

# High School ACSIP Plan

## School Plan

Print Version

### BLEVINS HIGH SCHOOL

#### Arkansas Comprehensive School Improvement Plan

#### 2010-2011

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 capable citizens. Education must assist each individual to: think clearly, become intellectually 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\_M

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**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.

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Priority 1: Mathematics

Supporting Data:

1. Trend data for 2009-2010: (Percent of students Proficient or Advanced) Seventh Grade Math: 2009 55% 2010 69% Eighth Grade Math: 2009 50% 2010 44% Algebra I EOC: 2009 61% 2010 58% Geometry EOC: 2009 71% 2010 54% Areas of needed improvement include Open-Response in the area of Measurement in 7th and 8th grades; EOC Geometry scores in the area of Relationships Between 2 & 3 Dimensions and the area of Coordinating Geometry and Transformations; EOC algebra Open-Response scores in the areas of Nonlinear Functions, Language of Algebra, and Data Interpretation and Probability.
2. Trend data for 2008-2009 school year, 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.

3. 7th Grade Benchmark Percent Proficient or Advanced: 2008: 54%, 2009: 52%, 2010: 69% 2007-2008 Percent of students Below Basic, Basic, Proficient, Advanced: 18%, 27%, 45%, 9% 2008-2009 Percent of students Below Basic, Basic, Proficient, Advanced: 26%, 23%, 39%, 13%
4. 8th Grade Benchmark Percent Proficient or Advanced: 2008: 48%; 2009: 46%, 2010: 44% 2007-2008 Percent of students Below Basic, Basic, Proficient, Advanced: 22%, 30%, 32%, 15% 2008-2009 Percent of students Below Basic, Basic, Proficient, Advanced: 32%, 21%, 39%, 7%
5. EOC Algebra Percent Proficient or Advanced: 2008, 84%; 2009, 73%; 2009 Algebra EOC strengths include Multiple Choice scores in the area of Solving Equations and Inequalities and the area of Nonlinear Functions. Weaknesses include Open-Response scores in the area of Nonlinear Functions, the area of Language of Algebra, and the area of Data Interpretation and Probability. 2007-08 Percent (and Number) of Students Below Basic, Basic, Proficient, Advanced 3%(1); 13%(4); 59%(17); 25%(8) 2008-09 Percent (and Number) of Students Below Basic, Basic, Proficient, Advanced 3%(1); 24%(8); 55%(18); 18%(6)
6. EOC Geometry Percent Proficient or Advanced: 2008, 56%; 2009, 64%; 2010, \_\_\_\_\_ 2009 Geometry EOC strengths include Multiple Choice in Language of Geometry. 2009 weaknesses include Open-Response in the area of Relationships Between 2- & 3-Dimensions and the area of Coordinating Geometry and Transformations. 2007-08 Percent (and Number) of Students Below Basic, Basic, Proficient, Advanced 15%(5); 29%(10); 47%(16); 9%(3) 2008-09 Percent (and Number) of Students Below Basic, Basic, Proficient, Advanced 0%(0); 36%(12); 61%(20); 3%(1) 2009-10 Percent (and Number) of Students Below Basic, Basic, Proficient, Advanced

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

Benchmark In 2009-2010, 61.2% of Blevins High School students scored proficient with state standards requiring 64.60% of students to be proficient or advanced.

Intervention: Assist teachers in aligning the Curriculum. Implementations will include teachers utilizing various materials to map and sequence curriculum, and receiving assistance from The Learning Institute over a two year period. Other plan evaluations include the use of interim assessments to gauge the effectiveness of curriculum alignment for a two year period.

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. 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: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	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	Cindy Lee / Lisa Doss	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$

Action Type: Special Education				
Total Budget:				\$0

Intervention: Math enhancement through the development of student Academic Improvement Plans. Implementation will include identifying students who are not on grade level, creating modification folders for IEP students, utilizing the math instructional coach and outside consultants, appropriate professional development and in-school intensive tutoring for the next two years.

Scientific Based Research: "Reflective Practice to Improve Schools": York-Barr, Sommers, Ghore, & 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
<p>In conjunction with the literacy priority, students will be identified for AIP who are not on grade level through the use of 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 &amp; Science center at a nearby college.</p> <p>Action Type: AIP/IRI            Action Type: Alignment            Action Type: Collaboration            Action Type: Equity            Action Type: Professional Development            Action Type: Special Education            Action Type: Technology Inclusion</p>	Jeffrey Steed/ Andrea Woodruff	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION 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>	Jeffery Steed/Jennifer Myrick	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Introduce and implement more technology-based instruction to improve mathematical skills and problem solving strategies. Implementation will include training teachers in the use of technology in the classroom developing software updates that include open response and higher level thinking strategies, utilizing Quiz-Builder, and using a variety of computer software programs over a two year period.

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.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Train teachers and staff in the effective use of power point, Smartboards and other technology-based instruction tools. .            Action Type: Collaboration            Action Type: Equity            Action Type: Professional Development            Action Type: Technology Inclusion</p>	<p>Jeffery Steed/Cindy Lee</p>	<p>Start: 07/01/2010            End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<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>Jennifer Myrick / Nancy Myrick</p>	<p>Start: 07/01/2010            End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Continue to use a variety of software programs available in the computer lab, on classroom computers, Smartboards and/or on the internet. These programs include e-instruction, Jedi, summer Credit Recovery, summer ACT workshop, and additional course offerings through the CIV/DL labs. NSLA funds will be available for one full-time (FTE=1.0) and one part-time (FTE=.25) paraprofessional to facilitate student learning            Action Type: Collaboration            Action Type: Equity            Action Type: Parental Engagement            Action Type: Professional Development            Action Type: Program Evaluation            Action Type: Special Education</p>	<p>Jeffery Steed/Chris Sweat</p>	<p>Start: 07/01/2010            End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>NSLA (State-281) - Employee Benefits: \$5192.42            NSLA (State-281) - Employee Salaries: \$21872.00            ACTION BUDGET: \$27064.42</p>
<p>Teachers will incorporate into lesson plans power point presentations and other technology-based instruction, both included in textbooks and develop original presentations. Teachers will engage students in internet projects and implement family-oriented activities in instruction.</p>	<p>Wayne Clark / Jeffery Steed</p>	<p>Start: 07/01/2010            End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Computers</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion			<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	
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	Jeffery Steed/ Steve Kelley/ Chris Sweat / Shirley Treat	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
NSLA funds will be set aside to pay salaries and benefits to implement a summer ACT workshop and a Credit Recovery remediation course.	Jeffrey Steed	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Employee Salaries: \$3800.00 NSLA (State-281) - Employee Benefits: \$800.00 <hr/> ACTION BUDGET: \$4600
<b>Total Budget:</b>				<b>\$31664.42</b>

Intervention: Implementation and expansion of a school-wide assistance and co-teaching program. Implementation will include training and incorporation of peer and co-teaching strategies in classrooms.

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: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Train teachers, through in-service and workshops, in successful peer teaching and co-teaching strategies. NSLA funds will be used for	Billy Lee / Andrea	Start: 07/01/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$

professional development in the area of mathematics. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Woodruff	End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	BUDGET:
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: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	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: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	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 its student handbook the grievance procedure for parents. The evaluation of the parent compact will be evaluated through attendance records and/or surveys conducted. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Billy Lee/Marilyn Manning/Wayne Clark	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Public Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
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. Action Type: Collaboration	Billy Lee / Marilyn Manning	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$

Action Type: Parental Engagement			<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	
<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	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<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	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<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 selection, career planning, and preparation for postsecondary opportunities.</p> <p>Action Type: Collaboration  Action Type: Parental Engagement</p>	Billy Lee / Mary Ward	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>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.</p> <p>Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Professional Development  Action Type: Technology Inclusion</p>	Billy Lee / Mary Ward	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Public Library</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$

<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: Equity Action Type: Parental Engagement</p>	<p>Marilyn Manning / Mary Ward / Billy Lee</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>NSLA funds will be used to develop and enhance problem-solving, math vocabulary, measurement, and algebraic skills in Mathematics. Materials and supplies will be purchased that may include, but not limited to, word wall Math Graffiti sets, charts, graphs, measuring devices, markers, and paper.</p>	<p>Lisa Doss</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>NSLA (State-281) - Materials &amp; Supplies: \$4939.17</p> <p>ACTION BUDGET: \$4939.17</p>
<p>Total Budget:</p>				<p>\$4939.17</p>

Priority 2: Literacy

- Supporting Data:
1. Trend data in literacy shows an increase in proficiency levels for Blevins High school students on the Benchmark exam and End of Course exam. Areas of strength include open response reading practical passages and writing usage. Areas of needed improvement include multiple-choice writing, open-response reading content and reading literacy.
  2. Percent of students scoring Proficient or Advanced: Seventh Grade Literacy: 2009 52% 2010 63% Eighth Grade Literacy: 2009 53% 2010 72% Eleventh Grade Literacy: 2009 64% 2010 63%

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

Benchmark In 2009-2010, 69.9% of Blevins High School students scored proficient while state standards required 67.75% of the students to be proficient or advanced.

<p>Intervention: Test taking styles &amp; 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 for a two year period.</p>				
<p>Scientific Based Research: Dessoiff, A (2008).Diagnostic testing. District Administration. 44, 42-45. Fisher, D., Grant, M., Frey, N., &amp; Johnson, C. (2008). Taking formative assessment schoolwide. Educational Leadership, 65, 64-68. Stecker, P.M., Lembke, E.S., &amp; Foegen, A. (2008). Using progress-monitoring data to improve instructional decision making. Preventing School Failure. 52, 48-58.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>In conjunction with the Math priority, we will research different methods of assessments (open-ended response, writing to rubrics, balanced assessments) and released items.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Whitney Ivy / Richard Allen</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>



<p>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.</p> <p>Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Professional Development  Action Type: Special Education</p>	Whitney Ivy / Ruth Steely	<p>Start: 07/01/2010  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>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.</p> <p>Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Professional Development  Action Type: Special Education</p>	Richard Allen / Cindy Lee	<p>Start: 07/01/2010  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>NSLA funds will be used to purchase materials and supplies for seventh and eighth grade reading classes to increase students' reading and writing achievement. Materials may include, but are not limited to books, paper, charts, markers, pens and pencils.</p>	Regina Huskey	<p>Start: 07/01/2010  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>School Library</li> </ul>	<p>NSLA (State-281) - Materials &amp; Supplies: \$6000.00</p> <hr/> <p>ACTION BUDGET: \$6000</p>
<p>NSLA funds will be set aside to purchase materials to improve student writing content, writing style, and vocabulary. Materials and supplies may include, but are not limited to, workbooks, word wall materials, markers, pens, and composition notebooks.</p>	Regina Huskey	<p>Start: 07/01/2010  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<p>NSLA (State-281) - Materials &amp; Supplies: \$6400.00</p> <hr/> <p>ACTION BUDGET: \$6400</p>
<p>Total Budget:</p>				<hr/> <p>\$12400</p>

Intervention: Introduce and implement more technology-based instruction. Implementetation will include training teachers in the use of technology in the classroom, developing software updates that incude open reponse and higher level thinking strategies, utilizing The Learning Institute Quiz Builder, and using a variety of computer software programs over a two year period.

Scientific Based Research: [www.asbj.com/achievement/ci/ci10.html](http://www.asbj.com/achievement/ci/ci10.html) and [www.principals.org/news/bltn\\_realkids0902.html](http://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. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Jeffery Steed	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Research and develop effective software 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 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. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion	Steve Kelley/ Kim Cox	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
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. 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	Kim Cox / Whitney Ivy	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Computers</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Continue to use a variety of software programs available in the computer lab, on classroom computers, and/or on the internet. These programs	Ruth Steely / Richard Allen /	Start: 07/01/2010	<ul style="list-style-type: none"> <li>• Performance Assessments</li> </ul>	<hr/> ACTION BUDGET: \$

include Jedi, summer Credit Recovery, summer ACT workshop, and additional course offerings through the CIV/DL labs. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Whitney Ivy	End: 06/30/2011	• Teachers	BUDGET:
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.	Jeffery Steed / Chris Sweat	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Accelerated Reader will be included in grades 7-12. Teachers will be trained on how to use AR as a supplemental program in their daily lessons. Students will be scored for improvement in reading through the use of the STAR Exam. Upgrades to the program will be evaluated annually by comparing test scores and reading levels Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Whitney Ivy/Regina Huskey	Start: 07/01/2010 End: 06/30/2011	• Teachers	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
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. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Richard Allen / Andrea Woodruff / Philip Gentry	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	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 literacy. NSLA funds will be used for classroom teachers which exceed standards at the high school level, but is not for class size reduction. Richard Allen (FTE=10.2), Nancy Myrick (FTE=32.5), Cindy Ward (FTE=23.6), and Chris Sweat (FTE=72.0). Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Jeffery Steed	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	NSLA (State-281) - Employee Benefits: \$15485.06 NSLA (State-281) - Employee Salaries: \$60763.57 <hr/> ACTION \$76248.63

				BUDGET:
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. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Jeffery Steed	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	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: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Jeffery Steed/ Cindy Lee	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Implement a program for individual or small-group instruction in Reading. Utilize an Instructional Coach to target struggling readers, especially in 7th and 8th grades.	Cindy Ward/ Regina Huskey	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$76248.63

Intervention: Develop IEPs for identified Special Education students that include research based strategies for improving learning. Implementation will include teacher training on methods to meet student needs, hands-on activities, modified homework and testing, and other programs. Effectiveness will be evaluated through Special Education dismissals, increased test scores and grades.

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	Leslie Taylor / Angela Winfield	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Total Budget:				\$0
Intervention: Develop and Implement a Parental Involvement Plan				
<p>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., &amp; Coleman, T.J. (2007). A progressive plan for building collaborative relationships with parents from diverse backgrounds. Teaching Exceptional Children. 39, 24-31. Mo, Y, &amp; 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.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
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	Jeffery Steed/ Marilyn Manning / Wayne Clark	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Public Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
We will have a designated parental facilitator. Action Type: Collaboration Action Type: Parental Engagement	Jeffery Steed/ Marilyn Manning	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
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	Jeffery Steed	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
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	Jeffery Steed / Marilyn Manning	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

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. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Jeffery Steed/ Mary Ward	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	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 by August 1. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Jeffery Steed/ Marilyn Manning / Wayne Clark	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Public Library</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
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	Mary Ward / Jeffery Steed	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$0

Priority 3:

Health and Wellness

1. 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.
4. According to the 2009-2010 BMI results in Blevins High School, 73 students were tested with 2.74% being Underweight, 64.38% being Healthy weight, 13.70% being Overweight, and 19.18% being Obese.

Supporting Data:

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: Improve BMI of students through nutrition education, physical activity, and professional development over the next two years.  
<http://www.asu.edu/educ/epsI/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/Georgia Estes/Margie Richardson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Improve and increase training of physical education teachers. Action Type: Professional Development Action Type: Wellness	Jeffery Steed/Scott Kelton	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Follow the Arkansas Physical Education and Health Education Frameworks. Action Type: Alignment Action Type: Wellness	Jeremy Banister / Scott Kelton	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity. Action Type: Wellness	Jeremy Banister/Scott Kelton	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	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	Margie Richardson /Angela Smith	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

- Priority 5: Schools identified in Whole School Improvement shall implement and provide documentation of required interventions.
- Attendance rate for Blevins High School for 2006-2007: 95.4%, 2007-2008: 93.8%, 2008-2009: 94.3
  - Graduation rate for BHS for 2006-2007: 90.7, 2007-2008: 75.4, 2008-2009: 76.8% To meet standards, 85% of the student population must graduate.
- Supporting Data:
- Average ACT score for 2009 is 17.7.
  - Blevins High School met standards in Math and Literacy for the 2009-2010 school year.

Goal To improve academic performance for all students.

Benchmark In 2009-2010, Blevins High School was on school improvement year 1 Literacy -Met Standards.

Intervention: Academic Performance will increase through the use and analysis of chunk testing and EOC results over the next two years.

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
<p>Ensure that each student experiences a rigorous curriculum aligned to the Arkansas Curriculum Frameworks. Documentation: TIA, weekly lesson plans, TLI interim assessments, ASCIP planning</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Jeffery Steed/ Cindy Lee	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:       \$</p>
<p>Analyze test data and secondary indicators to continually monitor for growth, using math and literacy charts to track grade level, classroom and student growth</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Lisa Doss/Regina Huskey/Cindy Lee	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:       \$</p>
<p>Analyze test data and secondary indicators to determine school improvement plan.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Cindy Lee / Jeffery Steed / Instructional Coaches	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:       \$</p>
<p>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.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development</p>	Instructional Coaches	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:       \$</p>
<p>Identify content, subpopulations and secondary indicators to be continually monitored for growth. Teachers and Academic Coaches will disaggregate student data and record growth.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Cindy Lee	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET:       \$</p>
<p>Teachers will assess student learning frequently with standards-based assessments. Teachers will utilize chunk testing for standards.</p> <p>Action Type: AIP/IRI Action Type: Alignment</p>	Cindy Lee	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> </ul>	<hr/> <p>ACTION BUDGET:       \$</p>



Action Type: Collaboration Action Type: Equity Action Type: Professional Development			• Teachers	
Stipends will be paid to math and literacy teachers for additional after hours, off contract time spent on The Learning Institute Chunk tests analysis. \$30 per hour will be paid for a maximum of 20 hours per semester. The Learning Institute is a consortium of Arkansas Public School districts led by Hot Springs School District that provided assessments, reporting services for administrators and teachers. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Cindy Lee	Start: 07/01/2010 End: 06/30/2011		Title II-A - Employee Benefits: \$1324.00 Title II-A - Employee Salaries: \$6000.00 <hr/> ACTION BUDGET: \$7324
NSLA funds will be used to upgrade East Lab to enhance math skills. Action Type: Technology Inclusion	Jeffrey Steed, Chris Sweat	Start: 07/01/2010 End: 06/30/2011		NSLA (State-281) - Materials & Supplies: \$25400.00 <hr/> ACTION BUDGET: \$25400
<b>Total Budget:</b>				<b>\$32724</b>

Goal To ensure the environment is conducive to learning for all students.  
Benchmark In 2009-2010, Blevins High School was on school improvement year 1 Literacy.

Intervention: Increase a positive learning environment through SES and/or professional development.				
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	Jeffery Steed	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Provide quality professional development. Participate in professional development on how to analyze and effectively use data, including TLI ). Blevins High School will provide opportunities for leadership training to school leadership teams. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Lisa Doss/Regina Huskey / Cindy Lee	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Implement a quality instructional coaching model with trained educators for math and/or literacy. Instructional Coaches are available to perform model teaches and assist teachers.	Jeffery Steed / Instructional Coaches	Start: 07/01/2010 End:	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity Action Type: Professional Development		06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
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	Jeffery Steed	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

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

Benchmark In 2009-2010, Blevins High School was on school improvement year 1 Literacy.

Intervention: Increase 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	Jeffery Steed / Cindy Lee / Regina Huskey / Lisa Doss	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	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	Jeffery Steed	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Notify parents that the school is identified as TI Year 1, 2, or 3. Action Type: Collaboration Action Type: Parental Engagement	Jeffery Steed	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	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	Jeffery Steed / Cindy Lee / Instructional Coaches	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	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/ Jeffery Steed	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	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. Action Type: Collaboration Action Type: Professional Development	Jeffery Steed/Regina Huskey	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Andrea Woodruff	member	literacy
Classroom Teacher	Caleb Plyler	member	mathematics
Classroom Teacher	Chris Sweat	member	mathematics
Classroom Teacher	Debbie Roy	member	mathematics
Classroom Teacher	Georgia Estes	member	literacy
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	chair	health and wellness
Classroom Teacher	Nancy Myrick	member	steering
Classroom Teacher	Natalie Jones	member	mathematics
Classroom Teacher	Philip Gentry	member	literacy
Classroom Teacher	Richard Allen	member	literacy
Classroom Teacher	Ruth Steely	member	Literacy
Classroom Teacher	Scott Kelton	member	mathematics
Classroom Teacher	Tarah Gentry	member	literacy
Classroom Teacher	Wayne Clark	member	mathematics
Classroom Teacher	Wayne Clark	member	health & wellness
Community Representative	Paul Noesser	member	federal programs
District-Level Professional	Angela Winfield	member	special education
District-Level Professional	Cindy Lee	member	literacy
District-Level Professional	Cindy Lee	member	Special Education

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	Angela Smith	member	federal programs
Non-Classroom Professional Staff	Marilyn Manning	member	health and wellness
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	Jeffery Steed	Chair	federal programs
Principal	Jeffery Steed	Chair	Steering

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