

School Plan

**DREW CENTRAL HIGH SCHOOL
250 University Dr., MONTICELLO, AR 71655**

Arkansas Comprehensive School Improvement Plan

2010-2011

Drew Central High School is committed to excellence in education for all students through *Caring, Preparing, and Respecting* or "CPR" in a safe and positive environment.

Select Scholastic Audit Committees will be revising the mission, vision, and belief statements and will be posting them no later than the 2011-2012 ACSIP.

Grade Span: 9-12

Title I: Title I Schoolwide

School Improvement: SI_5

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Priority 1: Numeracy

Goal: All students, including sub-populations, will improve to meet AYP in all areas of math across the curriculum with special focus on measurement and triangles in Geometry and factoring and solving for one variable in Algebra, especially in the area of open response.

Priority 2: Literacy

Goal: All students, including subpopulations, will improve in all areas of literacy across the curriculum focusing on all areas in reading with an emphasis on practical reading passages (open response). Students will also improve on content and style in writing.

Priority 5: Wellness

Goal: Drew Central High School will provide support for students in making healthy lifestyle choices by providing a healthy school environment to aid in decreasing the average BMI, promoting good nutrition and exercise through the collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 6: Scholastic Audit Priority

Goal: STANDARD 1 - Academic Performance - Curriculum The Drew Central High School will develop and implement a curriculum that is rigorous, intentional and aligned to state and local standards.

Goal: STANDARD 2 - Academic Performance - Classroom Evaluation/Assessment Drew Central High School will support the use of multiple evaluations and assessment strategies in all buildings to continuously monitor and modify instruction to meet student needs and support proficient student work.

Goal: STANDARD 3 - Academic Performance - Instruction Drew Central High School's instructional program will actively engage all students by using effective, varied and research-based practices to improve student academic performance.

Goal: STANDARD 4 - Learning Environment - School Culture Drew Central High School will function as an effective learning community and support a climate conducive to performance excellence.

Goal: STANDARD 5 - Learning Environment - Student, Family, and Community Support Drew Central High School will work with families and

community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of students.

Goal: STANDARD 6 - Learning Environment - Professional Growth, Development, and Evaluation Drew Central High School will provide research-based, results driven professional development opportunities for staff and implement performance evaluation procedures in order to improve teaching and learning.

Goal: STANDARD 7 - Efficiency - Leadership Drew Central High School's instructional decisions will focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture and developing leadership capacity.

Goal: STANDARD 8 - Efficiency - School Organization and Fiscal Resources Drew Central High School will organize to maximize use of all available resources and support high student and staff performance.

Goal: STANDARD 9 - Efficiency - Comprehensive and Effective Planning Drew Central High School will develop, implement, and evaluate their ACSIP that will communicate clear purpose, direction and an action plan that is focused on teaching and learning.

Priority 7: Restructuring: OPTION: #6 Implementing other restructuring: Restructuring the internal organization

Goal: Drew Central School District will meet Adequate Yearly Progress for two consecutive years to be removed from the school improvement list.

A three year plan for Year 4 and beyond is addressed in the Restructuring Priority.

Priority 1: Drew Central High School will provide interventions and implement research-based instructional strategies to ensure that all students score proficient or advanced on all math ACTAAP tests.

1.

EOC-Algebra Exam

3 year trend The overall 3 year trend for the EOC Algebra test continues to be student's low performance on the open response items and factoring.

2009 - 2010 School year The lowest strands for Algebra that will be focused on during the 2010-2011 school to meet our 73.45% proficient or advanced target LA.1.6 which is factoring and SEI.2.3. which is solving equations for a specified variable.

2008 - 2009 School year The lowest strands for Algebra that will be focused on during the 2009-2010 school to meet our 64.6% proficient or advanced target was in the Data Interpretation/probability strands with focus on D.5.5, D.5.6, and D.5.12.

2007-2008 School year The lowest strands for Algebra were LA.1.AI.8, LF.3.AI.8, NLF.4.AI.3, and SEI.2.AI.7 which involves simplifying radicals, equations of a line and it's many forms, factoring, and the geometry aspect of finding the midpoint or length of a line.

Supporting Data:

2.

EOC-Geometry Exam

The lowest scoring strands over the 3 year period were standards T.2.5, T.2.6, and L.1.5 which involve special right triangles, trig ratios, and relationships of angles formed by two lines cut by a transversal, and open response items.

2009 - 2010 School Year The lowest identified areas for the combined population, African Americans, and economically disadvantaged were all: *Triangles and Language of Algebra specifically dealing with T.2.5, T.2.6, I.1.5*

2008 - 2009 School Year The lowest identified areas for the combined population, African Americans, and economically disadvantaged were all: *Triangles and Language of Algebra specifically dealing with T.2.5, T.2.6, I.1.5*

2007 - 2008 School Year The lowest identified areas for the combined population, African Americans, and Economically Disadvantaged were: *Triangles and Measurement*

3.

On the Math section of the **2010 ACT** students scored 18.8.
 On the Math section of the **2009 ACT** students scored 18.3
 On the Math section of the **2008 ACT**, students scored 19.3.

4.

Graduation Rate for Drew Central High School:

2010 - 71.9%
 2009 - 70.3%
 2008 - 83.0%

5.

2009-2010 Algebra II The low area was Operations on Numbers and Expressions especially without the use of a graphing calculator.

2008-2009 Algebra II There is no obvious lowest identified area for Algebra II for 2009.

2007-2008 Algebra II All areas seem to be the lowest area for Algebra II.

6.

Biology EOC Test scores for the 2009-2010 school year showed 22% of the students proficient or advanced. There is no noticeable weak area for biology since all the areas are so low.

Biology EOC Test scores for the 2008-2009 school year showed 17% of the students proficient or advanced. All areas of this test have weak areas.

Biology EOC test scores for the 2007-2008 school year showed 17% of the students proficient or advanced. The scores are too low to identify one weak area.

Goal All students, including sub-populations, will improve to meet AYP in all areas of math across the curriculum with special focus on measurement and triangles in Geometry and factoring and solving for one variable in Algebra, especially in the area of open response.

Benchmark On the 2009-2010 End of Course, the combined population scored 68.9% proficient or advanced, the African American population scored 56.4% proficient or advanced, and the economically disadvantaged scored 64%. All the populations should have score at or above 64.6% on the 2009-2010 test. For the 2010-2011 year, the combined population, including the sub-populations, will score 73.45% proficient or advanced.

Intervention: Remediation (AIP) will be provided to students, including sub-populations.				
Scientific Based Research: Willis, Judy (2010). <u>Learning to Love Math: Teaching Strategies That Change Student Attitudes and Get Results.</u> ASCD				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<ul style="list-style-type: none"> Students scoring just below proficiency will be identified. Grade level teams have been formed to collaboratively monitor students academic performances and make recommendations for 	Cindy Luper, Math Coach, Tracy Rodgers, Eulea Kiraly, Helen Banks, Karon Parrish, Grade Level Team Chairpersons	Start: 08/16/2010 End: 06/03/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

<p>interventions.</p> <ul style="list-style-type: none"> •A reponse to intervention cycle has been designed to recommend necessary actions for student success. This cycle has specific steps and people to contact in an attempt to direct a student back on track for success. •Skills necessary to increase performance will be available to general education teachers. (SW#8) •Professional development sign in sheets, agendas, and grade level sign in sheets will be provided along with the agenda as evidence of program evaluation. <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide</p>				
<ul style="list-style-type: none"> • NSLA funds will be used for a teachers to provide remediation for 11th grade lieteracy. (H. Banks FTE .2875, • For program evaluation, financial records and professional development records will be available upon request. <p>Action Type: AIP/IRI Action Type: Professional Development</p>	<p>Cathy Edmonds, Counselor</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>NSLA (State-281) - Employee \$2477.00 Benefits: NSLA (State-281) - Employee \$10423.00 Salaries:</p> <hr/> <p>ACTION BUDGET: \$12900</p>
<ul style="list-style-type: none"> •Students in grades 9-12 who did not pass the yearly state mandated End-of-Course exams and fall under the NCLB requirements for supplemental educational services (SES) will be sent a letter informing them of an SES Family Night. This letter will serve as the program evaluation for this action. •They will also be sent an application form to choose an SES provider and may apply for SES services. •The Federal Programs Coordinator will 	<p>Trudy Jackson, District ACSIP Chair</p>	<p>Start: 08/15/2010 End: 10/25/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>

<p>facilitate this service. (This complies with the NCLB requirement for schools in Year 3 or more of school improvement). (SW#6) Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				
<ul style="list-style-type: none"> •A summative evaluation will be performed from the End Of Course test data to compare individual student growth and program effectiveness. •AIP's will be written and utilized to ensure student success. (SW #1 and 2) •Professional development sign-in sheets and agendas will be provided for program evaluation, and data notebooks will be kept for viewing. •AIP's will be written for those scoring less than proficient on the End of Course Algebra I, Geometry tests, or 9th grade Benchmark exams. Those students will take the pre-test on JEDI to determine areas that will be addressed in the JEDI program. Score sheets and copies of the AIP's will be provided upon request. •AIP's will be monitored. Those scoring less than 80% on a post-test will be required to attend tutoring with one of our math teachers during the after school program. • Specific dates are given to students in which they must complete their remediation so that they will be done in a timely matter. Completion of the JEDI program must be done at a score of 80% or higher or students will be required to seek additional assistance from a certified instructor in afterschool tutoring. This will ensure that the remediation is effective. SW #9 •AIP's will be documented and serve as program evaluation of the AIP process. From the 2008-2009 school year to the 2009-2010 school year, there was a less than 1% decrease in the number of students being remediated. 	<p>Tara Lee, Paraprofessional, Cindy Luper, Math Coach, Jana Reeves, Math Instructor</p>	<p>Start: 09/01/2010 End: 04/28/2011</p>	<ul style="list-style-type: none"> • Teachers 	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p>ACTION BUDGET: \$</p>

Action Type: AIP/IRI Action Type: Collaboration				
Total Budget:				\$12900
Intervention: Improve mathematics academic performance and learning environment.				
Scientific Based Research: Willis, Judy. (2010). Learning to Love Math: Teaching Strategies That Change Student Attitudes and Get Results.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<ul style="list-style-type: none"> •Math instructors will utilize Mastery Math (student-centered, standards-based curriculum) to promote higher levels of achievement. •Pacing guides were adjusted for the school year of 2010-2011 in Geometry to teach the weaker areas first according to data findings. With the Mastery Math approach, those weaker areas will now be revisited more. •Examples of Mastery Math tests and grading system will be kept on file. Action Type: Alignment	Alan Goodding, Math Instructor, Jana Reeves, Math Instructor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
<ul style="list-style-type: none"> • Standards-based units will be developed to guide instruction in each classroom. • These will be shared with the building principal and will be made available to the curriculum coordinator and the Mastery Math/Math Facilitator upon request. Action Type: Alignment	Melissia Vincent, Assisant Principal	Start: 07/25/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
<ul style="list-style-type: none"> •Curriculum maps and pacing guides aligned 5-12 will be used to eliminate overlaps or gaps in math curriculum. Restructuring of pacing guides and lessons will be done based on weaknesses as revealed by test data.(SW#2) •Copies of the curriculum maps will be kept in the curriculum directors office for viewing. Action Type: Alignment Action Type: Title I Schoolwide	Kim Greer, Curriculum Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
<ul style="list-style-type: none"> •Professional development and mentoring will be provided by the math coach. (SW#4)and 	Cindy Luper, Math Coach and Math Chairperson	Start: 07/01/2010 End:	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$

<p>(Continuing corrective Action #2 from year 3) •Math facilitator will seek on-going professional development as provided by the national, state, or local agencies. These strategies will be passed on to the classroom teacher. •Sign in sheets of professional development will be kept on file with the math coach. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide</p>		06/30/2011		
<p>• CAP advisors will inform, encourage, and advise students, including sub-populations on the importance of the ACT and preparatory courses. • Cap student reflections will be kept on file to verify discussions of the ACT. Program Evaluation 2009-2010 ACT Program Evaluation results: On the Math section of the 2010 ACT, students scored 18.8. On the Math section of the 2009 ACT students scored 18.3 On the Math section of the 2008 ACT, students scored 19.3. Action Type: Alignment Action Type: Equity</p>	Dorothy Shea, Math Teachers	Start: 08/25/2010 End: 05/18/2011	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
<p>•Mastery Math/Math Facilitator and principals will conduct CWTs and/or focus walks as a formative assessment of the program. Continued corrective action #6 from year 3. •Math coordinator and principal will analyze findings. •Mentoring will be provided for those teachers in need of additional assistance with appropriate instructional strategies.(SW # 4 and Continued corrective Action #2 from year 3) •CWT assessment sheets will be provided upon request. Action Type: Alignment Action Type: Collaboration</p>	Cindy Luper and Steve Noble, Math Coach and Principal	Start: 08/30/2010 End: 05/27/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

<p>Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>•Title I funds will be used to support the employment of an instructional math facilitator/Mastery Math Coordinator. •Math coordinator/facilitator will be employed to help with alignment, data disaggregation, mentoring and embedded Professional Development. Money will be included for supplies that include, but are not limited to: rulers, protractors, student supplemental resource materials, graphing calculators for testing purposes, batteries for calculators, computer software for student enrichment and reinforcement, and art supplies for hands-on math activities. .(Continue corrective action #2)(Title I FTE 0.50, C. Luper) •For program evaluation, professional development and inventory of new supplies will be kept on file. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Cindy Luper, Math Coach/Instructor</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<p>Title I - Employee \$25666.00 Salaries: Title I - Employee \$6030.00 Benefits:</p> <hr/> <p>ACTION BUDGET: \$31696</p>
<p>•Students scoring proficient or advanced on the End of Course or Benchmark exams will receive recognition on the Pirate Wall of Fame. • Pictures of the Wall of Fame will be kept on file. • The number of students receiving their names on the Wall of Fame will serve as program evaluation. Beginning with the 2010-2011 school year, the names of those who are proficient on all the State tests will be calculated to determine the percent of growth as opposed to just those scoring proficient or advanced by subject area. Action Type: Program Evaluation</p>	<p>Cindy Luper, Math Coach and Math Chairperson</p>	<p>Start: 07/01/2010 End: 08/19/2010</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Title II-A will support class size reduction above state standards implemented in: <u>Geometry (C. Luper FTE 0.1428).</u></p>	<p>Steve Noble, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>Title II-A - Employee \$47700.00 Salaries:</p>

<p>Biology (10th-R.Donham FTE 0.2857). Science (9th-L. James FTE 0.2857) Alg I (9th-A. Gooding FTE 0.2857) Alg II (10-11-C. Brown FTE .2857 (9th grade, FTE 3:82 students, CSR 5:16) (10th grade, FTE 3:72 students, CSR 5:14) Total Title II-A FTE is 0.75. This action is above state standards. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide</p>				<p>Title II-A - Employee \$13659.91 Benefits:</p> <hr/> <p>ACTION BUDGET: \$61359.91</p>
<p>•Title VI-B funds will be used to support the employment of an aide to tutor high school Special Education students under the direction of a highly qualified teacher. Tutoring will include computer assisted instruction. The aide will collaborate with the certified Special Education Instructors. •Substitutes will be provided for paraprofessionals that work under the direct supervision of a certified teacher. •Examples are CIV Lab Manager, Computer Lab Manager, ISS assistant, and a Special Education Paraprofessional. •For program evaluation, see the finance books and the aides contract in the central office.(Salary \$14,928, Fringe \$3817)(Title VI-B, FTE 1.0, M. Irons) Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Steve Noble, Principal</p>	<p>Start: 08/19/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>• Program evaluation of the ACSIP numeracy plan will be conducted at least twice a year. In collaboration with other ACSIP chairpersons, DCHS staff will evaluate, modify, and/or adapt the plan according to needs and data results. • Professional development will be geared toward needs according to data findings. (Continuing corrective Action #1 from year 3) • The original plan with corrections will be kept on file. See Supporting Data Assessment results for</p>	<p>Jana Reeves, Math Instructor</p>	<p>Start: 08/13/2010 End: 05/19/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Program Evaluation.</p> <ul style="list-style-type: none"> • The combined EOC scores for the '09-'10 school year experienced a 6% increase in number of students proficient or advanced. • During the '10-'11 school year, the High School will research and utilize formative assessment tools to modify instruction as needed. Results will be posted in the '11-'12 ACSIP. <p>Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>				
<ul style="list-style-type: none"> • Technology will be included in all math classrooms as provided by the district. • TI-83 graphing calculators will be utilized to teach any applicable math concepts including basic math, graphing, and advanced math. • Computer programs such as JEDI will be used to assist students in remediation, discovery learning, and math practice. • Lesson plans with inclusion of technology will be submitted to the principal for review and kept on file. JEDI score sheets and sample computer lessons will also be kept on file. • Mimio boards, projectors, Elmos, and lap-top computers will be used in the math classroom to utilize technology in the classroom. Teachers will collaborate on lessons and best practices of new technologies in their classrooms. <p>Action Type: Collaboration Action Type: Technology Inclusion</p>	<p>Alan Goodding, Math Instructor, Judy Hubbell, School Improvement Specialist</p>	<p>Start: 08/15/2010 End: 06/01/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> • Math department meetings will be held at least monthly to collaborate, analyze student data, and discuss intervention strategies for student success. (SW #8). • Sign in sheets and meeting notes will be provided as program evaluation evidence. <p>Action Type: Collaboration Action Type: Professional Development</p>	<p>Jana Reeves, Math Teacher</p>	<p>Start: 08/26/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> • Grade Distribution Reports with accompanying 	<p>Chaille Brown, Math Instructor</p>	<p>Start: 10/23/2010</p>	<ul style="list-style-type: none"> • Administrative 	<p>ACTION BUDGET: \$</p>

<p>graphs are printed quarterly in each of the math classrooms.</p> <ul style="list-style-type: none"> •These are posted for students to identify progress as a formative assesment.(SW#9) <p>Action Type: Program Evaluation Action Type: Technology Inclusion</p>		<p>End: 06/03/2011</p>	<p>Staff</p> <ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> •Students who are failing or close to failing are identified on a bi-monthly basis. •Letters are sent home to inform of progress as well as encourage participation in the after-school tutoring program with highly qualified teachers and peer tutors.(SW #6, 9) •These notifications will also be sent to the Grade Level Teams to discuss ways to collaborate with all stakeholders to improve student success. •Letters to parents will serve as program evaluation evidence. <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Cathy Edmonds, Counselor</p>	<p>Start: 09/25/2010 End: 04/23/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Title I funds will support the District in utilizing any remaining Set-A-Side money to fund an extended year school, a "Summer Academy." The program will focus primarily on math.</p> <ul style="list-style-type: none"> •Teachers and aides will be employed on an as needed basis. (2 teachers and 1 aide) •Computer assisted instruction will also be utilized. •For program evaluation, student rosters of the "Summer Academy" will be available on request. <p>Action Type: Equity Action Type: Technology Inclusion</p>	<p>Judy Hubbell, School Improvement Specialist</p>	<p>Start: 06/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> •End of Course review day All Algebra 1 students and all Geometry students taking the End of Course exams will participate in an End of Course review day. During the day, activities and review sessions will assist the students as a final preparation for the EOC exams. This review day will take place as close to the End of Course exam as schedule will allow. 	<p>Cindy Luper, Math Coach</p>	<p>Start: 04/18/2011 End: 05/09/2010</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>

•Pictures and the agenda will serve as program evaluation. Action Type: Equity				
Total Budget:				\$93055.91
Intervention: Biology (aligned to mathematics where applicable)				
Scientific Based Research: Marzano, Robert J. (2009). Designing and Teaching Learning Goals and Objectives: Classroom Strategies That Work : Solution Tree.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<ul style="list-style-type: none"> •Biology teachers will collaborate with math teachers on how to use TI-83 calculators to organize data and estimate trends. •Biology and math instructors who are certified in Science will conduct a Biology End-of-Course review day. •Minutes and sign in sheets will be kept when discussing inclusion of technology. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Rick Donham, Biology Teacher	Start: 08/16/2010 End: 06/03/2011	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
<ul style="list-style-type: none"> •AIP's will be written for those scoring less than proficient on the End of Course Biology tests. Those students will take the pre-test on JEDI to determine areas that will be addressed in the JEDI program. Score sheets and copies of the AIP's will be provided upon request. • There was a 29% decrease in the amount of students remediated from the '08-'09 school year to the '09-'10 school year. • For program evaluation, refer to the Data Statements in the State Supporting Data. Action Type: AIP/IRI Action Type: Program Evaluation	Cathy Edmonds, Counselor	Start: 10/06/2010 End: 05/06/2011	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

- Priority 2: All students, including sub-populations, will improve in all areas of literacy across the curriculum with emphasis on practical reading (open response) and content and style in writing.
- Supporting Data: 1. The overall trend data for the last three school years shows a deficiency in practical reading, and content and style for writing.
Literacy-11th Exam
 In **2009-2010**, the lowest identified area for the 11th grade literacy exam continues to be in writing was content and

style. Practical reading was the lowest identified area for the reading section.

In **2008-2009**, the lowest identified area for the 11th grade literacy exam in writing was content and style. Practical reading was the lowest identified area for the reading section.

In **2007-2008**, The lowest areas were in W.4.11.7 and W.5.11.7 and reading content with emphasis on strands R.9.11.6, R.9.11.2, R.9.11.9, and R.11.11.1.

2. **Graduation Rate for Drew Central High School:**

2010 - 71.9%

2009 - 70.3%

2008 - 73.9%

3. **ACT scores**

4. **2009-2010 English Composite Score** is 17.3 and 18.7 on the reading
5. section. The state average is 20.1 and 20.6 respectively. The national
6. average is 20.5 and 21.3 respectively.

7. **2008-2009 English Composite Score** is 17.6 and 18.1 on the reading
8. section.

9. **2007-2008 English Composite Score** is 18.7.

10.

11.

12. **Parent Involvement:**

13. FALL PARENT/TEACHER CONFERENCES

14.

15. **Parent/Teacher Conferences October 1, 2009**

16. Attending and % of population

17.

18. 9th Grade - 32:39%

19. 10th Grade- 35:49%

20. 11th Grade- 40:45%

21. 12th Grade- 41:60%

22. Total 225/381:59%

23. **Parent/Teacher Conferences September 16, 2008**

24. Attending and % of population

25. 8th Grade - 42:53%

26. 9th Grade - 42:63%

27. 10th Grade- 54:57%

28. 11th Grade- 50:66%

29. 12th Grade- 37:53%

30.

31. Total 225/381:59%

32.

33. **Parent/Teacher Conferences September 27, 2007**

34.

35. Attending:Percent

36. 12th Grade - 29:45%

37. 11th Grade - 33:40%

38. 10th Grade - 47:58%

39. 9th Grade - 46:46%

40. 8th Grade - 43:58%

41. 7th Grade - 42:59%

42.

43. Total 240:51%

44.

SPRING PARENT/TEACHER CONFERENCES
Parent/Teacher Conferences February 11, 2010

Attending;Enrolled;Percent attending

12th Grade 24/63;38%

11th Grade 32/83;39%

10th Grade 26/71;37%

9th Grade 32/72;42%

Total 114/293;39%

Parent/Teacher Conferences February 12, 2009

Attending;Enrolled;Percent attending

12th Grade 22/63;35%

11th Grade 38/70;54%

10th Grade 43/93;46%

9th Grade 31/75;41%

8th Grade 31/71;44%

Total 165/372;44%

Parent/Teacher Conferences February 14, 2008

Attending;Enrolled;Percent attending

12th Grade 36/69;52%

11th Grade 37/72;51%

10th Grade 47/83;57%

9th Grade 38/100;38%

8th Grade 34/72;47%

7th Grade 39/68;57%

Total 231/464;50%

SPRING PARENT/TEACHER CONFERENCES

Parent/Teacher Conferences February 23, 2007

Attending;Enrolled;Percent attending

12th Grade 18/58;31%

11th Grade 21/65;32%

10th Grade 16/81;20%

9th Grade 29/103;28%

8th Grade 35/94;37%

7th Grade 37/86;43%

Total 156/488;32%

45.

Goal

All students, including subpopulations, will improve in all areas of literacy across the curriculum focusing on all areas in reading with an emphasis on practical reading passages (open response). Students will also improve on content and style in

writing.

Benchmark On the 2009-2010 Literacy exam, the combined population scored 41.4% proficient or advanced, the African American population scored 48.1% proficient or advanced, and the economically disadvantaged scored 32.7% proficient or advanced. The score needed to make AYP for all groups was 67.75%. In 2010-2011, 75.81% of all students must exhibit proficiency.

Intervention: Improve literacy, academic performance, and learning environment.				
Scientific Based Research: Marzano, Robert J. (2009) On Excellence in Teaching: Changing the Way You Teach: Improving the Way Students Learn. Solution Tree				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<ul style="list-style-type: none"> Funds that are available will be used to maintain classroom libraries in all English/content area classrooms to encourage reading and writing as recommended by the High Schools That Works model. Available funds will also be used to purchase technology for classrooms. Elmos and projectors have been purchased for each English classroom. Other technology will be purchased depending on mileage passage and grant funding. For program evaluation, teachers will have an inventory list of their books. <p>Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Dr. Judy Hubbell, School Improvement Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
<ul style="list-style-type: none"> Just Do It Campaign. Students will read a total of 25 books across the curriculum per year to increase fluency, comprehension, vocabulary and general content knowledge. Teachers and staff are also encouraged to read 25 books and display titles of books that they are reading. For program evaluation, log sheets are kept on file with Karon Parrish, English Department Chairman. <p>Action Type: Equity Action Type: Special Education</p>	Karon Parrish, English Department Chairman	Start: 08/23/2010 End: 05/27/2011	<ul style="list-style-type: none"> Public Library School Library Teachers 	ACTION BUDGET: \$

<ul style="list-style-type: none"> • Word walls and concept webs will be utilized in all classrooms to build vocabulary. • When applicable, teachers across the curriculum will collaborate and discuss common vocabulary between subjects with students to compare and contrast usage of common vocabulary as it applies to the individual subject area. • Evaluations by the principal will indicate compliance or non-compliance with this strategy for program evaluation. Emails or sign-in sheets will provide program evaluation for collaboration. <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Clark Wilmoth, EAST lab coordinator	Start: 08/23/2010 End: 05/27/2011	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> • Verbal, writing, and presentation skills will be required in all classrooms. • Students in each classroom will be required to write an essay and teachers will be required to provide a writing style on each student at least once each nine weeks. • For program evaluation, lesson plans and student assessments will be on file. <p>Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	Melissia Vincent, Assistant Principal, and Dr. Judy Hubbell, School Improvement Specialist	Start: 08/23/2010 End: 05/22/2011	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> • A summative assessment in the form of a Senior Project will be required by all 12th grade students. • A paper, portfolio, project, and presentation will be required for the Senior Project. • For program evaluation, samples of this summative assessment will be on file. <p>Action Type: Program Evaluation Action Type: Technology Inclusion</p>	Tracy Rodgers, Senior Project Director	Start: 08/19/2010 End: 05/09/2011	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • Outside Consultants • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<ul style="list-style-type: none"> • A formative analysis of Benchmark data will be conducted to determine individual student growth and success. • Instructors will work collaboratively to find actions based on weaknesses found from data review. • Evaluation of the improvement program will be conducted based on data findings. • Staff development will be provided to train teachers on data disaggregation. • Professional development will be conducted to address areas of weakness. Due to the low 11th grade literacy scores, professional development will focus on literacy strategies across the curriculum.(Continuing corrective action #1 from year 3) • For program evaluation, documentation from the School Improvement Specialist will be available. <p>Action Type: Program Evaluation</p>	<p>Karon Parrish, English Dept. Chair, and Dr. Judy Hubbell, School Improvement Specialist, and Kim Greer, Curriculum</p>	<p>Start: 08/13/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> • 9th - 11th grade will participate in the target testing program in math, Biology, and Literacy four times before Benchmark testing as a formative assessment. • Areas of weakness will be remediated in the regular English classrooms and content area classrooms. • For program evaluation, Target Test results will be on file, as well as lesson plans that reflect remediation. <p>Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	<p>Dr. Judy Hubbell, School Improvement Specialist</p>	<p>Start: 08/19/2010 End: 06/02/2011</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> • AP "CLOSE" reading strategies will be used in all language arts classrooms. • For program evaluation, lesson plans and formal, and informal evaluations will be on file in the principal's office. <p>Action Type: Equity</p>	<p>Karon Parrish, English Dept. Chair and Judy Hubbell, School Improvement Specialist</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Special Education				
<ul style="list-style-type: none"> • NSLA funds and ARRA funds will be used to purchase technology for the school. • The technology will be available to create problem/project-based student learning using Internet research and multimedia productions to be integrated/utilized in classroom. • For program evaluation, lesson plans and project descriptions will be made available. <p>Action Type: Special Education Action Type: Technology Inclusion</p>	Steve Noble, Principal	<p>Start: 07/01/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers 	<p>NSLA (State-281) - Materials & Supplies: \$16700.00</p> <hr/> <p>ACTION BUDGET: \$16700</p>
<ul style="list-style-type: none"> • Benchmark-type rubrics will be used in grading open response questions in order to familiarize students with the end-of-course grading style and scoring. • Teachers will use the ACTAAP rubric or the ACT writing rubric to grade the required essays from each classroom. • Teachers may work collaboratively as departments on producing their own content specific rubrics. • For program evaluation, rubrics will be posted in classrooms and on file with the English Department Chairperson. <p>Action Type: Collaboration Action Type: Equity</p>	Karon Parrish, English Dept. Chair and Judy Hubbell, School Improvement Specialist	<p>Start: 08/27/2010 End: 06/02/2011</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> • Sophomore, Junior, and Senior CAP advisors will inform, encourage, and advise students on the importance of the ACT and preparatory courses. • CAP advisors and the school counselor will monitor the students transcripts to make sure that students are taking the necessary courses to prepare them for the ACT/post high school career. • As of the 2010-2011 school year, the special education instructors are now CAP advisors to their students. This will assist them in the proper course selection to prepare them for 	Cathy Edmonds, Counselor	<p>Start: 08/25/2010 End: 05/25/2011</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>graduation and post high school careers.</p> <ul style="list-style-type: none"> • CAP students will increase their writing by writing reflections of CAP activities. Samples of the reflections will be kept in the counselor's office for program evaluation. <p>Action Type: Alignment Action Type: Equity</p>				
<ul style="list-style-type: none"> • Classroom Walk-Throughs will be conducted to evaluate interventions. (Continue corrective action #6 from year 3.) • Written unit planning with essential questions and assessments will be made available upon request to Administration. • Reflections will be written to assess student learning and staff development will be provided based on needs assesment. (Continuing corrective action #2 from year 3.) • Pacing guides will be followed to ensure that frameworks are being taught in a timely fashion. • For program evaluation, copies are on file in the office of the principal. <p>Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	<p>Steve Noble, Principal; Kim Greer, Curriculum Director, Judy Hubbell, Imp. Specialist, Melissa Vincent, Assitant princip</p>	<p>Start: 08/19/2010 End: 05/27/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> • After school tutoring will be provided for students, grades 9-12, for any subject. Tutors include certified instructors, peer tutors, and UAM peer tutors. (Continue corrective action #9 from year 3. • After school tutoring remains open until 6:00 p.m. to ensure that each student, including athletes, have equitable access to tutoring. • Transporation will be provided for students wishing to stay after school for tutoring. • For program evaluation, student sign-in sheets will be available upon request. <p>Action Type: Equity Action Type: Technology Inclusion</p>	<p>Cathy Edmonds, Counselor</p>	<p>Start: 09/08/2010 End: 05/06/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • District Staff • Outside Consultants • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Title I Schoolwide				
<ul style="list-style-type: none"> • Drew Central High School provides activities to ease the student's emotional and academic transition from the middle school programs to the high school by providing yearly orientation for incoming 9th graders. • Beginning in the school year of 2010-2011, the First Mates mentor program will be initiated. This program, consisting of Juniors and Seniors who have outstanding citizenship and a GPA of 3.0 or higher, will provide mentoring to the incoming Freshmen. Training for the First Mates program will be ongoing throughout the school year. • Open house is held for students and parents at the beginning of the school year to allow them to visit the high school campus (SW #7) • Documentation of this activity will be provided by the principal for program evaluation. <p>Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Cathy Edmonds, Counselor	Start: 08/19/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> • 29 of the 32, 92%, of the Drew Central High School teachers are Highly Qualified to teach in the content areas they are assigned. 3 teachers, 8%, are scheduled to take the Praxis test in the content area they are teaching this year. • All Para-Professionals meet the educational requirements as set forth on January of 2006. (SW #3). • Drew Central will participate in the state's annual job fair, and will advertise in the local and state newspaper, the AAEA Website Job line, and at the local university. • Strategies are used to recruit and retain highly qualified teachers to Drew Central High School that include comprehensive health insurance, dental insurance, life insurance. 	Wayne Fawcett, superintendent, Steve Noble, Principal	Start: 08/19/2010 End: 06/03/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>vision insurance, and disability insurance. (SW #5)</p> <ul style="list-style-type: none"> Highly qualified forms are filled out and kept on file from each teacher ensuring that instruction comes from a Highly Qualified Instructor. CWT data and formal observations will also be kept on file as evidence of qualified instruction taking place within the classroom. <p>SW #3</p> <ul style="list-style-type: none"> Wayne Fawcett, superintendent, will provide documentation for program evaluation. <p>Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<ul style="list-style-type: none"> Literacy instruction will be aligned with the Arkansas frameworks. In collaboration with the curriculum coordinator, the English teachers will work on vertical and horizontal alignment. This will also ensure equity among the same courses taught by different instructors. AP and pre-AP will be aligned with the College Board standards. For program evaluation, pacing guides and lesson plans will be on file. <p>Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Kim Greer, Curriculum Director, and Dr. Judy Hubbell, School Improvement Specialist</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> Veteran teachers will work collaboratively with mentor novice classroom teachers and will work by modeling teaching and learning strategies of effective teaching through the Pathwise program. Whole School Improvement Yr 3 #3) For program evaluation, the principal will have documentation on file. <p>Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Steve Noble, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> Staff Development will be provided for teachers to disaggregate individual student 	<p>Cindy Luper, Math Coach</p>	<p>Start: 07/01/2010 End:</p>	<ul style="list-style-type: none"> District Staff Performance 	<hr/> <p>ACTION BUDGET: \$</p>

<p>data.</p> <ul style="list-style-type: none"> Teachers will analyze data and remain actively involved in the selection of academic assessments, the analysis of data, and the development of the overall instructional program in order to improve students' achievement. Professional Development money has been set aside for teachers for stipends, substitutes, travel, conference fees, and on-site staff development. <p>Whole School Improvement year 3+ (C) # 1 WS.C.1</p> <ul style="list-style-type: none"> For program evaluation, sign-in sheets and professional development agendas will be kept on file. <p>Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>		06/30/2011	<ul style="list-style-type: none"> Assessments Teachers 	
<ul style="list-style-type: none"> A professional library containing current educational literature with the latest research will be available to all teachers. (SW #4) Books and periodicals will be available for check out for professional development. The library media specialist will have an inventory of these books on hand for program evaluation. <p>Action Type: Professional Development Action Type: Title I Schoolwide</p>	Barbie Eubanks, Media Specialist	Start: 08/19/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
<ul style="list-style-type: none"> A Career/Academic focus meeting will be held during the career action planning (CAP) time, and once a month a guest motivational speaker will be brought in to speak to students as speakers are available. For program evaluation, minutes of the meetings will be on file with the counselor. <p>Action Type: Title I Schoolwide</p>	Cathy Edmonds, Counselor	Start: 08/25/2010 End: 05/25/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
<ul style="list-style-type: none"> Students will be recognized for reading 25 books, 50 books, 75 books, 100 books, and 	Cindy Sass, Art Teacher	Start: 07/01/2010 End:	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$

<p>over 100 books by having their name drawn in precious jewels on the Pirate wall of fame.</p> <ul style="list-style-type: none"> • Students scoring proficient or advanced on the 11th grade literacy exam will receive recognition on a wall of honor in the English classrooms • For program evaluation, file photos will be available for program evaluation. <p>Action Type: Equity Action Type: Title I Schoolwide</p>		10/31/2010	<ul style="list-style-type: none"> • Teachers 	
<ul style="list-style-type: none"> • Title I ARRA funds will be used to support a Literacy Facilitator/School Improvement Specialist who will be employed to assist in professional development, data disaggregation, and curriculum alignment. Funds include money for materials and supplies (\$8533) (Continue corrective Action #2 from year 3) • For program evaluation, a copy of the literacy facilitator/school improvement specialist's contract will be kept on file in the superintendent's office. <p>(Title I ARRA FTE 0.50 J. Hubbell, salary-\$28916; Benefits-\$7051.23) Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Judy Hubbell, Literacy Facilitator/School Improvement Specialist	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> • Student journalists will write reviews of new library media center books and will publish them in the school newspaper. • Students will video book talks that will be available for viewing in the library. • The library is transitioning to a full service media center beginning in the '10 - '11 school year. • For program review, copies of the school newspaper with the review articles will be kept on file and available for review. <p>Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Karon Parrish, English Chair	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Computers • School Library 	<hr/> <p>ACTION BUDGET: \$</p>

<ul style="list-style-type: none"> • Title VI-B funds will be used to support high school Special Education professional development and supplies which may include technology; (purchased services-\$9500) (Materials & supplies-\$2000). • For program evaluation, the LEA supervisor and business manager will keep documentation on file. <p>Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	Charlena Johnston, Special Education Supervisor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • District Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
<ul style="list-style-type: none"> • Program evaluation of the ACSIP literacy plan will be conducted at least twice a year to evaluate, modify, or adapt the plan according to needs and data results. The University of Arkansas at Monticello Educational Renewal Zone team, in collaboration with the leadership team, will conduct the program evaluations. • Professional development will be geared around needs according to data findings. • Teachers will continue to participate in professional development workshops provided by the Math Specialist and Science Specialist from the STEM Center at the UAM School of Education during the school year either at the school, district, co-op, or UAM campus. • The Math Specialist and Science Specialist will also provide on-site support for instructional facilitators who have attended or will attend instructional facilitator training. • Smart Accountability support will be facilitated by the Math and Science Specialists at the UAM Stem Center. • Teachers will be provided with resources and support provided by the Math and Science Specialists. • For program evaluation, professional development documentation will be provided by Kim Greer, Curriculum Director. Tracie 	Steve Noble, Principal, and Tracie Jones, ERZ Director	Start: 08/30/2010 End: 06/03/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<hr/> ACTION BUDGET: \$

<p>Jones, ERZ director and her staff will provide program evaluation (Continuing corrective action #1 and #5 from year 3.) Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>				
<ul style="list-style-type: none"> • The Accelerated Reading Program is used to access the student's level of comprehension after reading each book. • Students must score a minimum score of 75% to pass the test. • For program evaluation, scores will be on file. <p>Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Barbie Eubanks, Library Media Specialist</p>	<p>Start: 09/06/2010 End: 05/27/2011</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> • The ACSIP plan will be reviewed through the process of peer review done by fellow ACSIP chair persons from the District. Minutes and documentation of the review system will be provided for program evaluation. • As per Rule 5.07 and 5.08, the program evaluation of the ACSIP will be reviewed by determining the amount of growth from previous year. • In 2010, Drew Central's graduation rate increased by 2.3% from 70.3% in 2009 to 71.9% in 2010. The Literacy exam had a decrease of 26.5% in the number of students proficient or advanced. The EOC Algebra and Geometry experienced a 1% increase in number of students scoring proficient or advanced. <p>Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Dr. Judy Hubbell, School Improvement Specialist and Cindy Luper, Math Coach and math dept. chair</p>	<p>Start: 07/25/2010 End: 08/19/2010</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> • Teachers work collaboratively to develop cross-curricular lessons when applicable to make connections between disciplines to include reading and writing portions, while utilizing technology. (SW #8) • Every classroom teacher will be required to 	<p>Kim Greer, Curriculum Director</p>	<p>Start: 08/11/2010 End: 05/23/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>have students write in each class as lessons permit, as well as have students write an essay each quarter.</p> <ul style="list-style-type: none"> • For program Evaluation, lesson plans will reflect these activities and will be on file for program evaluation. <p>Action Type: Collaboration</p>				
<p>NSLA funds will be used to support EAST lab students by hiring a teacher to facilitate kinesthetic technological learning for all students including below basic, basic, proficient and advanced. Special emphasis on students who need alternative learning instruction. Project based, taps into creativity, and is above standards....C Wilmoth FTE 1.0</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>	Steve Noble	<p>Start: 08/19/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Performance Assessments • School Library • Teachers 	<p>NSLA (State-281) - Employee Salaries: \$39394.00</p> <p>NSLA (State-281) - Employee Benefits: \$11368.00</p> <p>NSLA (State-281) - Materials & Supplies: \$2000.00</p> <p>NSLA (State-281) - Purchased Services: \$2000.00</p> <hr/> <p>ACTION BUDGET: \$54762</p>
<p>Title I funds will be used to support an ISS aide. Under the supervision of classroom teachers, students who have been placed in In-School Suspension will receive computerized assisted instruction and tutoring from the highly qualified In-School Suspension Aide. (Title I FTE 1.0, L. Suber)</p> <p>Action Type: Equity Action Type: Technology Inclusion</p>	Steve Noble	<p>Start: 08/19/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<p>Title I - Employee Salaries: \$12259.00</p> <p>Title I - Employee Benefits: \$5241.00</p> <hr/> <p>ACTION BUDGET: \$17500</p>
Total Budget:				\$88962
<p>Intervention: Remediation (AIP) will be provided to students who were not proficient on Benchmark or EOC exams, including the combined population and all sub-populations.</p>				

Scientific Based Research: Giselle Martin-Kniep and Joanne Picone-Zocchia (2009). Changing the Way You Teach: Improving the Way Students Learn. ASCD

Actions	Person Responsible	Timeline	Resources	Source of Funds
<ul style="list-style-type: none"> JEDI (an Internet based program) will be available on teacher and computer lab computers covering literacy topics in the after school tutorial program provided by the 21st Century Grant. Lesson plans will be on file for program review. Action Type: Special Education Action Type: Technology Inclusion	Cathy Edmonds, Counselor	Start: 09/08/2010 End: 05/06/2011	<ul style="list-style-type: none"> Computers 	<hr/> ACTION BUDGET: \$
<ul style="list-style-type: none"> Benchmark data and EOC literacy data are analyzed each year and student weaknesses as well as curriculum gaps are identified. Students scoring just below proficiency will be identified and the skills necessary to increase performance will be identified and passed on to general education teachers. (Based on Target Tests, AYP results, etc...) New strategies will continue to be researched to find ways to address the specific needs of all students who are falling below the proficiency mark. (Continuing corrective action #8 from year 3.) For program evaluation, teachers will have this data on file. Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development	Karon Parrish, English department chair, and Dr. Judy Hubbell, School Improvement Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
<ul style="list-style-type: none"> Literacy department meetings will be held monthly to collaborate on intervention strategies. For program evaluation, Mrs. Parrish will have minutes and attendance information on file. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Karon Parrish, English Department Chair and Dr. Judy Hubbell, School Improvement Specialist	Start: 08/19/2010 End: 06/03/2011	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
<ul style="list-style-type: none"> Beginning in the 2010-2011 school year, all students scoring less than proficient on the Literacy 	Cathy Edmonds, Counselor	Start: 07/01/2010 End:	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$

<p>Exam will be placed in an additional 11th grade English course during the school day.</p> <ul style="list-style-type: none"> • Trudy Jackson, Federal Programs Director will have documentation of funds, and the principal will have documentation of scheduling for program evaluation. <p>Action Type: AIP/IRI Action Type: Program Evaluation</p>		06/30/2011		BUDGET:
<ul style="list-style-type: none"> • Students who are failing or close to failing are identified on a monthly basis. Reasons for failure and identification of needs will be discussed in the Grade Level teams. • Letters are sent home to inform parents of progress. • Students who are receiving a grade less than C at a 4.5 week grading interval will be placed in the 21st Century after school tutoring program run by highly qualified teachers and peer tutors. (SW # 1) • Once a month, teachers will identify students failing their class through a grade alert form which will be given to students during their monthly CAP meeting. • The student and CAP advisor will discuss the report and determine strategies to achieve success. • These forms will be mailed home after completion. (SW #9) • For program evaluation, supporting documents will be on file. A copy will be given to the student's grade level team. <p>Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide</p>	Cathy Edmonds, Counselor	Start: 09/17/2010 End: 06/03/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> • Title I Set-A-Side Funds will be used to support Supplemental Educational Services (SES) as required by NCLB. SES will be offered to economically disadvantaged students who qualify for free or reduced lunch status. (Title I Set-A-Side funds posted in District ACSIP) <p>SES Family night held on September 9, 2010. (PE.H.1.B)</p>	Trudy Jackson, Federal Programs Director	Start: 09/07/2010 End: 09/07/2010	<ul style="list-style-type: none"> • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<ul style="list-style-type: none"> • Trudy Jackson, Federal Programs Director will provide documentation for program evaluation. <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				
<ul style="list-style-type: none"> • Student's progress on AIP's will be monitored through quarterly target tests/formative exams. • Students who do not pass the Literacy Exam will be placed in the Junior level English to complete remediation for a semester. This will ensure that remediation is done in a timely and effective manner. SW #9 • For program evaluation, target test data can be found on the D2SC website. <p>Action Type: AIP/IRI Action Type: Title I Schoolwide</p>	<p>Judy Hubbell, school improvement specialist, Tara Lee, Paraprofessional</p>	<p>Start: 08/30/2010 End: 05/06/2011</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> • PROGRAM EVALUATION RESULTS <p>The Sylvan Learning Center was implemented to collaboratively work with the High School to address Literacy remediation efforts. However, it revealed insufficient gains. Based on Target Tests, AYP results, etc...)</p> <p>Further use of State assessments, Pre ACT data, ACT data, Explore, Plan, and Sylvan assessments are used to drive remediation efforts.</p> <ul style="list-style-type: none"> • The SES provider for 2010-2011 school year is selected by parents of the district. Meetings will be held at the beginning of the year during which parents will be provided a list of qualified providers and an application for their child. Parents will be notified by October 15, 2010 if their child qualifies for SES. <p>Action Type: Alignment Action Type: Equity Action Type: Program Evaluation</p>	<p>Dr. Judy Hubbell, School Improvement Specialist</p>	<p>Start: 08/01/2010 End: 06/30/2011</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>Intervention: Parent Involvement</p>				

Scientific Based Research: Epstein, Joyce; Mavis Grovenia Sanders; Steven Sheldon; Beth S. Simon; Karen Clark Salinas; Natalie R. (Rodriguez) Jansorn; Frances L. Van Voorhis; Cecelia S. Martin; Brenda G. Thomas; Marsha D. Greenfield; Ms. Darcy Hutchins; and Kenyatta J. Williams (2008). School, Family, and Community Partnerships: Your Handbook for Action. Corwin Press

Actions	Person Responsible	Timeline	Resources	Source of Funds
<ul style="list-style-type: none"> • Title 1 PE.H.1.A Informational packets containing information on free/reduced lunch, insurance, School-Parent Compact, handbook changes, and other information will be given to each student at the beginning of school and to new students when they register. (ACT 397 PE.H.1.A) • For program evaluation, examples will be kept on file. Action Type: Parental Engagement Action Type: Title I Schoolwide	Elaine Tipton and Barbie Eubanks, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$
PE.H.I.B, PE.H.I.D <ul style="list-style-type: none"> • Parents and community will be informed of the "Senior Project" program through mailings, civic organization meetings, and school-related parent meetings. • Examples of this documentation will be kept on file for program evaluation. Action Type: Parental Engagement	Tracy Rodgers, Senior Project Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
PE.H.I.E <ul style="list-style-type: none"> • Informational packets are translated into Spanish for the Hispanic families to ensure that information related to school and parent programs is sent to parents in a language they understand. (ACT 397 PE.H.1.A and PE.H.2.E) • Any other information related to school and parent programs sent to parents via mail or through the internet will be in a practical language for parents. Evaluation will be done by our Parent Facilitators using Word evaluation.(PE.H.2.E)(Continuing corrective action 3 from year 3.) • Documentation will be kept on file for program evaluation. Action Type: Parental Engagement	Karen Broughton, Spanish teacher, Barbie Eubanks and Elaine Tipton, Parent Facilitators	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
<ul style="list-style-type: none"> • Informational meetings will be held and mailings will be sent regarding AP courses and how they promote HOTS (Higher Order Thinking Skills). PE.H.2.B • Minutes of these meetings will be kept on file for 	Kim Greer, Curriculum Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff 	<hr/> ACTION BUDGET: \$

<p>program evaluation. Action Type: Parental Engagement</p>				
<ul style="list-style-type: none"> • Parent Center is open to all high school students' parents. • Information about parent center is a part of the Informational Packets. • Documents are on file for program evaluation. (PE.H.1.A) <p>Action Type: Parental Engagement</p>	Anna Jones, Parent Center Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • None 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> • A volunteer resource book, listing the interests and availability of volunteers for school staff members' use, as well as a parent survey, will be placed at the Parent Center. (ACT 397 PE.H.1.C) • For program evaluation, these materials will be on display. <p>Action Type: Parental Engagement</p>	Anna Jones, Parent Center Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> • A Parent Advisory Committee works in cooperation with the Parent Facilitator, Administrators, and the teachers. • For program evaluation, minutes of meetings and attendance sheets will be on file. <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	Steve Noble, Principal and Ron Graham, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PE.H.1.B and PE.H.1.E</p> <ul style="list-style-type: none"> • Seminars to inform the parents of high school students about how to be involved in the decisions affecting course selection (Smart Core requirements), career planning, and preparation for post-secondary opportunities will be held in the Spring of each school year. ACT 397 PE.H.1.B and PE.H.1.E) • CAP meetings are scheduled in the Spring Semester to meet with Parents in planning their student's schedule and course placement. (SW#6)(Continue corrective action #4 from year 3) • Attendance sheets will be kept on file for program evaluation. <p>Action Type: Collaboration Action Type: Equity</p>	Cathy Edmonds, counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Action Type: Parental Engagement Action Type: Special Education</p>				
<ul style="list-style-type: none"> • Parent Involvement meetings are conducted that include a report on the state of the school by the superintendent on students' assessment methods, and on what parents should expect for their child's education. Title I Schoolwide - 6. SW #6. • Information on how parents can assist and make a difference in their child's education is presented by the counselor and other teachers/administrators with the Benchmark information. • State laws concerning state testing and educational requirements are also discussed at these meetings. (ACT 397 PE.H.1.B) • Minutes of the meetings will be available for program evaluation. <p>Action Type: Parental Engagement</p>	<p>Wayne Fawcett, superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> • Students who make honor roll will have their names published in the local newspaper and will receive recognition at a nine-weeks honors assembly. • Copies of newspaper lists will be kept on file, and pictures will be made at assemblies for program evaluation. <p>Action Type: Parental Engagement</p>	<p>Betty Jo Paul, Counseling Paraprofessional</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Community Leaders 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> • Beginning with 9th grade, CAP advisors will begin career guidance with emphasis on the importance of Smart Core curriculum. • Documentation will be on file for program evaluation. <p>Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	<p>Cathy Edmonds, counselor</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> • A consortium with Monticello Public School, Arkansas Juvenile Justice System and the ADHS called School-Within-a-School provides continuous educational service to students who otherwise lose academic opportunity due to out-of-school suspension/expulsion. • For program evaluation, the ALE will have 	<p>Steve Noble, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

documentation on file. Action Type: Parental Engagement				
<ul style="list-style-type: none"> Parents will be invited to two parent teacher conferences at the 4.5 week grading periods in the fall and the spring. (ACT 397 PE.H.1.H) Sign-in sheets will document this activity for program evaluation. Action Type: Parental Engagement Action Type: Program Evaluation	Steve Noble, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
<ul style="list-style-type: none"> As advised in the handbook, parents have the guidelines for due process. See page 24 and page 44 for the process of resolving parental or guardian concerns. In each syllabus, parents are given teacher and school contact numbers to call if they have concerns. (ACT 397 PE.H.1.D). Copies are on file for program evaluation. Action Type: Equity Action Type: Parental Engagement	Steve Noble, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
<ul style="list-style-type: none"> Parenting books, magazines and other material regarding responsible parenting are available through the high school library and may be checked out by parents and students. (ACT 397 I(PE.H.1.I)) Materials will be on display for program evaluation. Other interventions and ways to improve parenting and parent involvement will be investigated by the Scholastic Audit Community Support Committee during the 2010-2011 school year. Such interventions may include parenting classes or training in HAC.(ACT 397 J(PE.H.1.J, PE.H.2.A, PE.H.2.B, PE.H.2.D) According to the parent surveys, additional reasonable support for parental involvement activities will be provided as requested by parents. PE.H.2.F Action Type: Parental Engagement	Barbie Eubanks, Media Specialist	Start: 08/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> School Library 	<hr/> ACTION BUDGET: \$
<ul style="list-style-type: none"> Interested parents are encouraged to form a PTO/PTA at the high school level.(ACT 397 PE.H.1.F)) Once formed, minutes will be kept as program evaluation. 	Elaine Tipton and Barbie Eubanks, Parent facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> None 	<hr/> ACTION BUDGET: \$

Action Type: Parental Engagement				
<ul style="list-style-type: none"> The parent center is staffed with a parent center coordinator to aid parents in helping their children achieve at high levels. Two high school certified teachers will serve as the parent facilitators. (Act 397 G) For program evaluation, contracts of parent coordinator and parent facilitators will be kept on file in the Superintendent's office. Action Type: Parental Engagement	Wayne Fawcett, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
PE.H.2.C <ul style="list-style-type: none"> All teachers will be required to complete 2 hours of parental involvement professional development. (Act 603) Kim Greer will maintain documentation on file for program evaluation. Teachers and staff will be educated in the importance of effective communication, value and utility of contributions of parents.(ACT 397 PE.H.2.C) For program evaluation, sign in sheets will be provided. Action Type: Parental Engagement Action Type: Professional Development	Kim Greer, Curriculum Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
PE.H.I.B, PE.H.I.A, PE.H.I.D, PE.H.I.F <ul style="list-style-type: none"> The superintendent will send out information concerning the school's school improvement status to the public and will also post the status on the school's website. The Superintendent will send letters to all parents stating the School's Improvement Status. Copies will be on file for program evaluation. Action Type: Parental Engagement	Wayne Fawcett, Superintendent, Steve Noble, Principal	Start: 07/01/2010 End: 08/19/2011	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
<ul style="list-style-type: none"> Title I funds will be used to support a Benevolence Fund; allowable expenditures are coordinated with the Homeless Liaison and Parent Center Coordinator. Input from district faculty and staff is also used to identify homeless students in need of immediate assistance for the following: <ul style="list-style-type: none"> school supplies clothing 	Anna Jones, Parent Center Coordinator	Start: 08/19/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	<hr/> ACTION BUDGET: \$

<ul style="list-style-type: none"> •food •shelter <p>Program evaluation:</p> <ul style="list-style-type: none"> • The Drew County Angel Tree for economically disadvantaged children is coordinated yearly by the Parent Center Coordinator in December. (Title I, Welfare, code 3351)(Funds listed in Administrative Support Priority) • Trudy Jackson, Federal Programs Director will have financial records, and Anna Jones, Homeless Liaison, will have documentation of activities for any other immediate needs of the child(ren). <p>Action Type: Collaboration Action Type: Parental Engagement</p>				
<ul style="list-style-type: none"> • Letters will be mailed to parents to inform about the importance of the End of Course tests and 11th grade literacy test. The literature will also provide strategies for the parents to help the students succeed on the tests. • A letter will be kept on file as evidence of program evaluation. PE.H.2.B • Posters will be placed in local business to promote community awareness. <p>Action Type: Parental Engagement</p>	<p>Alan Goodding, Math Instructor, Karon Parrish, English Teacher</p>	<p>Start: 03/01/2011 End: 05/30/2011</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PE.H.I.E</p> <ul style="list-style-type: none"> •During the Spring CAP conference of the '10 -'11 school year, parents will participate in a summative assessment in the form of a survey to evaluate their involvement throughout the school year. (ACT 397 E) •In the '09-'10 school year, parents participated in a survey on the process of CAP and the information provided to parents. 98% of the parents said it was very helpful and gave positive comments. 2% of the parents said it was only somewhat helpful. For more data results, see the Scholastic Audit program evaluation from Standard 5. •The scholastic audit committee under school culture is pursuing a web-master who will be responsible for updating and maintaining the school website which will include links to parent surveys. (PE.H.2.A) •Parent surveys will be kept on file in the counselor's office for program evaluation. 	<p>Nelwyn Birch, Career Tech Instructor, and Barbie Eubanks EAST facilitator</p>	<p>Start: 08/19/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>PE.H.2.A <ul style="list-style-type: none"> • In order to provide assistance to parents in understanding how to monitor their child's progress, parents will be informed of student's progress through on-line access to grades. • The media center will be open to parents during the school day so that parents will have access to, as well as training on, HAC. • Copies of access forms will be kept in the principal's office. Action Type: Parental Engagement</p>	<p>Cathy Edmonds, Counselor</p>	<p>Start: 08/17/2010 End: 06/03/2011</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p> <ul style="list-style-type: none"> • A committee will meet at least bi-annually to discuss coordination and integration of funds and services (Fed/State) provided within the school. • Minutes and sign-in sheets will be used as program evaluation. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Trudy Jackson, Federal Programs Coordinator</p>	<p>Start: 08/19/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>PE.H.I.B, PE.H.I.A, PE.H.I.F, PE.H.1.I <ul style="list-style-type: none"> • Parents will be invited to attend a Benchmark Awareness Night with a choir, band, and art show. Athletes and their parents will be encouraged to attend as well. (SW #6, PE#2) • Drew Central will provide materials and training to help parents work with their student's to improve academic achievement by providing literature in the library, flyers for improving test scores, information packets at the beginning of school, and informational handouts at the spring Brag Session.(ACT 397 PE.H.1.I) • Parents will be provided with instructions on how to incorporate developmentally appropriate learning activities in the home environment. • The program and a sign-in sheet will be used as a program evaluation for this action. • Informational kits, flyers, and hand-outs will be kept on file as evidence of program evaluation. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Barbie Eubanks and Elaine Tipton, Parent Facilitators</p>	<p>Start: 08/17/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Program Evaluation				
<ul style="list-style-type: none"> Drew Central High School will provide teachers, principals, and other staff information on the importance of effective communication, value and utility of contributions of parents during our staff development training on parental involvement. Sign in sheets will be provided for program evaluation. Action Type: Parental Engagement Action Type: Professional Development	Kim Greer, Curriculum coordinator	Start: 08/11/2010 End: 06/03/2011	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
<ul style="list-style-type: none"> The parent committee will coordinate and integrate parent involvement programs and activities. This committee will also be responsible for ensuring that information related to school and parent programs is sent to parents in a practical language that the parents can understand. During the 2010-2011, the parent committee and the new parent facilitators will place special emphasis on improving parental and community involvement. Minutes of meetings and sign in sheets will be provided as evidence of program of evaluation. Action Type: Parental Engagement	Cindy Sass, Parent Committee Chair, Barbie Eubanks and Elaine Tipton, Parent Facilitators	Start: 08/13/2010 End: 06/03/2011	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
<ul style="list-style-type: none"> The school's status and identification will be mailed to each student and will be posted on the school's website. (Continue corrective action for year 3 number 3.) The letter will be translated for the limited English proficient as identified by the students beginning in the 2011-2012 school year. Letters and the web page will serve as program evaluation. Action Type: Parental Engagement	Wayne Fawcett, Superintendent	Start: 07/31/2010 End: 08/19/2010	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: The Drew Central High School's Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance.

1.

Supporting Data:

Body Mass Index Data

SY 2009-2010: 21 male students and 32 female students in the 10th grade were tested. Of those, 33.3% of the males were overweight or obese. Of the females, 40.6% were overweight or obese.

SY 2008-09: 75 Males and Females from the 8th and 10th grades were tested. Of the students tested, 42.7% of the males and 56% of the females were overweight or obese.

SY 2007-08: 128 Males and Females from the 8th and 10th were tested. Of the students assessed, the following represents the percent of students at risk of overweight and overweight:

High School: Males-34.5%, Females-48.0%

(<http://www.achi.net>)

2. **Free and reduced price meal eligibility**

2009-2010: High School: Paid 38.0%, Reduced 9.2%, Free 52.9%

2008-2009: High School: Paid 33.9%, Reduced 8.1%, Free 58%

2007-2008: High School: Paid 35%, Reduced 10%, Free 55%

3. **Drew County unemployment rate:**

2010 - 10.2%

2009 - 9.7%

2008 - 7.3%

2007 - 7.5%

<http://www.discoverarkansas.net/cgi/dataanalysis/AreaSelection.asp?tableName=Labforce>

4.

Drew County percent population in poverty:

2008 (latest estimation) - 20.4%, 2007 - 20.2%, 2004-18.4% <http://www.ers.usda.gov/Statefacts/AR.HTM>

5.

School Health Index - School Health policies and Environment Module 1 scores; 2009-2010 = 96%, 2008-2009 score 72/84 = 89%, 2007-2008, 86%, 2006-07, 96%, 2005-06, 91%. High School SHI scores for ACSIP

6.

School Health Index - Health Education Module 2 scores,2009-2010 - 96%, 2008-2009 - 47/48=98%, 2007-2008, 98% ; 2006-07,96%, 2005-06, 100%.

7.

School Health Index - Physical Education and Other Physical Activity Programs Module 3 scores; 2009-2010=93%, 2008-2009, 49/58=84%,2007-2008, 89%, 2006-07, 96%,2005-06, 88%.

8.

School Health Index - Nutrition Services Module 4 scores;2009-2010 = 94%, 2008-2009 22/36=61%, 2007-2008, 72% 2005-06, 92%; 2006-07, 92%.

9.

School Health Index - Family and Community Involvement Module 8 scores;2009-2010 = 94%, 2008-2009 15/18=83%, 2007-2008=87% 2005-06=94%; 2006-07=94%.

10.

Graduation Rate for Drew Central High School:

- 11. 2010 - 71.9%
- 12. 2009 - 70.3%
- 13. 2008 - 83.0%
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.

Goal Drew Central High School will provide support for students in making healthy lifestyle choices by providing a healthy school environment to aid in decreasing the average BMI, promoting good nutrition and exercise through the collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark By SY 2011-2012 there will be a decrease of the average body mass index for student by 1% as evaluated by the annual BMI screening and the individual student fitness plan.

Intervention: Drew Central High School supports wellness through school health and safety policies and the school environment.				
Scientific Based Research: Seppa, Nathan (2008).Childhood obesity levels. Science News, Vol. 173 Issue 19. Centers for Disease Control & Prevention.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<ul style="list-style-type: none"> • Crisis Management Plan shall be posted in each classroom. • High school faculty will be advised on school health policies. • Crisis Management Plans will be provided upon request. Action Type: Wellness	Melissia Vincent, Assisant Principal	Start: 08/13/2010 End: 08/31/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
<ul style="list-style-type: none"> • Training for teachers and students will be provided in the form of a written plan stating information needed for correct responses during the time of a crisis. • All buildings will be equipped with a "go box" (first-aid kit). • Lists of training and rooms with a first aid kit will be provided upon request. Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness	Laura Fawcett, School Health Specialist	Start: 08/19/2010 End: 06/03/2011	<ul style="list-style-type: none"> • Teachers 	<hr/> ACTION BUDGET: \$
	Steve Noble,	Start:		<hr/>

<ul style="list-style-type: none"> • Students will have restricted access to vending machines with foods of low nutritional value. • Vending machines will be stocked with more nutritional drinks and snacks. • Cafeteria menus will be more nutritious and varied. • Cafeteria menus will be kept on file and available for viewing. • Vending machines refill logs will demonstrate choices for students. <p>Action Type: Title I Schoolwide Action Type: Wellness</p>	Principal	08/19/2010 End: 06/30/2011		ACTION BUDGET: \$
<ul style="list-style-type: none"> • A school-based health program for faculty and staff will be provided to promote positive and healthy lifestyle choices, as well as to provide role models for students of a healthy life style. • Health tips will be sent out to staff on a weekly basis. • Emails to the staff on health benefits and tips will be kept on file. <p>Action Type: Title I Schoolwide Action Type: Wellness</p>	Laura Fawcett, School Health Coordinator	Start: 08/23/2010 End: 06/03/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
<ul style="list-style-type: none"> • Routine annual student screening for BMI will take place for 8th and 10th graders. • Results will be shared with parents, and kept on file with the nurse for confidential viewing. <p>Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness</p>	Kami Griffin, Nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Central Office • District Staff 	ACTION BUDGET: \$
<ul style="list-style-type: none"> • For Program Evaluation, the Nutrition and Physical Activity Committee, as part of the ACSIP Committee, will frequently monitor goals and evaluate the effectiveness of interventions by reviewing data results, and other assessments related to wellness. • ACSIP will be modified as needed. • During the 2010-2011 school year, PERT (Pirate Emergency Response Team), consisting of trained Drew Central Students and the School Health Coordinator, will conduct reviews of other schools health and crisis plans. The wellness part of the ACSIP will be revisited and updated 	Laura Fawcett, School Health Coordinator	Start: 08/13/2010 End: 06/03/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$

<p>accordingly.</p> <ul style="list-style-type: none"> Professional development will be provided by the School Health Specialists and/or the School nurse for emergency responses, first aid, nutrition, general medical issues effecting student's health, tobacco hazards, and new nicotine delivery systems. Sign-in sheets and minutes of review will be kept on file. <p>Action Type: Program Evaluation Action Type: Wellness</p>				
<ul style="list-style-type: none"> Students needing counseling for mental health issues have the options of Delta Counseling, Day Springs, and Living Hope. Referrals will be kept on file and be available upon request. <p>Action Type: Wellness</p>	Cathy Edmonds, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> Written school health and safety policy will be provided in student handbook. Student handbooks are available for viewing upon request. <p>Action Type: Wellness</p>	Kami Griffin, Nurse	Start: 08/19/2010 End: 06/03/2011	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> The Workforce Education Department(Family and Consumer Science) will provide technical assistance in helping teachers integrate health education curricula that includes nutritional components. Curriculum is integrated and aligned with Arkansas Health and Physical Education Frameworks and Career Technical Education Frameworks (Workforce Education) Curriculum maps showing inclusion will be kept on file and available upon request. <p>Action Type: Alignment Action Type: Collaboration Action Type: Wellness</p>	Penny Vance, Teacher FCS	Start: 08/13/2010 End: 06/03/2011	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> The Arkansas Prevention Needs Assessment voluntary survey will be administered to 6th, 8th, 10th and 12th grade students during November to help determine student concerns and needed projects. This survey provides useful student information regarding 	Cathy Edmonds, Counselor	Start: 11/01/2010 End: 11/30/2011	<ul style="list-style-type: none"> Community Leaders Computers District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>risk and protective factors, prevalence and patterns of drug use, and violence in the student population.</p> <ul style="list-style-type: none"> • Results of survey will be kept on file and available upon request. <p>Action Type: Program Evaluation Action Type: Wellness</p>				
<ul style="list-style-type: none"> • Character Education through student community service projects coordinated by Mrs. Kiraly. • Photos of community service projects will be kept on file as evidence of program evaluation. <p>Action Type: Collaboration Action Type: Equity Action Type: Wellness</p>	<p>Eulea Kiraly, Community Service Project Coordinator</p>	<p>Start: 08/19/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 6: The Drew Central High School will support the focus on student academic performance as indicated in the Scholastic Audit findings as of October 26, 2008 to October 31, 2008. Report provided to the District January 2009.

1. The Arkansas Department of Education conducted a Scholastic
2. Audit of the Drew Central High School during the period of October 26,
3. 2008 to October 31, 2008.
- 4.
5. Based on the Scholastic Audit Performance levels (i.e., Performance Level
6. 4-Exemplary level of development and implementation; Performance Level
7. 3-Fully functional and operational level of development and
8. implementation; Performance Level 2-Limited development or partial
9. implementation; and Performance Level 1-Little or no development and
10. implementation), the level of performance for each of the 9 Standards for
11. school improvement of the Drew Central High School are as follows: (NE -
12. Not Evident)
- 13.
14. **Standard 1-Curriculum:** Level (4) NE, (3) NE, (2)29%, (1)71%
15. **Standard 2-Classroom Evaluation/Assessment:** Level (4) NE, (3) NE,
16. (2)75%, (1)25%
17. **Standard 3-Instruction:** Level (4) NE, (3) NE, (2) 62%, (1) 38%
18. **Standard 4-School Culture:** Level (4) NE, (3) NE, (2)73%, (1)27%
19. **Standard 5-Student, Family and Community Support:** (4) NE, (3) NE,
20. (2)100%, (1)NE
21. **Standard 6-Professional Growth, Dev and Eval:** (4) NE, (3) NE,
22. (2)17%, (1)83%

Supporting
Data:

23. **Standard 7-Leadership:** (4) NE, (3) NE, (2) 64%, (1) 36%
24. **Standard 8-School Org and Fiscal Resources:** (4) NE, (3) NE, (2) NE,
25. (1) 100%
26. **Standard 9-Comprehensive and Effective Planning:** (4) NE, (3) NE,
27. (2) 19%, (1) 81%
- 28.
29. The Drew Central School District and High School will address the
30. recommendations of the report over a period of 3 to 5 years;
31. however,
The focus for year 1 (08-09) addressed standard(s) 1-9
32. and indicators 1.1b, 1.1c, 1.1d, 1.1f, 2.1d, 3.1a, 3.1b, 3.1c, 4.1a, 4.1b,
33. 4.1e, 5.1a, 6.2a, 6.2b, 6.2c, 6.2d, 7.1c, 7.1f, 7.1h, 8.1b, 8.1f, 9.1a,
34. 9.2a, 9.3a, 9.4b, 9.5a, 9.5c, 9.5d, 9.6a, 9.6b, 9.6c, 9.6d; these
35. indicators will be maintained and on-going.
36.
The focus for year 2 (09-10) school year was to continue the
37. above additions as well as add additional emphasis on 1.1b, 5.1a, and add
38. 4.1d.
39. **The focus for year 3 (10-11)** will be to continue the afore
40. mentioned changes as well as including new focus on 2.1b, 2.1f, 2.1h,
41. 4.1b, 4.1g, 4.1g, 4.1h, 4.1h, 4.1i, 4.1j, 4.1l, 5.1a, 5.1b, 5.1c, 5.1d,
42. 5.1e, 6.1a, 6.2b, 7.1g, 7.1j, 7.1k, 8.1c, 8.1d, 8.1e, 8.1f, 8.2a, 8.2b,
43. 8.2c, 8.2d, 9.2b, 9.3b, 9.3c, 9.4a, and 9.5b
44.
During the 2010-2011, the ASCIP sub-committees will monitor
45. these actions being addressed as well as create actions to address the
46. remaining scholastic audit indicators.
- 47.
48. **STANDARD - 1 - Academic Performance - Curriculum -**
- 49.
50.
1.1a
51. The district does not show evidence that all subject areas are aligned
52. with the Arkansas Academic Content Standards.
53. 1.1b
54. The district does not formally initiate discussions on vertical
55. articulation between Drew Central High School and its feeder schools.

56. 1.1c
57. The district does not have a formal process to eliminate unintentional
58. curricular gaps and/or omissions in all content areas between schools.
59.
60. 1.1d
61. The district does not intentionally facilitate discussions between schools
62. to identify key curriculum transition points.
63. 1.1e
64. Drew Central offers distance learning opportunities, but fewer students
65. are taking advantage of them. Not all the Career Action Planning
66. instructional time periods are spent on the appropriate curriculum from
67. teacher to teacher.
68. 1.1f
69. The district does not have a local board policy for curriculum.
70. 1.1g
71. Not all courses reflect high expectations or elicit higher order thinking
72. skills.
73.
74.
75. STANDARD - 2 - Academic Performance - Classroom
76. Evaluation/Assessment -
77.
78. 2.1a
79. The district does not have a policy that guides the development of
80. rigorous classroom assessments that are consistently used to ensure
81. continuous student growth.
82. 2.1b
83. Assessments are not aligned with student performance levels expected by
84. the Arkansas Curriculum Frameworks. Collaboration and review are not done
85. on a consistent and ongoing basis.
86. 2.1c
87. Students cannot articulate expectations for proficient or advanced work

88. and have minimal
89. experience with rubrics.

90. 2.1d

91. There is no formal process in place to guide the analysis of student data
92. to identify curriculum gaps.

93. 2.1e

94. Most teachers do not design and analyze multiple assessments to provide
95. meaningful feedback on student learning for instructional purposes. No
96. specific criterion-referenced feedback is given to students which lead to
97. improved learning.
98.

2.1f

99. Classroom tasks are not rigorous and do not allow students to demonstrate
100. higher-order thinking skills.
101.

2.1g

102. The local board of education does not have a policy or operational
103. procedures that address the state's assessment and accountability system.
104.

2.1h

105. Teachers have not received formal training in protocols for analyzing
106. student work aligned to student learning expectations across all content
107. areas and grade levels. There is no systematic process in place for
108. reporting, analyzing, and reflecting upon overall class and individual
109. performance in relation to student learning expectations.

110.

111.

112.

113. **STANDARD 3 - Academic Performance - Instruction -**

114.

115. 3.1a

116. Most teachers use only teacher-directed instructional strategies that do
117. not address the various learning styles.

118. 3.1b

119. The curriculum documents do not always provide detailed instructional
120. strategies, learning activities, or assessments for each content area.

121. 3.1c

122. The school leadership does not conduct annual evaluations of all teachers

123. nor do they have a systematic method of monitoring instruction or
124. providing meaningful feedback to teachers.
125. 3.1d
126. Most teachers are appropriately licensed and meet the standards for
127. highly-qualified teachers in their content.
128. 3.1e
129. Most teachers do not incorporate technology into the delivery of
130. instruction in their classrooms.
131. 3.1f
132. Instructional resources are not sufficient to meet the expectations of the
133. Arkansas Curriculum Frameworks.
134. 3.1g
135. There is no process to monitor the impact of departmental meetings on the
136. academic performance or the improved instruction of teachers.
137. 3.1h
138. There are no procedures for monitoring the effectiveness of homework on
139. student academic performance.
140.
141.
142.
143. **STANDARD 4 - Learning Environment - School Culture -**
144.
145. 4.1a
146. There has been no formal training for new staff on the plan for 2008-2009
147. school year.
148. 4.1b
149. High expectations are not demonstrated for ALL teachers.
150. 4.1c
151. Not all classes demonstrate high expectations for all students
152. academically and behaviorally.
153. 4.1d
154. Not all teachers are involved in formal and informal decision making
155. processes.
156. 4.1e
157. There is no policy linking teacher efficacy and student performance.
158. All students do not have access to all curriculum due to conflicts in
159. scheduling.
160. 4.1f
161. All students do not have equitable access to the core curriculum.
162. Leadership does not take advantage of all available physical and human

163. resources to improve student outcomes.
164. 4.1g
165. Not all parents participate in parent/teacher conferences. Not all
166. teachers communicate effectively with parents in a consistent matter.
167. 4.1h
168. Not all teachers or staff demonstrate a caring attitude toward students.
169.
170. 4.1i
171. Although there are several methods of communication to parents, these
172. strategies have not increased parental involvement.
173. 4.1j
174. Displayed work is not accompanied by scoring rubrics or meaningful
175. feedback. Some teachers informally recognize the academic accomplishments
176. of students.
177. 4.1k
178. The district policy regarding educational equity is not fully
179. implemented.
180.
181. STANDARD 5 - Learning Environment - Student, Family and
182. Community Support -
183.
184. 5.1a
185. Only 3 parents are listed in the ACSIP development, and few know about
186. ACSIP.
187. 5.1b
188. Parents and community leaders are not active partners in the educational
189. process.
190. 5.1c
191. Few teachers have access to a variety of instructional materials to assist
192. in student learning.
193. 5.1d
194. Some opportunities are provided for students to receive additional
195. assistance.
196. 5.1e
197. The school does not have a focus on student records that is on academic
198. and educational development.
199.
200.
201. STANDARD 6 - Learning Environment -
202. Professional Growth, Development, and

203. **Evaluation** -
204.
205. 6.1a
206. The focus of staff development changes from year to year and does not
207. reflect the needs as identified in ACSIP.
208. 6.1b
209. The district has no formal process to identify the professional
210. development needs of the staff.
211. 6.1c
212. The professional development goals seldom reflect the individual growth
213. needs of staff members as identified in their individual professional
214. growth plans.
215. 6.1d
216. Professional development opportunities have not been intentionally aligned
217. with academic expectations and student learning goals.
218. 6.1e
219. Professional development has no emphasis on continuous growth.
220. 6.1f
221. Professional development on analysis of assessment data and student work
222. is not provided.
223. 6.2a
224. Evaluations that have occurred do not align to the learning goals of the
225. ACSIP and the individual growth plans.
226. 6.2b
227. There is no systematic process for distribution of professional
228. development funds in regard to training, materials, and equipment support.
229.
230. 6.2c
231. Existing individual professional growth plans are not collaboratively
232. developed through the evaluation process.
233. 6.2d
234. The current personnel evaluation documentation being used does not reflect
235. the professional growth and development plan.
236. 6.2e
237. The ACSIP does not specifically link instructional leadership needs to the
238. data.
239. 6.2f
240. The individual professional growth plans of teachers are not directly
241. linked to formal evaluations.
242.

243. **STANDARD 7 - Efficiency - Leadership - Leadership -**
244.
245. 7.1a
246. The mission statement was not developed by all stakeholders.
247. 7.1b
248. Leadership decisions are not always derived from data obtained through a
249. coordinated, school-wide plan for using formative and summative data from
250. a variety of sources to inform academic and programmatic decisions.
251. 7.1.c
252. The principal's individual professional growth plan was not signed by the
253. superintendent and was not collaboratively developed.
254.
255. The plan does not have a focus on developing leadership skills designed to
256. support teaching and learning and does not reflect attention to the impact
257. of instructional leadership on student achievement and organizational
258. goals.
259. There is no formal process for monitoring or modifying the individual
260. professional growth plan of administrators during the school year.
261. 7.1d
262. Not all staff disaggregate data for use in meeting the needs of a diverse
263. population.
264. 7.1e
265. The implemented curriculum used in the school is not the result of a
266. coordinated, intentional curriculum design effort organized by school
267. leadership.
268. 7.1f
269. The district does not have a policy to protect instructional time.
270. Bell-to-bell teaching and learning does not occur in all classes during
271. the 45 minute class periods. Instructional time is not maximized in many
272. classrooms. Students are frequently not engaged in meaningful learning
273. activities aligned with student learning expectations.
274. 7.1g
275. The allocation of resources is not always sufficient to support the
276. instructional needs of the school.
277. 7.1h
278. School and district leadership make some policy and procedural changes to
279. address issues that impact the learning environment.
280.
281. The allocation of resources for facilities and equipment does not always
282. support the establishment of a safe and effective learning environment.

283. 7.1i
284. School leadership and staff members have limited knowledge of local board
285. educational policies.
286. 7.1j
287. The local board of education has not established its own priorities for
288. improving student achievement.
289. 7.1k
290. Not all the staff members view the principal as the instructional leader
291. of the school. The principal inconsistently implements district policies.
292. The principal has provided limited assistance to staff members in
293.

294. STANDARD 8 - Efficiency - School Organization and Fiscal

295. Resources-

296.
297. 8.1a
298. The allocation of fiscal resources does not consistently support the
299. identified needs of students as reflected in ACSIP.
300. 8.1b
301. Highly qualified teachers are not provided in all curriculum areas.
302.
303. The master schedule does not demonstrate an intentional focus on meeting
304. the needs of all students.
305. 8.1c There is no current program in place to address the needs of 8th
306. grade students. The CAP program is not effectively implemented across all
307. grade levels. All teachers are not licensed to teach in assigned areas.
308. 8.1d
309. The local board of education has not adopted policies to protect
310. instructional time. The master schedule does not maximize instructional
311. time.
312. 8.1e
313. There is limited evidence that the teachers utilize their common planning
314. periods to conduct horizontal or vertical planning.
315. 8.1f
316. Teachers do not use a variety of instructional strategies designed to
317. address the range of diverse learning styles of the students. There is no
318. systematic use of research-based instructional strategies as identified in
319. the ACSIP.
320. 8.2a
321. The resources are not equitably distributed to meet the needs of the
322. students identified in the ACSIP.

- 323. 8.2b
- 324. Stakeholders are not involved in the budgeting process.
- 325. 8.2c
- 326. Categorical funds are budgeted at the central office level and not based
- 327. on the needs identified in the ACSIP.
- 328. 8.2d
- 329. The allocation and use of categorical funds are not monitored to evaluate
- 330. the impact on student achievement.
- 331.
- 332.
- 333.

334. STANDARD 9 - Efficiency - Comprehensive and Effective Planning

- 335. -
- 336.
- 337. 9.1a
- 338. Drafts of the mission statement were not presented to the general public.
- 339. 9.2b
- 340. Data are not used to diagnose instructional effectiveness and is not done
- 341. in a consistent and deliberate manner.
- 342. 9.2a
- 343. Specified actions do not address the needs of all students. Formative
- 344. assessment data are not systematically analyzed.
- 345. 9.3a
- 346. The use of the same research does not reflect appropriate attention to
- 347. improve student achievement.
- 348. 9.4a
- 349. The data collected are focused on student testing performance and do not
- 350. inform the school about stakeholder's perceptions of the school.
- 351. 9.4b
- 352. School improvement plans are not written in clear, concise, or measurable
- 353. terms.
- 354. 9.5a
- 355. Action components are not aligned with the specified goals and
- 356. interventions do not reflect the most current research.
- 357. 9.5b
- 358. The ACSIP does not identify sufficient resources to support the activities
- 359. in the action components.
- 360. 9.5c
- 361. School leadership does not provide a systematic plan to monitor the
- 362. effectiveness or action components stated in the ACSIP.

- 363. 9.5d
- 364. The school's mission is broad and does not guide the development of action
- 365. components stated in the ACSIP.
- 366. 9.6a
- 367. Few faculty have a working knowledge, awareness, or ownership of the ACSIP
- 368. to implement components of the plan as written.
- 369. 9.6b, 9.6c, 9.6d
- 370. School leadership does not analyze data in the areas targeted by the
- 371. ACSIP, nor is the ACSIP implemented across the curriculum.
- 372.
- 373.
- 374.
- 375.
- 376.
- 377.
- 378.
- 379.

Goal STANDARD - 1 Academic Performance - Curriculum The Drew Central High School will develop and implement a curriculum that is rigorous, intentional and aligned to state and local standards.

Benchmark STANDARD - 1 - Academic Performance - Curriculum Drew Central High School will meet or exceed Category 3 for all Standard 1 indicators. In Standard 1 there were: a. 5 indicators (71%) evaluated as "Evaluation Category 1." b. 2 indicators (29%) evaluated as "Evaluation Category 2." c. 0 indicators (0%) evaluated as "Evaluation Category 3." d. 0 indicators (0%) evaluated as "Evaluation Category 4."

Intervention: STANDARD 1 - Academic Performance - Curriculum				
Scientific Based Research: Jacobs, Heidi H, and Ann Johnson. (2009). Curriculum Mapping Planner: Templates, Tools, and Resources for Effective Professional Development. ASCD				
Actions	Person Responsible	Timeline	Resources	Source of Funds
1.1.b, 1.1.c, 1.1.d, 1.1.f •High school staff will serve on the district curriculum committee composed of academic coaches, curriculum coordinator, administrators, and K-12 teachers, including special education teachers, to analyze and monitor student performance data. •The high school will maintain the current curriculum in content areas. All curriculum will be aligned vertically to K-12 district curriculum and to provide a seamless curriculum. Teachers will horizontally align their curriculum as well.	Kimbraly Greer, Curriculum Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$

<ul style="list-style-type: none"> •For program evaluation, the district curriculum committee will meet monthly to develop the processes for monitoring, evaluating, and revising the curriculum. Curriculum documents will be kept on file and maintained for all content areas. (i.e. office and classrooms) <p>Action Type: ADE Scholastic Audit Action Type: Collaboration</p>				
<p>1.1b, 1.1c, 1.1d, 1.1f</p> <ul style="list-style-type: none"> •The high school/district employs a literacy instructional facilitator to assist in curriculum development, curriculum alignment, curriculum review, data review, and professional development. •For program evaluation, the Literacy Instructional Facilitator will provide written reports to the Superintendent, High School Principal, and the Curriculum Coordinator regarding the progress of the English department in the high school The literacy coach will work with the teachers of both the English and History departments to form a Humanities Department that will stress the importance of reading and writing strategies in both disciplines. Evaluations of performance will be conducted annually. <p>Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Professional Development</p>	<p>Judy Hubbell , Literacy Facilitator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<ul style="list-style-type: none"> •The 2010 - 2011 master schedule was returned to a 7 period day to accomodate a restructuring option. •The ACT prep class was not offered during the summer of 2010 due to the change in administration and other extenuating circumstances. •Remediation will continue to take place after school in a tutorial program. •Evaluation will be ongoing and the master schedule will be reviewed in the Spring and Summer of 2011 to reflect student needs based on results of the Target tests, ACT, and EOC Algebra, Biology, and Geometry. •An evaluation of the need of the ACT Prep class will also be examined based on ACT scores. <p>Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Equity</p>	<p>Cathy Edmonds, Counselor</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Program Evaluation				
Program Evaluation •For program evaluation of standard 1, the percent of teachers who have updated curriculum maps will be listed in the 2011-2012 ACSIP. •For the school year 2010-2011, the new curriculum coordinator will examine the current curriculum maps and pacing guides. •Beginning with the math and English, the curriculum maps will be compared and aligned with the state frameworks. No fewer than 40% of the teachers will have their curriculum updated, aligned, and approved by the curriculum coordinator by the end of the 2010-2011 school year. •By the end of the 2011-2012 school year, 100% of the curriculum maps and pacing guides will be revisited and aligned with the state frameworks. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation	Kim Greer, Curriculum Coordinator	Start: 10/01/2010 End: 06/01/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Goal STANDARD 2 - Academic Performance - Classroom Evaluation/Assessment Drew Central High School will support the use of multiple evaluations and assessment strategies in all buildings to continuously monitor and modify instruction to meet student needs and support proficient student work.

Benchmark STANDARD 2 - Academic Performance - Classroom Management/Assessment Drew Central High School will meet or exceed Category 3 for all Standard 2 indicators. In Standard 2 there were: a. 2 indicators (25%) evaluated as "Evaluation Category 1." b. 6 indicators (75%) evaluated as "Evaluation Category 2." c. 0 indicators (0%) evaluated as "Evaluation Category 3." d. 0 indicators (0%) evaluated as "Evaluation Category 4."

Intervention: STANDARD 2 - Academic Performance - Classroom Management/Assessment				
Scientific Based Research: Marzano, Robert J. (2009) <u>On Excellence in Teaching</u> . Solution Tree				
Actions	Person Responsible	Timeline	Resources	Source of Funds
2.1d •The math instructional facilitator's contract will be maintained at a 210 day contract to provide additional training for teachers on data interpretation from state mandated tests. •The math facilitator will disaggregate the test scores	Cindy Luper, Math Coach and Math Chairperson	Start: 07/26/2010 End: 06/08/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

<p>for the general education teachers and train the math/English/Biology teachers how to disaggregate data to provide them with the necessary data to target students based on their performance; this data will be given to the teachers in the Fall during in-service days.</p> <ul style="list-style-type: none"> •The math instructional facilitator will perform all duties as indicated and will be monitored by the building principal and superintendent. Sign-in sheets will be kept and will be available upon request for program evaluation. <p>Action Type: ADE Scholastic Audit Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>2.1c and 2.1f</p> <ul style="list-style-type: none"> • Departments will collaboratively design general and task-specific rubrics that allow students to articulate what they need to know and be able to do to demonstrate proficiency and how to evaluate their own performance. • For program evaluation, sign-in sheets and rubrics will be kept on file. <p>Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Alan Goodding, Math Teacher</p>	<p>Start: 10/02/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>2.1d</p> <ul style="list-style-type: none"> • Data Analysis of student work, Target tests, and End-of-Course exams will be ongoing and monitored by the school leadership. • Target tests will be monitored and posted on student's AIP's, and will be given on a consistent basis across the curriculum on the dates as outlined by the administration. • The district will provide, with periodic needs assessment for new faculty, ongoing staff development training in student performance of data analysis. • For program evaluation, disaggregated data notebooks will be provided, and data will be posted in 	<p>Tara Lee, Paraprofessional, Cindy Luper, Math Facilitator</p>	<p>Start: 07/26/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

the teacher's work room. Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development				
2.1a, 2.1b, 2.1f, 2.1h, 2.1e • Assessments will address student's learning styles, real world connections, problem-solving and higher order thinking. • School leadership will regularly review assessments to determine impact on student learning. • School leadership will provide feedback on assessments to teachers. • For program evaluation, copies of assessment and administrator's feedback will be kept on file. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Melissia Vincent, Assistant Principal, Kim Greer, Curriculum Coordinator	Start: 10/01/2010 End: 05/16/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Program Evaluation •During the 2010-2011 school year, rubrics will be designed by the Classroom Evaluation/Assessment committee to evaluate individual unit assessments. •Rubrics will measure rigor, relevance to state frameworks, and correlation to lesson plans. •Quantifiable data will be provided in the 2011-2012 ACSIP using the Likert rating scale. Action Type: ADE Scholastic Audit Action Type: Alignment	Jana Reeves, Standard 2 Chair, Melissia Vincent, Assistant Principal	Start: 10/01/2010 End: 06/01/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Goal STANDARD 3 - Academic Performance - Instruction Drew Central High School's instructional program will actively engage all students by using effective, varied and research-based practices to improve student academic performance.

Benchmark STANDARD 3 - Academic Performance - Instruction Drew Central High School will meet or exceed Category 3 for all Standard 3 indicators. In Standard 3 there were: a. 3 indicators (38%) evaluated as "Evaluation Category 1." b. 5 indicators (62%) evaluated as "Evaluation Category 2." c. 0 indicators (0%) evaluated as "Evaluation Category 3." d. 0 indicators (0%) evaluated as "Evaluation Category 4."

Intervention: STANDARD 3 - Academic Performance - Instruction

Scientific Based Research: Marzano, Robert J. (2007) The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction ASCD

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>3.1b and 3.1c</p> <ul style="list-style-type: none"> The principal, other administrative staff, and instructional coaches will use the CWT or Classroom-Walk-Through instrument to link observation to Professional Growth and Development plans. Data will be organized to show instructional strengths and weaknesses and professional development were adjusted accordingly. (Continue corrective action from year 3 action #6.) <p>Beginning in 09-10 school year, instructional coaches will be trained in Classroom Walk-Through observation.</p> <ul style="list-style-type: none"> A teacher observation policy will become part of the 2009-2010 staff handbook in which there are two scheduled and one unscheduled observations during the school year. Time will be provided for feedback from the formal observations. Weekly mini-observations from administration, department chairs, or instructional coaches will also take place in the form of CWT's. Forms used by leadership for teachers to monitor themselves will be dispersed. For program evaluation, documentation of classroom walkthrough CWT data will be available upon request. <p>Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Dr. Judy Hubbell, School Improvement Specialist</p>	<p>Start: 08/17/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>3.1b</p> <ul style="list-style-type: none"> Curriculum maps, pacing guides, course syllabi, and curriculum documents from each course will be examined to make sure that they are detailed on instructional strategies, learning activities, or assessments. For program evaluation, the previously mentioned documents will be provided for review along with sign-in sheets as proof of professional development. <p>Action Type: ADE Scholastic Audit Action Type: Alignment</p>	<p>Kim Greer, Curriculum Coordinator</p>	<p>Start: 08/15/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation				
Program Evaluation •For program evaluation, CWT data will be used. Due to a change in administration, data on CWT's from the 2009-2010 school year was lost due to a computer failure. •New data will be taken during the 2010-2011 school year and posted in the 2011-2012 ACSIP. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Dr. Judy Hubbell, School Improvement Specialist	Start: 10/04/2010 End: 05/23/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Goal STANDARD 4 - Learning Environment - School Culture Drew Central High School will function as an effective learning community and support a climate conducive to performance excellence.

Benchmark STANDARD 4 - Learning Environment - School Culture Drew Central High School will meet or exceed Category 3 for all Standard 4 indicators. In Standard 4 there were: a. 3 indicators (27%) evaluated as "Evaluation Category 1." b. 8 indicators (73%) evaluated as "Evaluation Category 2." c. 0 indicators (0%) evaluated as "Evaluation Category 3." d. 0 indicators (0%) evaluated as "Evaluation Category 4."

Intervention: STANDARD 4 - Learning Environment - School Culture				
Scientific Based Research: Westerberg, Tim R. (2009) Becoming a Great High School: 6 Strategies and 1 Attitude That Make a Difference ASCD Reeves, Douglas B. (2009) Leading Change in Your School: How to Conquer Myths, Build Commitment, and Get Results. ASCD.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
4.1.c, 4.1.b, 4.1.e, 4.1d • School leadership will provide teachers with yearly classroom management training to assist in the understanding of their professional role and responsibility for student success in high yield instructional strategies. • Daily CWT's will occur to support the professional role and responsibilities of classroom teachers. • Continue contract with a School Improvement Specialist to address special training as directed in Scholastic Audit and School Improvement guidelines for year 5. • Documentation of professional development and ongoing mentoring will be provided as program evaluation. Observation of use of instructional	Dr. Judy Hubbell, School Improvement Specialist, Steve Noble	Start: 07/20/2010 End: 06/10/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

<p>strategies will be documented. Action Type: ADE Scholastic Audit Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>4.1a • School leadership will maintain and implement operational policies and procedures for teachers to make the environment safe, orderly and equitable for all students via the 2009-2010 Certified Staff Handbook and formal new staff training. • During the 2010-2011 school year, the operational policy handbook will be updated and put into a 3-ring binder format for easier updates. • Policies on fund raising will be addressed during the 2010-2011. • Training on policies and procedures will take place at least once a year for substitutes. • For program evaluation, the hand book will be maintained and on file. Action Type: ADE Scholastic Audit Action Type: Equity</p>	<p>Nelwyn Birch CT teacher, Cathy Edmonds, Counselor</p>	<p>Start: 08/17/2010 End: 06/01/2011</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>4.1b, 4.1g, 4.1h, 4.1i, 4.1j, 4.1l • To actively involve all stakeholders, the school website will be undated and improved to be more user friendly and current. • The web-site will also be updated to include access to on-line surveys for all stakeholders including students, parents, and community members. • The media chairperson will be responsible for getting student achievements and important news information publicized to the radio, Monticello Live, My Monticello News, the newspaper, and the Drew Central Website. • Teachers are encouraged to create an educational Web site for home access to graphical communications of strategies and practices in the classroom along with notes, homework assignments, and announcements. • The web-site will include a secure, Internet viewer software linking parents to their student's progress.</p>	<p>Clark Wilmoth, EAST lab coordinator, Barbie Eubanks, Library Media Specialist</p>	<p>Start: 08/12/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

discipline records, lesson plans, attendance, and daily bulletins. • The school web-site is available for public viewing. Changes will continue to be made throughout the 2010-2011 school year. Action Type: ADE Scholastic Audit Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation				
Program Evaluation •For program evaluation on school culture, student, parent, and teacher surveys will be conducted during the Spring semester of the 2010-2011 school year. •Data will be posted in the 2011-2012 ACSIP. Action Type: ADE Scholastic Audit Action Type: Parental Engagement Action Type: Program Evaluation	Nelwyn Birch, Standard 4 Chair	Start: 10/04/2010 End: 06/03/2011	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Goal STANDARD 5 - Learning Environment - Student, Family, and Community Support Drew Central High School will work with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of students.

Benchmark STANDARD 5 - Learning Environment - Student, Family, and Community Support Drew Central High School will meet or exceed Category 3 for all Standard 5 indicators. In Standard 5 there were: a. 0 indicators (0%) evaluated as "Evaluation Category 1." b. 5 indicators (100%) evaluated as "Evaluation Category 2." c. 0 indicators (0%) evaluated as "Evaluation Category 3." d. 0 indicators (0%) evaluated as "Evaluation Category 4."

Intervention: STANDARD 5 - Learning Environment - Student, Family, and Community Support				
Scientific Based Research: "Working With Parents: Building Relationships for Student Success." Ruby Payne, 2007. Epstein, Joyce; Mavis Grovenia Sanders; Steven Sheldon; Beth S. Simon; Karen Clark Salinas; Natalie R. (Rodriguez) Jansorn; Frances L. Van Voorhis; Cecelia S. Martin; Brenda G. Thomas; Marsha D. Greenfield; Ms. Darcy Hutchins;and Kenyatta J. Williams (2008). School, Family, and Community Partnerships: Your Handbook for Action. Corwin Press				
Actions	Person Responsible	Timeline	Resources	Source of Funds
5.1a and 5.1c • Parents are invited to Open House at the beginning of the school year, and to Brag Night in the Spring semester. The topics included on the agenda are ACSIP and End of Course Testing. • Ideas are also presented to parents and community	Penny Vance CT instructor, Cindy Sass, Art Instructor	Start: 03/01/2010 End: 04/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	ACTION BUDGET: \$

<p>members on ways to get involved in Drew Central High School.</p> <ul style="list-style-type: none"> • A parent survey will be used to ask parents about ways they could be involved in school, workshops they might attend to help their student, and a list of health concerns or other issues that teachers should be aware of in order to help their student. • Workshops will be addressed according to yearly concerns of parents. • Additional ways to involve parents will be a priority of the 2010-2011 school year. (Continue corrective action year 3 action #4) • For program evaluation, minutes and agendas will be on file in the main office. Also, parent surveys will be kept in the "Grade Level" folders so that all teachers can access this information in the teacher's work room. <p>Action Type: ADE Scholastic Audit Action Type: Parental Engagement Action Type: Professional Development</p>				
<p>5.1a</p> <ul style="list-style-type: none"> • Drew Central will actively involve stakeholders by developing and maintaining a new and improved school website that includes a parent interface to link student grades, attendance, and discipline for parent monitoring of their student's progress and status. • Parents are encouraged to view student's grades through HAC (Home Access Center). The library media center will be open to parents during the school day and training will occur for those parents unfamiliar with HAC. • A district wide newsletter is sent home monthly that reports to parents any changes in policy, progress of school, and tips for helping students physically, emotionally, socially, and academically. • The High School daily bulletin will be posted to Monticello Live website so parents can see what is going on at school on a day to day basis. • The web site will be evidence of program evaluation. <p>Action Type: ADE Scholastic Audit Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Steve Noble, Principal	Start: 07/20/2009 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
5.1a	Cathy Edmonds,	Start:	<ul style="list-style-type: none"> • Administrative 	<hr/>

<ul style="list-style-type: none"> •There will be an open house for parents and students to explain ACSIP and parent involvement opportunities. •A Parent Volunter list form will be created. •Report cards will be issued only to parents only during fall semester parent-teacher conferences. •The Parent Volunteer list will serve as the program evaluation. <p>Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	Counselor and Kim Greer, Curriculum Coordinator	08/09/2009 End: 06/30/2011	<ul style="list-style-type: none"> • Staff Teachers 	ACTION BUDGET: \$
<p>5.1a, 5.1c</p> <ul style="list-style-type: none"> • Parents and the community members will be invited to serve on various school committees to help create positive change for the school and to be judges for the Senior Project Boards. • For program evaluation, sign-in sheets and copies of letters sent to the judges will be kept on file. <p>Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>	Barbie Eubanks and Elaine Tipton, Parent Facilitators, Tracy Rodgers, Senior Project Coordinator	Start: 08/15/2010 End: 05/20/2011	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	ACTION BUDGET: \$
<p>5.1b, 5.1c, 5.1d, 5.1e</p> <ul style="list-style-type: none"> • Grade Level teams have been created to address any student concern within a specific grade. Teachers will work together to make sure students are performing at their best and make changes as needed for individual students. • For program evaluation, meeting agendas, minutes, and sign-in sheets will be kept on file. <p>Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>	Cindy Luper, Math Facilitator	Start: 08/15/2010 End: 06/03/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
<p>5.1c, 5.1d</p> <ul style="list-style-type: none"> • The First Mates Program was implemented in the summer of 2010. The school created a mentoring 	Cathy Edmonds, Counselor, Eulea Kiraly, English Teacher, Nelwyn	Start: 08/02/2010 End: 06/03/2011	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$

<p>program to begin in the 2010 - 2011 school year. This allows incoming 9th grade students to be mentored by Juniors and Seniors who will help guide them through the changes and demands of high school. This will include explaining school rules, time management, credits, how to take notes, how to study for tests, and other various issues. The mentors are there to support the Freshman throughout the year.</p> <ul style="list-style-type: none"> • Agendas from the meetings and pictures will be kept on file for program evaluation. <p>Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Birch, CT instructor</p>			
<p>5.1b, 5.1d</p> <ul style="list-style-type: none"> • After school tutoring will be offered to all students with transportation provided by the school. Tutors are qualified teachers, college students, and peer tutors. • For program evaluation, tutoring sign-in sheets and bus logs will be provided upon request. <p>Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Cathy Edmonds, 21st Century Grant Coordinator</p>	<p>Start: 09/13/2010 End: 04/28/2011</p>	<ul style="list-style-type: none"> • Central Office • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Program Evaluation</p> <ul style="list-style-type: none"> •Parent surveys will be conducted and used as program evaluation for Standard 5 of the Scholastic Audit. •The parent/teacher conferences were rated on a Likert scale with 1 being unsatisfactory and 5 being excellent. 5% gave it a 1, 1% gave it a 2, 12% gave it a 3, 24% gave it a 4, 30% gave it a 5, and 28% did not attend. •The parents were asked if they ever logged into the Home Access Center or HAC. 35% said yes with 65% saying no. Of those who logged on, 88% said it was easy to navigate and 92% said they like it. •The parents also rated the child's overall experience at Drew Central. The score of 5 represented a score of excellence. 1% gave it a 1, 1% gave it a 2, 22% gave it a score of 3, 49% gave it a 4, and 27% gave it a 5. •Additional surveys are being created during the 2010-2011 school year. Results will be posted in the 2011-2012 ACSIP. 	<p>Cindy Luper, Math Coach and ACSIP co-chair., Cindy Sass, Standard 5 Chairperson</p>	<p>Start: 09/27/2010 End: 03/18/2011</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>

<ul style="list-style-type: none"> •For program evaluation, parent surveys will be compared from last year to this year. Action Type: ADE Scholastic Audit Action Type: Parental Engagement Action Type: Program Evaluation				
Total Budget:				\$0

Goal STANDARD 6 - Learning Environment - Professional Growth, Development, and Evaluation Drew Central High School will provide research-based, results driven professional development opportunities for staff and implement performance evaluation procedures in order to improve teaching and learning.

Benchmark STANDARD 6 - Learning Environment - Professional Growth, Development, and Evaluation Drew Central High School will meet or exceed Category 3 for all Standard 6 indicators. In Standard 6 there were: a. 10 indicators (83%) evaluated as "Evaluation Category 1." b. 2 indicators (17%) evaluated as "Evaluation Category 2." c. 0 indicators (0%) evaluated as "Evaluation Category 3." d. 0 indicators (0%) evaluated as "Evaluation Category 4."

Intervention: STANDARD 6 - Learning Environment - Professional Growth, Development, and Evaluation.				
Scientific Based Research: Reeves, Douglas B. (2010). Transforming Professional Development into Student Results. ASCD				
Actions	Person Responsible	Timeline	Resources	Source of Funds
6.2a, 6.2b, 6.2c, 6.2d, 6.2f <ul style="list-style-type: none"> • The principal will use the Classroom-Walk-Through instrument to link observation to Professional Growth and Development plans. In the 2009-2010 school year, administrative staff and instructional coaches were trained in Classroom Walk-Through observation. <ul style="list-style-type: none"> • A teacher observation policy became part of the 2009-2010 staff handbook in which there are "Two scheduled and one unscheduled" observations during the school year with time for feedback and teacher response to feedback, as well as weekly mini-observations from administration, department chairs, or instructional coaches. • Forms used by leadership for teachers to monitor themselves will be dispersed. • For program evaluation, classroom observations, minutes and agendas from meetings, and documentation of forms will be located in main office. Action Type: ADE Scholastic Audit Action Type: Professional Development Action Type: Program Evaluation	Barbie Eubanks, Library Media Specialist	Start: 09/21/2009 End: 06/01/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

<p>6.1a</p> <ul style="list-style-type: none"> • With improved literacy skills as a main long term goal, academic facilitators, curriculum coordinators, and other stakeholders in the professional learning community will assess data to determine professional development needs and establish other long term goals. SW #4 • For program evaluation, professional development agendas will be provided upon request. <p>Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Kim Greer, Curriculum Coordinator</p>	<p>Start: 07/26/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>6.2d</p> <ul style="list-style-type: none"> • Teachers will conference with administrators twice a year regarding their professional growth plan. During the 1st conference, professional development needs will be assessed through discussion of weak areas. At the 2nd conference, the professional growth plan will be discussed on achievements toward the professional growth and areas that still need to be addressed. • Sign professional growth plans will serve as program evaluation. <p>Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Steve Noble, Principal</p>	<p>Start: 10/01/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>6.1c, 6.1b</p> <ul style="list-style-type: none"> • Teachers will fill out a survey twice a year to assess professional development needs by the staff. • Also included in the survey will be professional development needed to support individual teacher's growth plans. • Professional development opportunities will be designed to accomodate individual teacher's needs as opposed to a one-size fits all approach. 	<p>Barbie Eubanks, Media Specialist, Kim Greer, Curriculum Coordinator</p>	<p>Start: 10/01/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<ul style="list-style-type: none"> Professional development sign-in sheets and agendas will be used as program evaluation. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation				
Program Evaluation <ul style="list-style-type: none"> Starting in the 2010-2011 school year, teachers will do surveys on the professional development provided by the school district as well as professional development needed. Professional development will be provided for the Scholastic Audit Committees. Direction will be given on how to apply current research and perceptual data to improving each category with the 9 standards. Quantifiable data will be produced using a Likert scale from the surveys. Action Type: ADE Scholastic Audit Action Type: Professional Development Action Type: Program Evaluation	Barbie Eubanks, Standard 6 Chair	Start: 10/01/2010 End: 06/03/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
<ul style="list-style-type: none"> Professional development will be addressed and examined to determine the reasons why student achievement is insufficient to achieve AYP. (Continue corrective action from year 3 action #1) Findings will be posted in the 2011-2012 ACSIP. For program evaluation, see surveys from the instructors as well as administrative staff. Action Type: Professional Development	Kim Greer, Curriculum Coordinator, Melissa Vincent Assistant Principal and Professional Development Committee Member	Start: 10/01/2010 End: 06/03/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Goal STANDARD 7 - Efficiency - Leadership Drew Central High School's instructional decisions will focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture and developing leadership capacity.

Benchmark STANDARD 7 - Efficiency - Leadership Drew Central High School will meet or exceed Category 3 for all Standard 7 indicators. In Standard 7 there were: a. 4 indicators (36%) evaluated as "Evaluation Category 1." b. 7 indicators (64%) evaluated as "Evaluation Category 2." c. 0 indicators (0%) evaluated as "Evaluation Category 3." d. 0 indicators (0%) evaluated as "Evaluation Category 4."

Intervention: Standard 7 - Efficiency - Leadership

Scientific Based Research: Reeves, Douglas B. (2009) Leading Change in Your School: How to Conquer Myths, Build Commitment, and Get Results. ASCD.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>7.1.c</p> <ul style="list-style-type: none"> • Administrative Professional Growth Plans <p>The principals' individual professional growth plans will be signed annually by the superintendent and will be developed collaboratively by both parties. Professional Growth Plans will be addressed by October 15 yearly.</p> <ul style="list-style-type: none"> • A formal researched-based process will be maintained for monitoring or modifying the individual professional growth plans of administrators during the school year. • Implementation and timeline of the formal process will be established during the 2009-10 school year. • The plan will have a focus on: <ol style="list-style-type: none"> 1. developing leadership skills designed to support teaching and learning, 2. reflect attention to the impact of instructional leadership on student achievement and, 3. organizational goals. • For program evaluation, evidence of signed Professional Growth Plans, developed process, and timeline for monitoring will be kept on file at the District and Building level administrative offices. <p>Action Type: Professional Development</p>	<p>Karon Parrish, English Department Chair</p>	<p>Start: 08/19/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>7.1.f</p> <ul style="list-style-type: none"> • The High School will support the district policy to protect instructional time. Bell-to-bell teaching and learning will occur in all classes throughout the district. Instructional time will be maximized in all classrooms. • For program evaluation, all building administrators will conduct formal and informal Classroom Walk Throughs and maintain documentation of instructional time. An Instructional Time Policy will be kept on file and distributed to all stakeholders. <p>Action Type: ADE Scholastic Audit Action Type: Collaboration</p>	<p>Steve Noble, Principal</p>	<p>Start: 08/19/2010 End: 06/02/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>7.1g</p> <ul style="list-style-type: none"> • Leadership plans and allocates resources, monitors progress, provides organizational infrastructure, and removes barriers in order to sustain continuous school improvement. This pertains to the distribution of fiscal, human, and technology resources. • Surveys will be conducted by teachers for a needs assessment of what is needed in their classroom for improved instruction. • For program evaluation, financial records can be viewed in administrative office. <p>Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Wayne Fawcett, Superintendent, Karon Parrish, Literacy Instructor</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>7.1j</p> <ul style="list-style-type: none"> • The local board of education will continue to improve its intentional focus on student academic performance. • For program evaluation, principals of each building must report to the school board student achievements in the forms of discipline referrals, target test data, absentees, or any other data affecting student performance. <p>Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Wayne Fawcett, Superintendent</p>	<p>Start: 08/26/2010 End: 05/26/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<hr/> <p>ACTION BUDGET: \$</p>
<p>7.1k</p> <ul style="list-style-type: none"> • The principal will demonstrate leadership skills in the areas of academic performance, learning environment, and efficiency through the use of classroom walk-throughs, observations, feed back 	<p>Wayne Fawcett, Superintendent</p>	<p>Start: 08/19/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>sessions, and regular building leadership team meetings.</p> <ul style="list-style-type: none"> • For program evaluation, CWT's, observation forms, and sign-in sheets will be kept on file. <p>Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>				
<p>Program Evaluation</p> <ul style="list-style-type: none"> • For program evaluation, administrative staff is evaluated at least annually. • Beginning in the 2010-2011 school year, performance indicators will be graded on a Likert scale. Comparisons from year to year will indicate leadership growth. • Results will be posted in the 2011-2012 ACSIP. <p>Action Type: ADE Scholastic Audit Action Type: Program Evaluation</p>	Wayne Fawcett, Superintendent	<p>Start: 10/03/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<p>ACTION BUDGET: \$</p>
Total Budget:				\$0

Goal STANDARD 8 - Efficiency - School Organization and Fiscal Resources Drew Central High School will organize to maximize use of all available resources and support high student and staff performance.

Benchmark STANDARD 8 - Efficiency - School Organization and Fiscal Resources Drew Central High School will meet or exceed Category 3 for all Standard 8 indicators. In Standard 8 there were: a. 10 indicators (100%) evaluated as "Evaluation Category 1." b. 0 indicators (0%) evaluated as "Evaluation Category 2." c. 0 indicators (0%) evaluated as "Evaluation Category 3." d. 0 indicators (0%) evaluated as "Evaluation Category 4."

Intervention: STANDARD 8 - Efficiency - School Organization and Fiscal Resources				
Scientific Based Research: Reeves, Douglas B. (2009) Leading Change in Your School: How to Conquer Myths, Build Commitment, and Get Results. ASCD.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>8.1b</p> <ul style="list-style-type: none"> • The master schedule will include highly qualified teachers in appropriate English classes to maximize student achievement. • For program evaluation, the master schedule is located in the counselor's office and main office. <p>Action Type: ADE Scholastic Audit Action Type: Alignment</p>	Tracy Rodgers, English Teacher	<p>Start: 08/17/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Equity				
8.1b, 8.1f • Core courses will be a priority over elective courses. • Parent meetings will be held through the CAP program to discuss priority of courses. • Teachers will be instructed on how to advise students prior to the CAP conference in the spring. • For program evaluation, sign-in sheets, student schedules, and parent evaluations will be located in counselor's office. Action Type: ADE Scholastic Audit Action Type: Professional Development Action Type: Program Evaluation	Cathy Edmonds, Counselor, Bette Jo Paul, Counselor's Secretary, Steve Noble, Principal	Start: 08/15/2010 End: 06/03/2011	• Administrative Staff	<hr/> ACTION BUDGET: \$
8.1c • The school board, under the direction of the superintendent and principal, will assign teachers to their position and subjects according to their licensure and strengths. • For program evaluation, see master schedule and contracts located in the central office. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Wayne Fawcett, Superintendent, and Steve Noble, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Teachers	<hr/> ACTION BUDGET: \$
8.1c • To address 8.1c the school has started the First Mate Program to assist the transition of 8th graders to high school. See the full description above on 5.1c, 5.1d. • For program evaluation, see agendas and pictures of First Mate activities. Action Type: ADE Scholastic Audit Action Type: Equity Action Type: Program Evaluation	Cathy Edmonds, Counselor	Start: 08/02/2010 End: 06/02/2011	• Administrative Staff • Teachers	<hr/> ACTION BUDGET: \$
8.1d	Lee Ann James, Science Instructor	Start: 10/04/2010	• Administrative Staff	<hr/> ACTION BUDGET: \$

<ul style="list-style-type: none"> • Board policies will be reviewed by the Efficiency Committee on instructional policies, expenditures of operating funds, equitable access to curriculum, and teaching assignments. • For program evaluation, minutes, agendas, sign-in sheets, and notes on board policies will be on file. <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>		End: 05/19/2011	<ul style="list-style-type: none"> • Central Office • Teachers 	BUDGET:
<p>8.1d</p> <ul style="list-style-type: none"> • Inservice training will be provided based on current research strategies that help teachers provide meaningful, engaging, and relative lessons that improve student achievement. • Teachers are required to have students write in every class each nine weeks. Training will be given on how to grade the writing according to the ACTAAP writing rubric. • Assessments will be monitored to insure that rigor and critical thinking skills are increased in each class. See the notes from Standard 2 on assessment. • For program evaluation, agendas and sign-in sheets from professional development will be available. <p>Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation</p>	Kim Greer, Curriculum Coordinator	Start: 10/01/2010 End: 06/03/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>8.1f</p> <ul style="list-style-type: none"> • The curriculum coordinator, the school improvement specialist, and the instructional facilitator will review current research to find ways to improve instruction. • Funds will be allocated to purchase books, magazines, or work-books that provide engaging and meaningful professional development. • Professional development agendas and financial 	Kim Greer, Curriculum Coordinator, Dr. Judy Hubbell, School Improvement specialist, Cindy Luper, Math Facilitator	Start: 07/26/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>records will be available for program evaluation. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>8.1e • Grade level teams have been established to encourage vertical and horizontal planning. • For program evaluation, grade level team meeting agendas and sign-in sheets will be used as evidence. Action Type: Collaboration Action Type: Equity</p>	<p>Cindy Luper, Math Facilitator</p>	<p>Start: 08/15/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>8.2a, 8.2b, 8.2c, 8.2d • Emphasis in financial spending has been placed on providing classrooms with current technology to assist teachers in student achievement. • Needs assessments have been taken by teachers, students, and parents in the form of surveys and will continue to be monitored at least once each year. • The Superintendent requires the building principals to prioritize the needs as presented by the surveys of the stakeholders. • The Efficiency Committee will be looking into ways to analyze spending in a systematic and consistent matter. • The Efficiency committee, the leadership committee, the Superintendent, the Principal, and the Federal Programs Coordinator will analyze spending to make sure that there is coordination and integration fo funds and services both at the Federal and State level that produce improved student achievement. SW #10. • Financials records, minutes, and agendas of meetings will serve as program evaluation. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Parental Engagement</p>	<p>Wayne Fawcett, Superintendent, Lee Ann James, Chair of Efficiency Committee</p>	<p>Start: 09/26/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Title I Schoolwide				
Program Evaluation <ul style="list-style-type: none"> Starting with the 2010-2011 school year, the percentage of the budget spent on ACSIP as compared to the total budget will be calculated. A comparison will be conducted to determine if the amount of the budget spent on ACSIP increases or decreases each year. Results will be posted in the 2011-2012 ACSIP. Action Type: ADE Scholastic Audit Action Type: Program Evaluation	Wayne Fawcett, Superintendent, Christy Dunahoe, Financial Secretary	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Central Office 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Goal STANDARD 9 - Efficiency - Comprehensive and Effective Planning Drew Central High School will develop, implement, and evaluate their ACSIP that will communicate clear purpose, direction and an action plan that is focused on teaching and learning.

Benchmark STANDARD 9 - Efficiency - Comprehensive and Effective Planning Drew Central High School will meet or exceed Category 3 for all Standard 9 indicators. In Standard 9 there were: a. 13 indicators (81%) evaluated as "Evaluation Category 1." b. 3 indicators (19%) evaluated as "Evaluation Category 2." c. 0 indicators (0%) evaluated as "Evaluation Category 3." d. 0 indicators (0%) evaluated as "Evaluation Category 4."

Intervention: STANDARD 9 - Efficiency - Comprehensive and Effective Planning				
Scientific Based Research: Reeves, Douglas B. (2009) Leading Change in Your School: How to Conquer Myths, Build Commitment, and Get Results. ASCD.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
9.1a <ul style="list-style-type: none"> Stakeholders such as community leaders and parents will be involved in the development and implementation of the school's mission and vision statements. Parents will participate in meetings to address scholastic audit findings to discuss mission statement and vision statement. Developing a Mission Statement, Vision Statement, and Belief Statement will be a focus for the school year of 2010-2011. For program evaluation, Brag Night programs, open house flyers, and school posters are located in the main office. Action Type: ADE Scholastic Audit	Melissia Vincent, CT Teacher Eulea Kiraly, English Instructor	Start: 09/21/2010 End: 06/03/2011	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	<hr/> ACTION BUDGET: \$

<p>Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>9.2a <ul style="list-style-type: none"> The ACSIP plan will be evaluated and re-written where necessary to facilitate the interpretation and utilization of data to benefit student achievement and classroom instruction. For program evaluation, revised ACSIP plan, drafts of corrected ACSIP plans, minutes, agendas, and sign-in sheets will be provided in main office. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Cindy Luper, ACSIP co-chair, Judy Hubbell ACSIP co-chair</p>	<p>Start: 09/21/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>9.3a, 9.4b, 9.5a, 9.5c, 9.5d, 9.6a, 9.6b, 9.6c, 9.6d <ul style="list-style-type: none"> All staff members, along with other stakeholders such as parents, community members, university partners and students, will review, analyze, and reconstruct the ACSIP so that all the performance indicators under the scholastic audit report for Comprehensive and Effective Planning are achieved. For program evaluation, minutes, sign-in sheets, agendas, and written notes on input from attending stakeholders will be kept on file. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Cindy Luper, ACSIP co-chair, Judy Hubbell ACSIP co-chair</p>	<p>Start: 09/01/2010 End: 06/04/2011</p>	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>9.2b, 9.3c, 9.3b, 9.4a, 9.4b, 9.5a, 9.5b, 9.5c, 9.6b, 9.6c, 9.6d <ul style="list-style-type: none"> The Comprehensive and Effective Planning committee will evaluate the current ACSIP and how data impacts the actions included. All stakeholders will be given a survey to identify their knowledge of the ACSIP as well as their involvement in school decisions. Faculty meetings will be scheduled to specifically address progress from each ACSIP sub-committee and to remind individuals of specific duties as outline in the ACSIP. </p>	<p>Cindy Luper, Chair of Comprehensive & Effective Planning committee</p>	<p>Start: 09/01/2010 End: 05/15/2011</p>	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<ul style="list-style-type: none"> For program evaluation, minutes and sign-in sheets will be on file. Data showing increases or decrease in AYP will be posted in ACSIP. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation				
Program Evaluation <ul style="list-style-type: none"> For program evaluation, beginning in the 2010-2011 school year, the percent of increase/decrease on the End of Course tests as well as the percent of increase or decrease on the ACT composite scores will be compared from year to year. Action Type: ADE Scholastic Audit Action Type: Program Evaluation	Cindy Luper, Standard 9 Chairperson	Start: 07/26/2010 End: 06/08/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 7: Restructuring option #6: Implementing other restructuring actions consistent with state law that will improve academic achievement in the school and result in helping the school make AYP for school improvement year 4. Implementing restructuring actions consistent with state law under Smart Accountability by hiring a School Improvement Specialist.

Supporting Data: 1. Classroom Instruction that Works. Marzano, Robert J., Debra Pickering, and Jane Pollock. ASCD publishing.

Goal: Drew Central School District will meet Adequate Yearly Progress for two consecutive years to be removed from the school improvement list. A three year plan for Year 4 and beyond is addressed in the Restructuring Priority.

Benchmark: Drew Central High School will meet Adequate Yearly Progress in 2010-2011 school year by meeting State graduation rate, percent tested rate of 95%, Literacy goals of 75.81%, and Numeracy goals of 73.45% proficient or advanced for the combined population and all sub groups.

Intervention: Academic Performance				
Scientific Based Research: Marzano, Robert J. (2009) <u>On Excellence in Teaching</u> . Solution Tree				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<ul style="list-style-type: none"> The high school will assess progress and continue implementation of best instructional strategies in math and literacy to maintain the restructuring of the 9-12 High School. (Whole School Improvement cont 2 year plan) Latest research source will be provided to teachers and kept in the professional library for check out. 	Wayne Fawcett, Supt.	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	<hr/> ACTION BUDGET: \$

<ul style="list-style-type: none"> Professional development will be provided for the entire staff that deals with improved academic performance as based on research findings. Library inventory and professional development agendas will be provided as proof of program evaluation. <p>Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide</p>				
<ul style="list-style-type: none"> The high school/district will continue the employment of a literacy instructional facilitator to assist in curriculum development, curriculum alignment, curriculum review, data review, and professional development. <p>For program evaluation, the Literacy Instructional Facilitator will be monitored on a regular basis by the building principal. Evaluations of performance will be conducted annually.(Whole School improvement cont 2 year plan) Action Type: Collaboration Action Type: Professional Development</p>	Wayne Fawcett, Superintendent	Start: 07/26/2010 End: 06/08/2011	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
<p>Program evaluation</p> <ul style="list-style-type: none"> Program evaluation for the restructuring priority will be assessed through the AYP report sent out by the ADE in September at the beginning of the school year. The AYP report can be found in the curriculum coordinator's office, the SIS's office, the principal's office, or in the data notebook from the math facilitator. <p>Action Type: Program Evaluation</p>	Steve Noble, Principal, Wayne Fawcett, Superintendent	Start: 09/21/2010 End: 09/21/2010	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
<ul style="list-style-type: none"> ARRA funds will support the employment of a School Improvement Specialist to guide the high school in its 3 year plan for school improvement. The SIS will collaborate with the School Improvement Team as required by the ADE. The SIS will assess progress and continue implementation of best instructional strategies. The SIS will provide professional development, assist with the analysis of the classroom walk through data, and assist with establishing a progress monitoring plan to track quarterly achievement. Professional development agendas, sign-in sheets, and 	Judy Hubbell, School Improvement Specialist	Start: 07/26/2010 End: 06/08/2011		ACTION BUDGET: \$

correspondance will serve as program evaluation. Action Type: Professional Development Action Type: Title I Schoolwide				
<ul style="list-style-type: none"> Scholastic Audit/School Improvement committees will investigate the latest research to provide actions that will target our sub-populations as well as all students who are falling behind and that are not achieving AYP. (Continued corrective action year 3 action #8.) Findings will be posted in the 2011-2012 ACSIP. For program evaluation, see agendas, minutes, and sign-in sheets. Action Type: Collaboration Action Type: Professional Development	Cindy Luper, ACSIP co-chair	Start: 10/01/2010 End: 06/03/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Learning Environment

Scientific Based Research: Padgett, Raven. "Best Ways to Involve Parents" Education Digest Nov. 2006 Modeled after El Dorado, AR, School Within a School. Superintendent Bob Watson.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<ul style="list-style-type: none"> Parents are not only aware of school status, (letter mailed home and posted on school website on August 1, 2010) but are also actively encouraged to serve on school improvement committees. Teachers will be informed of the school status and be able to answer questions regarding AYP. The web site with posted status as well as sign in sheets of improvement meetings will be used as program evaluation. Action Type: ADE Scholastic Audit Action Type: Equity Action Type: Parental Engagement	Wayne Fawcett, Superintendent	Start: 08/01/2010 End: 08/01/2010	<ul style="list-style-type: none"> Administrative Staff Central Office 	<hr/> ACTION BUDGET: \$
<ul style="list-style-type: none"> Students not scoring proficient on the EOC exams and fall under the NCLB requirements for supplemental educational services (SES) will be sent a letter informing them of a SES family night. They will also be sent an application form to choose an SES provider, and make application for 	Trudy Jackson, Federal Programs Coordinator	Start: 09/09/2010 End: 09/09/2011	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$

<p>SES services.</p> <ul style="list-style-type: none"> •The Federal Programs Coordinator will be the facilitator for this service. SW #6 <p>Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				
<p>Transition Activities</p> <ul style="list-style-type: none"> • Drew Central High School is focusing efforts of the transition from middle school to high school by beginning a "First Mates" mentor program. • High achieving Juniors and Seniors are chosen to mentor incoming Freshman to assist in their transition to high school. • Other transitional activities will be examined during the 2010-2011 school year which include transitions at each building level. SW #7 • For program evaluation, agendas, sign-in sheets, minutes, and other informational packets will be kept. <p>Action Type: Title I Schoolwide</p>	<p>Trudy Jackson, District ACSIP</p>	<p>Start: 10/01/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Restructuring Option #6 according to the Smart Accountability Restructuring Action Plan required by the state.</p> <ul style="list-style-type: none"> • Drew Central has changed from an 8 period day to a 7 period day to maximize instructional time for students and teachers. This has also led to a significant reduction in class size in the math and English classes. • The superintendent is participating in the Leadership Academy. • The high school principal was reassigned and a new principal was hired. • A full time curriculum coordinator was hired. • The English and Social Studies departments have been combined into one department under a new title of humanities department. This change was done to maximize literacy-rich activities in social studies as well as English. • A new science chair was appointed. • A new gifted and talented coordinator was hired. 	<p>Wayne Fawcett, Superintendent, Steve Noble, Principal, Judy Hubbell, School Improvement Specialist, Kim Greer, Curriculu</p>	<p>Start: 08/15/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<ul style="list-style-type: none"> • An assistant principal position was re-opened and filled at the high school. The assistant principal is in charge of discipline. This position has been vacant for 3 years. • A new library media instructional specialist was hired. She has been implementing book talks, book clubs, and other literacy-rich academic enhancement opportunities. Plans are now being adopted for a new library media center. • Professional development training is stressing literacy across the curriculum. Every class is required to have every student write an essay each quarter. • A Response to Intervention Plan is in place. There are 3 tiers of instruction to meet the needs of all students district wide. Tier 1 - Core instruction - regular classroom instruction. Tier II - Small group instruction. Tier III - individual instruction/interventions - often one-on-one instruction. • Grade level teams have been created to determine what the intervention tier of each student who is struggling. Outside resources may also be utilized if determined by the Grade Level Team or the SPRINT team. SPRINT stands for the specialized response to intervention team. • Continued support will be provided by outside sources such as the Educational Renewal Zone at the University of Arkansas at Monticello and the STEM project at UAM. • Program evaluation for the restructuring will be found on next year's AYP, perceptual data in the form of stakeholder surveys, discipline records, and evaluations of staff. <p>Action Type: ADE Scholastic Audit Action Type: Program Evaluation</p>				
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Total Budget:	\$0
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Intervention: Efficiency
Scientific Based Research: <u>District Leadership That Works: Striking the Right Balance</u> . Marzano, Robert. and Timothy Waters. Solution Tree Publisher April 2009

Actions	Person Responsible	Timeline	Resources	Source of Funds
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<ul style="list-style-type: none"> •The master schedule will be maintained so that the highly qualified teachers are placed in appropriate English classes to maximize student achievement. <p>For program evaluation, the master schedule is located in the counselor's office and main office.(Whole school improvement continued 2 year plan) Action Type: Alignment Action Type: Equity</p>	Cathy Edmonds, Counselor And Steve Noble, Principal	Start: 07/01/2010 End: 06/03/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$
<ul style="list-style-type: none"> •Administrative staff and academic facilitators received CWT training to gather data to see trends among all classes and instructional practices. •For program evaluation, CWT surveys will be kept on file and provided to faculty for discussions on how to improve instruction.(Whole school improvement 3 year plan) <p>Action Type: Alignment Action Type: Professional Development</p>	Steve Noble, Principal	Start: 08/15/2010 End: 06/01/2011		<hr/> ACTION BUDGET: \$
<p>Program Evaluation</p> <ul style="list-style-type: none"> •The leadership team, which includes the new administrative staff, the current School Improvement Specialist, and the department chairpersons, will be evaluated by their direct superiors. Perceptual data, evaluation forms, and AYP status or improvement will determine the effectiveness of the leadership at Drew Central High School. •The leadership team is promoting a positive school culture among the teaching staff by periodically providing non-monetary incentives. •Due to a change in administration, instructional staff are being held to higher standards. Violations of policies and procedures are being posted in employee's folder for use during evaluations. •For program evaluation, see receipts from purchases for incentives. Employee folders and evaluations will also be used as program evaluation. <p>Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	Steve Noble, Principal	Start: 08/11/2010 End: 06/03/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

<p>Needs assessment.</p> <ul style="list-style-type: none"> • A needs assessment survey was taken by the Leadership committee to determine what technology needs and professional development needs are still remaining. • During the 2010-2011 school year, another needs assessment will be conducted by the Leadership committee to determine what additional resources and professional development are still needed or on-going. SW #1. • Other needs assessments have been previously mentioned in the above standards. • Needs assessment will be determined by AYP reports, Benchmark scores, EOC scores, Target Test scores, and perceptual data. • Results will be posted in the 2011-2012 ACSIP. • For program evaluation, surveys will be made available upon request. <p>Action Type: ADE Scholastic Audit Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Karon Parrish, Leadership Team Chairperson</p>	<p>Start: 10/01/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Schoolwide Reform Strategies</p> <ul style="list-style-type: none"> • The Scholastic Audit Committees have been commissioned to work specifically on ways that the actions coming from this committee can impact schoolwide reform and improved student achievement. • The committees are made up of teachers, administrative staff, parents, students, and community members so that all stakeholders have a say in the decision making process at the school.(SW #2) <ul style="list-style-type: none"> • Standard 1 committee will verify alignment of curriculum maps and pacing guides to the frameworks and target tests for Math, English, and Science. • Standard 2 committee will design a rubric for the assessments based on a Likert scale to determine the rigor and relevance to frameworks for assessments from each class. Assessments will be 	<p>Cindy Luper, ACSIP co-chairperson, Judy Hubbell, School Improvement Specialist</p>	<p>Start: 08/15/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

evaluated and the average level of rigor for each subject will be posted in the 2011-2012 ACSIP.

- Standard 3 committee will evaluate the data from the CWT's and make recommendations for professional development based on findings.
- Standard 4 committee along with the leadership team will lead the teams in creating a new mission, vision, and belief statement.
- Standard 5 committee will research ways to get more community members and parents involved in the school district. This will be a priority for this committee as well as the school leadership.
- Standard 6 committee will conduct a needs assessment survey, look at the trends in data from the state tests and school based data such as discipline, and recommend professional development based on current research. They will investigate ways to target the professional development as opposed to a one-size-fits-all approach.
- Standard 7 committee will restructure the committees and appoint members based on their greatest strengths.
- Standard 8 committee will evaluate expenditures and determine the amount of budgeted funds available for school improvement. Suggestions for how to improve student achievement through expenditures on such items as technology, programs, activities, or professional development will be suggested to the leadership team and administration
- Standard 9 committee will completely restructure the ACSIP so that it flows along the same lines as the committee structures as suggested by Dr. Knoff.
SW #8

- The ACSIP will be re-evaluated and re-structured during the 2010-2011 school year.
- Recommendations for change or continued programs will

<p>come from each committee based on data findings and current research strategies.</p> <ul style="list-style-type: none"> •Scholastic Audit Committees are being restructured to accomodate current research and strategies as being introduced by the Arkansas Department of Education. •Grade level teams and a Sprint team have been implemented beginning in the 2010-2011 school year to implement a Response to Intervention program. •A new District Leadership Team/committee has been formed to support the Scholastic Audit Committees at the high school. •Professional development for committees will be provided by the School Improvement Specialist, the ACSIP chairperson, the Southeast Cooperative, and research findings. •Committee effectiveness will be evaluated using surveys using a Likert scale as well as AYP status. • New recommendations will be posted in the 2011-2012 ACSIP. • For program evaluation, see agendas, minutes, and sign-in sheets from each committee. <p>Action Type: ADE Scholastic Audit Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Alan Goodding	Math Teacher	DCHS-Evaluation & Assessment
Classroom Teacher	Alexia Meeks	Social Studies	DCHS- Leadership
Classroom Teacher	Angel Matthews	Physical Ed	DCHS-Wellness
Classroom Teacher	Barbie Eubanks	Library Media Specialist, Parent Facilitator	DCHS-Professional Growth & Parent Facilitator
Classroom Teacher	Becky Brooks	Choir Director	DCHS-School Culture
Classroom Teacher	Brady McDuffee	GT Coordinator	DCHS-Community Support
Classroom Teacher	Chaille Brown	Math/Physics Teacher	DCHS-Professional Growth
Classroom Teacher	Cindy Luper	Math Chair/Mastery Math Coordinator/Math Teacher/Math Coach/ACSIP Co-Chair	ACSIP Co-Chair/Numeracy/Restructuring
Classroom Teacher	Cindy Sass	Fine Arts Dept Chair/Art Teacher	DCHS-Community Support

Classroom Teacher	Clark Wilmoth	EAST Lab	DCHS-Effective Planning
Classroom Teacher	Dorothy Shea	Math Teacher	DCHS-Curriculum
Classroom Teacher	Elaine Tipton	Special Education Teacher, Parent Facilitator	DCHS-Evaluation Assessment & Parent Facilitator
Classroom Teacher	Eulea Kiraly	English	DCHS-Curriculum
Classroom Teacher	Helen Banks	English	DCHS-Instruction
Classroom Teacher	James Bell	Athletic Director	DCHS-Wellness
Classroom Teacher	Jana Reeves	Math Teacher	DCHS-Evaluation & Assessment
Classroom Teacher	John Britton	Agriculture Teacher	DCHS-Curriculum
Classroom Teacher	Karen Broughton	Spanish	DCHS-Effective Planning
Classroom Teacher	Karon Parrish	English Teacher/English Dept Head	DCHS- Leadership
Classroom Teacher	LeeAnn James	Science Teacher	DCHS-School Organization & Fiscal Resources
Classroom Teacher	Melissa Vincent	Assistant High School Principal, Bus Ed/Social Studies Teacher	DCHS-Leadership
Classroom Teacher	Michael Goad	Health/PE	DCHS-Wellness & Leadership
Classroom Teacher	Michelle Irons	Special Education Para-Professional	Literacy
Classroom Teacher	Nelwyn Birch	C/T Department Chair/CT Teacher	DCHS-School Culture
Classroom Teacher	Nick Kelnhofer	Teacher/Coach	DCHS-School Culture
Classroom Teacher	Penny Vance	FCS	DCHS-Community Support
Classroom Teacher	Rick Donham	Science Teacher	DCHS-Professional Growth
Classroom Teacher	Tracy Rodgers	Senior Project Coordinator and English teacher	DCHS-School Organization & Fiscal Resources
Classroom Teacher	Truman Self	Band Director	DCHS-Effective Planning
Classroom Teacher	Whitney Howard	Science Dept /Teacher	DCHS- Leadership
Community Representative	Dr. Sue Martin	Community Member/Higher Education	Community - Instruction
Community Representative	Randy Luper	Community Member	Community -School Organization & Fiscal Resources
Community Representative	Scott Lane	Community Member	Community-Community Support
Community Representative	Tom Wingard	Community Member	Community -School Culture
District-Level Professional	Kim Greer	Curriculum Coordinator	DCS-Curriculum
District-Level Professional	Mike Pennington	Board Member	Curriculum
Non-Classroom Professional Staff	Cathy Edmonds	Counselor	DCHS-School Culture
Non-Classroom Professional Staff	Dr. Judy Hubbell	School Improvement Specialist/Literacy Facilitator	Literacy/ACSIP Co-chair/Restructuring
Non-Classroom Professional Staff	Joy Holley	Special Education Teacher	DCHS-Community Support

Non-Classroom Professional Staff	Kami Griffin	Nurse	DCS-Wellness
Non-Classroom Professional Staff	Laura Fawcett	School Health Coordinator	DCS-Wellness
Parent	Anna Jones	Parent/Homeless Coordinator	Parent-School Organization & Fiscal Resources
Parent	Audra McManus	Parent	Parent-Community Support
Parent	Carol Moore	Parent	Parent
Parent	Kim Densmore	Parent	Parent -School Culture
Parent	Lori Bordeaux	Parent	Comprehensive & Effective Planning
Parent	Maria Morrison	Parent	Parent-Evaluation & Assessment
Parent	Susan Wishard	Parent	Parent-Community Support
Parent	Yvonne Shelton	Community Member	Community -Leadership
Principal	Steve Noble	High School Principal	DCHS-Leadership/Planning
