



ACSIP Arkansas Consolidated School Improvement Plan

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Action Report

CROSSETT SCHOOL DISTRICT
219 Main Street, Crossett, AR 71635

Action Report

For: Parental Engagement.

Generated on October 15, 2009

Action Type: Parental Engagement

Priority 1: Administrative Support

Goal: To provide administrative support for federal programs on all campuses.

Goal: Crossett School District will serve identified students in an Alternative Learning Environment located on the Fountain Hill campus. The school is established as a joint effort of the Crossett School District and Hamburg School District. Students, 7-12, from all attendance zones will be served in the Ashley Alternative Learning Environment. There will be certified staff and graduation credits offered.

Priority 3: Wellness **L-Wellness**

Goal: Students participating in the BMI activity show a need to improve in their cardiovascular, muscular strength/endurance, and flexibility activity. In its effort to improve the school nutrition environment, promote student health, and reduce childhood obesity, the district will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in the Crossett School District.

Priority 4: Safe and Drug Free Schools

Goal: The goal of the Crossett School District is to improve student behavior and target positive character traits by utilizing funds to support programs that foster a safe and drug free learning environment, resulting in improved academic achievement by all students.

Priority 6: Restructuring at Crossett High School

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

Action Type: Parental Engagement

Priority 1: To provide Administrative Support for federal programs in the Crossett School District

1. **CROSSETT ELEMENTARY SCHOOL**

Analysis of results for Crossett Elementary School for the prior three years of Benchmark Test Data indicate the following trends:

2007 – 3rd Grade

LITERACY The three year trend analysis indicates areas of weakness are literary application, content, and style.

MATH The three year trend analysis indicates areas of weakness are geometry and measurement

2008 – 3rd Grade

LITERACY The three year trend analysis indicates areas of weakness in literacy skills, content & style.

MATH The three year trend analysis indicates areas of weakness are geometry and measurement

2009– 3rd Grade

LITERACY The three year trend analysis indicates areas of weakness in practical skills, content & style.

MATH The three year trend analysis indicates areas of weakness are geometry and measurement

2007 – 4th Grade

LITERACY The three year trend analysis indicates areas of weakness are content and literary application

MATH The three year trend analysis indicates areas of weakness are geometry, data analysis and probability, and algebra

2008 – 4th Grade

MATH The three year trend analysis indicates areas of weakness are geometry and measurement

2009– 4th Grade

MATH The three year trend analysis indicates areas of weakness are geometry and measurement

2. **CROSSETT MIDDLE SCHOOL**

The **Grade 5 Benchmark Literacy** three-year-trend analysis shows weaknesses in open response in all areas: literary, content and practical applications as well as the writing strand.

The **Grade 6 Benchmark Literacy** three-year-trend analysis shows weaknesses in open response in all areas: literary, content and practical applications as well as the writing strand.

The **Grade 7 Benchmark Literacy** three-year-trend analysis shows weaknesses in open response in all areas: literary, content and practical applications as well as the writing strand.

Supporting
Data:

The **Grade 8 Benchmark Literacy** three-year-trend analysis shows weaknesses in open response in all areas: literary, content and practical applications as well as the writing strand.
 The **Grade 5 Mathematics** three-year-trend analysis shows continued weakness in open response in all areas: numbers and operations, algebra, geometry, measurement and data analysis & probability.
 The **Grade 6 Mathematics** three-year-trend analysis shows weaknesses in open response in all areas: numbers and operations, algebra, geometry, measurement, and data analysis & probability.
 The **Grade 7 Mathematics** three-year-trend analysis shows weaknesses in open response in all areas: numbers and operations, algebra, geometry, measurement, and data analysis & probability.
 The **Grade 8 Mathematics** three-year-trend analysis shows weaknesses in open response in all areas: numbers and operations, algebra, geometry, measurement, and data analysis & probability.

3. **CROSSETT HIGH SCHOOL**

2008-2009 Primary Benchmark Exam, the End-of-Level Literacy Exam, administered to all 11th grades: The three year trend analysis indicates areas of **weakness are literary and practical.**
2007-2008 Primary Benchmark Exam, the End-of-Level Literacy Exam, administered to all 11th grades: The three year trend analysis indicates areas of **weakness are literary and practical.**
2006-2007 Primary Benchmark Exam, the End-of-Level Literacy Exam, administered to all 11th grades: The three year trend analysis indicates **areas of weakness are literary and practical.**

Goal To provide administrative support for federal programs on all campuses.

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

Intervention: Administrative Support				
Scientific Based Research: Barr, Jennifer York. (2004). Reflective Practice to Improve Schools. Corwin Press: Thousand Oaks, CA. DuFour, Rick; DuFour, Rebecca; Eaker, Robert; Karhanek, Gayle. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Solution Tree: Bloomington, Indiana. Stiggins, Rick. (2004). Classroom Assessment for Student Learning. Assessment Training Institute: Portland, OR. Guskey, Dr. Thomas. (2003). Evaluating Professional Development. Corwin Press: Thousand Oaks, CA.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>H-2-PARENTAL ENGAGEMENT C-COLLABORATION Two district TIPS Parent Center Coordinators will work with students and families in grades K-8 and 9-12. (A)The district TIPS Parent Center Coordinators will attend professional development pertaining to parental engagement and will return and work with staff, teachers, administrators. (B) Parent Center Coordinators will attend training workshops on parental engagement and come back and provide professional development for parent facilitators at each school to help them facilitate activities for CAPS Parent Organizations at each school campus. (C) The district will maintain a district-wide parental center, TIPS, providing available resources and opportunities for parental involvement.(This is above the requirements of Act 307 of 2007, and meets the volunteer training requirement of Act 309 of 2009.) Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development</p>	Linda Goodwin, Federal Programs Director	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Community Leaders Computers District Staff 	Title I - Purchased Services: \$500.00 Title I - Materials & Supplies: \$1500.00 <hr/> ACTION BUDGET: \$2000
HIPPY Services will be provided to 60 families in the Crosset School District. Three HIPPY educators will be hired and services purchased from the Southeast Arkansas Educational Cooperative through the support of Title I funds in the amount of \$30,000. Action Type: Parental Engagement	Linda Goodwin, Fed Programs Coord	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff 	Title I - Purchased Services: \$30000.00 <hr/> ACTION BUDGET: \$30000
<p>SCHOOL CHOICE/SCHOOL IMPROVEMENT OPTIONS Documentation is maintained and continues to be maintained in the school's Title I file for the current school year. The following may be found: 1-Parents are notified through parent letters and media releases of the identification status; 2- Adequately publicized choice options are provided to parents through written notices/letters and media releases; 3-Reasonable time is allowed for parental response; and 4-The District has only one</p>	Janice Warren, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Title Teachers 	ACTION BUDGET: \$

<p>building per grade level; therefore, the 20% set aside is utilized for other eligible Title I expenditures as identified in the Crossett Middle School ACSIP plan.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>F-PROFESSIONAL DEV Title II-A funds will be used to <u>provide support and professional development for district literacy instructional facilitators through participation in the Literacy Consortium, contracted with the Southeast Arkansas Educational Cooperative.</u></p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>	Linda Goodwin, Ass't. Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants 	<p>Title II-A - Purchased \$12688.00 Services:</p> <hr/> <p>ACTION BUDGET: \$12688</p>
<p>EVALUATION OF THE PLAN C-COLLABORATION</p> <p>Prior to submitting the school's ACSIP Plan to the ADE School Improvement Supervisor, an ACSIP Peer Review Meeting will be held in the District Conference Room to approve the ACSIP Plans. Representatives from each building will attend. Stipends will be paid to the representatives for attending the meeting on off-contract time. The ACSIP plans will be returned to the schools to make any needed corrections or changes discussed at the ACSIP Peer Review Meeting.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p>	Linda Goodwin, Asst. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Ensure compliance at building levels with Title I requirements of attestations, parent/school/student compacts, paraprofessional supervision, highly qualified status, evaluation and development of parental involvement policy, and private school notification.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Linda Goodwin	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>H-1-PARENTAL ENGAGEMENT C-COLLABORATION (1) The district will hold joint Quarterly Leadership Meetings with the ACE Education Committee and the District Task Force committee to provide joint collaboration with parents, community stakeholders, teachers, etc. to plan for strategies to increase student achievement. (2) The district involves parents and students in the development of the student handbook to engage parents in developing policies and programs to improve student achievement. (3) The district provides administrators who engage public and private preschool program personnel in parental involvement strategies, including early intervention techniques. (4) The district will conduct annual assessments of the effectiveness of Parental Involvement Programs and the efficient use of academic and non-academic activities during the May federal programs/state programs peer review meetings by analyzing the number of parents participating in programs and conferences and the increase in student achievement. (5) The district will ensure parental capacity for involvement in</p>	Linda Goodwin	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Title I schools through: (A) use of Eagle Folders as take-home information on each student's weekly achievement; (B) use the TIPS center and school and district newsletters to provide materials and training for parents to engage in academic improvement; (C) train through workshopsteachers, principals, and other staff in the importance of effective communication, value and utility of parent contribution to the educational process; (D) coordinate and integrate various parent involvement programs and activities; (E) ensure (by review of materials sent home and published in local media) that information related to school and parent programs is sent to parents to the extent practical in a language parents can understand; (6) provide other reasonable support for parental involvement activities as parents may request (for example, language translation, reasonable transportation, or adjusted meeting times). (7) Ensure the intervention is implemented as designed and that monies were expended as intended. Provide evidence of the impact of the intervention on student achievement, using the most recent student achievement reports- disaggregated by subpopulations, growth, and strands. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in the 2010-2011 ACSIP plan.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>E-1&2&3-PROGRAM EVALUATION C-COLLABORATION The process of administrative support will be evaluated by (1) <u>regular monthly reviews of budget/expenditure data</u> to ensure actions and implementation is occurring as designed. (2) administrative checklists related to program priorities and goals; (3) collaboration with principals and teachers in on-going in-district administrator meetings; (4) obtaining feed-back from teachers on program implementation and progress. <u>Program evaluation protocol</u> shall include (1) regular and random classroom <u>walk-thru's</u> by district administrators, principals, and instructional facilitators; (2) <u>instructional logs</u> that will be kept as documentation of observations; (3) inclusion of <u>ACSIP Plan reviews and instructional facilitator reports as regular agenda items</u> on faculty and district administrator meetings; (4) <u>sign-in, minutes, and agendas</u> of administrator and faculty meetings.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Linda Goodwin</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Provide orientation/induction for teachers new to the district, including materials and information that will facilitate and assist teachers with personnel policy, school district goals, and community involvement, in order to help them adjust and plan for performance of their instructional duties. Members from the community (Chamber of Commerce, industry, and city government) will attend this meeting. This orientation will be provided on an off-contract day and teachers will be required to attend and compensated with State Professional Development funds.</p> <p>Action Type: Alignment</p>	<p>Janice Warren, Supt. ; Linda Goodwin, Asst. Supt.</p>	<p>Start: 07/01/2009 End: 08/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<p>PD (State-223) - Employee Salaries: \$3900.00 PD (State-223) - Employee Benefits: \$897.00 ACTION BUDGET: \$4797</p>

Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development				
Create a local ACSIP Task Force planning committee to advise the schools on how best to close the gap in academic achievement (Ark Code annotated 6-15-1603). Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Linda Goodwin, Asst. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
AIP VERIFICATION PROCEDURE District Administration will establish a deadline of September 15, the first parent-teacher conference day, to have all AIP's signed by parents. If the school can't get a parent's signature, the principal will turn it over to the District Social Worker to share the AIP/IRI with the parent and obtain the parent's signature. Principals are required to give a report to District Administration detailing the when, where, and how the remediation will be handled for students with AIP's/IRI. District administrators will do walk-through on site to verify AIP remediation at each campus. Principals will be required to report monthly at District Administrators/Supervisor meetings on the progress of the AIP/Remediation noting barriers to the remediation such as nonattendance, lack of parental involvement, lack of progress of individual students and their response and efforts to overcome the barriers. They are to bring a hard copy of this report to the Administrators Meeting. Minutes and agendas are kept on file in the Assistant Superintendent's office for verification. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Linda Goodwin, Asst. Supt. and Principals	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
Total Budget:				\$49485

Intervention: Provide leadership to schools in better utilization of formative and summative assessments.

Scientific Based Research: The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction. Robert Marzano; Results Now, Mike Schomoker

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will be given a pre-test, three "Target Tests", and a post-test in literacy. These exams will enable teachers and administrators to monitor student achievement, focus on the strengths and weaknesses of students, determine specific instructional gaps, and determine remediation needs for individual students. Five professional days built into the District calendar and scheduled Professional Learning Community meetings will be utilized for administrators, Instructional Facilitators and teachers to collect the data from each Target Test given. Teachers, Instructional Facilitators, and administrators at each school will use the data collected to evaluate the effectiveness of the use of the Southeast Arkansas Educational Cooperative Target Testing to determine if this the District should continue to use the Target Testing for the 2010-2011 school year. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Linda Goodwin, Asst. Supt. and Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$

Total Budget:	\$0
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Goal
 Crossett School District will serve identified students in an Alternative Learning Environment located on the Fountain Hill campus. The school is established as a joint effort of the Crossett School District and Hamburg School District. Students, 7-12, from all attendance zones will be served in the Ashley Alternative Learning Environment. There will be certified staff and graduation credits offered.

Benchmark **PLAN DEV-A** Students served in the ALE program will reach and maintain adequate yearly progress.

Intervention: PLAN DEV-E The administration will provide staff and resources for student intervention programs that eliminate barriers to student learning.				
Scientific Based Research: Payne, Ruby, Ph.D. (2004). A Framework for Understanding Poverty . ahaProcess, Inc.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will provide ALE staff for the alternative learning environment program. State ALE funds will be used to purchase services from the Ashley Alternative Learning Environment. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	Janice Warren, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ALE (State-275) - Purchased Services: \$109701.00 ACTION BUDGET: \$109701
Total Budget:				\$109701

Intervention: PLAN DEV-E Student placement and curriculum in ALE will be determined by an Alternative Placement Team.				
Scientific Based Research: See research in school plans.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
An agreement with the parent or guardian, teacher, ALE director, and the student will be developed to outline the responsibilities of the school, parent, and student, to provide assurances that the plan for each student is successful. Action Type: AIP/IRI Action Type: Parental Engagement	Willie Campbell, ALE Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: **PLAN DEV-B** Crossett School District recognizes the need to create a culture in our schools that consistently promotes good nutrition and physical activity, and helps to reduce childhood obesity. Our goal is to help every child develop the skills to become responsible, healthy citizens.

Supporting Data:

1. During the **2008-2009** school year, all elementary students received **150 minutes of physical activity per week**.
2. During the **2008-2009** school year, the high school students were **restricted in allowed vending time and beverage container size** as related by the school health index.
3. During the **2008-2009** school year, BMI results for Crossett school District indicated that **37.9% of the student female population was at risk of being overweight or were overweight**. This is an increase of 1.00% indicated by comparison to the 2007-2008 BMI screening.
4. During the **2008-2009** school year, BMI results for Crossett school District indicated that **41.9% of the student male population was at risk of being overweight or were overweight**. This is an increase of 0.07% indicated by comparison to the 2007-2008 BMI screening.
5. During the **2007-2008** school year, all **elementary students did receive 150 minutes of physical activity per week**, as related by the School Health Index report.
6. During the **2007-2008** school year, **high school students were not restricted in allowed vending time or beverage container size** because of the current contracts, as related by the School Health Index report.
7. In **2007-2008**, BMI results for Crossett School District indicated that **41.2% of the student male population was at risk of being overweight or were overweight**. This is a decrease of 2.8% indicated by the 2006-2007 BMI screening.
8. In **2007-2008**, BMI results for Crossett School District indicated that **36.9% of the student female population was at risk of being overweight or were overweight**. This is a decrease of .07% indicated by the 2006-2007 BMI screening.
9. During the **2006-2007** school year, all **elementary students did receive 150 minutes of physical activity per week**, as related by the School Health Index report.
10. During the **2006-2007** school year, **high school students were not restricted in allowed vending time or beverage container size** because of the current contracts, as related by the School Health Index report.
11. In **2006-2007**, BMI results for Crossett School District indicated that **44.0% of the student male population was at risk of being overweight or were overweight**. This is an increase of 2.9% indicated by the 2005-2006 BMI screening.
12. In **2006-2007**, BMI results for Crossett School District indicated that **37.6% of the student female population was at risk of being overweight or were overweight**. This is a decrease of 1.5% indicated by the 2005-2006 BMI screening.
- 13.

2008-2009 BMI Data Crossett School District							
Grade (only grades with data shown)	Kg	2	4	6	8	10	Total
Males (#)	72	56	51	72	71	53	375
Healthy and Underweight Males (%)	47.2%	64.3%	58.8%	52.8%	62%	67.9%	58.1%
At Risk for Overweight or Overweight Males (%)	52.8%	35.7%	41.2%	47.2%	38.0%	32.1%	41.9%
Females (#)	73	58	87	56	61	50	385
Healthy and Underweight Females (%)	60.3%	69.0%	58.6%	46.4%	75.4%	64.0%	62.1%
At Risk for Overweight & Overweight Females (%)	39.7%	31.0%	41.4%	53.6%	24.6%	36.0%	37.9%

14. Crossett School District 2007-08 BMI data:

2007-2008 BMI Data Crossett School District							
Grade (only grades with data shown)	Kg	2	4	6	8	10	Total
Males (#)	64	78	68	75	61	50	396
Healthy and Underweight Males (%)	68.8	65.4	64.4	45.3	67.2	52	58.8
At Risk for Overweight or Overweight Males (%)	31.3	34.6	45.6	54.7	32.8	48	41.2
Females (#)	69	73	77	58	79	56	412
Healthy and Underweight Females (%)	71	57.5	63.6	53.4	68.4	62.5	63.1
At Risk for Overweight & Overweight Females (%)	29	42.5	36.4	46.6	31.6	37.5	36.9

15. Crossett School District 2006-07 BMI data:

2006-2007 BMI Data Crossett School District															
Grade	PreK	Kg	1	2	3	4	5	6	7	8	9	10	11	12	Total
Males (#)	33	60	82	56	57	78	89	76	60	71	68	65	36	40	871
Healthy and Underweight Males (%)	48.5	61.7	57.3	57.1	50.9	55.1	43.8	57.9	60.0	62.0	51.5	55.4	66.7	65.0	56.0
At Risk for Overweight or Overweight Males (%)	51.5	38.3	42.7	42.9	49.1	44.9	56.2	42.1	40.0	38.0	48.5	44.6	33.3	35.0	44.0
Females (#)	40	63	64	95	71	66	70	68	60	71	76	61	59	40	904
Healthy and Underweight Females (%)	72.5	61.9	64.1	61.1	64.8	51.5	51.4	70.6	71.7	53.5	64.5	60.7	59.3	77.5	62.4
At Risk for Overweight & Overweight Females (%)	27.5	38.1	35.9	38.9	35.2	48.5	48.6	29.4	28.3	46.5	35.5	39.3	40.7	22.5	37.6

Goal Students participating in the BMI activity show a need to improve in their cardiovascular, muscular strength/endurance, and flexibility activity. In its effort to improve the school nutrition environment, promote student health, and reduce childhood obesity, the district will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in the Crossett School District.

Benchmark **PLAN DEV-A** Healthier BMI results will be evident by June 30, 2010. There will be a 10% increase in the 2009-2010 BMI results indicating healthier lifestyles are being practiced.

Intervention: Crossett School District will encourage strategies and activities through policy and resources that encourage a non-sedentary, healthier lifestyle				
Scientific Based Research: Guidelines for School Health Programs to "Promote Lifelong Healthy Eating," and to "Promote Lifelong Physical Activity." Morbidity and Mortality Weekly Report, Vol 45, No. RR9; 34, 1. Department of Health & Human Services, Centers for Disease Control and Prevention.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement and encourage participation in extra-curricular programs that support physical activities, i.e. walking challenge, personal fitness classes, aerobics. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Building Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff 	ACTION BUDGET: \$
Incorporate developmentally appropriate physical activities in after-school programs and child care programs. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Linda Goodwin, Ass't. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games.	Building Principals	Start: 07/01/2009	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

Action Type: Parental Engagement Action Type: Wellness		End: 06/30/2010	<ul style="list-style-type: none"> Community Leaders District Staff 	
E-1&2&3-PROGRAM EVALUATION The district will evaluate the wellness intervention by (1) review of participation and <u>implementation of concepts during year through collaboration with principals, teachers, and parents</u> who participated in training; (2) review by <u>administrator and instructional facilitator walk-thru's and instructional logs</u> of the wellness policy points including professional development components; (3) <u>documenting physical activity as implemented</u> in after-school and child care programs, and <u>adjusting inclusion of these programs</u> as necessary; (4) document through <u>review of lesson plans, student participation, and health-ed activities that students are encouraged to reduce sedentary activities and are encouraged to participate in extra-curricular physical activities</u> , and adjust efforts if necessary; (5) review with administrative and community planning teams <u>evidence of the effectiveness of this intervention at year end</u> . <u>Program evaluation protocol</u> shall include (1) regular and random classroom <u>walk-thru's</u> by district administrators, principals, and instructional facilitators; (2) <u>instructional logs</u> that will be kept as documentation of observations; (3) inclusion of <u>ACSIP Plan reviews and instructional facilitator reports as agenda items</u> on faculty and district administrator meetings; (4) <u>sign-in, minutes, and agendas</u> of administrator and faculty meetings. Action Type: Parental Engagement Action Type: Program Evaluation	Linda Goodwin	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Community Leaders District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: To provide resources to foster a safe and drug free learning environment that supports academic achievement.

1.

Crossett High School Discipline Data			
Year	Out of School Suspensions	In School Suspensions	Expelled-Weapons or Drug-Related
2008-09	86	525	2
2007-08	74	249	1
2006-07	124	282	2
Crossett Middle School Discipline Data			
Year	Out of School Suspensions	In-School Suspensions	Expelled-Weapons or Drug-Related
2008-09	185	440	2
2007-08	66	884	3
2006-07	167	1241	2
Crossett Elementary School Discipline Data			
Year	Out of School Suspensions	In-School Suspensions	Expelled-Weapons or Drug-Related
2008-09	12	0	2
2007-08	n/a	n/a	n/a
2006-07	n/a	n/a	n/a

Supporting Data:

In **2008-2009** at **Crossett High School**, there were 86 out of school suspensions, and 525 students assigned to Saturday School. Two students were expelled for possession of weapons.

In **2007-2008** at **Crossett High School**, there were 74 out of school suspensions; there were 249 students assigned to Saturday School. One student was expelled for a drug-related discipline problem.

In **2006-2007** at **Crossett High School**, there were 124 out of school suspensions. There were 282 students assigned to Saturday School. Two students were expelled for drug related discipline problems.

In **2008-2009**, at **Crossett Middle School**, there were 185 out-of-school suspensions, 440 in-school suspensions, and two students were expelled for weapons possession.

In **2007-2008**, at **Norman Junior High School**, there were 66 out of school suspensions. There were 884 students assigned to Saturday School. Four students were expelled - three were drug-related and one weapon related.

In **2006-2007** at **Norman Junior High School**, there were 167 out of school suspensions. There were 1241 students assigned to Saturday School. Two students were expelled - one drug related and one weapon related.

In **2008-2009** at Crossett Elementary School there were 12 out-of-school suspensions, and no in-school suspensions. Two students were expelled for weapons possession. Data is not available for the two prior years for Crossett Elementary.

- The following data from the 2008-2009 APNA indicated student lifetime use of any drug with these percentages at the following grade levels: **Arkansas Prevention Needs Assessment** (*most recent three years*)

Grade	2006-07	2007-08	2008-09
6	21.4	17.2	20.5
8	27.5	41.8	40.6
10	29.6	33.7	51.0
12	50.6	43.5	39.6

Based on these results there was a markedly significant increase for 10th grade students over the past three years, while other grades show slight declines from either, and in some cases both, of the prior two years.

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2008-2009 - Random drug testing of athletes indicated one student was tested with no positive results.

2007-2008 - Random drug testing of athletes indicated seven students were tested with no positive tests.

2006-2007 - Random drug testing of athletes indicated four students were tested with no positive tests.

Crossett High School Dropout Data					
Year	Avg Enrollment	Total Dropouts	10th Grade	11th Grade	12th Grade
2007	436	18	9	4	5
2006	434	3	1	2	0
2005	443	7	2	2	3

The average enrollment for the Crossett High School in 2007 was 436 students. Eighteen students dropped out of school and these included the following: Nine 10th grade students, four 11th grade students and five 12th grade students.

The average enrollment for the Crossett High School in 2006 was 434 students. Three students dropped out of school and these included the following: one 10th grade student and two 11th grade students.

The average enrollment for Crossett High School in 2005 was 443 students. Seven (7) students dropped out of school and these included the following: two - 10th grade students, two - 11th grade students and three - 12th grade students.

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Goal The goal of the Crossett School District is to improve student behavior and target positive character traits by utilizing funds to support programs that foster a safe and drug free learning environment, resulting in improved academic achievement by all students.

Benchmark **PLAN DEV-A** By the end of the year 2010, student use of appropriate social skills in the classroom will be evidenced by a lower number of student incident reports.

Intervention: Crossett School District will provide programs and educational activities that promote a healthy, safe and drug free lifestyle for all students and teachers.				
Scientific Based Research: Boynton, M. & Boynton, C. (2006) The Educator's Guide to Preventing and Solving Discipline Problems. Alexandria VA: Association for Supervision and Curriculum Development. Jackson, C. (2005). Mix it up: Talking across boundaries. Teaching Tolerance, Issue 28. James, P. (2005-2006) Resources for promoting online citizenship. Educational Leadership, Vol. 63, no. 4. Lee, C.D., et al (2003). Every eye shut ain't sleep: study how people live culturally. Educational Researcher, 32 (5), 6-13. Violence, drug prevention, and school safety. (n.d.) Research Triangle Institute International [RTI], February 21, 2006.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
T-IVA REQ A-1 & A-3 E-1&2&3-PROGRAM EVALUATION A committee of teachers and administrators will evaluate the program by monitoring and reporting the effectiveness of the existing discipline program by comparison of discipline referrals. <u>Program evaluation protocol</u> shall include (1) regular and random classroom	Assistant Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

<p>walk-thru's by district administrators, principals, and instructional facilitators; (2) <u>instructional logs</u> that will be kept as documentation of observations; (3) inclusion of <u>ACSIP Plan reviews and instructional facilitator reports as agenda items</u> on faculty and district administrator meetings; (4) <u>sign-in, minutes, and agendas</u> of administrator and faculty meetings.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>T-IVA REQ A-1 Workshops will be conducted on helping students improve character with incentives and rewards for attending.</p> <p>Action Type: Parental Engagement</p>	Linda Goodwin, Ass't. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Community Leaders • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$
<p>T-IVA REQ A-2 & REQ D CSD will conduct a Drug Awareness Needs Assessment of parents, teachers and students. This evaluative assessment will be used to determine what steps are appropriate to address the issues and needs.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	Linda Goodwin, Ass't. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Community Leaders • Performance Assessments • Teachers • Title Teachers 	ACTION BUDGET: \$
<p>Programs such as D.A.R.E. and/or assemblies will address the consequences of inappropriate behavior involving drugs and alcohol. These programs will encourage students to abstain from illegal substances and report the statistics relating to the fatality rate and legal aspects of making poor choices.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Linda Goodwin, Ass't. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$
<p>Title IV-A funds will be used to purchase the upgrade of the "School Messenger" parent notification system at Crossett High School, Norman Middle School and Crossett Elementary School. This will enable the schools to notify the parents of discipline problems, absences, emergency notifications by phone, schedule changes, or meetings.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion</p>	Linda Goodwin, Ass't. Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>Title IV-A - Materials \$2124.00 & Supplies:</p> <hr/> <p>ACTION BUDGET: \$2124</p>
<p>T-IVA REQ A-1 Training will be provided to the administrators and office staff in using the School Messenger system.</p> <p>Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development</p>	Linda Goodwin, Ass't. Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
<p>T-IVA REQ A-2 & A-3 & REQ D E-1&2&3-PROGRAM EVALUATION The district will provide for on-going and overall evaluation of this intervention by (1) committee and administrator review of <u>program implementation as needs assessment and survey results are available</u>; (2) program <u>adjustments as activities are applied to the discovered needs of the student population</u> in health, safety, and drug-free issues; (3) <u>reporting on the programs</u> as they are implemented by building-level administrators and other pupil-support personnel through classroom walk-thru's, instructional logs, and committee reviews.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	Linda Goodwin	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$

Action Type: Program Evaluation Action Type: Wellness				
The district will support the WatchDOGS program at Crossett Elementary School and Crossett Middle School using Title IV-A funds for the purchase of materials and supplies to implement the program and engage parents in the process of creating a safe environment and fostering positive attitudes. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Joye Stephenson, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Community Leaders District Staff 	Title IV-A - Materials \$1000.00 & Supplies: ACTION BUDGET: \$1000
Total Budget:				\$3124
Intervention: Crossett School District will provide educational opportunities to help all students better understand inappropriate behavior and be responsible for their choices and actions.				
Scientific Based Research: Character Education Project Abstract: Arkansas Department of Education Abstract (n.d.) Ed. Gov. retrieved February 22, 2006, from http://www.ed.gov/print/programs/charactered/grantees/ar.html . Clarke, Bill (2006) Breaking through to reluctant readers. Educational Leadership, 63 (5) 66-69. Safe and Drug-Free Schools and Communities Act (SDFSCA). (n.d.) Research Triangle Institute International [RTI], retrieved February 22, 2006 from http://www.rti.org/printpg.cfm?objectid=7FBBF81F-42F8-4796-BDFFC8D51AC7A4B4				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide activities that address consequences of violence and illegal drug use; promote a sense of responsibility; and teach students the skills to recognize social and peer pressure so that they might resist drug use. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Counselors	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> School Library Teachers Teaching Aids 	ACTION BUDGET: \$
Develop and implement character education programs that consider the views of parents regarding illicit drugs, truancy, and other behavioral problems, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, ultimately resulting in the resolution of conflicts without violence. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Counselors	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Outside Consultants School Library Teachers 	ACTION BUDGET: \$
Incorporate activities that teach the dangers of drugs while engaging students in the learning process that reinforces prevention activities. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Counselors	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Community Leaders Outside Consultants School Library Teachers Teaching Aids 	ACTION BUDGET: \$
Crossett School District will provide information and placement in programs that respond to the needs of students who are faced with domestic violence or child abuse. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Linda Goodwin, Ass't. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	ACTION BUDGET: \$
T-IVA REQ A-1 Crossett School District will utilize Title IV-A funds to provide professional development by Clifford Hawkins, Southeastern Arkansas Prevention Resource Officer, and training of, and involvement of, school personnel, parents, and interested community members in prevention, education, early identification, and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention. Action Type: Collaboration Action Type: Equity	Linda Goodwin, Ass't. Supt.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders Computers District Staff Outside Consultants Teachers 	Title IV-A - Materials & \$320.00 Supplies: ACTION BUDGET: \$320

Action Type: Parental Engagement Action Type: Professional Development			<ul style="list-style-type: none"> Teaching Aids 	
<p>T-IVA REQ A-4 The STEPS program will be utilized and updated on a regular basis to insure the cooperation of students and parents regarding the educational choices and decisions of the student. The students will be given all of the information regarding credits, graduation requirements, and course offerings to insure that the student has taken all the required courses according to their goal for the future.</p> Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Linda Goodwin, Safe & Drug Free Coordinator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
<p>T-IVA REQ A-1 & A-4 & REQ D & REQ E Title IV-A Funds will be used to pay for the District Social Worker and Parent Involvement Coordinators to attend professional development training on interacting with students and parents in support of youth drug and violence prevention activities implemented in the district.</p> Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Wellness	Linda Goodwin, Ass't. Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Community Leaders Outside Consultants 	Title IV-A - Purchased \$2472.00 Services: <hr/> ACTION BUDGET: \$2472
During National School Bus Safety Week, a bus safety program will be presented to students to promote safe transportation of Crossett students. Title IV-A funds will be used to purchase materials and supplies to support the program on Safe Bus Transportation. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Phillip Kelley	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Central Office District Staff Teaching Aids 	Title IV-A - Materials & \$500.00 Supplies: <hr/> ACTION BUDGET: \$500
<p>T-IVA REQ A-2 & REQ D & REQ E E-1&2&3-PROGRAM EVALUATION The district will provide for evaluation of this intervention by (1) <u>administrator and school improvement committee review</u> of the various programs provided on school bus safety, tornado and fire drill training, prevention education, character education, student drug education and peer pressure education; (2) <u>agenda and documentation on crisis management team meetings</u> throughout the year; (3) <u>documentation of the STEPS program participation, referral and placement data</u> on domestic abuse programs. <u>Adjustments</u> to programs and procedures related to actions in this intervention will be made when analysis of review data determines changes are needed. <u>Year-end review of this data will determine changes in these efforts and actions for next year based on the effectiveness</u> of these actions on the goal and priority addressed.</p> Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Linda Goodwin	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants 	ACTION BUDGET: \$
Total Budget:				\$3292

Priority 6: The Crossett School District has prepared a plan, due to the fact that Crossett High School--after one full year of corrective action--failed to make AYP. Necessary arrangements have been made to restructure the internal organization of the school. The Crossett School District will provide technical assistance and administrative support for actions to be implemented--based on the Smart Accountability Plan--in the Crossett High School Restructuring Priority as stated in the CHS ACSIP Plan. As a result being in Whole School Intensive Improvement- Year 5, CHS will determine if the corrective actions established have been effective and will establish a three year restructuring plan that complies with ADE's guidelines.

1. LITERACY SUPPORTING DATA

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

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

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

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

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

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

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

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

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

The lowest identified area for Caucasians was in reading content.

**Supporting
Data:**

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

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

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

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

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

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

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

In **2007–2008**, the average composite score was 18.8.

In **2008–2009**, the average composite score was 19.

4. The graduation rate for **2006–2007** was 73.9%.

The graduation rate for **2007–2008** was 73.9%.

The graduation rate for **2008–2009** was 73.9%.

5. MATH SUPPORTING DATA

Algebra I EOC: Number/Percent of Students Scoring Proficient or Advanced:

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

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

1. Algebra I EOC 2007

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

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

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

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

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

2. Algebra I EOC 2008

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

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

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

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

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

3. Algebra I EOC 2009

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

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

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

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

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

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

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

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

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

1. Geometry EOC 2007

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

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

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

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

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

2. Geometry EOC 2008

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

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

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

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

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

3. Geometry EOC 2009

The Geometry strands identified as the weakest areas for the combined population and the sub-groups of African-American, and Economically Disadvantaged were Triangles, Measurement, and Relationships between two and three-dimensions.

CHS on average, correctly answered 50% of the multiple choice questions for the Triangle strand whereas on average the state answered 60% correctly.

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

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

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

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

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

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

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

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

The graduation rate in 2007-2008 was 73.9%.

The graduation rate in 2008-2009 was 73.9%.

Goal	A three year restructuring plan will be established in an effort to address CHS' Whole School Intensive- Year 5 status. This plan will comply with the guidelines set established by ADE.
Benchmark	Restructuring plans will be evaluated in regards to student achievement in the areas of EOC test scores (AYP), ACT test results, and graduation rate.

Intervention: CHS will establish a plan of action that will address restructuring with a focus on obtaining AYP.				
Scientific Based Research: Stronge, James H., Hindman, Jennifer L. (2006). The Teacher Quality Index. Association for Supervision and Curriculum Development, Alexandria, Virginia. Muhammad, Anthony. (2009). Transforming School Culture: How to Overcome Staff Division. Solution Tree Press. Zoul, Jeffrey. (2006). Improving Your School One Week at a Time. Barr, Parrett. (2007). The Kids Left Behind: Catching Up the Underachieving Children of Poverty. Solution Tree, Bloomington, IN. Marzano, Robert. (2009). Designing and Teaching Learning Goals and Objectives: Classroom Strategies That Work. Marzano Research Laboratories. Reeves, Douglas, Ph.D. (2007). Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Newsletters will be distributed monthly to parents in an effort to keep them aware of school activities, educational activities, scholarships, and various opportunities available to CHS students. Action Type: Equity Action Type: Parental Engagement	Henry Anderson, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Weekend Credit Recovery will be used to address students who failed 1st semester classes. Priority will be given to seniors in an effort to assist them in graduating on time. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Henry Anderson, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Performance Assessments Public Library School Library Teachers Teaching Aids 	ACTION BUDGET: \$
CHS Guidance office will hold seminars in the fall and spring allowing parents to be involved in course selection, career planning, and preparation for post-secondary studies.(ACT 307 #5) A Global Career Development Facilitator (FTE .33) will be employed to provide one-on-one guidance and planning toward career choices for students at CHS. NSLA Funds will be used to support this action as allocated in the school plan. Action Type: Equity Action Type: Parental Engagement	Scott Sasser, Counselor	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Crossett High School is in Whole School Intensive Improvement Year 5 and the following may be found: 1) Parents were notified through mailed written notices (letters) and media releases that Crossett High School is in Whole School Intensive Improvement Year 5; 2) Adequately publicized option to parents through media releases; and 3) Parents declined school choice services in the Crossett High School due to one building being available per grade level. Parents made no response to the mailed written notices about Crossett High School Improvement Status. Action Type: Equity Action Type: Parental Engagement	Henry Anderson, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$0