

School Plan

[Print Version](#)

CROSSETT HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2008-2009

Approved:

The mission of Crossett High School is to educate all students to become responsible, productive citizens with emphasis on improving literacy and math skills across the curriculum.

Grade Span: 9-12

Title I: Not Applicable

School Improvement: SI_4

Table of Contents

Priority 1: Literacy

Goal: All students will show improvement in their vocabulary recognition and understanding across the curriculum

Goal: All students will show improvement in reading comprehension in grades 9, 10, 11, and 12.

Goal: All students will show improvement in their written expression in grades 9, 10, 11, and 12 with an emphasis on content and mechanics.

Priority 2: Math

Goal: All students will show improvement in their mathematical proficiency in procedures, problem solving, and computation with emphasis in the areas of solving non-linear equations and inequalities, language of Algebra, Geometry of Dimensions, and Geometry of Relationships.

Priority 4: Wellness Model

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.

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

1. On the Primary Benchmark Exam, the End-of-Level Literacy Exam, administered to all 11th graders in 2005-2006, 130 students were tested and 41% of the combined population scored proficient or advanced. 7% of the African-American students scored proficient or above. 100% of the Hispanic students scored at or above proficient. 58% of Caucasian students scored at or above proficient. 22% of the socio-economic deprived students scored at or above proficient. There were no LEP students tested. Of the 13 students with disabilities tested none scored at or above proficient. The lowest identified area of the combined population in reading multiple-choice was a question regarding specific literary element in a passage with only 22% choosing the correct answer. The lowest identified area in writing multiple-

Supporting
Data:

choice questions was a question specifying mechanics with only 45% choosing the correct answer. The lowest identified areas of the African-American population were reading in the content area and writing in the content and style. The lowest identified areas for Hispanic students were reading in the content area and style in writing. The lowest identified are for Caucasians was in reading content and writing content and style. There were no LEP students tested; the lowest identified area for students with disabilities were reading vocabulary/content and writing content and mechanics. The lowest identified areas for socio-economic deprived were reading content and comprehension and writing content and mechanics.

2. On the Primary Benchmark Exam, the End-of-Level Literacy Exam, administered to all 11th grades in 2006-2007, 126 students were tested and 46% of the combined population scored proficient or advanced. 30% of the African-American students scored proficient or above. 57% of Caucasian students scored at or above proficient. 28% of the socio-economic deprived students scored at or above proficient. There were no Hispanic, Native American, or Asian-pacific Islander students tested. There were no LEP students tested. Of the 10 students with disabilities tested 10% scored proficient. 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. There were no LEP students tested; the lowest identified areas for students with disabilities were reading content and comprehension and writing content and mechanics. 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.
3. On the Primary Benchmark Exam, the End-of-Level Literacy Exam, administered to all 11th grades in 2007-2008, 152 students were tested and 49% of the combined population scored proficient or advanced. 26% of the African-American students scored proficient or above. 68% of Caucasian students scored at or above proficient. 24% of the socio-economic deprived students scored at or above proficient. There was 1 Hispanic and 1 Native American student tested. There were no LEP students tested. Of the 4 students with disabilities tested 0% scored proficient. 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. There were no LEP students tested; the lowest identified areas for students with disabilities were reading content and comprehension and writing content and mechanics. The lowest identified area for Caucasians was in reading content. The three year trend analysis indicates areas of weakness are literary and practical.
4. The students tested on the ACT test, showed in 2005-2006, the average composite score was 19.4. In 2006-2007, the average composite score was 18.9. In 2007-2008, the average composite score was 18.8.
5. The graduation rate for 2005-2006 was 93.7%; the graduation rate for 2006-2007 was 73.9%; and the graduation rate for 2007-2008 was 73.9%.

Goal All students will show improvement in their vocabulary recognition and understanding across the curriculum

Benchmark Crossett High School's overall school improvement status is SI_4. 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_4 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_4 status scoring 34.1% proficient in 2007/2008 and must score 59.69% proficient in 2009 or obtain safe harbour.

Intervention: Include the Comprehensive Literacy approach to vocabulary study across the curriculum.

Scientific Based Research: Reading Comprehension: What Works, by P. David Pearson. Feb. 1994 issue of Educational Leadership. (National Reading Panel Report(2000);BRINGING WORDS TO LIFE (2002).

Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will hire a Literacy Coach (FTE .72) as a mentor to provide training to all teachers who will participate in Comprehensive Literacy to learn about vocabulary instruction and participate in study groups to utilize J. Jordans and Justin Nodler Words High School Students Need to Know for the purpose of improving benchmark vocabulary scores across the curriculum. Teachers will maintain and utilize a Word Wall of content vocabulary. A "Word of the Day" will be publicized and utilized.	Janice Warren, Linda Goodwin, Kevin Hancock, Elizabeth Brooks	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Central Office • District Staff • Outside Consultants • Performance Assessments 	ACTION BUDGET: \$

A "Word Hall" will be maintained school-wide. Action Type: Alignment Action Type: Professional Development			<ul style="list-style-type: none"> Teachers 	
The vocabulary program will be evaluated based on the progress made in item-by-item analysis and writing style on the EOC pre- and post-assessments created by the Literacy Coach, and district teachers annually to determine progress shown on vocabulary assessments. Action Type: Alignment Action Type: Program Evaluation	Patsy Roberts	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$
District Curriculum Team will work together to align curriculum for instructional and assessment purposes to vertically and horizontally align the curriculum to determine revisions needed to give strength to the program. Action Type: Alignment	Kevin Hancock, Patsy Roberts	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
All teachers will supply lesson plans and writing samples to Literacy Coach for on-going mentoring and evaluation opportunities for instruction and analysis to see that the vocabulary program is being followed and is working. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation	Patsy Roberts, Classroom Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Investigate research based literacy programs such as Literacy Lab and Arkansas Comprehensive Literacy Model. Utilizing the textbooks, incorporating Comprehensive Literacy model and aligning textbook with standards. Action Type: Alignment	Patsy Roberts, Classroom Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
CHS Administrators and teachers will participate in the Educational Renewal Zone Initiative. CHS will partner with UAM to implement ERZ and evaluate to see if it is working. Action Type: Alignment Action Type: Program Evaluation	Kevin Hancock, Linda Goodwin, Dr. Sue Bell	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	ACTION BUDGET: \$
Crossett School District administrators will receive professional development training which includes data disaggregation, instructional strategies, and fiscal management training. Action Type: Professional Development	Janice Warren, Superintendent	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
Larry Bell's book, "12 Powerful Words," purchased for administrators and teachers to use in the implementation of the professional development "Closing the Achievement Gap" will be utilized in the	Janice Warren, Superintendent	Start: 07/01/2008 End:	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

classroom. Action Type: Alignment Action Type: Equity Action Type: Professional Development		06/30/2009	<ul style="list-style-type: none"> • Outside Consultants 	BUDGET:
Teachers will use the Gradequick and Triand computer based programs to document Framework objectives in lesson plans each week to assure lessons are aligned to the curriculum. Lesson plans and assessments will be submitted to the Principal on a weekly basis. Teachers will be trained in the use of Gradequick and Triand. Teachers will receive a stipend for after school Gradequick and Triand training sessions. Department chairpersons will monitor lesson plans and report to the principal. Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Vicki Dodd, John Way, Cynthia Mosley, Alan Jeter, Charre Todd, Susanne Ballard, Patsy Roberts	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Central Office • Computers • Outside Consultants 	<hr/> ACTION BUDGET: \$
Parents will organize Tuesday night study sessions to improve skills needed for EOC. Action Type: Alignment Action Type: Parental Engagement	CAPS organization	Start: 02/04/2009 End: 02/25/2009		<hr/> ACTION BUDGET: \$
Data from the Literacy Exam will be provided by the counselor to the Literacy Coach who will disaggregate the data and provide that information to the ACSIP committee. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Scott Sasser, Patsy Roberts	Start: 07/01/2008 End: 09/01/2008	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> ACTION BUDGET: \$
Prior to submitting the school's ACSIP Plan to the ADE School Improvement Supervisor, an ACSIP Peer Review Meeting will be held in the District Conference Room to approve the ACSIP Plans. Representatives from each building will attend. Stipends will be paid to the representatives for attending the meeting on off-contract time. The ACSIP plans will be returned to the schools to make any needed corrections or changes discussed at the ACSIP Peer Review Meeting. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Kevin Hancock, Principal	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
The ACSIP Approval Process shall be followed at each school: Prior to submitting the ACSIP Plans to the District, the principal will set up a faculty meeting to share the ACSIP Plan with faculty and staff. Each ACSIP Chairperson will be responsible for sharing his/her priority at the meeting. All input, concerns, questions, recommendations, corrections, etc.) shall be discussed and recorded in the minutes. Any needed changes discussed are to be made prior submission to the District. An agenda, sign-in sheet and minutes will be kept for documentation. A copy of the documentation will be sent to the Asst. Superintendent.	Kevin Hancock, Principal	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education				
Total Budget:				\$0

Intervention: Implementation of remediation and intervention programs and creation of a period for tutoring and enrichment.
 Scientific Based Research: "Beyond the Bell: A Tool-kit for Creating Effective After-School Programs" North Central Educational Research Lab, 2000.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Literacy Coach will provide a list of writing and reading skills needed for each student in remediation based on identified areas of weakness according to AIP's. Action Type: AIP/IRI Action Type: Equity	Patsy Roberts	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Remediation will target those 12th grade students who did not score proficient on the 11th grade Literacy Exam and those 8th grade students who did not score proficient on the 8th grade Benchmark. Remediation will be before, during, or after school utilizing JEDI. A student will be considered remediated when he/she is able to score 75% in areas of identified deficiencies. A schedule of students currently required to participate in remediation and students who have fulfilled the requirements will be compiled and regularly updated by the Literacy Coach. Action Type: AIP/IRI Action Type: Equity	Kevin Hancock, Scott Sasser, Patsy Roberts	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Summer school classes will be offered for students failing English. Action Type: AIP/IRI	Kevin Hancock/CHS English Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
An Enrichment team of 8 teachers will teach 3rd period each day assigned areas of emphases based on identified areas of weakness in sub-populations not meeting AYP. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Patsy Roberts	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Maintain records of those attending remediation/intervention programs to determine progress made and emphasize those literacy skills in need of being addressed. Action Type: AIP/IRI Action Type: Alignment	Elizabeth Brooks, Theresa White, Chasity Duke	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Outside 	<hr/> ACTION BUDGET: \$

Action Type: Collaboration			Consultants	
Crossett High School will evaluate this intervention by utilizing the following evaluation tools: 1) Classroom Observations/Post Conferences by the Principal and/or JBHM Consultants, 2) Target Tests, 3) CRT assessments, 4) Lesson Plans which will be monitored on a weekly basis. Action Type: AIP/IRI Action Type: Program Evaluation	Kevin Hancock	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
An intensive Enrichment class will be created based on performance on a reading/writing diagnostic test administered in August. Students will remain with this 8th member of the Enrichment team, until the teacher feels the student should rejoin his/her original Enrichment team based upon observed improvement. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Patsy Roberts, Suesette Porter	Start: 08/18/2008 End: 03/10/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Target Tests, provided by the SEARK Cooperative, which evaluate progress on the Coop developed pacing guides would be administered 4 times annually. 9th, 10th, and 11th grade students who do not score proficient in any area of those tests will be required to attend after school tutoring utilizing JEDI and other remedial methods. Transportation will be provided at the expense of the District. Students will continue the intervention until sufficient progress has been determined by an appropriate post-test in deficient area(s). Curriculum Coordinator and Literacy Coach will input assignments and maintain records in JEDI. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Patsy Roberts	Start: 08/18/2008 End: 05/29/2009	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Motivational speakers have been invited to speak to students involved in end-of-course math and ACTAAP literacy exams to specifically focus on the students in the sub-groups of economically deprived and African-American males to instill pride and the drive for success in low-achieving students. Action Type: AIP/IRI Action Type: Equity	Kevin Hancock, Linda Goodwin, Patsy Roberts	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants 	ACTION BUDGET: \$
A BOOK CLUB has been organized at CHS with eight groups having chosen eight novels which appeal to all ethnic groups. The groups will discuss the books after reading. In addition, individual groups will be transported to the Crossett Public Library for encouragement and motivation in expanding their desire for good books. This will be an ongoing project throughout the year. Action Type: AIP/IRI Action Type: Equity	Kevin Hancock, Patsy Roberts, Literacy Team	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • District Staff • Public Library • School Library • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Goal All students will show improvement in reading comprehension in grades 9, 10, 11, and 12.

Benchmark Crossett High School's 11th grade students will meet or exceed the 2007-2008 AYP in literacy as defined by the Arkansas Department of Education.

Intervention: Align reading curriculum and reading strategies both horizontally and vertically.				
Scientific Based Research: Include "best practice" reading and writing strategies across the curriculum. (National Reading Panel Report April 2000); Dr. Lawrence Lezotte, "Learning for All", 1997.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Review Target test data to see if performance on constructed response items has shown improvement and make necessary adjustments in the curriculum, if needed. Action Type: AIP/IRI Action Type: Program Evaluation	Patsy Roberts, Classroom Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Provide training for students who are to be involved in the EOC testing to attend an ACTAAP workshop at an off campus site to emphasize test taking strategies, to use context clues, and to highlight or underline important details in reading passages. Substitute teachers will be hired to cover classes during off campus workshops. Action Type: Alignment Action Type: Professional Development	Kevin Hancock, Patsy Roberts, CHS Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Special Education teachers will provide the teachers with necessary modifications for special education students to provide additional instructional strategies for special education students. Action Type: Collaboration Action Type: Equity	Kevin Hancock/Lendora Early/CHS Special Education Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Use staff development time to assess the ACSIP Plan after completing an item-by-item Benchmark analysis and released test items to align the curriculum to meet the needs of students. Action Type: Professional Development Action Type: Program Evaluation	Kevin Hancock/Patsy Roberts/Janla Gardner/CHS Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Establish Focus" groups in grade 9, 10, 11, 12 to emphasize the importance of good literacy skills in one's vocation and provide information and speakers to enlighten these students on the world of work. Action Type: Collaboration	Susanne Ballard, Janla Gardner, Kristy Huffstetler	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Evaluate individual teacher assignments used in the classrooms as related to the EOC Assessments through frequent building-level curriculum meetings. Action Type: Alignment Action Type: Collaboration	Kevin Hancock, CHS Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance 	ACTION BUDGET: \$

			<ul style="list-style-type: none"> Assessments Teachers 	
Review test data to see if improvement is ongoing. Action Type: Program Evaluation	Kevin Hancock/CHS Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Professional development in-service days will be used to update curriculum and revise and update ACSIP plan. Action Type: Professional Development	Kevin Hancock/Janla Gardner/CHS Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Evaluate student progress yearly using data from the ACT, PSAT, and EOC exams to document gains/losses and plan strategies for interventions. Action Type: AIP/IRI Action Type: Alignment	Kevin Hancock, CHS Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Teachers will utilize Target Testing data provided by Literacy Coach to assess areas of strengths/weaknesses and base remediation upon results. Action Type: Collaboration	Patsy Roberts	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$
Maintain the computer lab available 8 periods per day to provide students with more reading comprehension practice. Title VI State Funds were used to purchase 25 JEDI StudyBuddy devices (\$275 per unit)for reading comprehension and other remediation of individual students. The software for the StudyBuddy was orderd on February 18, 2009. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Patsy Roberts, Jackie Porter	Start: 08/18/2008 End: 05/29/2009	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teaching Aids 	Title VI State - Materials & Supplies: \$6875.00 ACTION BUDGET: \$6875
Workforce Literacy Workshop: focuses on approaches and stratgies for improving literacy skills in Career Technical Education classrooms. Using current research, strategies will be presented to bu8ld vocabulary and improve reading comprehension. All strategies are simple, quick, and easy to use within the wtructure of the CTE classroom. Examples for improving comprehension include anticipation guide, activating prior knowledge, predicting, summarizing, and generating questions. Vocabulary examples will includes both explicit and implicit ideas. A quick reference guide to	Susanne Ballard, Janla Gardner, Kristy Huffstetler, John Petrichko	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$

Reading Strategies will be provided for each participant. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development				
Total Budget:				\$6875

Goal All students will show improvement in their written expression in grades 9, 10, 11, and 12 with an emphasis on content and mechanics.
Benchmark Crossett High School's 11th grade students will meet or exceed the 2007-2008 AYP in literacy as defined by the Arkansas Department of Education.

Intervention: Align the writing curriculum both horizontally and vertically using a Core Literacy Program as model.				
Scientific Based Research: Dr. Lawrence Lezotte, "Learning For All", June 1997.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide literacy training as needed for teachers to supplement writing across the curriculum and provide more writing experiences and practice. Action Type: Professional Development Action Type: Technology Inclusion	Linda Goodwin, Patsy Roberts	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> <hr/> ACTION BUDGET: \$
Investigate Target Tests for mentoring and to interject more writing into each grade level while vertically aligning the curriculum. Action Type: Alignment Action Type: Collaboration	Patsy Roberts, Classroom Teachers	Start: 01/20/2009 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments Teachers 	<hr/> <hr/> ACTION BUDGET: \$
Students will be instructed in Writing on Command during school year with stress on the improvement of both their writing content and style, as well as, provide teacher training in writing instruction to better implement this program. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Patsy Roberts, CHS Teachers, Sarah Stratton	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> <hr/> ACTION BUDGET: \$
Maintain the computer lab available 8 periods per day to provide students with more writing practice. Twenty-five (25) JEDI STUDY BUDDIES were purchased to supplement remediation and enrichment in both math and literacy at CHS. The software for the JEDI STUDY BUDDIES was orderd on Febraury 18, 2009. These will be used by individual classrooms as well as in the CHS Computer Lab where JEDI is available to all students at the convenience of both math and literacy instructors. Action Type: Alignment Action Type: Equity	Patsy Roberts, Jackie Porter, Kevin Hancock	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> <hr/> ACTION BUDGET: \$

Action Type: Technology Inclusion				
Document use of mobile and stationary writing labs with user logs. Action Type: Program Evaluation	Kevin Hancock/CHS Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Analyze AP exams and EOC literacy exams with all classroom teachers, including Special Education teachers to better align instruction to the frameworks. Action Type: Alignment Action Type: Professional Development	Ramona Sawyer/Lendora Early/Patsy Roberts/CHS Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
1)Students will be given "Target Tests" in literacy five times (NSLA: \$2700) and Q-Write constructive response assessments three times (NSLA: \$10000). These exams will enable teachers and administrators to monitor student achievement, focus on the strengths and weaknesses of students, determine specific instructional gaps, and determine remediation needs for individual students. 2) Teachers will be provided professional development through the SEARK Cooperative by learning how to develop test items, score open response questions, and analyze and use data from the Target Tests. Q-Write constructive response items will be scored by Q-Write with feedback provided to the teachers and students for evaluation. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Kevin Hancock, Principal; Classroom Teachers; Patsy Roberts, Literacy Coach	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments Teachers 	NSLA (State-281) - Purchased Services: \$12700.00 ACTION BUDGET: \$12700
NSLA funds will be used to support professional development of new teachers in becoming highly qualified. Non-traditional and MAT fees will be paid by NSLA funds. Action Type: Collaboration Action Type: Professional Development	Linda Goodwin	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Central Office Outside Consultants 	NSLA (State-281) - Purchased Services: \$12000.00 ACTION BUDGET: \$12000
Workforce Literacy Workshop on Writing Strategies for Learning: focus on both implicit and explicit writing strategies that can assist Career Technical Education teachers in using writing more often in their classrooms. How to create a basic rubric will also be included. Focus will be on teaching strategies designed to optimize learning. Three areas will be explored: prior knowledge including misconceptions, conceptual learning, and meta-cognitive strategies. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration	Susanne Ballard, Janla Gardner, Kristy Huffstetler, John Petrichko	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$

Action Type: Professional Development				
Total Budget:				\$24700
Intervention: Incorporate writing instruction across the curriculum toward higher-order thinking skills.				
Scientific Based Research: Writing Connections, Maureen E. Autman, Sopris West Educational Services, 2002.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers instructing Pre-AP and AP classes will attend AP training and AP workshops for writing instruction and higher-order thinking skills in their discipline. Action Type: Professional Development	Linda Goodwin, Ramona Sawyer	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> ACTION BUDGET: \$
To focus teachers in all disciplines, English teachers and Literacy Coach will provide lists of writing skills addressed on CRT for enrichment. Action Type: Professional Development	Patsy Roberts/Classroom Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Provide CHS teachers training in Benchmark scoring with rubrics after Literacy Coach attends fall ADE workshop with CRT company representatives. Action Type: Professional Development	Patsy Roberts/CHS Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Investigate the development of instruction for teachers in all disciplines to implement the analysis of literary elements (reading and writing). Action Type: Professional Development	Linda Goodwin, Patsy Roberts, CHS Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Secure writing samples with a focus on higher-order thinking skills and strategies for including AP instruction in the frameworks. Action Type: Alignment Action Type: Professional Development	Ramona Sawyer/Patsy Roberts/CHS AP Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Schedule building-level curriculum meetings to share implementation of exemplary assignments used in classrooms. Action Type: Alignment Action Type: Collaboration	Kevin Hancock, Scott Sasser, CHS English Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Implement writing across the curriculum by improving horizontal and vertical alignment using the DIPT and vertical alignment teams based on Lisa Carter's 24/7 training. Action Type: Professional Development	Linda Goodwin, Kevin Hancock, CHS Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Involve all literacy teachers in instruction of the comprehensive literacy sources with supplemental alignment instruction to the frameworks. Action Type: Alignment	Linda Goodwin, Kathy Sadler, CHS Teachers	Start: 07/01/2008 End:	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> ACTION BUDGET: \$

Action Type: Professional Development		06/30/2009	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	
Crossett High School will evaluate this intervention by utilizing the following evaluation tools: 1) Classroom Observations/Post Conferences by the Principal and/or JBHM Consultants, 2) Target Tests, 3) CRT assessments, and 4) Lesson Plans monitored on a weekly basis. Action Type: Program Evaluation	Kevin Hancock	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Involve parents in the school improvement process and provide reassurance and guidance to students.				
Scientific Based Research: "Parenting and Children's School Achievement: A Multiethnic Perspective." (American Education Research Journal 25) (Spring 1998). "Playing Their Parts: Parents and Teachers Talking About Parental Involvement in Public Schools." (Public Agenda 1999)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The CHS Library will establish a Parent Center to include parenting books, magazines, and will allow parents to borrow these materials. Action Type: Parental Engagement	Mary Watson	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • School Library • Teachers 	ACTION BUDGET: \$
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) Action Type: Parental Engagement	Scott Sasser	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
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: Parental Engagement	Kevin Hancock/Alberta Flentroy	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
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, Kevin Hancock	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	NSLA (State-281) - Employee Benefits: \$3456.00 NSLA (State-281) - Employee Salaries: \$15026.00

				<hr/> ACTION BUDGET: \$18482
Highly-qualified staff will be hired to provide research-based tutoring for students who are not on grade level and/or have an AIP after school. Action Type: Parental Engagement	Janice Warren, Kevin Hancock, Patsy Roberts	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> ACTION BUDGET: \$
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: Parental Engagement	Kevin Hancock, Scott Sasser	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> 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: Parental Engagement	Linda Goodwin, Kevin Hancock	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
Four Parent/Teacher conferences are scheduled in the District calendar for 2008-2009. A three-hour Parent/Teacher Conference will be held each of the four 9-week grading period. This is equivalent to the required two Parent/Teacher Conferences.(ACT 307 of 2007 - amended ACT 603 of 2003, #8) Action Type: Collaboration Action Type: Parental Engagement	Kevin Hancock, Principal	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	<hr/> ACTION BUDGET: \$
"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	Kevin Hancock, Scott Sasser	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Community Leaders • District Staff • Outside Consultants 	<hr/> ACTION BUDGET: \$
Conduct an annual Awards Program to recognize students who have excelled in academics; parents will receive a personal invitation. Action Type: Collaboration Action Type: Parental Engagement	CHS Teachers, Kevin Hancock, Scott Sasser	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Performance 	<hr/> ACTION BUDGET: \$

			Assessments	
Crossett High School will continue to enable the CAPS (PTA/PTO) parent organization. Parent involvement will be evaluated through surveys, sign-in sheets, and agendas. (ACT 307 of 2007, PE #6) Action Type: Parental Engagement Action Type: Program Evaluation	Kevin Hancock, Principal	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Annually, all certified teachers will receive a total of sixty hours of staff development. The district will provide teachers with in-service about 1) 504 regulations, 2) parental involvement, 3) classroom management, and 4) differentiated instruction. Professional development categorical funds will be used to pay for the consultants and materials and supplies that support the training. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Janice Warren, Superintendent	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	ACTION BUDGET: \$
Crossett High School is in School Improvement Year 4 and the following may be found: 1) Parents were notified through mailed written notices (letters) and media releases that Crossett High School is in Year 4 School Improvement; 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	Kevin Hancock, Principal	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Character Education will be provided through the use of Project Wisdom.	Scott Sasser	Start: 09/02/2008 End: 05/29/2009		ACTION BUDGET: \$
Total Budget:				\$18482

Intervention: Implementation of an Accreditation Audit by outside experts to provide school improvement and advise school to meet corrective action through classroom instructional best practices.

Scientific Based Research: JBHM, Educational Group, LLC. Jackson, MS, 2006

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide staff developments that feature research-based best practices in teaching strategies for minorities and for low socio-economic students. Action Type: AIP/IRI Action Type: Equity	Kevin Hancock, CHS Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$

			<ul style="list-style-type: none"> Teachers 	
<p>Re-focus the mission of the school toward providing a rigorous and challenging curriculum supported by teams of teachers. Apply for AAIMS Grant to increase AP and PreAP offerings and enrollment in the High School.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development</p>	Kevin Hancock, CHS Teachers, Ramona Sawyer	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Implement strategies for maximizing classroom time: bell-ringer problems, enrichment resources, and summary activities.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development</p>	Kevin Hancock, CHS Teachers, JBHM	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>1) NSLA funds will be used to incorporate an Instructional Facilitator (JBHM) to address the academic achievement problems that caused the school to be identified. This facilitator will conduct staff development that features research-based best practices in teaching strategies for minorities and/or low socio-economic students. 2) The staff will implement training to align frameworks to benchmarks for low socio-economic students in after-hour workshops.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation</p>	Linda Goodwin	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Central Office District Staff Outside Consultants Performance Assessments Teachers 	<p>NSLA (State-281) - Purchased Services: \$50000.00</p> <hr/> <p>ACTION BUDGET: \$50000</p>
<p>Crossett High School will evaluate this intervention by utilizing the following evaluation tools: 1) Classroom Observations/Post Conferences by the Principal, JBHM Consultants, Building Level Coaches, and SEARK Cooperative Coaches; 2) CWTs/Focus Walks; 3) Quarterly Target Tests; 4) Lesson Plans will be monitored on a weekly basis; 5) NRT/CRT assessments.</p> <p>Action Type: Program Evaluation</p>	Kevin Hancock, Principal	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>A binder for each staff member will be created by office personnel to house formative and summative testing data, frameworks, test released items, lesson plans, and other pertinent information.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Kevin Hancock, Office Personnel	Start: 07/01/2008 End: 08/18/2008	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Eight math and literacy teachers along with the math and literacy coaches participated in a week-long Curriculum Alignment workshop led by JBHM. Both math and literacy teachers were paid to attend on off-contract days.</p> <p>Action Type: AIP/IRI</p>	Kevin Hancock, Patsy Roberts, Literacy Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	<p>PD (State-223) - Purchased Services: \$6400.00</p> <p>PD (State-223) \$1380.00</p>

Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development			<ul style="list-style-type: none"> Teachers 	- Employee Benefits: PD (State-223) - Employee Salaries: \$6000.00 <hr/> ACTION BUDGET: \$13780
Pathwise training will be provided to assist in the development of novice teachers. Noice teachers will be paid to attend training on off-contract days.	Linda Goodwin	Start: 08/16/2008 End: 05/31/2008		PD (State-223) - Employee Benefits: \$312.00 PD (State-223) - Employee Salaries: \$1355.00 <hr/> ACTION BUDGET: \$1667
Total Budget:				\$65447

Priority 2: To show academic achievement in Math.

1. 2006 Alg I EOC-Number and Percent of Students Scoring Proficient or
2. Advanced:
3. 12 Students: 30.0% of Combined Students
4. 2 Students: 11.1% of African American Students
5. . Students: N/A% of Hispanic Students
6. 10 Students: 45.4% of Caucasian Students
7. 5 Students: 20.8% of Economically Disadvantaged Students
8. . Students: N/A% of LEP Students
9. 0 Students: 0% of Students with Disabilities
10. The lowest identified areas for the combined population were: solving
11. non-linear equations and inequalities, and language of Algebra and measurement.
- 12.
13. The lowest identified areas for African Americans were: solving non-linear
14. equations and inequalities, and language of Algebra and measurement.
- 15.
16. The lowest identified areas for Hispanic were: N/A
- 17.
18. The lowest identified areas for Caucasian were: solving non-linear equations
19. and inequalities, and language of Algebra and measurement.
- 20.
21. The lowest identified areas for Economically Disadvantaged students were:
22. solving non-linear equations and inequalities, and language of Algebra and
23. measurement.
24. The lowest identified areas for LEP students were: N/A

Supporting
Data:

25.
26.
27. 2007 Alg I EOC-Number and Percent of Students Scoring Proficient or
28. Advanced:
29. 25 Students: 31.3% of Combined Students
30. 7 Students: 16.7% of African American Students
31. . Students: N/A% of Hispanic Students
32. 18 Students: 48.6% of Caucasian Students
33. 13 Students: 25.5% of Economically Disadvantaged Students
34. . Students: N/A% of LEP Students
35. 0 Students: 0% of Students with Disabilities
36. The lowest identified areas for the combined population were: solving
37. equations and inequalities and polynomial operations and measurement.
38. The lowest identified areas for African Americans were: solving equations
39. and inequalities and polynomial operations.
40. The lowest identified areas for Hispanic were: N/A
41.
42. The lowest identified areas for Caucasian were: solving equations and
43. inequalities and polynomial operations.
44. The lowest identified areas for Economically Disadvantaged students were:
45. solving equations and polynomial operations.
46. The lowest identified areas for LEP students were: N/A
47.
48. The three year trend analysis indicates areas of weakness are solving equations
49. and inequalities, polynomials, and measurement.
50.
51. 2008 Alg I EOC-Number and Percent of Students Scoring Proficient or
52. Advanced:
53. 71 Students: 60% of Combined Students
54. 22 Students: 43% of African American Students
55. 1 Students: 50% of Hispanic Students
56. 48 Students: 75% of Caucasian Students
57. 37 Students: 54% of Economically Disadvantaged Students
58. 1 Students: 100% of LEP Students
59. 0 Students: 0% of Students with Disabilities
60. The lowest identified areas for the combined population were: solving
61. equations and inequalities and polynomial operations and measurement.
62. The lowest identified areas for African Americans were: solving equations
63. and inequalities and polynomial operations.
64. The lowest identified areas for Hispanic were: solving equations and
65. inequalities and polynomial operations.
66. The lowest identified areas for Caucasian were: solving equations and
67. inequalities and polynomial operations.
68. The lowest identified areas for Economically Disadvantaged students were:
69. solving equations and polynomial operations.
70.

71. The three year trend analysis indicates areas of weakness are solving equations
72. and inequalities, polynomials, and measurement.
73.
74. 2006 Geometry EOC-Number and Percent of Students Scoring Proficient or
75. Advanced:
76. 57 Students: 53.2% of Combined Students
77. 15 Students: 35.7% of African American Students
78. . Students: N/A% of Hispanic Students
79. 41 Students: 66.1% of Caucasian Students
80. 19 Students: 47.5% of Economically Disadvantaged Students
81. . Students: N/A% of LEP Students
82. 0 Students: 0% of Students with Disabilities
83. The lowest identified areas for the combined population were: Geometry of
84. Dimensions and Relationships and Measurement.
85. The lowest identified areas for African Americans were: Geometry of
86. Dimensions and Relationships and Measurement.
87. The lowest identified areas for Hispanic were: N/A
88.
89. The lowest identified areas for Caucasian were: Geometry of Dimensions and
90. Relationships and Measurement.
91. The lowest identified areas for Economically Disadvantaged students were:
92. Geometry of Dimensions and Relationships and Measurement.
93. The lowest identified areas for LEP students were: N/A
94.
95.
96. 2007 Geometry EOC-Number and Percent of Students Scoring Proficient or
97. Advanced:
98. 54 Students: 25.9% of Combined Students
99. 13 Students: 24.5% of African American Students
100. . Students: N/A% of Hispanic Students
101. 41 Students: 59.4% of Caucasian Students
102. 22 Students: 39.2% of Economically Disadvantaged Students
103. . Students: N/A% of LEP Students
104. 0 Students: 0% of Students with Disabilities
105. The lowest identified areas for the combined population were: Geometry of
106. Dimensions and Relationships and Measurement.
107. The lowest identified areas for African Americans were: Geometry of
108. Dimensions and Relationships and Measurement.
109. The lowest identified areas for Hispanic were: N/A
110.
111. The lowest identified areas for Caucasian were: Geometry of Dimensions and
112. Relationships and Measurement.
113. The lowest identified areas for Economically Disadvantaged students were:
114. Geometry of Dimensions and Relationships and Measurement.
115. The lowest identified areas for LEP students were: N/A
116.

117. The three year trend analysis indicates areas of weakness are geometry of
 118. dimensions, relationships, and measurement.
 119.
 120. 2008 Geometry EOC-Number and Percent of Students Scoring Proficient or
 121. Advanced:
 122. 120 Students: 44% of Combined Students
 123. 33 Students: 26% of African American Students
 124. 1 Students: 33% of Hispanic Students
 125. 85 Students: 62% of Caucasian Students
 126. 51 Students: 33% of Economically Disadvantaged Students
 127. 0 Students: 0% of LEP Students
 128. 1 Students: 7% of Students with Disabilities
 129. The lowest identified areas for the combined population were: Geometry of
 130. Dimensions and Relationships and Measurement.
 131. The lowest identified areas for African Americans were: Geometry of
 132. Dimensions and Relationships and Measurement.
 133. The lowest identified areas for Hispanic were: Geometry of Demensions and
 134. Relationships and Measurement.
 135. The lowest identified areas for Caucasian were: Geometry of Dimensions and
 136. Relationships and Measurement.
 137. The lowest identified areas for Economically Disadvantaged students were:
 138. Geometry of Dimensions and Relationships and Measurement.
 139. The lowest identified areas for LEP students were: Geometry of Dimensions
 140. and Relationships and Measurement.
 141. The three year trend analysis indicates areas of weakness are geometry of
 142. dimensions, relationships, and measurement.
 143.
 144. The students tested on the ACT test, showed in 2005-2006, the average
 145. composite score was 19.4. In 2006-2007, the average composite score was 18.9.
 146. In 2007-2008, the average composite score was 18.8.
 147.
 148. The graduation rate in 2005-2006 was 93.7%; the graduation rate in
 149. 2006-2007 was 73.9%; and the graduation rate in 2007-2008 was 73.9%.
 150.
 151.
 152.
 153.
 154.
 155.
 156.
 157.

Goal All students will show improvement in their mathematical proficiency in procedures, problem solving, and computation with emphasis in the areas of solving non-linear equations and inequalities, language of Algebra, Geometry of Dimensions, and Geometry of 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: Monitor curriculum alignment with Arkansas Frameworks using analysis of test data as guide.				
Scientific Based Research: Hansen, J., Gentry, R. and Dalley, T.. Mindful change in a data driven school. "Principal Leadership", 3(6),37-42.(2003)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Crossett High School Planning Team will continue to meet to evaluate and plan for future instruction and assessment. Action Type: Alignment Action Type: Collaboration	Kevin Hancock/Connie Brown	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> ACTION BUDGET: \$
Hire a Math Coach to assist in data analysis and lesson modeling. Action Type: Alignment Action Type: Professional Development	Janice Warren	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
Organize Curriculum Alignment Team to evaluate curriculum guide and align the curriculum both horizontally and vertically. Action Type: Alignment Action Type: Collaboration	Kevin Hancock, Vicki Dodd	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> ACTION BUDGET: \$
Participate in an ACTAAP Workshop to learn test specifics for EOC Algebra and Geometry to be shared with remaining staff. Action Type: Collaboration Action Type: Professional Development	Vicki Dodd	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Study EOC and Target test data to identify areas of deficiency and incorporate released items into instructional time as outlined by data. Action Type: Program Evaluation	Vicki Dodd, CHS Math Committee	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff Performance Assessments 	<hr/> ACTION BUDGET: \$
Meet to discuss appropriate modifications for students in all classes with special needs; those included will be parents, teachers, administrators, and students. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Kevin Hancock, Lendora Early, CHS Special Education Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Performance Assessments Title Teachers 	<hr/> ACTION BUDGET: \$
Develop an AIP for all students who scored below proficient on both the Algebra I and Geometry EOC Exams as well as 8th Grade Benchmarks Action Type: AIP/IRI	Kevin Hancock/CHS Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Performance Assessments 	<hr/> ACTION BUDGET: \$
Review curriculum guide to determine if it is aligned with AR Frameworks. Action Type: Alignment	Kevin Hancock, ACSIP Math Committee	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff Performance Assessments 	<hr/> ACTION BUDGET: \$
Students will be given "Target Tests" in math five times. These exams	Kevin Hancock, Vicki	Start:	<ul style="list-style-type: none"> District Staff 	<hr/>

will enable teachers and administrators to monitor student achievement, focus on the strengths and weaknesses of students, determine specific instructional gaps, and determine remediation needs for individual students. Action Type: Alignment Action Type: Program Evaluation	Dodd	07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
Define and enforce prerequisites for math courses. Action Type: Alignment	Kevin Hancock, Scott Sasser, Vicki Dodd	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • District Staff • Performance Assessments 	ACTION BUDGET: \$
Students will practice for open response format of EOC exams through the use of Q-Write. These exams will enable teachers and administrators to monitor student achievement, focus on the strengths and weaknesses of students, determine specific instructional gaps, and determine remediation needs for individual students. Action Type: Alignment Action Type: Collaboration	Linda Goodwin, Kevin Hancock, Vicki Dodd	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Through professional development opportunities, teachers learn "Best Practice" methods and strategies to improve student performance in mathematics.

Scientific Based Research: (Defining Effective Practices for Attainment of Standards" by Carr and Harris)(2001)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Involve Crossett High School math and science teachers in SEASTA Conference monthly. Action Type: Professional Development	Charre Todd	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • District Staff 	ACTION BUDGET: \$
Involve CHS science teachers in ASTA and NSTA Conference. Action Type: Professional Development	Charre Todd	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
Crossett High School will evaluate this intervention by utilizing the following evaluation tools: 1) Classroom Observations/Post Conferences by the Principal, 2) Target Tests, 3) CRT assessments, 4) Lesson Plans will be monitored on a weekly basis; 5)NSLA Funds will be used to provide professional development to teachers on the use of the evaluation Rubric. Action Type: Program Evaluation	Kevin Hancock, Principal	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	NSLA (State-281) - Purchased Services: \$2750.00 ACTION BUDGET: \$2750
A science coach will be available to provide professional development/mentoring for teachers. High quality curriculum strategies will be integrated in grades K-12 to improve student achievement. Action Type: Alignment	Linda Goodwin, Ass't. Superintendent	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity Action Type: Professional Development			<ul style="list-style-type: none"> District Staff 	
1) NSLA funds will be used to incorporate an Instructional Facilitator (JBHM) to address the academic achievement problems that caused the school to be identified. This facilitator will conduct staff development that features research-based best practices in teaching strategies for minorities and/or low socio-economic students. 2) The staff will implement training to align frameworks to benchmarks for low socio-economic students in after-hour workshops. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Kevin Hancock, Principal	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants 	NSLA (State-281) - Purchased Services: \$50000.00 <hr/> ACTION BUDGET: \$50000
NSLA funds will be used to support professional development of new teachers in becoming highly qualified. Action Type: Collaboration Action Type: Professional Development	Kevin Hancock/Dept. Chairs	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Central Office Outside Consultants 	<hr/> ACTION BUDGET: \$
Purchase manipulatives for the mathematics classroom and train teachers in the implementation of these manipulatives. Action Type: Alignment Action Type: Professional Development	Vicki Dodd	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff Teaching Aids 	<hr/> ACTION BUDGET: \$
A CHS mathematics teacher participated in the week-long state mandated training for Transition to College Math. Action Type: Professional Development	Kevin Hancock, Vickie Dodd	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	PD (State-223) - Employee Benefits: \$276.00 PD (State-223) - Employee Salaries: \$1200.00 <hr/> ACTION BUDGET: \$1476
Applied for the AAIMS Grant to increase AP and PreAP offerings and enrollment in the the High School. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Kevin Hancock, Vicki Dodd	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$54226
Intervention: Improve student academic performance in mathematics through the use of technology				
Scientific Based Research: ("Turning Math into a Positive Experience Via Tech Tools" by Diane Wilkes). (2003)				

Actions	Person Responsible	Timeline	Resources	Source of Funds
Title VI State will be used to purchase sixty (60) TI-85 graphing calculators at \$117 each to maintain & support student centered, standards-based mathematics instruction. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Vicki Dodd	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Teaching Aids 	Title VI State - Materials & Supplies: \$7020.00 <hr/> ACTION BUDGET: \$7020
Title VI-State funds will be used to purchase two (2) Smart Boards at \$1500 each, two (2)presentation projectors at \$900 each and two (2)mounts at \$100 each to facilitate use of technology in the classroom. Action Type: Technology Inclusion	Vicki Dodd	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff 	Title VI State - Materials & Supplies: \$4000.00 Title VI State - Capital Outlay: \$6000.00 <hr/> ACTION BUDGET: \$10000
Smart Boards will be purchased to facilitate the integrated use of technology in the classroom. Action Type: Technology Inclusion	Jackie Porter/Kevin Hancock	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Involve CHS teachers in regional and national T3 (Teachers Teaching with Technology) Conference. Action Type: Professional Development	Kevin Hancock/Vicki Dodd	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> ACTION BUDGET: \$
Conduct workshops to train CHS teachers in the use of graphing calculators and their incorporation into instruction. Action Type: Professional Development Action Type: Technology Inclusion	Vicki Dodd	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Outside Consultants Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Purchase mathematical software to enhance student assessment, such as Smart View and Math Type. Action Type: Technology Inclusion	Jackie Porter	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Provide staff development training in the use of math software. Action Type: Professional Development	Kevin Hancock	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff Outside Consultants Teaching Aids 	<hr/> ACTION BUDGET: \$
Utilize activities and lessons aligned with the frameworks that incorporate graphing calculator use into the curriculum.	Vicki Dodd/CHS Teachers	Start: 07/01/2008	<ul style="list-style-type: none"> Computers Outside 	<hr/>

Action Type: Alignment Action Type: Collaboration		End: 06/30/2009	Consultants • Teachers	ACTION BUDGET: \$
Work with community agencies and other area lending institutions to develop a financial loan program for economically disadvantaged students that will allow the purchase of calculators. Action Type: Equity	Vicki Dodd/Shelvia Ross	Start: 07/01/2008 End: 06/30/2009	• Administrative Staff • District Staff	ACTION BUDGET: \$
Distribute a letter 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: Parental Engagement	Shelvia Ross	Start: 07/01/2008 End: 06/30/2009	• Administrative Staff • District Staff	ACTION BUDGET: \$
Students will use the JEDI computer program to satisfy their remediation requirements as outlined on their AIPs. Action Type: Alignment Action Type: Technology Inclusion	Kevin Hancock	Start: 07/01/2008 End: 06/30/2009	• Computers • District Staff	ACTION BUDGET: \$
Maintain the computer lab available 8 periods per day to provide students with more practice. Twenty JEDI STUDY BUDDIES were purchased to supplement remediation and enrichment in both math and literacy at CHS. The software for the JEDI STUDY BUDDIES was ordered on February 18, 2009. These will be used by individual classrooms as well as in the CHS Computer Lab where JEDI is available to all students at the convenience of both math and literacy instructors. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Vickie Dodd, Jackie Porter, Kevin Hancock	Start: 07/01/2008 End: 06/30/2009	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: \$
EAST lab will be established and staffed with highly qualified teacher within the high school to promote higher level thinking skills and training will be provided to support EAST initiative. The EAST Lab teacher will attend professional development for implementation of the program. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Audwin Bradford	Start: 08/05/2008 End: 05/29/2009	• Computers • District Staff • Outside Consultants • Teachers	NSLA (State-281) - Purchased Services: \$25000.00 NSLA (State-281) - Employee Benefits: \$8936.00 NSLA (State-281) - Employee Salaries: \$38850.00 PD (State-223) - Employee Salaries: \$970.00

				PD (State-223) - Employee Benefits: \$223.00
				ACTION BUDGET: \$73979
Total Budget:				\$90999

Intervention: Improve student academic performance in mathematics through various enrichment opportunities.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
Conduct a College Preparatory Enrichment Program (College Access) to assist in ACT preparation. Action Type: Program Evaluation	Kevin Hancock, Scott Sasser	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Highly qualified tutors will be hired to assist students identified by their teacher as being academically at-risk in math. Materials and supplies will be purchased to support the after school math tutoring. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Kevin Hancock	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Central Office Performance Assessments 	ACTION BUDGET: \$
Parents will organize Tuesday night study sessions in preparation for EOC Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	CAPS Organization	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Community Leaders District Staff 	ACTION BUDGET: \$
Study test data to determine if performance has improved especially in areas where enrichment opportunities were provided. Action Type: Alignment Action Type: Program Evaluation	Vicki Dodd/Scott Sasser/CHS Math Committee	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff Performance Assessments 	ACTION BUDGET: \$
Transportation will be provided to identified students of at-risk sub groups who attend after school tutoring. Action Type: Equity	Janice Warren	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Central Office District Staff 	ACTION BUDGET: \$
Provide an enrichment period for all students enrolled in Algebra I and Geometry in preparation for EOC exams. Action Type: Alignment Action Type: Collaboration	Kevin Hancock	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$

Purchase instructional materials to be used in the enrichment classes, i.e. Buckle Down and Arkansas ACTAAP Preparation Workbooks. Action Type: Alignment	Vicki Dodd, Kevin Hancock	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teaching Aids 	ACTION BUDGET: \$
NSLA funds will be used to hire two (2.00 FTE) highly qualified paraprofessionals to tutor students under the supervision of highly qualified teachers. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Kevin Hancock	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff Teachers 	NSLA (State-281) - Employee \$7360.00 Benefits: NSLA (State-281) - Employee \$32000.00 Salaries: <hr/> ACTION BUDGET: \$39360
Motivational speakers have been invited to speak to students involved in end-of-course math and ACTAAP literacy exams to specifically focus on the students in the sub-groups of economically deprived and African-American males to instill pride and the drive for success in low-achieving students. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Kevin Hancock, Vickie Dodd, Math Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Eight math and literacy teachers along with the math and literacy coaches participated in a week-long Curriculum Alignment workshop led by JBHM. Both math and literacy teachers were paid to attend on off-contract days. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Kevin Hancock, Vickie Dodd, Math Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$39360

Priority 4:

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

Supporting Data:

- 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 Assesments 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 assoaion, 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
The Child Health Advisory Committee will work to coordinate statewide and district efforts to combat childhood obesity and related illnesses. Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Albert Flentroy/Janel Harper	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
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/Sharron Reynolds/Martha Friend	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> 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	Cheryl Cooper/Sharron Reynolds/Martha Friend	Start: 07/01/2008 End:	<ul style="list-style-type: none"> • Administrative Staff • Outside 	<hr/> ACTION BUDGET: \$

Children (WIC). Action Type: Parental Engagement Action Type: Wellness		06/30/2009	<ul style="list-style-type: none"> Consultants Teachers 	
Nutrition education will be included in grades 10-12 designed to enable students to meet graduation requirements and to select health education electives. Action Type: Alignment Action Type: Wellness	Cheryl Cooper/Sharron Reynolds/Martha Friend	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Provide staff involved in nutrition education with adequate preservice and ongoing in-service training that focuses on teaching strategies for behavioral change. Action Type: Professional Development Action Type: Wellness	Kevin Hancock/CHS Teachers	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Implement and encourage participation in a developmentally appropriate intramural program that supports physical activity i.e., basketball, volleyball, etc. Action Type: Alignment Action Type: Special Education Action Type: Wellness	Kevin Hancock/CHS Coaches	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
All foods and beverages made available on campus (including vending, concessions, and fundraising) during the school day are consistent with the current Dietary Guidelines for Americans. Action Type: Alignment Action Type: Wellness	Cheryl Cooper	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Regularly evaluate the effectiveness of the school health program in promoting healthy eating, and change the program as appropriate to increase its effectiveness. Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Janla Gardner/Cheryl Cooper	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Staff and parents will be provided inservice on the ADE requirements for health and nutrition. Progress made in improving the health and fitness of our students will be measured by analyzing data from activities and BMI, SHI, and attendance improvements. Action Type: Program Evaluation Action Type: Wellness	Kevin Hancock, Principal	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
----------------	------	----------	-----------

Classroom Teacher	Ballard, Susanne	Member	Literacy
Classroom Teacher	Bohler, Jason	Member	Literacy
Classroom Teacher	Bradford, Audwin	Member	Literacy
Classroom Teacher	Brewer, Jim	Member	Mathematics
Classroom Teacher	Brooks, Elizabeth	Member	Literacy
Classroom Teacher	Brown, Connie	Co-Chairperson	Mathematics
Classroom Teacher	Carlton, Benny	Member	Literacy
Classroom Teacher	Currie, Beth	Member	Literacy
Classroom Teacher	Dodd, Vickie	Member	Mathematics
Classroom Teacher	Flentroy, Alberta	Member	Mathematics
Classroom Teacher	Gardner, Janla	Chairperson	Mathematics
Classroom Teacher	Harper, Janel	Member	Mathematics
Classroom Teacher	Harris, Melinda	Member	Literacy
Classroom Teacher	Hartley, Jolene	Member	Mathematics
Classroom Teacher	Huffstetler, Kristy	Co-Chairperson	Mathematics
Classroom Teacher	Jeter, Alan	Member	Wellness
Classroom Teacher	Johnson, Greg	Member	Mathematics
Classroom Teacher	Johnson, Owen	Member	Literacy
Classroom Teacher	Kelley, LaTina	Member	Mathematics
Classroom Teacher	King, Mark	Member	Literacy
Classroom Teacher	Lenderman, Don	Member	Mathematics
Classroom Teacher	McLaren, John	Member	Literacy
Classroom Teacher	McMahen, Robert	Member	Literacy
Classroom Teacher	Mosley, Cynthia	Member	Literacy
Classroom Teacher	O'Neal, Cheryl	Co-Chairperson	Mathematics
Classroom Teacher	O'Neal, Richard	Member	Mathematics
Classroom Teacher	Perkins, Doris	Member	Mathematics
Classroom Teacher	Petrichko, John	Member	Literacy
Classroom Teacher	Porter, Suesette	Member	Literacy
Classroom Teacher	Rainey, Meleah	Member	Literacy
Classroom Teacher	Roberts, Patsy	CHS-Coordinator	Coordinating
Classroom Teacher	Robertson, Summer	Member	Literacy
Classroom Teacher	Ross, Shelvia	Member	Mathematics
Classroom Teacher	Sprawls, Mike	Member	Wellness
Classroom Teacher	Stratton, Sarah	Member	Literacy
Classroom Teacher	Terrell, Lisa	Member	Mathematics
Classroom Teacher	Todd, Charre	Member	Mathematics
Classroom Teacher	Toon, Ronnie	Member	Mathematics
Classroom Teacher	Way, John	Member	Literacy
Classroom Teacher	White, Theresa	Co-Chairperson	Literacy
Classroom Teacher	Woodard, Russell	Member	Mathematics

Classroom Teacher	Wright, Sirl	Member	Mathematics
Community Representative	Ferguson, Pam	Member	Mathematics
Community Representative	Price, Christy	Member	Literacy
District-Level Professional	Goodwin, Linda	Federal Coordinator	Federal Programs Advisory Committee
District-Level Professional	Porter, Jackie	Technology Coordinator	Federal Programs Advisory Committee
Non-Classroom Professional Staff	Allen, Jenny	Federal Program Data Clerk	Federal Programs Advisory Committee
Non-Classroom Professional Staff	Andrews, Betty	Custodian	
Non-Classroom Professional Staff	Bridges, Tresa	Cafeteria	Wellness
Non-Classroom Professional Staff	Dickey, Felecia	Member	Literacy
Non-Classroom Professional Staff	Duke, Chasity	Aide	Literacy
Non-Classroom Professional Staff	Gonzalez, Patricia	Cafeteria	Wellness
Non-Classroom Professional Staff	Harrington, Alta	Cafeteria	Wellness
Non-Classroom Professional Staff	Hart, Lottie	Custodian	
Non-Classroom Professional Staff	Ingram, Teodis	Member	Mathematics
Non-Classroom Professional Staff	Jeffers, Mary	Cafeteria	Wellness
Non-Classroom Professional Staff	Jenkins, Kathy	Office Personnel	Mathematics
Non-Classroom Professional Staff	Jenkins, Linda	Cafeteria	Wellness
Non-Classroom Professional Staff	Jones, Betty	Paraprofessional	Literacy
Non-Classroom Professional Staff	Ledford, Todd	Coach	Mathematics
Non-Classroom Professional Staff	Lockwood, JoAnna	Office	Mathematics
Non-Classroom Professional Staff	Maxwell, Suzanne	Cafeteria	Wellness
Non-Classroom Professional Staff	Parker, Beth	Aide	Literacy
Non-Classroom Professional Staff	Person, Samantha	Member	Literacy
Non-Classroom Professional Staff	Reynolds, Sharron	Member	Literacy
Non-Classroom Professional Staff	Reynolds, Mary Ann	Custodian	
Non-Classroom Professional Staff	Sasser, Scott	Member	Mathematics
Non-Classroom Professional Staff	Scott, Shirley	Parent Coordinator	Federal Programs Advisory Committee
Non-Classroom Professional Staff	Watson, Mary	Librarian	Literacy
Non-Classroom Professional Staff	Watt, Ann	Cafeteria	Wellness
Non-Classroom Professional Staff	Williams, Melanie	Cafeteria	Wellness
Parent	Boston, Pat	Member	Literacy
Parent	Breshears, Sherri	Member	Literacy
Parent	Brown, Melissa	Member	Mathematics
Parent	Brown, Penny	Member	Mathematics
Parent	Carpenter, Betty	Member	Literacy
Parent	Cason, Adella	Member	Literacy
Parent	Chambless, Vickie	Member	Literacy
Parent	Chisholm, Nicole	Member	Mathematics
Parent	Clark, Janice	Member	Literacy
Parent	Gilbert, Jenifer	Member	Literacy
Parent	Grider, Rita	Member	Literacy

Parent	Gulledge, Lisa	Member	Literacy
Parent	Huntsman, Sheila	Member	Mathematics
Parent	Knight, James	Member	Mathematics
Parent	Knight, Sonya	Member	Mathematics
Parent	Lindsey, Patricia	Member	Literacy
Parent	Love, Keith	Member	Literacy
Parent	Love, Robin	Member	Literacy
Parent	Miller, Cheri	Member	Mathematics
Parent	Miller, Russ	Member	Mathematics
Parent	Moore, Charles	Member	Literacy
Parent	Phifer, Iris	Member	Literacy
Parent	Sasser, Donna	Member	Mathematics
Parent	Sivils, Meredith	Member	Literacy
Parent	Smith, Sue	Member	Literacy
Parent	Snelgrove, Gayla	Member	Mathematics
Parent	Stevens, Terri	Member	Mathematics
Parent	Stich, Richard	Member	Mathematics
Parent	Trussell, Rita	Member	Mathematics
Parent	Watson, Becky	Member	Mathematics
Parent	Watson, Mike	Member	Mathematics
Parent	White, Alisha	Member	Literacy
Parent	Williams, Paula	Member	Literacy
Parent	Williams, Rick	Member	Literacy
Parent	Williams, Sharon	Member	Mathematics
Principal	Hancock, Kevin	CHS Principal	Coordinating
