

2009-2010 ARCHIVE

School Plan

Print Version

BLEVINS HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2009-2010

Approved:

Blevins High School accepts the responsibility of providing the opportunities that will enable its students to become proficient in mathematics and literacy. The overall purpose of education is to develop students who are and capable citizens. Education must assist each individual to: think clearly become intectually competent and make wise use of both human and natural resources.

Striving for Excellence

Grade Span: 7-12

Title I: Not Applicable

School Improvement: SI_1

Table of Contents

Priority 1: Mathematics

Goal: To improve mathematics skills for all students with emphasis on measurement and open response.

Priority 2: Literacy

Goal: To improve literacy skills for all students with emphasis on open response and improving content and style in writing.

Priority 3: Health and Wellness

Goal: Improve the school nutrition environment, promote school health, and reduce childhood obesity.

Priority 5: Whole School Improvement (WSI)

Goal: To improve academic performance for all students.

Goal: To ensure the environment is conducive to learning for all students.

Goal: To improve efficiency in policies, procedures, and practices.

Priority 1: Mathematics

Supporting Data:

1. Trend data shows growth in the areas of mathematics throughout the high school level. These growth areas include open-response geometry and multiple choice algebra. Areas of needed improvement include: open-response geometry, multiple choice data analysis and probability.
2. In 2006, 67% of students scored below proficient on the 8th grade Benchmark exam. Of the 20 students who scored below proficient, 15% were African American, 5% were Hispanic, 80% were Caucasian, 90% were socio-economic deprived, and 15% were students with disabilities. The lowest area for combined population was open-response geometry. The lowest areas for African American were open-response geometry and open-response in algebra. The lowest areas for Hispanics were open-response geometry and multiple-choice data analysis and probability. The lowest areas for Caucasians were open-response geometry and multiple-choice algebra. The lowest areas for socio-economic deprived students were open-response geometry and multiple-choice algebra. The lowest areas for students with disabilities were multiple-choice algebra and all open-response areas. In 2006, 54.5% of the students scored below proficient on the Algebra EOC exam. Of the 33 students who scored below proficient, 44% were African American, 17% were Hispanic, 39% were Caucasian, 94% were socio-economic deprived, and 39% were students with disabilities. The lowest area for combined population was open-response solve equations and inequalities. The lowest areas for African American were open-response solve equations and inequalities and open-response language of algebra. The lowest areas for Hispanics were open-response solve equations and inequalities and open-response language of algebra. The lowest areas for Caucasians were open-response solve equations and inequalities and open-response language of algebra. The lowest areas for socio-economic deprived students were open-response solve equations and inequalities and open-response language of algebra. The lowest areas for students with disabilities were open-response solve equations and inequalities and open-response language of algebra.
3. In 2004, 81% of students scored below proficient on the End of Course Geometry. Of the 17 students who scored below proficient, 100% were African American, 100% were Hispanic, 71% were caucasian, 92% were Socio Economic Deprived, 0% were LEP, 100% were Students with disabilities. The lowest areas for combined population were open response relationships, open response shapes, and open response size. The lowest areas for African Americans were open response relationships and open response shapes, for Caucasian were open response dimensions and open response shapes, for LEP students open response patterns, for Students with Disabilities open response patterns and open response shape, and for Socio Economic Deprived open response relationships and open response shape. In 2006, 62.5% of the students scored below proficient on the EOC Geometry exam. Of the 20 students who scored below proficient, 45% were African American, 0% were Hispanic, 55% were Caucasian, 70% were socio-economic deprived, and 35% were students with disabilities. The lowest areas for combined population were open-response measurement, open-response coordinate geometry and transformations, and open-response triangles. The lowest areas for African American were open-response measurement and open-response triangles. The lowest areas for Caucasians were open-response measurement and open-response triangles. The lowest areas for socio-economic deprived students were open-response measurement, open-response language of geometry, and open-response triangles. The lowest areas for students with disabilities were open-response triangles and open-response measurement.
4. In 2006, 69% of students scored below proficient on the 7th grade Benchmark exam. Of the 24 students who scored below proficient, 50% were African American, 21% were Hispanic, 29% were Caucasian, 88% were socio-economic deprived, and 8% were students with disabilities. The lowest areas for combined population were open-response number and operations, open-response measurement, and open-response data analysis and probability. The lowest areas for African American were open-response numbers and operations, open-response measurement, and multiple-choice measurement. The lowest areas for Hispanics were open-response numbers and operations and multiple-

choice measurement. The lowest areas for Caucasians were open-response numbers and operations, multiple choice measurement, and multiple-choice data analysis and probability. The lowest areas for socio-economic deprived students were open-response numbers and operations, open-response measurement, open-response data analysis and probability, and multiple-choice areas of numbers and operations, algebra, measurement, and data analysis and probability. The lowest areas for students with disabilities were open-response numbers and operations, open-response measurement, and open-response data analysis and probability.

5. Data from NORMES Benchmark-7th Grade Mathematics Exam 2004-Percent of Students Scoring Proficient or Advanced: . Students: N/A% of Combined Students . Students: N/A% of African American Students . Students: N/A% of Hispanic Students . Students: N/A% of Caucasian Students . Students: N/A% of Economically Disadvantaged Students . Students: N/A% of LEP Students . Students: N/A% of Students with Disabilities 2005-Number and Percent of Students Scoring Proficient or Advanced: 11 Students: 39.2% of Combined Students 0 Students: 0% of African American Students 0 Students: 0% of Hispanic Students 11 Students: 50.0% of Caucasian Students 7 Students: 33.3% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities 2006-Number and Percent of Students Scoring Proficient or Advanced: 11 Students: 31.4% of Combined Students 1 Students: 8.3% of African American Students 3 Students: 42.8% of Hispanic Students 7 Students: 43.7% of Caucasian Students 5 Students: 19.2% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities
6. Data from NORMES Benchmark-8th Grade Mathematics Exam 2004-Percent of Students Scoring Proficient or Advanced: 11 Students: 22.9% of Combined Students 1 Students: 8.3% of African American Students 1 Students: 14.2% of Hispanic Students 9 Students: 34.6% of Caucasian Students 5 Students: 14.7% of Economically Disadvantaged Students 0 Students: 0% of LEP Students 0 Students: 0% of Students with Disabilities 2005-Number and Percent of Students Scoring Proficient or Advanced: 10 Students: 21.7% of Combined Students 1 Students: 8.3% of African American Students 0 Students: 0% of Hispanic Students 9 Students: 30.0% of Caucasian Students 4 Students: 12.1% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities 2006-Number and Percent of Students Scoring Proficient or Advanced: 10 Students: 33.3% of Combined Students 1 Students: 20.0% of African American Students 1 Students: 50.0% of Hispanic Students 8 Students: 34.7% of Caucasian Students 5 Students: 21.7% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities
7. Data from NORMES EOC-Algebra Exam 2004-Percent of Students Scoring Proficient or Advanced: 12 Students: 54.5% of Combined Students 2 Students: 33.3% of African American Students 0 Students: 0% of Hispanic Students 10 Students: 71.4% of Caucasian Students 8 Students: 53.3% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities 2005-Number and Percent of Students Scoring Proficient or Advanced: 19 Students: 54.2% of Combined Students 4 Students: 36.3% of African American Students 1 Students: 50.0% of Hispanic Students 14 Students: 63.6% of Caucasian Students 11 Students: 50.0% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities 2006-Number and Percent of Students Scoring Proficient or Advanced: 15 Students: 45.4% of Combined Students 1 Students: 12.5% of African American Students 0 Students: 0% of Hispanic Students 13 Students: 61.9% of Caucasian Students 6 Students: 26.0% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities
8. ITBS Data: Arkansas Comprehensive School Improvement Data Source for BLEVINS HS IOWA TEST OF BASIC SKILLS -- Report Completed: Nov 12, 2007 Number Tested and Percent of Students Scoring At/Above 50th Percentile: COMBINED POPULATION Grade:7 Year 2005 2006 2007 Number Tested 28 35 44 % At/Above 50th NPR In: Vocabulary N/A% 28.6% 50.0% Reading Comprehension 50.0% 40.0% 52.3% Reading Total N/A% 31.4% 50.0% Spelling N/A% 34.3% 22.7% Capitalization N/A% 17.1% 34.1% Punctuation N/A% 22.9% 40.9% Usage and

Expression N/A% 28.6% 36.4% Language Total N/A% 11.4% 34.1% Math Concepts 39.3% 45.7% 52.3% Problems & Data Inter. 50.0% 40.0% 54.5% Math Total Without Comp. 42.9% 48.6% 52.3% Math Computation N/A% 14.3% 15.9% Math Total With Comp. N/A% 28.6% 43.2% Science N/A% 34.3% 52.3% The lowest identified areas for the combined population were: Math Computation (15.9%) and Spelling (22.7%) out of 44 students The lowest identified areas for African Americans were: Vocabulary, Spelling, and Math Computation (all 10%) out of 10 students The lowest identified areas for Hispanic were: Vocabulary, Capitalization, and Math Concepts (all 0%) out of 5 students The lowest identified areas for Caucasian were: Math Computation (17.2%), Spelling (27.6%), and Capitalization (37.9%) out of 29 students The lowest identified areas for Econ. Disadvantaged students were: Math Computation (12.5%) and Spelling (16.7%) out of 24 students The lowest identified areas for LEP students were: N/A Arkansas Comprehensive School Improvement Data Source for BLEVINS HS IOWA TEST OF BASIC SKILLS -- Report Completed: Nov 12, 2007 Number Tested and Percent of Students Scoring At/Above 50th Percentile: COMBINED POPULATION Grade:8 Year 2005 2006 2007 Number Tested 45 30 27 % At/Above 50th NPR In: Vocabulary N/A% 46.7% 37.0% Reading Comprehension 46.7% 53.3% 48.1% Reading Total N/A% 50.0% 48.1% Spelling N/A% 40.0% 25.9% Capitalization N/A% 53.3% 25.9% Punctuation N/A% 36.7% 14.8% Usage and Expression N/A% 53.3% 37.0% Language Total N/A% 43.3% 14.8% Math Concepts 28.9% 43.3% 59.3% Problems & Data Inter. 33.3% 46.7% 51.9% Math Total Without Comp. 28.9% 40.0% 51.9% Math Computation N/A% 23.3% 22.2% Math Total With Comp. N/A% 40.0% 37.0% Science N/A% 60.0% 55.6% The lowest identified areas for the combined population were: Punctuation (14.8%), Language Total (14.8%), and Math Computation (22.2%) out of 27 students total The lowest identified areas for African Americans were: Punctuation, Language Total, Problems & Data Inter., and Math Computation (all 12.5%) out of 8 students The lowest identified areas for Hispanic were: Punctuation and Language Total (both 0%), with Spelling, Capitalization, and Math Computation (all 20%) out of 5 students The lowest identified areas for Caucasian were: Punctuation and Language Total (both 21.4%), with Spelling, Capitalization, and Math Computation (all 28.6%) out of 14 students The lowest identified areas for Econ. Disadvantaged students were: Punctuation and Language Total (both 10%), with Math Computation (20%), and Spelling and Capitalization (25%) out of 20 students The lowest identified areas for LEP students were: N/A Arkansas Comprehensive School Improvement Data Source for BLEVINS HS IOWA TEST OF BASIC SKILLS -- Report Completed: Nov 12, 2007 Number Tested and Percent of Students Scoring At/Above 50th Percentile: COMBINED POPULATION Grade:9 Year 2005 2006 2007 Number Tested 43 45 30 % At/Above 50th NPR In: Vocabulary N/A% 24.4% 46.7% Reading Comprehension 53.5% 20.0% 70.0% Reading Total N/A% 20.0% 63.3% Spelling N/A% 22.2% 53.3% Language Total N/A% 24.4% 50.0% Math Total Without Comp. 48.8% 37.8% 63.3% Math Computation N/A% 13.3% 50.0% Math Total With Comp. N/A% 15.6% 66.7% Science N/A% 26.7% 36.7% The lowest identified areas for the combined population were: Science (36.7%) and Vocabulary (46.7%) out of 30 students The lowest identified areas for African Americans were: Vocabulary, Reading Total, Language Total, and Science (all 20%) out of 5 students The lowest identified areas for Hispanic were: All categories were 0%. Apparently, only 1 student was tested in this population, and he/she did not score above the 50th percentile. The lowest identified areas for Caucasian were: Science (39.1%) and Math Computation (47.8%) out of 23 students The lowest identified areas for Econ. Disadvantaged students were: Science (25%), Language Total (35%), and Vocabulary (40%) out of 20 students The lowest identified areas for LEP students were: N/A

9. ACSIP CRT Data Source for BLEVINS HIGH SCHOOL Benchmark-7th Grade Mathematics Exam Report Created: Nov 12, 2007 2005-# Tested & Percent of Students Scoring Proficient/Advanced: 27 Students: 37.0% of Combined Students 5 Students: 0% of African American Students 1 Students: 0% of Hispanic Students 21 Students: 47.6% of Caucasian Students 20 Students: 30.0% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 3 Students: 0% of Students with Disabilities 2006-# Tested & Percent of Students Scoring Proficient/Advanced: 33 Students: 30.3% of Combined Students 11 Students: 9.0% of African American Students 7 Students: 42.8% of

Hispanic Students 15 Students: 40.0% of Caucasian Students 25 Students: 20.0% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 2 Students: 0% of Students with Disabilities 2007-# Tested & Percent of Students Scoring Proficient/Advanced: 43 Students: 48.8% of Combined Students 10 Students: 30.0% of African American Students 6 Students: 16.6% of Hispanic Students 27 Students: 62.9% of Caucasian Students 25 Students: 36.0% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 5 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: Algebra Open-Response (13.4%); Data Analysis and Probability Open-Response (22.4%) The lowest identified areas for African Americans were: Algebra Open-Response (3.8%); Data Analysis and Probability Open-Response (13.8%) The lowest identified areas for Hispanic were: Data Analysis and Probability Open-Response(8.4%); Algebra Open-Response (10.4%) The lowest identified areas for Caucasian were: Algebra Open-Response (17.4%); Data Analysis and Probability Open-Response (28.8%) The lowest identified areas for Econ. Disadvantaged students were: Algebra Open-Response (6.0%); Data Analysis and Probability Open-Response (16.6%) The lowest identified areas for LEP students were: N/A ? ACSIP CRT Data Source for BLEVINS HIGH SCHOOL Benchmark-8th Grade Mathematics Exam Report Created: Nov 12, 2007 2005-# Tested & Percent of Students Scoring Proficient/Advanced: 40 Students: 25.0% of Combined Students 9 Students: 11.1% of African American Students 4 Students: 0% of Hispanic Students 27 Students: 33.3% of Caucasian Students 28 Students: 14.2% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 10 Students: 0% of Students with Disabilities 2006-# Tested &Percent of Students Scoring Proficient/Advanced: 29 Students: 34.4% of Combined Students 5 Students: 20.0% of African American Students 2 Students: 50.0% of Hispanic Students 22 Students: 36.3% of Caucasian Students 22 Students: 22.7% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 2 Students: 0% of Students with Disabilities 2007-# Tested & Percent of Students Scoring Proficient/Advanced: 27 Students: 33.3% of Combined Students 8 Students: 12.5% of African American Students 5 Students: 40.0% of Hispanic Students 14 Students: 42.8% of Caucasian Students 20 Students: 25.0% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 1 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: Measurement strand was weakest strand (28.6%), including Measurement Open-Response (9.8%). Also weak on Number Operations Open-Response (25%) The lowest identified areas for African Americans were: Measurement strand (20.38%), including Measurement Open-Response (1.6%) The lowest identified areas for Hispanic were: Measurement Open-Response (12.6%)and Number Operations Open-Response (17.6%) The lowest identified areas for Caucasian were: Measurement Open-Response (13.4%), Number Operations Open-Response (30.4%), and Measurement strand (32.14%) The lowest identified areas for Econ. Disadvantaged students were: Open-Response for several strands, including Measurement Open-Response (5.6%), Number Operations Open-Response(20.0%), and Algebra Strand Open-Response (25.6%) The lowest identified areas for LEP students were: N/A ? ACSIP CRT Data Source for BLEVINS HIGH SCHOOL EOC-Algebra Exam Report Created: Nov 12, 2007 2005-# Tested & Percent of Students Scoring Proficient/Advanced: 32 Students: 56.2% of Combined Students 10 Students: 40.0% of African American Students 2 Students: 50.0% of Hispanic Students 20 Students: 65.0% of Caucasian Students 19 Students: 52.6% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 1 Students: 0% of Students with Disabilities 2006-# Tested and Percent of Students Scoring Proficient/Advanced: 33 Students: 45.4% of Combined Students 8 Students: 12.5% of African American Students 3 Students: 0% of Hispanic Students 21 Students: 61.9% of Caucasian Students 23 Students: 26.0% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 7 Students: 0% of Students with Disabilities 2007-# Tested and Percent of Students Scoring Proficient/Advanced: 38 Students: 50.0% of Combined Students 11 Students: 27.2% of African American Students 3 Students: 0% of Hispanic Students 23 Students: 65.2% of Caucasian Students 25 Students: 40.0% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 7 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: Open-Response scores were low in Data Interpretation and Probability Open-Response(12.8%), Non-Linear Functions

Open-Response(24.6%), Linear Functions Open-Response(26.6%), and Language of Algebra Open-Response(28%). Lowest strand was Data Interpretation and Probability (38%). The lowest identified areas for African Americans were: Open-Response scores were low in Data Interpretation and Probability Open-Response(6.8%), Language of Algebra Open-Response(9.0%), and Non-Linear Functions Open-Response(18.2%) The lowest identified areas for Hispanic were: Open-Response scores were low in Linear Functions Open-Response(0%), Data Interpretation and Probability Open-Response(0%), Language of Algebra Open-Response(4.2%), and Non-Linear Functions Open-Response(8.4%) The lowest identified areas for Caucasian were: Open-Response scores were low in Data Interpretation and Probability Open-Response(18.0%), Non-Linear Functions Open-Response(28.8%), and Linear Functions Open-Response(30.4%) The lowest identified areas for Econ. Disadvantaged students were: Open-Response scores were low in Data Interpretation and Probability Open-Response(7.6%), Linear Functions Open-Response (20%), Language of Algebra Open-Response(21.6%), and Non-Linear Functions Open-Response(21.6%) The lowest identified areas for LEP students were: N/A ACSIP CRT Data Source for BLEVINS HIGH SCHOOL EOC-Geometry Exam Report Created: Nov 12, 2007 2005-# Tested & Percent of Students Scoring Proficient/Advanced: 15 Students: 33.3% of Combined Students 5 Students: 20.0% of African American Students 2 Students: 0% of Hispanic Students 8 Students: 50.0% of Caucasian Students 11 Students: 18.1% of Econ. Disadvantaged Students . Students: N/A% of LEP Students . Students: N/A% of Students with Disabilities 2006-# Tested and Percent of Students Scoring Proficient/Advanced: 32 Students: 37.5% of Combined Students 11 Students: 27.2% of African American Students . Students: N/A% of Hispanic Students 21 Students: 42.8% of Caucasian Students 21 Students: 33.3% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 2 Students: 0% of Students with Disabilities 2007-# Tested and Percent of Students Scoring Proficient/Advanced: 26 Students: 26.9% of Combined Students 5 Students: 0% of African American Students 2 Students: 0% of Hispanic Students 19 Students: 36.8% of Caucasian Students 18 Students: 0% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 5 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: Open-Response scores were low. Language of Geometry Open-Response (15%) Relationship Between Two- and Three-Dimensions Open-Response(19.8%) Triangles Open-Response(20.6%) Measurement Open-Response(24%) Coordinate Geometry and Transformations Open-Response(24%) The lowest identified areas for African Americans were: Open-Response scores were low. Language of Geometry Open-Response (5%) Measurement Open-Response(7.6%) Relationship Between Two- and Three-Dimensions Open-Response(10%) Triangles Open-Response(10%) Coordinate Geometry and Transformations Open-Response(15%) The lowest identified areas for Hispanic were: Open-Response scores were low. Language of Geometry Open-Response (0%) Measurement Open-Response(0%) Relationship Between Two- and Three-Dimensions Open-Response(0%) Coordinate Geometry and Transformations Open-Response(0%) Triangles Open-Response(12.6%) The lowest identified areas for Caucasian were: Open-Response scores were low. Language of Geometry Open-Response (19%) Triangles Open-Response(24.4%) Relationship Between Two- and Three-Dimensions Open-Response(24.4%) Coordinate Geometry and Transformations Open-Response(29%) Measurement Open-Response(31%) The lowest identified areas for Econ. Disadvantaged students were: Open-Response scores were low. Language of Geometry Open-Response (7.6%) Relationship Between Two- and Three-Dimensions Open-Response(9.8%) Measurement Open-Response(12.6%) Triangles Open-Response(13.8%) Coordinate Geometry and Transformations Open-Response(18%) The lowest identified areas for LEP students were: N/A

10. 95% of students graduated in 2004-2005. 96% of students graduated in 2005-2006. 98% of students graduated in 2006-2007. 98% of students graduated in 2007-2008.

Goal	To improve mathematics skills for all students with emphasis on measurement and open response.
Benchmark	In 2006-2007, 43.1% of Blevins High School students scored proficient which is 5.14% above the state AYP standard of

37.96%

Intervention: Curriculum Alignment				
Scientific Based Research: "Curriculum Mapping: Building Collaboration and Communication": Kappang, 2004. "Analysis of students' assessments in middle school curriculum materials: Aiming percisely at benchmarks and standards": Stern & Ahlgren, 2002.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will map their taught curriculum through the use of lesson plans, district frameworks, and state frameworks. Benchmark results will evaluate the effectiveness of the curriculum mapping. Teachers will receive curriculum mapping training with The Learning Institute. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Cindy Lee / Lisa Doss	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants School Library Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
When individual mapping is completed, teachers will compare individual maps to state-frameworks and search for gaps and overlaps. Teachers will then sequence curriculum to best fit student academic needs. With professional assistance from TLI, teachers will use these maps to form interim assessments, give these assessments, and evaluate student data from those assessments. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Cindy Lee / Lisa Doss	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Student Academic Improvement Plan				
Scientific Based Research: "Reflective Practice to Improve Schools": York-Barr, Sommers, Ghere, & Montie, 2001. "Improving Schools in Socioeconomically disadvantaged areas": Muys, Harris, Chapman, Stoll, & Russ, 2004. Matuszny, R.M., Banda, D.R., & Coleman, T.J. (2007). A progressive plan for building collaborative relationships with parents from diverse backgrounds. Teaching Exceptional Children. 39, 24-31.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In conjunction with the literacy priority, students will be identified for AIP who are not on grade level through the use of	Billy Lee / Andrea	Start: 07/01/2009	<ul style="list-style-type: none"> Administrative Staff Computers 	<hr/> ACTION \$

<p>standardized test scores, report cards, and/or other performance indicators, as needed. Additionally, all regular education teachers will be given modification folders for students with IEPs. These folders will be in addition to AIPs and will be updated regularly. Math Classes are offering corrective action with CMP 2 curriculum and the use of math coaches and outside consultants. Also, 2 math teachers are participating in "Arkansas Capacity Building Mathematics Partnership," a 3-year professional development program in conjunction with the Math & Science center at a nearby college.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	Woodruff	End: 06/30/2010	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	BUDGET:
<p>Identified students will receive enhanced instruction through a school-wide tutoring period following lunch, small group reteaching, cooperative learning, extended practice sessions, modified homework assignments, and practice with released items from Benchmark and End of Course tests. The district curriculum coordinator will evaluate data and provide data analysis to teachers.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	Billy Lee / Ron Sweat / Cindy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Introduce and implement more technology-based instruction				
<p>Scientific Based Research: Technology and Classroom Practices: An International Study Journal article by Robert B. Kozma; Journal of Research on Technology in Education, Vol. 36, 2003 Be the Technology: A Developmental Model for Evaluating Technology Integration Journal article by Steven C. Mills, Robert C. Tincher; Journal of Research on Technology in Education, Vol. 35, 2003 Hanley, J.T., & Jackson, P (2006). Making it click: A California high school test drives and evaluates six new personal response systems. Technology & Learning. 26, 34-38. Keeler, A. (2006).Classroom performance system (cps). Media & Methods. 42, 35. (2005).On the cutting edge. Media & Methods. 42, 21-22. Terreri, A, & Simons, T (2005). What are they thinking?. Presentations. 19, 36-39.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>Train teachers and staff in the effective use of power point, and other technology-based instruction tools. In-service appropriate internet projects and family projects. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Billy Lee</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • Performance Assessments • School Library • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Research and develop effective software updates that may include open-response and higher order thinking skills. Research available activities which involve family, community, and technology. Research textbooks that include technology-based instruction as an integral part of the instruction. Effectively use The Learning Institute technology to analyze student data (on Benchmark, EOC, and interim assessments). Use the TLI quiz-builder program, when appropriate. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Ron Sweat / Jennifer Myrick / Nancy Myrick</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Continue to use a variety of software programs available in the computer lab, on classroom computers, and/or on the internet. These programs include Jedi, summer Credit Recovery, summer ACT workshop, and additional course offerings through the CIV/DL labs. NSLA funds will be available for use in a teacher assisting in technology. FTE = .61 Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	<p>Billy Lee / Shirley Treat</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Performance Assessments • Teachers • Teaching Aids 	<p>NSLA (State-281) - Employee Salaries: \$19670.00 NSLA (State-281) - Employee Benefits: \$5609.00</p> <hr/> <p>ACTION BUDGET: \$25279</p>
<p>Teachers will incorporate into lesson plans power point presentations and other technology-based instruction, both included in textbooks and develop original</p>	<p>Wayne Clark / Ron Sweat</p>	<p>Start: 07/01/2009 End:</p>	<ul style="list-style-type: none"> • Community Leaders • Computers • School Library 	<hr/> <p>ACTION BUDGET: \$</p>

presentations. Teachers will engage students in internet projects and implement family-oriented activities in instruction. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion		06/30/2010	<ul style="list-style-type: none"> Teachers Teaching Aids 	
As funds allow, increase the number of SmartBoards, projectors, document cameras, and/or e-instruction in classrooms. Provide professional development on the effective use of these pieces of equipment. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Billy Lee / Ron Sweat / Chris Sweat / Shirley Treat	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$25279

Intervention: Implementation and expansion of a school-wide assistance and co-teaching program.

Scientific Based Research: The High School Journal Volume 86, Number 4, April-May 2003 Dieker, Lisa A. Murawski, Wendy W. Co-Teaching at the Secondary Level: Unique Issues, Current Trends, and Suggestions for Success Roth, Wolff-Michael and Tobin, Kenneth. (Eds.) (2005). Teaching Together, Learning Together. New York: Peter Lang Merrill, M.D., & Gilbert, C.G. (2008). Effective peer interaction in a problem-centered instructional strategy. Distance Education. 29, 199-207. Wilson, G.L. (2008). 20 ways to be an active co-teacher. Intervention in School and Clinic. 43, 240-243.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Evaluate current in-school tutoring program, peer teaching programs and co-teaching practices. Research and develop effective tutoring and co-teaching strategies. Evaluation will be conducted through test result comparisons. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Debbie Roy / Andrea Woodruff	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Community Leaders Outside Consultants Teachers 	ACTION BUDGET: \$
Train teachers, through in-service and workshops, in successful peer teaching and co-teaching strategies. NSLA funds will be used for professional development in the area of mathematics.	Billy Lee / Andrea Woodruff	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education				
Implement peer teaching in every class when appropriate. Continue current school-wide in-school tutoring program for any student scoring below proficient on state Benchmark or EOC exams. Offer after-school tutoring, with students assigned to their individual target areas. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Billy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$
Evaluate impact of peer teaching, co-teaching, and in-school and after-school tutoring programs on student performance. Data will be disaggregated to identify strengths and weaknesses. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Billy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Develop and Implement a parental involvement plan; Act 703 of 2007. The parental involvement plan will be evaluated through parent surveys.				
Scientific Based Research: Darling, S. (2008).Family must be a part of the solution in closing the achievement gap. The Clearing House. 245-246. Matuszny, R.M., Banda, D.R., & Coleman, T.J. (2007). A progressive plan for building collaborative relationships with parents from diverse backgrounds. Teaching Exceptional Children. 39, 24-31. Mo, Y, & Singh, K. (2008). Parents' relationships and involvement: Effects on students' school engagement and performance. Research in Middle Level Education Online. 31, 1-11. Viadero, D. (2008).Scholars put price tag on parent involvement. Education Week. 27, 4. Elish-Piper, L. (2008).Parent involvement during the middle and high school years: What's a teacher to do?. Illinois Reading Council Journal. 36, 44-50.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In conjunction with the literacy committee, the teachers will develop and implement a parental involvement plan. It will involve parents, teachers, alumni, and community members. Blevins High School will provide an opportunity for the formation of a PTA/PTO. Blevins High School has published in	Billy Lee / Marilyn Manning / Wayne Clark	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff 	ACTION BUDGET: \$

<p>its student handbook the grievance procedure for parents. The evaluation of the parent compact will be evaluated through attendance records and/or surveys conducted.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation</p>			<ul style="list-style-type: none"> • Outside Consultants • Public Library • Teachers 	
<p>We will have a designated parental facilitator. The Parent facilitator will conduct a needs assessment for the Blevins High school parent center. The plan evaluation will be conducted through surveys.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Billy Lee / Marilyn Manning	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>In conjunction with the literacy committee, the administrators will attend a workshop addressing parental involvement, will present a workshop to the teachers, and will form a committee including administrators, teachers, community residents, and parents to address the need for parental involvement. All teachers will attend a minimum of 2 hours of professional development on parental involvement per year.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education</p>	Billy Lee	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>In conjunction with the literacy committee, we will promote and encourage responsible parenting by updating a parent center, purchasing parental materials to stock the center, and recognizing parent attendance at school events.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion</p>	Billy Lee / Marilyn Manning	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>In conjunction with the literacy committee, we will encourage parent participation at least two parent/teacher conferences, CAP's conferences, open house, annual public meeting, club programs, school committees, and other extracurricular activities. The High School will host a seminar about course</p>	Mary Ward / Billy Lee / Patsy Wesson	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

selection, career planning, and preparation for postsecondary opportunities. Action Type: Collaboration Action Type: Parental Engagement			<ul style="list-style-type: none"> Teachers 	
In conjunction with the literacy committee, we will implement the CAP's Program (Career Action Planning). Each teacher will be assigned a small group of students and will be responsible for assisting the student and their parent in developing the student's academic course of study and yearly class schedule. Along with the CAP's Program, we will create a course catalog, describing the courses we offer. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Billy Lee / Mary Ward	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Community Leaders Computers District Staff Outside Consultants Public Library School Library Teachers Teaching Aids 	ACTION BUDGET: \$
The Parent Center will distribute information to parents. All information will be available in the Parent Center. Information will be displayed during Open House, Parent-Teacher Conferences and other school events. Blevins High School will distribute a letter stating the school improvement status of the school within one week of receiving official improvement status notification. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Marilyn Manning / Mary Ward / Billy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: Literacy

1. Trend data is literacy shows an increase in proficiency levels for Blevins High school students on the Benchmark exam and End of Course exam. Areas of improvement include open-response and reading practical passages. Areas of needed improvement include multiple-choice writing, open-response reading content and reading literacy.
2. In 2006, 27% of the students scored below proficient on the 8th grade Benchmark exam. Of the 8 students who scored below proficient, 25% were African American, 12.5% were Hispanic, 62.5% were Caucasian, 75% were socio-economic deprived, and 25% were students with disabilities. The lowest areas for combined populations were multiple-choice writing. The lowest areas for African Americans were open-response reading content and multiple-choice writing. The lowest areas for Hispanics were open-response reading content, open-response reading literacy, and multiple-choice writing. The lowest areas for Caucasians were open-response reading content, open-response reading literacy, and multiple-choice writing. The lowest areas for socio-economic deprived students were open-

Supporting Data:

response reading content and multiple-choice writing. The lowest areas for students with disabilities were open-response reading content and multiple-choice writing. In 2006, 47% of the students scored below proficient on the EOC Literacy exam. Of the 9 students who scored below proficient, 56% were African American, 44% were Caucasian, 78% were socio-economic deprived, and 33% were students with disabilities. The lowest areas for combined populations were multiple-choice content passages and multiple-choice practical passages. The lowest areas for African Americans were multiple-choice practical passages and writing multiple-choice. The lowest areas for Caucasians were multiple-choice content passages and multiple-choice practical passages. The lowest areas for socio-economic deprived students were multiple-choice practical passages and multiple-choice content passages. The lowest areas for students with disabilities were multiple-choice practical passages and multiple-choice content passages.

3. In 2004, the SAT 9 was not administered to the 10th grade class, therefore no data are available for this exam.
4. In 2006, 57% of the students scored below proficient on the 7th grade Benchmark exam. Of the 20 students who scored below proficient, 45% were African American, 20% were Hispanic, 35% were Caucasian, 80% were socio-economic deprived, and 10% were students with disabilities. The lowest areas for combined populations were open-response practical in reading, open-response content in reading, and multiple-choice writing. The lowest areas for African Americans were multiple-choice writing. The lowest areas for Hispanics were multiple-choice writing. The lowest areas for Caucasians were multiple-choice writing. The lowest areas for socio-economic deprived students were multiple-choice writing. The lowest areas for students with disabilities were multiple-choice writing.
5. Data From NORMES Benchmark-7th Grade Literacy Exam 2004-Number and Percent of Students Scoring Proficient or Advanced: . Students: N/A% of Combined Students . Students: N/A% of African American Students . Students: N/A% of Hispanic Students . Students: N/A% of Caucasian Students . Students: N/A% of Economically Disadvantaged Students . Students: N/A% of LEP Students . Students: N/A% of Students with Disabilities 2005-Number and Percent of Students Scoring Proficient or Advanced: 16 Students: 57.1% of Combined Students 4 Students: 80.0% of African American Students 0 Students: 0% of Hispanic Students 12 Students: 54.5% of Caucasian Students 11 Students: 52.3% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities 2006-Number and Percent of Students Scoring Proficient or Advanced: 15 Students: 42.8% of Combined Students 3 Students: 25.0% of African American Students 4 Students: 57.1% of Hispanic Students 8 Students: 50.0% of Caucasian Students 11 Students: 42.3% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities
6. Data From NORMES Benchmark-8th Grade Literacy Exam 2004-Number and Percent of Students Scoring Proficient or Advanced: 24 Students: 50.0% of Combined Students 5 Students: 41.6% of African American Students 1 Students: 14.2% of Hispanic Students 18 Students: 69.2% of Caucasian Students 14 Students: 41.1% of Economically Disadvantaged Students 0 Students: 0% of LEP Students 1 Students: 9.0% of Students with Disabilities 2005-Number and Percent of Students Scoring Proficient or Advanced: 21 Students: 45.6% of Combined Students 3 Students: 25.0% of African American Students 1 Students: 25.0% of Hispanic Students 17 Students: 56.6% of Caucasian Students 10 Students: 30.3% of Economically Disadvantaged Students . Students: N/A% of LEP Students 1 Students: 8.3% of Students with Disabilities 2006-Number and Percent of Students Scoring Proficient or Advanced: 22 Students: 73.3% of Combined Students 3 Students: 60.0% of African American Students 1 Students: 50.0% of Hispanic Students 18 Students: 78.2% of Caucasian Students 17 Students: 73.9% of Economically Disadvantaged Students . Students: N/A% of LEP Students 1 Students: 33.3% of Students with Disabilities
7. Data from NORMES Literacy-11th Exam 10 Students: 27.7% of Combined Students 2 Students: 20.0% of African American Students 1 Students: 20.0% of Hispanic Students 7 Students: 35.0% of Caucasian Students 5 Students: 20.8% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities 2005-Number and Percent of Students Scoring Proficient or Advanced: 5 Students: 23.8% of Combined

Students 1 Students: 11.1% of African American Students 1 Students: 50.0% of Hispanic Students 3 Students: 30.0% of Caucasian Students 2 Students: 14.2% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities 2006-Number and Percent of Students Scoring Proficient or Advanced: 10 Students: 52.6% of Combined Students 2 Students: 28.5% of African American Students . Students: N/A% of Hispanic Students 8 Students: 66.6% of Caucasian Students 6 Students: 46.1% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities

8. Arkansas Comprehensive School Improvement Data Source for BLEVINS HS IOWA TEST OF BASIC SKILLS -- Report Completed: Nov 12, 2007 Number Tested and Percent of Students Scoring At/Above 50th Percentile: COMBINED POPULATION Grade:7 Year 2005 2006 2007 Number Tested 28 35 44 % At/Above 50th NPR In: Vocabulary N/A% 28.6% 50.0% Reading Comprehension 50.0% 40.0% 52.3% Reading Total N/A% 31.4% 50.0% Spelling N/A% 34.3% 22.7% Capitalization N/A% 17.1% 34.1% Punctuation N/A% 22.9% 40.9% Usage and Expression N/A% 28.6% 36.4% Language Total N/A% 11.4% 34.1% Math Concepts 39.3% 45.7% 52.3% Problems & Data Inter. 50.0% 40.0% 54.5% Math Total Without Comp. 42.9% 48.6% 52.3% Math Computation N/A% 14.3% 15.9% Math Total With Comp. N/A% 28.6% 43.2% Science N/A% 34.3% 52.3% The lowest identified areas for the combined population were: Math Computation (15.9%) and Spelling (22.7%) out of 44 students The lowest identified areas for African Americans were: Vocabulary, Spelling, and Math Computation (all 10%) out of 10 students The lowest identified areas for Hispanic were: Vocabulary, Capitalization, and Math Concepts (all 0%) out of 5 students The lowest identified areas for Caucasian were: Math Computation (17.2%), Spelling (27.6%), and Capitalization (37.9%) out of 29 students The lowest identified areas for Econ. Disadvantaged students were: Math Computation (12.5%) and Spelling (16.7%)out of 24 students The lowest identified areas for LEP students were: N/A Arkansas Comprehensive School Improvement Data Source for BLEVINS HS IOWA TEST OF BASIC SKILLS -- Report Completed: Nov 12, 2007 Number Tested and Percent of Students Scoring At/Above 50th Percentile: COMBINED POPULATION Grade:8 Year 2005 2006 2007 Number Tested 45 30 27 % At/Above 50th NPR In: Vocabulary N/A% 46.7% 37.0% Reading Comprehension 46.7% 53.3% 48.1% Reading Total N/A% 50.0% 48.1% Spelling N/A% 40.0% 25.9% Capitalization N/A% 53.3% 25.9% Punctuation N/A% 36.7% 14.8% Usage and Expression N/A% 53.3% 37.0% Language Total N/A% 43.3% 14.8% Math Concepts 28.9% 43.3% 59.3% Problems & Data Inter. 33.3% 46.7% 51.9% Math Total Without Comp. 28.9% 40.0% 51.9% Math Computation N/A% 23.3% 22.2% Math Total With Comp. N/A% 40.0% 37.0% Science N/A% 60.0% 55.6% The lowest identified areas for the combined population were: Punctuation (14.8%), Language Total (14.8%), and Math Computation (22.2%) out of 27 students total The lowest identified areas for African Americans were: Punctuation, Language Total, Problems & Data Inter., and Math Computation (all 12.5%) out of 8 students The lowest identified areas for Hispanic were: Punctuation and Language Total (both 0%), with Spelling, Capitalization, and Math Computation (all 20%) out of 5 students The lowest identified areas for Caucasian were: Punctuation and Language Total (both 21.4%), with Spelling, Capitalization, and Math Computation (all 28.6%) out of 14 students The lowest identified areas for Econ. Disadvantaged students were: Punctuation and Language Total (both 10%), with Math Computation (20%), and Spelling and Capitalization (25%) out of 20 students The lowest identified areas for LEP students were: N/A Arkansas Comprehensive School Improvement Data Source for BLEVINS HS IOWA TEST OF BASIC SKILLS -- Report Completed: Nov 12, 2007 Number Tested and Percent of Students Scoring At/Above 50th Percentile: COMBINED POPULATION Grade:9 Year 2005 2006 2007 Number Tested 43 45 30 % At/Above 50th NPR In: Vocabulary N/A% 24.4% 46.7% Reading Comprehension 53.5% 20.0% 70.0% Reading Total N/A% 20.0% 63.3% Spelling N/A% 22.2% 53.3% Language Total N/A% 24.4% 50.0% Math Total Without Comp. 48.8% 37.8% 63.3% Math Computation N/A% 13.3% 50.0% Math Total With Comp. N/A% 15.6% 66.7% Science N/A% 26.7% 36.7% The lowest identified areas for the combined population were: Science (36.7%) and Vocabulary (46.7%) out of 30 students The lowest identified areas for African Americans were: Vocabulary, Reading Total, Language Total, and

Science (all 20%) out of 5 students The lowest identified areas for Hispanic were: All categories were 0%. Apparently, only 1 student was tested in this population, and he/she did not score above the 50th percentile. The lowest identified areas for Caucasian were: Science (39.1%) and Math Computation (47.8%) out of 23 students The lowest identified areas for Econ. Disadvantaged students were: Science (25%), Language Total (35%), and Vocabulary (40%) out of 20 students The lowest identified areas for LEP students were: N/A

9. ACSIP CRT Data Source for BLEVINS HIGH SCHOOL Benchmark-7th Grade Literacy Exam Report Created: Nov 12, 2007 2005-# Tested & Percent of Students Scoring Proficient/Advanced: 27 Students: 55.5% of Combined Students 5 Students: 80.0% of African American Students 1 Students: 0% of Hispanic Students 21 Students: 52.3% of Caucasian Students 20 Students: 50.0% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 3 Students: 0% of Students with Disabilities 2006-# Tested & Percent of Students Scoring Proficient/Advanced: 33 Students: 42.4% of Combined Students 11 Students: 27.2% of African American Students 7 Students: 57.1% of Hispanic Students 15 Students: 46.6% of Caucasian Students 25 Students: 44.0% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 2 Students: 0% of Students with Disabilities 2007-# Tested & Percent of Students Scoring Proficient/Advanced: 43 Students: 55.8% of Combined Students 10 Students: 40.0% of African American Students 6 Students: 33.3% of Hispanic Students 27 Students: 66.6% of Caucasian Students 25 Students: 40.0% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 5 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: Literary Passage Open-Response (51.2%) and Writing Multiple Choice (53.4%) The lowest identified areas for African Americans were: Practical Passage Open-Response (37.6%) and Content Passage Open-Response (36.2%) The lowest identified areas for Hispanic were: Writing Multiple Choice (31.2%) The lowest identified areas for Caucasian were: Literary Passage Open-Response (55.8%) The lowest identified areas for Econ. Disadvantaged students were: Literary Passage Open-Response (43%), Practical Passage Open-Response (44%), and Writing Multiple Choice (44%) The lowest identified areas for LEP students were: N/A ? ACSIP CRT Data Source for BLEVINS HIGH SCHOOL Benchmark-8th Grade Literacy Exam Report Created: Nov 12, 2007 2005-# Tested & Percent of Students Scoring Proficient/Advanced: 40 Students: 47.5% of Combined Students 9 Students: 11.1% of African American Students 4 Students: 25.0% of Hispanic Students 27 Students: 62.9% of Caucasian Students 28 Students: 32.1% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 10 Students: 10.0% of Students with Disabilities 2006-# Tested & Percent of Students Scoring Proficient/Advanced: 29 Students: 75.8% of Combined Students 5 Students: 60.0% of African American Students 2 Students: 50.0% of Hispanic Students 22 Students: 81.8% of Caucasian Students 22 Students: 77.2% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 2 Students: 50.0% of Students with Disabilities 2007-# Tested & Percent of Students Scoring Proficient/Advanced: 27 Students: 70.3% of Combined Students 8 Students: 62.5% of African American Students 5 Students: 60.0% of Hispanic Students 14 Students: 78.5% of Caucasian Students 20 Students: 70.0% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 1 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: Content Passage Open-Response (37%) and Writing Multiple Choice (47.2%) The lowest identified areas for African Americans were: Content Passage Open-Response (29.6%) The lowest identified areas for Hispanic were: Writing Multiple Choice (35%) and Content Passage Open-Response (45%) The lowest identified areas for Caucasian were: Content Passage Open-Response (38.4%) and Writing Multiple Choice (47.4%) The lowest identified areas for Econ. Disadvantaged students were: Content Passage Open-Response (37.6%) and Writing Multiple Choice (45.6%) The lowest identified areas for LEP students were: N/A ? ACSIP CRT Data Source for BLEVINS HIGH SCHOOL Literacy-11th Exam Report Created: Nov 12, 2007 2005-# Tested & Percent of Students Scoring Proficient/Advanced: 15 Students: 26.6% of Combined Students 5 Students: 20.0% of African American Students 1 Students: 0% of Hispanic Students 9 Students: 33.3% of Caucasian Students 9 Students: 11.1% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 4 Students: 0% of Students with Disabilities 2006-# Tested & Percent of Students Scoring

Proficient/Advanced: 19 Students: 52.6% of Combined Students 7 Students: 28.5% of African American Students . Students: N/A% of Hispanic Students 12 Students: 66.6% of Caucasian Students 13 Students: 46.1% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 3 Students: 0% of Students with Disabilities 2007-# Tested & Percent of Students Scoring Proficient/Advanced: 36 Students: 41.6% of Combined Students 10 Students: 30.0% of African American Students 2 Students: 0% of Hispanic Students 23 Students: 47.8% of Caucasian Students 23 Students: 26.0% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 4 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: Practical Passage (59.2%), including Practical Passage Open-Response(51.6%) The lowest identified areas for African Americans were: Practical Passage (55%), including Practical Passage Open-Response (48.2%) The lowest identified areas for Hispanic were: Content Passage Open-Response and Practical Passage Open-Response (both 18.8%) The lowest identified areas for Caucasian were: Practical Passage (62.6%), including Practical Passage Open-Response (54.6%) The lowest identified areas for Econ. Disadvantaged students were: Practical Passage (55.8%), including Practical Passage Open-Response (47.6%) The lowest identified areas for LEP students were: N/A ?

10. 95% of students graduated in 2004-2005 96% of students graduated in 2005-2006 98% of students graduated in 2006-2007 98% of students graduated in 2007-2008

Goal To improve literacy skills for all students with emphasis on open response and improving content and style in writing.

Benchmark In 2006-2007, 67.0% of Blevins High School students scored proficient which is 23.7% above the state set AYP of 43.40%.

Intervention: Test taking styles & strategies; ACTAAP, Benchmark Released Data. The evaluation of the implementation of these new strategies will be evaluated through target assessment scores and increased Benchmark scores.				
Scientific Based Research: Dessoff, A (2008).Diagnostic testing. District Administration. 44, 42-45. Fisher, D., Grant, M., Frey, N., & Johnson, C. (2008). Taking formative assessment schoolwide. Educational Leadership, 65, 64-68. Stecker, P.M., Lembke, E.S., & Foegen, A. (2008). Using progress-monitoring data to improve instructional decision making. Preventing School Failure. 52, 48-58.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In conjunction with the Math priority, we will research different methods of assessments (open-ended response, writing to rubrics, balanced assessments) and released items. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Whitney Ivy / Richard Allen	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments School Library Teachers Teaching Aids 	ACTION BUDGET: \$
Teachers will receive training on the different methods of assessment and will implement the methods into the classroom. Title VI state funds will be used for professional development of teachers. Action Type: Alignment Action Type: Collaboration	Whitney Ivy / Ruth Steely	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants Performance Assessments 	ACTION BUDGET: \$

Action Type: Equity Action Type: Professional Development Action Type: Special Education			<ul style="list-style-type: none"> Teachers 	
Interim assessments (developed with/by TLI) will be administered regularly throughout the year to see if students are retaining what has been taught and to guide reteaching. Evaluation will be through analysis of test scores (target tests, Benchmark, EOC) and by checklists. Adaptation of learning and testing styles will be utilized in classrooms as needed. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Richard Allen / Cindy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Introduce and implement more technology-based instruction.

Scientific Based Research: www.asbj.com/achievement/ci/ci10.html and www.principals.org/news/bltn_realkids0902.html Changing How and What Children Learn in School with Computer-Based Technologies Jeremy M. Roschelle, Roy D. Pea, Christopher M. Hoadley, Douglas N. Gordin, Barbara M. Means The Future of Children, Vol. 10, No. 2, Children and Computer Technology (Autumn - Winter, 2000), Teacher Adoption of Technology: A Perceptual Control Theory Perspective Journal article by Gary A. Cziko, Yong Zhao; Journal of Technology and Teacher Education, Vol. 9, 2001 The Journey Ahead: Thirteen Teachers Report How the Internet Influences Literacy and Literacy Instruction in Their K-12 Classrooms Rachel A. Karchmer : Reading Research Quarterly, 2001 Hanley, J.T., & Jackson, P (2006). Making it click: A California high school test drives and evaluates six new personal response systems. Technology & Learning. 26, 34-38. (2007).Click 'n' read phonics helps special needs children learn to read. Curriculum Review. 47, 4. Keeler, A. (2006).Classroom performance system (cps). Media & Methods. 42, 35. (2005).On the cutting edge. Media & Methods. 42, 21-22. Terreri, A, & Simons, T (2005). What are they thinking?. Presentations. 19, 36-39.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Train teachers and staff in the effective use of power point and other technology-based instruction tools. In-service appropriate internet projects and family projects. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Billy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Community Leaders Computers Performance Assessments School Library Teachers Teaching Aids 	ACTION BUDGET: \$
Research and develop effective software that may include	Ron Sweat /	Start:	<ul style="list-style-type: none"> Administrative Staff 	

<p>open-response and higher order thinking skills. Research available activities which involve family, community, and technology. Research textbooks that include technology-based instruction as an integral part of the content. Effectively use The Learning Institute technology to analyze student data (on Benchmark, EOC, and interim assessments). Use the TLI quiz-builder program, when appropriate.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion</p>	Kim Cox	07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Community Leaders • Computers • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$
<p>Teachers will incorporate into lesson plans, power point presentations and other technology-based instruction, both included in text books and developed original presentations. Teachers will engage students in internet projects and implement family oriented activities in instruction.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	Kim Cox / Whitney Ivy	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Community Leaders • Computers • School Library • Teachers • Teaching Aids 	ACTION BUDGET: \$
<p>Continue to use a variety of software programs available in the computer lab, on classroom computers, and/or on the internet. These programs include Jedi, summer Credit Recovery, summer ACT workshop, and additional course offerings through the CIV/DL labs.</p> <p>Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	Ruth Steely / Richard Allen / Whitney Ivy	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
<p>As funds allow, increase the number of SmartBoards, projectors, document cameras, and/or e-instruction in classrooms. Provide professional development on the effective use of these pieces of equipment.</p>	Billy Lee / Ron Sweat / Chris Sweat	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Implementation and expansion of a school-wide assistance and co-teaching program.				

Scientific Based Research: Roth, Wolff-Michael and Tobin, Kenneth. (Eds.) (2005). Teaching Together, Learning Together. New York: Peter Lang Merrill, M.D., & Gilbert, C.G. (2008). Effective peer interaction in a problem-centered instructional strategy. Distance Education. 29, 199-207. Wilson, G.L. (2008). 20 ways to be an active co-teacher. Intervention in School and Clinic. 43, 240-243.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Evaluate current in-school tutoring program, peer-teaching programs and co-teaching practices. Research and develop effective tutoring and co-teaching strategies. Arkansas State Assessments and ACT scores will be utilized to evaluate this program.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	<p>Richard Allen / Andrea Woodruff / Philip Gentry</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Community Leaders • Outside Consultants • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Train teachers, through in-service and workshops, in successful peer teaching and co-teaching strategies. NSLA funds will be used for professional development in the area of literacy. NSLA funds will be used for a classroom teacher which exceeds standards at the high school level. Teacher FTE= .31</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>	<p>Billy Lee</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>NSLA (State-281) - Employee Salaries: \$17012.00 NSLA (State-281) - Employee Benefits: \$5813.55</p> <hr/> <p>ACTION BUDGET: \$22825.55</p>
<p>Implement and/or continue peer teaching in every class when appropriate. Continue current school-wide in-school tutoring program for any student scoring below proficient on state Benchmark or EOC exams. Offer after-school tutoring, with students assigned to their individual target areas.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	<p>Billy Lee</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Evaluate impact of peer teaching, co-teaching, and in-school and after-school tutoring programs on student performance. Data will be disaggregated to</p>	<p>Billy Lee / Cindy Lee</p>	<p>Start: 07/01/2009 End:</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

identify strengths and weaknesses. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education		06/30/2010	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	
Implement a program for individual or small-group instruction in Reading. Add an Instructional Coach to target struggling readers, especially in 7th and 8th grades.	Billy Lee / Kathy Harrison	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
Total Budget:				\$22825.55

Intervention: Special Education				
Scientific Based Research: Roth, Wolff-Michael and Tobin, Kenneth. (Eds.) (2005). Teaching Together, Learning Together. New York: Peter Lang Merrill, M.D., & Gilbert, C.G. (2008). Effective peer interaction in a problem-centered instructional strategy. Distance Education. 29, 199-207. Wilson, G.L. (2008). 20 ways to be an active co-teacher. Intervention in School and Clinic. 43, 240-243.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In conjunction with Math priority, parents, students, teachers, and administrators will develop IEPs for identified students. Special education and regular classroom teachers will be trained on methods to meet student needs. Interventions will include hands-on activities, modified homework, modified testing, and other programs which may be found through research. Effectiveness of IEPs will be evaluated through special education dismissals, increased test scores, and grades. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Carla Narlesky / Angela Winfield	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Develop and Implement a Parental Involvement Plan				
Scientific Based Research: Darling, S. (2008).Family must be a part of the solution in closing the achievement gap. The Clearing House. 245-246. Matuszny, R.M., Banda, D.R., & Coleman, T.J. (2007). A progressive plan for building collaborative relationships with parents from diverse backgrounds. Teaching Exceptional Children. 39, 24-31. Mo, Y, & Singh, K. (2008). Parents' relationships and involvement: Effects on students' school engagement and performance. Research in Middle Level Education Online. 31, 1-11. Viadero, D. (2008).Scholars put price tag on parent involvement. Education Week. 27, 4. Elish-Piper, L. (2008).Parent involvement during the middle and high school years: What's				

a teacher to do?. Illinois Reading Council Journal. 36, 44-50.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>In conjunction with the mathematics committee, the teachers will develop and implement a parental involvement plan. It will involve parents, teachers, alumni, and community members. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Billy Lee / Marilyn Manning / Wayne Clark</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Public Library • Teachers 	<p>ACTION BUDGET: \$</p>
<p>We will have a designated parental facilitator. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Billy Lee / Marilyn Manning</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>In conjunction with the mathematics committee, the administrators will attend a workshop addressing parental involvement, will present a workshop to the teachers, and will form a committee including administrators, teachers, community residents, and parents to address the need for parental involvement. All teachers will attend a minimum of two hours of parental involvement professional development per year. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education</p>	<p>Billy Lee</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>In conjunction with the mathematics committee, we will promote and encourage responsible parenting by establishing a parent center, purchasing parental materials to stock the center, and recognizing parent attendance at school events. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Billy Lee / Marilyn Manning</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants 	<p>ACTION BUDGET: \$</p>

			<ul style="list-style-type: none"> Teachers 	
<p>In conjunction with the mathematics committee, we will encourage parent participation at parent-teacher conferences, CAP's conferences, open house, annual public meeting, club programs, school committees, and other extracurricular activities.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Billy Lee / Mary Ward / Patsy Wesson	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants Teachers 	<p>ACTION BUDGET: \$</p>
<p>The Parent Center will distribute information to parents. All information will be available in the Parent Center. Information will be displayed during Open House, Parent-Teacher Conferences and other school events. Blevins High School will distribute a letter stating the school improvement status of the school within one week of receiving official improvement status notification.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion</p>	Billy Lee / Marilyn Manning / Wayne Clark	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> Administrative Staff Community Leaders Computers District Staff Outside Consultants Public Library School Library Teachers Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>In conjunction with the mathematics committee, we will implement the CAP's Program (Career Action Planning). Each teacher will be assigned a small group of students and will be responsible for assisting the student and their parent in developing the student's academic course of study and yearly class schedule. Along with the CAP's Program, we will create a course catalog, describing the courses we offer</p>	Mary Ward / Billy Lee	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>ACTION BUDGET: \$</p>
Total Budget:				\$0

Priority 3: Health and Wellness

- Supporting Data:
- According to 2004-2005 BMI data (latest available), BHS students can be classified as follows: 5% Underweight (5 students, all males); 51.5% Healthy (102 students, 57 males, 45 females); 19.7% At Risk of Becoming Overweight (39 students, 19 males, 20 females); 26.3% Overweight (52 students, 26 males, 26 females). A total of 198 students were tested; not tested were 17 students.

2. According to the 2005-2006 BMI results show 15.7% of the males in the Blevins school district is in the at risk classification. 26% of the males are in the overweight classification. 18.5% of the females in the Blevins district are categorized as at risk, with 23.9% falling in the overweight category.
3. According to the 2007-2008 BMI results, in Blevins High School, 44.6% of the males evaluated were overweight or at risk of becoming overweight. 43.1% of the females evaluated in Blevins High School were overweight or at risk of becoming overweight.

Goal Improve the school nutrition environment, promote school health, and reduce childhood obesity.

Benchmark Students will meet or exceed standards for health and wellness.

Intervention: http://www.asu.edu/educ/eps/CERU/Articles/CERU-0308-159-OWI.doc ; In Arkansas, Schools Plan to Score Children's Weights; Wall Street Journal, New York, NY; August 20, 2003; by Betsy McKay				
Scientific Based Research: http://www.healthinschools.org/ejournal/2006/may2.htm ; The Arkansas Story—Requiring BMIs for All Students; Health and Health Care in Schools; May 2006 http://www.healthinschools.org/focus/2006/no1.htm ; Body Mass Index for Children; The Center for Health and Health Care in Schools; May 3, 2006 http://www.healthinschools.org/sh/obesityfacts.asp ; Childhood Obesity: What the Research Tells Us; The Center for Health and Health Care in Schools; March 2005				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement a grade-appropriate nutrition education program. Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Nancy Myrick	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity. In order to evaluate this goal the school will re-evaluate BMI results and attendance. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Billy Lee / Jeffrey Steed	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Improve and increase training of physical education teachers. Action Type: Professional Development Action Type: Wellness	Billy Lee / Shalon Crow	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Follow the Arkansas Physical Education and Health Education Frameworks. Action Type: Alignment Action Type: Wellness	Shalon Crow / Jeffrey Steed	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$

Not use food or beverages as rewards for academic, classroom, or sports performances. Action Type: Wellness	Billy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Establish no more than nine (9) events which permit exceptions to the food and beverage limitations (such limitations are established in another action). Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Wellness	Nancy Myrick / Mary Lou Henson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Provide professional development to all district staff on the topics of nutrition and/or physical activity. Action Type: Alignment Action Type: Professional Development Action Type: Wellness	Billy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: Schools identified in Whole School Improvement shall implement and provide documentation of required interventions.

1. ADD DATA

Supporting Data:

Goal To improve academic performance for all students.

Benchmark In 2008-2009, Blevins High School was on school improvement year 4--met standards.

Intervention: Academic Performance				
Scientific Based Research: "Reflective Practice to Improve Schools": York-Barr, Sommers, Ghere, & Montie, 2001. "Improving Schools in Socioeconomically disadvantaged areas": Muys, Harris, Chapman, Stoll, & Russ, 2004.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Ensure that each student experiences a rigorous curriculum aligned to the Arkansas Curriculum Frameworks. Documentation: TIA, weekly lesson plans, TLI interim assessments, ASCIP planning Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Billy Lee / Cindy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Analyze test data and secondary indicators to continually monitor for growth, using math and literacy assessment	J. Myrick / R. Sweat / R. Steely	Start: 07/01/2009	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$

binders to track grade level, classroom and student growth Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	/ T. Gentry / D. Roy / R. Allen	End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	BUDGET:
Analyze test data and secondary indicators to determine school improvement plan. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Cindy Lee / Billy Lee / Instructional Coaches	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Implement targeted research-based practices that address the specific needs of the subpopulation identified for math and literacy. Implement a program for individual or small-group instruction in reading, especially for 7th and 8th grade students, with instruction by a Reading Specialist. Additional professional development throughout the year will include High Yield Strategies. Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development	Instructional Coaches	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Identify content, subpopulations and secondary indicators to be continually monitored for growth. Teachers and Academic Coaches will disaggregate student data and record growth. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Cindy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
Teachers will assess student learning frequently with standards-based assessments. Teachers will utilize chunk testing for standards. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Cindy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Goal To ensure the environment is conducive to learning for all students.

Benchmark In 2008-2009, Blevins High School was on school improvement year 4--met standards.

Intervention: Learning Environment				
Scientific Based Research: "Reflective Practice to Improve Schools": York-Barr, Sommers, Ghere, & Montie, 2001. "Improving Schools in Socioeconomically disadvantaged areas": Muys, Harris, Chapman, Stoll, & Russ, 2004.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide targeted student services through SES (supplemental educational services) or PSC (public school choice). Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Billy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
Provide quality professional development. Participate in professional development on how to analyze and effectively use data, including TLI (both before school begins in August and after our initial interim assessments). Blevins High School will provide opportunities for leadership training to school leadership teams. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Nancy Myrick / Cindy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
Implement a quality instructional coaching model with trained educators for math and/or literacy. Teachers will become Pathwise trained in August. Also, Instructional Coaches are available to perform model teaches and assist teachers. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Billy Lee / Instructional Coaches	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
Require teachers to make individual professional development plans based on student data and classroom observations. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Billy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Goal To improve efficiency in policies, procedures, and practices.

Benchmark In 2008-2009, Blevins High School was on school improvement year 4--met standards.

Intervention: Efficiency				
Scientific Based Research: "Reflective Practice to Improve Schools": York-Barr, Sommers, Ghere, & Montie, 2001. "Improving Schools in Socioeconomically disadvantaged areas": Muys, Harris, Chapman, Stoll, & Russ, 2004.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Require documentation of daily "classroom walk-through" observations by the building administrator to monitor classroom instruction. The principal will conduct an audit of time resource allocation and increase the amount of time for instructional leadership. Action Type: Collaboration Action Type: Professional Development	Billy Lee / Cindy Lee / Regina Huskey / Lisa Doss	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Report school improvement plan progress to the superintendent quarterly, who in turn will report the progress to the school board. Action Type: Collaboration	Billy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Notify parents that the school is identified as TI Year 1, 2, or 3. Action Type: Collaboration Action Type: Parental Engagement	Billy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Review policies, procedures, and practices that may present barriers to all students' achievement. Begin the year with professional development on common policies and rituals to be implemented by all teachers. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Billy Lee / Cindy Lee / Instructional Coaches	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Blevins High School will provide assistance in development and implementation of a school leadership team that focuses on the target subpopulations. The leadership team would be responsible for reviewing progress, monitoring data, making adjustments in student interventions monthly and overseeing the implementation of the school improvement plan. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration	Cindy Lee/ Billy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Parental Engagement					
Action Type: Professional Development					
Total Budget:					\$0
Intervention: Extended Learning Time					
Scientific Based Research:					
Actions		Person Responsible	Timeline	Resources	Source of Funds
Extend learning time for students on topics and skills that lack sufficient progress in math and/or literacy. Students will have opportunities for progress through after-school tutoring, in-school tutoring, and individualized reading interventions with a Reading Specialist. Action Type: Collaboration Action Type: Professional Development		Billy Lee / Kathy Harrison	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:					\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Andrea Woodruff	member	literacy
Classroom Teacher	Chris Sweat	member	mathematics
Classroom Teacher	Debbie Roy	member	mathematics
Classroom Teacher	Jeffrey Steed	member	mathematics
Classroom Teacher	Jennifer Myrick	member	mathematics
Classroom Teacher	Jeremy Banister	member	literacy
Classroom Teacher	Kim Cox	member	literacy
Classroom Teacher	Michelle Green	member	mathematics
Classroom Teacher	Nancy Myrick	member	federal programs
Classroom Teacher	Nancy Myrick	member	steering
Classroom Teacher	Nancy Myrick	chair	health and wellness
Classroom Teacher	Natalie Jones	member	mathematics
Classroom Teacher	Patsy Wesson	member	literacy
Classroom Teacher	Philip Gentry	member	literacy
Classroom Teacher	Richard Allen	member	literacy
Classroom Teacher	Ron Sweat	member	mathematics
Classroom Teacher	Ruth Steely	member	Literacy

Classroom Teacher	Shirley Treat	member	mathematics
Classroom Teacher	Tarah Gentry	member	literacy
Classroom Teacher	Wayne Clark	member	health & wellness
Classroom Teacher	Wayne Clark	member	mathematics
Community Representative	Paul Noesser	member	federal programs
District-Level Professional	Angela Winfield	member	special education
District-Level Professional	Carla Narlesky	member	Special Education
District-Level Professional	Cindy Lee	member	literacy
District-Level Professional	Kathy Harrison	member	literacy
District-Level Professional	Lisa Doss	member	mathematics
District-Level Professional	Regina Huskey	member	literacy
Non-Classroom Professional Staff	Marilyn Manning	member	health and wellness
Non-Classroom Professional Staff	Mary Lou Henson	member	federal programs
Non-Classroom Professional Staff	Mary Ward	member	federal programs
Non-Classroom Professional Staff	Whitney Ivy	member	federal programs
Parent	Cheryl Allen	member	Literacy
Parent	Rose Manning	member	steering
Principal	Billy Lee	Chair	Steering
Principal	Billy Lee	Chair	federal programs
