 36.7% at risk for overweight or overweight. 68 10th grade female students had 66.1% as healthy or underweight; 33.9% at risk for overweight or overweight. 59 11th grade male students were 62.7% healthy or underweight; 37.3% at risk for overweight or overweight. 67 11th grade female students were 77.1% healthy or underweight; 22.9% at risk for overweight or overweight. 54 12th grade male students with 59.3% healthy or

underweight; 40.8% at risk for overweight or overweight. 58 12th grade female students 50.0% were healthy or underweight; 50.0% at risk for overweight or overweight.

5.The number of students receiving free and reduced lunch in 2007/2008 was 253 according to ADE School Lunch Report in the Statewide Information System Database.

6.The 2005 Youth Risk Behavior Survey, located at <http://www.cdc.gov/HealthyYouth/obesity/pdf/Arkansas.pdf>, indicates that among Arkansas high school students: 15% are overweight/17% are at risk for becoming overweight/86% ate fruits and vegetables less than 5 times per day during the past 7 days/69% did not meet currently recommended levels of physical activity/13% had not participated in any vigorous or moderate physical activity during the past 7 days/ 64% did not attend physical education classes/73% did not attend physical education classes daily.

7.Overall 2007/2008 Crossett High School Body Mass Index (BMI) assessment conducted by the Arkansas Center for Health Improvement (ACHI) found; 57.6% were underweight or healthy weight, 24.5% at risk for overweight, and 17.9% overweight.

8.The graduation rate for 2004-2005 was 95%; in 2005-2006, the graduation rate was 93.7%, in 2007-2008, the graduation rate was 73.9%.

Goal The purpose of this priority is to promote student wellness through nutrition education, physical activity, and the selection of nourishing foods and beverages and to fulfill the requirements of Public Law 108-265, Section 204, June 30, 2006, Child Nutrition Reauthorization Act of 2004.

Benchmark Crossett High School students will show a 5% decrease in the number of students overweight and at risk for overweight by June 30, 2009. The 2008/2009, BMI Assessments will document the decrease.

Intervention: Crossett High School will provide all student access to nutritious food, opportunities for physical activities and developmentally appropriate exercise, and school-based nutrition education.

Scientific Based Research: Vail, K. (2004). The obesity epidemic. American School Board Journal, 191, AN12445844.

American Dietetic Association. (2003). Position of the American dietetic association, society for nutrition education, and American school food service association - nutrition services: An essential component of comprehensive school health programs. JADA, 103.

Actions Person Responsible Timeline Resources Source of Funds

Promote participation in USDA food assistance programs (e.g., the School Breakfast Program and the School Lunch Program, Free and Reduced Lunch).

Action Type: Alignment

Action Type: Collaboration

Action Type: Parental Engagement

Action Type: Wellness

Cheryl Cooper, Food Services Coordinator/Sharron Reynolds, Counselor/District Nurse Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

•Outside Consultants

•Teachers

ACTION BUDGET: \$

Advise parents and guardians about community-based food supplementation programs (e.g., food stamps; local food pantries; and the Special Supplemental Nutrition Program for Women, Infants and Children (WIC).

Action Type: Parental Engagement

Action Type: Wellness

Cheryl Cooper, Food Services Coordinator/Sharron Reynolds, Counselor/District Nurse Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

•Outside Consultants

•Teachers

ACTION BUDGET: \$

Total Budget: \$0

Goal CHS will address concerns regarding Flu Pandemic and H1N1 through efforts to educate our parents, students, and staff and to provide precautionary measures to combat the rise of these health concerns.

Benchmark Students, parents, and staff will receive information regarding the flu Pandemic and H1N1 and will complete a survey. Survey return rate will be at 85%.

Benchmark Safeguards will be established at CHS to address Flu Pandemic and H1N1 concerns.

Intervention: CHS will conduct a survey regarding Flu Pandemic and H1N1 that will be completed by staff, faculty, parents, and students

Scientific Based Research: <http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf> US Government-provided information for schools regarding H1N1

Actions Person Responsible Timeline Resources Source of Funds

CHS will create a survey for parents, students, and staff to address Flu Pandemic and H1N1.

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Janel Harper- Teacher/Wellness Chair Start: 09/01/2009

End: 12/31/2009

ACTION BUDGET: \$

CHS will distribute its survey to parents via the school newsletter and at its Open House event.

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Janel Harper- Teacher/Wellness Chair Start: 09/01/2009

End: 12/31/2009

ACTION BUDGET: \$

The results of the CHS survey will be published in the school newsletter and distributed to parent and students.

Additionally, the CHS plans to address the concerns will be spelled out in an ACTION PLAN.

Action Type: Collaboration

Action Type: Parental Engagement

Henry Anderson, Jr.- Principal Start: 07/01/2009

End: 12/31/2009

ACTION BUDGET: \$

Total Budget: \$0

Priority 6: As a result being in Whole School Intensive Improvement- Year 5, CHS will determine if the corrective actions established have been effective and will establish a three year restructuring plan that complies with ADEs guidelines.

Supporting Data: 1.LITERACY SUPPORTING DATA

11th Grade EOC Literacy Exam Data. (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

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The lowest identified area in writing-multiple choice questions was a

question concerning the best transition for linking a sentence with only 43.7% choosing the correct answer.

The lowest identified areas of the African-American populations were reading the content area and writing in the content style.

The lowest identified area for Caucasians was in reading content and writing content and style.

The three year trend analysis indicates areas of weakness are literary and practical.

1. On the Primary Benchmark Exam, the End-of-Level Literacy Exam, administered to all 11th grades in 2007-2008, the lowest identified area of the combined population was reading comprehension open response.

The lowest identified areas of the African-American populations were reading in the content area and writing in content and style.

The lowest identified area for Caucasians was in reading content.

The three year trend analysis indicates areas of weakness are literary and practical.

2. On the Primary Benchmark Exam, the End-of-Level Literacy Exam, administered to all 11th grades in 2008-2009, the lowest identified area of the combined population in reading was question 18 with 40.8% choosing the correct answer. The weakest strands were 9.5, 9.3, and 9.2. On literacy passages, the school average was 65% with the state average being 68%.

The lowest identified area of the combined population in writing multiple choice were questions 2 and 3 with only 36% choosing the correct answer. The weakest strand was the Writing Content Domain with our scores on Prompt 1 being 6.3 and Prompt 2 being 6.0. The state averages were 6.3 and 6.1, respectively.

In open-response questions, the content passages and practical passages were the weaker areas with 9.1 on both being the school average. The state averages were 9.6 and 10.1, respectively. Strands W.6.3 and W.6.5 were the school's weakest.

The lowest identified areas of the African-American, Socio-economic, and Caucasian populations were the same as the combined population results.

The three year trend analysis indicates areas of weakness are literary and practical.

3. In 2006-2007, the average composite score on the ACT test was 18.9.

In 2007-2008, the average composite score was 18.8.

In 2008-2009, the average composite score was 19.

4. The graduation rate for 2006-2007 was 73.9%.

The graduation rate for 2007-2008 was 73.9%.

The graduation rate for 2008-2009 was 73.9%.

5. MATH SUPPORTING DATA

Algebra I EOC: Number/Percent of Students Scoring Proficient or Advanced: Data. (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

	1	2	3	4
2007	25/31.3%	7/16.7%	18/48.6%	13/25.5%
2008	71/60%	22/43%	48/75%	37/54%
2009	76/73%	27/66%	49/79%	31/66%

1. Algebra I EOC 2007

The lowest identified areas for the combined population were: solving equations and inequalities and polynomial operations and measurement.

The lowest identified areas for African Americans were: solving equations and inequalities and polynomial operations.

The lowest identified areas for Caucasian were: solving equations and inequalities and polynomial operations.

The lowest identified areas for Economically Disadvantaged students were: solving equations and polynomial operations.

The three year trend analysis indicates areas of weakness are solving equations and inequalities, polynomials, and measurement.

2.Algebra I EOC 2008

The lowest identified areas for the combined population were: solving equations and inequalities and polynomial operations and measurement.

The lowest identified areas for African Americans were: solving equations and inequalities and polynomial operations.

The lowest identified areas for Caucasian were: solving equations and inequalities and polynomial operations.

The lowest identified areas for Economically Disadvantaged students were: solving equations and polynomial operations.

The three year trend analysis indicates areas of weakness are solving equations and inequalities, polynomials, and measurement.

3.Algebra I EOC 2009

The Algebra I strands identified as the weakest areas for the combined population and the sub-groups of African-American and Economically Disadvantaged were non-linear functions and data interpretation and probability.

CHS on average correctly answered 60% of the multiple choice questions for the Non-Linear Functions strand, whereas on average, the state answered 61% correctly.

For the strand of Data Interpretation and Probability, CHS on average, selected the correct answer on 62% of the questions.

The Combined Population and the sub-groups of African American and Economically Disadvantaged at CHS scored below the average of the state on multiple-choice questions in each of these strands.

CHS correctly answered an equal percentage or a larger percentage of questions than the state on the strands of Language of Algebra, Solving Equations and Inequalities, and Linear Functions.

The Open Response questions showed an overall weakness in every strand, but the strands of Language of Algebra, Non-Linear Functions, and Data Interpretation and Probability were the weakest. In each of these areas, the points earned were less than 25% of the points possible.

4.Geometry EOC: Number/Percent of Students Scoring Proficient or Advanced:

Data. (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

	1	2	3	4
2007	54/25.9%	13/24.5%	41/59.4%	22/39.2%
2008	120/44%	33/26%	85/62%	51/33%
2009	69/49%	10/18%	55/69%	24/37%

1.Geometry EOC 2007

The lowest identified areas for the combined population were: Geometry of Dimensions and Relationships and Measurement.

The lowest identified areas for African Americans were: Geometry of Dimensions and Relationships and Measurement.

The lowest identified areas for Caucasian were: Geometry of Dimensions and Relationships and Measurement.

The lowest identified areas for Economically Disadvantaged students were: Geometry of Dimensions and Relationships and Measurement.

The three year trend analysis indicates areas of weakness are geometry of dimensions, relationships, and measurement.

2. Geometry EOC 2008

The lowest identified areas for the combined population were: Geometry of Dimensions and Relationships and Measurement.

The lowest identified areas for African Americans were: Geometry of Dimensions and Relationships and Measurement.

The lowest identified areas for Caucasian were: Geometry of Dimensions and Relationships and Measurement.

The lowest identified areas for Economically Disadvantaged students were: Geometry of Dimensions and Relationships and Measurement.

The three year trend analysis indicates areas of weakness are geometry of dimensions, relationships, and measurement.

3. Geometry EOC 2009

The Geometry strands identified as the weakest areas for the combined population and the sub-groups of African-American, and Economically Disadvantaged were Triangles, Measurement, and Relationships between two and three-dimensions. CHS on average, correctly answered 50% of the multiple choice questions for the Triangle strand whereas on average the state answered 60% correctly.

For the strand of Measurement, CHS on average, selected the correct answer on 51% of the questions, whereas the state average indicated a correct answer on 61% of the questions.

Looking at the strand of Relationships between two and three-dimensions, CHS correctly answered 52% of the multiple choice questions, but the state average of correct responses was 61%.

In each of the strands on multiple-choice questions, the Combined Population and the sub-groups of African-American and Economically Disadvantaged at CHS scored below the average of the state.

The open response questions showed an overall weakness in every strand, but the strands of Triangles, Relationships between two and three-dimensions, and Coordinate Geometry and Transformation were the weakest. In each of these areas, the points earned were less than 25% of the points possible.

4. The students tested on the ACT test showed in 2006-2007, the average composite score was 18.9.

In 2007-2008, the average composite score was 18.8.

In 2008-2009, the average composite score was 19.

5. The graduation rate in 2006-2007 was 73.9%.

The graduation rate in 2007-2008 was 73.9%.

The graduation rate in 2008-2009 was 73.9%.

Goal A three year restructuring plan will be established in an effort to address CHS' Whole School Intensive- Year 5 status. This plan will comply with the guidelines established by ADE.

Benchmark Restructuring plans will be evaluated in regards to student achievement in the areas of EOC test scores (AYP), ACT test results, and graduation rate.

Intervention: CHS will establish a plan of action that will address restructuring with a focus on obtaining AYP.

Scientific Based Research: Stronge, James H., Hindman, Jennifer L. (2006). The Teacher Quality Index. Association for Supervision and Curriculum Development, Alexandria, Virginia. Muhammad, Anthony. (2009). Transforming School Culture: How to Overcome Staff Division. Solution Tree Press. Zoul, Jeffrey. (2006). Improving Your School One Week at a Time. Eye On Education, Inc. Barr, Parrett. (2007). The Kids Left Behind: Catching Up the Underachieving Children of Poverty. Solution Tree, Bloomington, IN. Marzano, Robert. (2009). Designing and Teaching Learning Goals and Objectives: Classroom Strategies That Work. Marzano Research Laboratories. Reeves, Douglas, Ph.D. (2007). Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning. Solution Tree.

Actions Person Responsible Timeline Resources Source of Funds

CHS Guidance office will hold seminars in the fall and spring allowing parents to be involved in course selection, career planning, and preparation for post-secondary studies.(ACT 307 #5)

A Global Career Development Facilitator (FTE .33) will be employed to provide one-on-one guidance and planning toward career choices for students at CHS. NSLA Funds will be used to support this action.

Action Type: Equity

Action Type: Parental Engagement

Scott Sasser, Counselor Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

•District Staff

•Teachers

NSLA (State-281) - Materials & Supplies: \$1750.00

NSLA (State-281) - Employee Benefits: \$3450.00

NSLA (State-281) - Employee Salaries: \$15000.00

ACTION BUDGET: \$20200

Crossett High School is in Whole School Intensive Improvement Year 5 and the following may be found: 1) Parents were notified through mailed written notices (letters) and media releases that Crossett High School is in Whole School Intensive Improvement Year 5; 2) Adequately publicized option to parents through media releases; and 3) Parents declined school choice services in the Crossett High School due to one building being available per grade level. Parents made no response to the mailed written notices about Crossett High School Improvement Status.

Action Type: Equity

Action Type: Parental Engagement

Henry Anderson, Principal Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

•Community Leaders

•District Staff

•Teachers

ACTION BUDGET: \$

Newsletters will be distributed monthly to parents in an effort to keep them aware of school activities, educational activities, scholarships, and various opportunities available to CHS students.

Action Type: Equity

Action Type: Parental Engagement

Henry Anderson, Principal Start: 07/01/2009

End: 06/30/2010 •District Staff

•Teachers

ACTION BUDGET: \$

Weekend Credit Recovery will be used to address students who failed 1st semester classes. Priority will be given to seniors in an effort to assist them in graduating on time.

Action Type: AIP/IRI

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Action Type: Professional Development

Action Type: Technology Inclusion

Henry Anderson, Principal Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

•Community Leaders

- District Staff
- Performance Assessments
- Public Library
- School Library
- Teachers
- Teaching Aids

ACTION BUDGET: \$

Total Budget: \$20200
 =====

Priority 7: The school will provide a quality education program emphasizing the acquisition of English for students qualified as English Language Learners with support from the district.

Supporting Data: 1.ELDA Crossett School District 2009

Levels for Mean of Student Scores per Test

Grade	# of Students	Listening	Speaking	Reading	Writing
Kg	2	Intermediate	Intermediate	Intermediate	Beginning
1	4	Intermediate	Intermediate	Intermediate	Intermediate
2	4	Advanced	Intermediate	Intermediate	Beginning
3	4	FEP	FEP	Beginning	Beginning
4	3	FEP	FEP	FEP	Advanced
5	3	FEP	Advanced	Advanced	Advanced
6	2	FEP	FEP	Advanced	Advanced
7	3	Advanced	FEP	Intermediate	Intermediate
8	1	FEP	FEP	Intermediate	Advanced

2.ELDA Crossett School District 2009

Mean Scores per Grade and Per Test

Grade	#Students	Listening	Speaking	Reading	Writing	Comprehension	Composite
Kg	2	160	164	155	131	158	153
1	4	164	156	142	143	153	151
2	4	181	144	165	138	173	157
3	4	749	882	575	577	662	696
4	3	796	886	832	685	814	800
5	3	769	756	779	786	774	773
6	2	817	921	790	752	804	820
7	3	783	865	626	718	704	748
8	1	872	934	687	827	780	830

3.ELDA Crossett School District 2008

Levels for Mean of Student Scores per Test

Grade	# of Students	Listening	Speaking	Reading	Writing
Kg	1	Advanced	Advanced	Intermediate	Beginning
1	6	Intermediate	Intermediate	Intermediate	Beginning
2	3	Advanced	Advanced	Advanced	Advanced
3	3	FEP	FEP	Advanced	Intermediate
4	2	Intermediate	FEP	Advanced	Advanced
5	3	FEP	FEP	Advanced	Intermediate
6	1	Advanced	Advanced	Beginning	Beginning
7	1	Advanced	FEP	Intermediate	Intermediate
10	1	Advanced	Advanced	Beginning	Beginning

4.ELDA Crossett School District 2008

Mean Scores per Grade and Per Test

Grade	#Students	Listening	Speaking	Reading	Writing	Comprehension	Composite
Kg	4	184	176	154	134	169	163

1	4	172	151	142	136	157	150
2	4	191	176	177	164	185	177
3	3	766	920	703	659	734	762
4	3	632	937	764	752	698	771
5	2	746	860	717	597	732	731
6	3	738	814	576	654	657	696
7	1	845	936	675	726	760	796
10	1	789	855	594	617	692	714

5.ELDA Crossett School District 2007

Levels for Mean of Student Scores per Test

Grade	# of Students	Listening	Speaking	Reading	Writing
Kg	2	FEP	FEP	FEP	FEP
1	6	Beginning	Intermediate	Beginning	Beginning
2	3	FEP	FEP	FEP	Advanced
3	3	Advanced	FEP	Intermediate	Intermediate
4	2	Advanced	Advanced	Intermediate	Intermediate
5	3	Advanced	Advanced	Beginning	Beginning
6	1	FEP	Advanced	Beginning	Intermediate
9	1	Intermediate	Advanced	Beginning	Beginning
10	1	Beginning	Beginning	Beginning	Beginning

6.ELDA Crossett School District 2007

Mean Scores per Grade and Per Test

Grade	Number	Listening	Speaking	Reading	Writing	Comprehension	Composite
Kg	1	215	222	196	211	208	211
1	6	142	151	135	132	139	140
2	3	212	217	224	197	218	213
3	3	674	916	636	635	656	715
4	2	679	851	642	614	661	696
5	3	675	726	587	571	631	640
6	1	884	776	616	693	750	742
9	1	692	844	521	568	607	656
10	1	569	621	403	403	486	499

7.DISTRICT Home Language Survey Report

Year	2006-07	2007-08	2008-09
Total Lang Minority Students	45	61	67
K-5 Lang Minority Students	27	32	33
6-12 Lang Minority Students	18	29	34
K-5 Limited Eng Prof	15	20	22
K-5 Limited Eng Prof Pct	55.5%	62.5%	66.65
6-12 Limited Eng Prof	3	6	7
6-12 Limited Eng Prof Pct	16.6%	20.6%	20.6%
Retained K-6	0	0	2
Retained 7-12	0	0	0
Title I Prog Eligible	16	23	28
Title I Prog Elig Pct	88.8%	88.5%	96.5%
Migrant	0	0	2
LAS/MACII/ELDA	20	26	29

Assmts			
Benchmark Assmts	9	9	20
NRT Assessments	13	18	8

LMS - Language Minority Students Enrolled

LEP - Limited English Proficient

ASSESSMENTS

LAS / MACII / ELDA

Benchmark - Augmented Benchmark Exam 3-8 and EOC Literacy Grade 11

NRT - Norm Referenced Test

1. BENCHMARK Results for LEP Crossett School District 2008-2009

Level-Subject	Below-Basic	Basic	Proficient	Advanced
High-School-Algebra	no-students	no-students	no-students	no-students
High-School-Geometry	no-students	no-students	no-students	no-students
High-School-Gr-11-Literacy	no-students	no-students	no-students	no-students
3 rd -Grade-Math	0	1	2	1
Literacy	0	2	2	0
4 th -Grade-Math	0	0	0	3
Literacy	0	0	2	1
5 th -Grade-Math	0	1	1	1
Literacy	0	3	0	0
Science	0	2	1	0
6 th -Grade-Math	0	0	2	0
Literacy	0	2	0	0
7 th -Grade-Math	2	0	1	0
Literacy	1	1	1	0
Science	1	2	0	0
8 th -Grade-Math	0	0	1	0
Literacy	1	0	0	0

2. BENCHMARK Results for LEP Crossett School District 2007-2008

Level-Subject	Below	Basic-Basic	Proficient	Advanced
3 rd -Grade-Math	0	0	1	2
Literacy	0	1	0	2
4 th -Grade-Math	1	1	1	0
Literacy	0	1	2	0
5 th -Grade-Math	1	1	0	0
Literacy	1	1	0	0
6 th -Grade-Math	1	0	1	1
Literacy	1	1	1	0
7 th -Grade-Math	0	0	1	0
Literacy	0	1	0	0
8 th -Grade-Math	1	0	0	0
Literacy	1	0	0	0

1. BENCHMARK Results for LEP Crossett School District 2006-2007

Level-Subject	Below	Basic-Basic	Proficient	Advanced
High-School-Algebra	no-students	no-students	no-students	no-students
High-School-Geometry	no-students	no-students	no-students	no-students

High-School-Gr-11 Literacy	No-students	no-students	no-students	no-students
3rd-Grade-Math	0	1	1	1
Literacy	0	3	0	0
4th-Grade-Math	1	1	0	0
Literacy	0	2	0	0
5th-Grade-Math	2	1	0	0
Literacy	1	2	0	0
6th-Grade-Math	0	1	0	0
Literacy	0	1	0	0
7th-Grade-Math	no-students	no-students	no-students	no-students
Literacy	no-students	no-students	no-students	no-students
8th-Grade-Math	no-students	no-students	no-students	no-students
Literacy	no-students	no-students	no-students	no-students

Goal Provide services and support for the acquisition of English for students identified and qualified as English Language Learners in order to increase achievement for these students.

Benchmark The composite score will increase for Limited English Proficient (LEP) students scoring proficient or above on the state mandated tests to meet the state's 2009-2010 AYP rate of K-5 Math-70.00, K-5 Literacy-71.20, 6-8 Math-64.55, 6-8 Literacy- 67.60, 9-12 Math-64.60, 9-12 Literacy 67.75 or achieve the 10 percent increase to make Safe Harbor for the 09-10 school year.

Intervention: Provide a quality educational program emphasizing acquisition of English for students qualified as English Language Learners.

Scientific Based Research: Harmer, J. (2005) The Practice of English Language Teaching. Pearson Education

Actions Person Responsible Timeline Resources Source of Funds

Provide ELL program coordination and instruction utilizing professional services with state ELL funding (as allocated in the district plan.) State categorical ELL funds will be used to provide services for after-school, and summer programs including transportation services. On-going assessment of LEP student progress will be reviewed through achievement test data and student progress reports. Materials, software, and supplies will be purchased with ELL categorical funds.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Action Type: Program Evaluation

Linda Goodwin, Asst. Supt.; Henry Anderson, Jr., Principal Start: 07/01/2009

End: 06/30/2010 •District Staff

ACTION BUDGET: \$

During the May annual federal programs/state programs peer review, annually evaluate the effectiveness of the ELL program by analyzing student achievement data of ELL students, including CRT/NRT/Target Tests/ELDA. Results of ELDA will determine if students move out of ELL status and become designated as English learners. Ensure the intervention is implemented as designed and that monies allocated were expended as intended. Provide evidence of the impact of student achievement, using the most recent student achievement reports. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in 2010-2011.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Action Type: Program Evaluation

Linda Goodwin, Asst. Supt.; Henry Anderson, Jr., Principal Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

•District Staff

•Outside Consultants

ACTION BUDGET: \$

Total Budget: \$0