



ACSIP

Arkansas Consolidated School Improvement Plan

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School Plan

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DREW CENTRAL SCHOOL DISTRICT
250 University Drive, Monticello, AR 71655

Arkansas Comprehensive School Improvement Plan

2010-2011

Excellence Always in All Ways

Grade Span:

Title I: Not Applicable

School Improvement:

Table of Contents

Priority 1: Administrative Support

Goal: To give technical assistance and administrative support to the faculty and staff in the following areas:

Academic Performance

1. Curriculum, 2. Classroom Evaluation / Assessment, 3. Instruction

Learning Environment

4. School Culture, 5. Student, Family and Community Support, 6. Professional Growth, Development and Evaluation

Efficiency

7. Leadership, 8. Organizational Structures and Resources, 9. Comprehensive and Effective Planning

Priority 2: Safe and Drug Free

Goal: To decrease the occurrence of unintentional injuries, violence, alcohol and other drug use by students on school property.

Priority 4: Wellness

Goal: The District will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 5: District Improvement

Goal: The Drew Central School District will address Literacy in all grade spans, K-4, 5-8 and 9-12, specifically targeting the African American and Economically Disadvantaged subgroups.

Priority 6: Scholastic Audit Priority

Goal: STANDARD - 1 - Academic Performance - Curriculum

The Drew Central School District will develop and implement a curriculum that is rigorous, intentional and aligned to state and local standards.

Goal: STANDARD - 2 - Academic Performance - Classroom Evaluation/Assessment

The Drew Central School District will use multiple evaluation assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Goal: STANDARD 3 - Academic Performance - Instruction

Drew Central's instructional program will actively engage all students by using effective, varied and research-

based practices to improve students academic performance.

Goal: STANDARD 4 - Learning Environment - School Culture

The Drew Central School District will function as an effective learning community and support a climate conducive to performance excellence.

Goal: STANDARD 5 - Learning Environment - Student, Family and Community Support

The Drew Central School District will work with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of students.

Goal: STANDARD 6 - Learning Environment - Professional Growth, Development, and Evaluation

The Drew Central School District will provide research-based, results driven professional development opportunities for staff and implement performance evaluation procedures in order to improve teaching and learning.

Goal: STANDARD 7 - Efficiency - Leadership - LEADERSHIP

The Drew Central School District's instructional decisions will focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture and developing leadership capacity.

Goal: STANDARD 8 - Efficiency - School Organization and Fiscal Resources

The Drew Central School District will be organized to maximize use of all available resources to support high student and staff performance.

Goal: STANDARD 9 - Efficiency - Comprehensive and Effective Planning

The Drew Central School District will develop, implement and evaluate an ACSIP that communicates a clear purpose, direction, and action plan focused on teaching and learning.

Priority 7: Title III / ELL

Goal: To academically support English Language Learner students at Drew Central Schools.

Priority 8: Restructuring: OPTION: #6 Implement other restructuring: Sch Imp Spec.and Building Reconfig

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

Priority 1:	To provide administrative support for District and Federal programs. <ol style="list-style-type: none"> 1. No Child Left Behind Act of 2001. 2. Arkansas Comprehensive School Improvement Planning (ACSIP) Handbook 2008- 2009, Revised March of 2008. 3.
Supporting Data:	<p>Norm Referenced Test: 9th grade</p> <p>2007-2008 School Year 47.3% at or above 50% in reading.</p> <p>2008-2009 School Year 49.3% at or above 50% in reading.</p> <p>2009-2010 School Year 38.4% at or above 50% in reading.</p>
Goal	<p>To give technical assistance and administrative support to the faculty and staff in the following areas:</p> <p><u>Academic Performance</u></p> <p>1. Curriculum, 2. Classroom Evaluation / Assessment, 3. Instruction</p> <p><u>Learning Environment</u></p> <p>4. School Culture, 5. Student, Family and Community Support, 6. Professional Growth, Development and Evaluation</p> <p><u>Efficiency</u></p> <p>7. Leadership, 8. Organizational Structures and Resources, 9. Comprehensive and Effective Planning</p> <p>To professionally support faculty, staff and students at Drew Central Schools.</p> <p>Evaluation</p> <p>Academic Performance</p> <p>Student data results on the AYP report will increase; specifically targeting: combined population, Economically Disadvantaged, and African American students.</p>
Benchmark	<p>Learning Environment</p> <p>Parental Involvement survey, Professional Growth plans for teachers - percent of those that met their growth needs; CWT trends.</p> <p>Efficiency</p> <p>Leadership supports standards in the classroom with CWT trends, teacher certification, leadership team planning, disaggregation of quarterly Target tests.</p>

Intervention: Administrative Support														
Scientific Based Research: No Child Left Behind Act of 2001. Arkansas Smart Accountability Resource Guide, (2009) Act 35 of 2003 Act 1467 of 2003 American Recovery and Reinvestment Act of 2009														
Actions	Person Responsible	Timeline	Resources	Source of Funds										
<p>Title I funds will be used to support a District Federal Programs Coordinator who will monitor Federal, Categorical, and grant funds; and will collaborate with building level ACSIP chairs and faculty teams. (Title I FTE 0.3, Trudy Jackson) Action Type: Collaboration Action Type: Professional Development</p>	Wayne Fawcett	Start: 07/28/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff 	<table> <tr> <td>Title I - Employee Benefits:</td> <td>\$4340.00</td> </tr> <tr> <td>Title I - Employee Salaries:</td> <td>\$15943.00</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>ACTION BUDGET:</td> <td>\$20283</td> </tr> </table>	Title I - Employee Benefits:	\$4340.00	Title I - Employee Salaries:	\$15943.00	<hr/>		ACTION BUDGET:	\$20283		
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ACTION BUDGET:	\$20283													
<p>Title I funds will be used to support the District in employing a Parent Center Coordinator, which will include money for supplies. (Title I, FTE 1.0, Anna Jones) Action Type: Equity Action Type: Parental Engagement</p>	Joy Graham	Start: 08/19/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	<table> <tr> <td>Title I - Employee Benefits:</td> <td>\$6653.00</td> </tr> <tr> <td>Title I - Employee Salaries:</td> <td>\$18411.00</td> </tr> <tr> <td>Title I - Materials & Supplies:</td> <td>\$700.00</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>ACTION BUDGET:</td> <td>\$25764</td> </tr> </table>	Title I - Employee Benefits:	\$6653.00	Title I - Employee Salaries:	\$18411.00	Title I - Materials & Supplies:	\$700.00	<hr/>		ACTION BUDGET:	\$25764
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<hr/>														
ACTION BUDGET:	\$25764													

<p>Title I funds will be used to support a Benevolence Fund; allowable expenditures are coordinated with the Homeless Liaison and Parent Center Coordinator, Anna Jones. Input from district faculty and staff is also used to identify homeless students in need of immediate assistance for the following: school supplies, clothing, food, shelter, and any other immediate needs of the child (ren). The Drew County Angel Tree for economically disadvantaged children is coordinated by Anna Jones in November and December each year . (Title I, Welfare, code 3351) Action Type: Equity Action Type: Parental Engagement</p>	<p>Anna Jones</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Title I - Materials & Supplies:</td> <td style="text-align: right; vertical-align: bottom;">\$634.74</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>ACTION BUDGET:</td> <td style="text-align: right;">\$634.74</td> </tr> </table>	Title I - Materials & Supplies:	\$634.74	<hr/>		ACTION BUDGET:	\$634.74
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ACTION BUDGET:	\$634.74									
<p>Title I - The District will redistribute any Set-A-Side Title I funds that were not used for Supplemental Services the last week of March each school year, to support Title I allowable expenses. Action Type: Equity</p>	<p>Trudy Jackson</p>	<p>Start: 08/21/2010 End: 06/02/2011</p>	<ul style="list-style-type: none"> • Outside Consultants 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>ACTION BUDGET:</td> <td style="text-align: right;">\$</td> </tr> </table>	<hr/>		ACTION BUDGET:	\$		
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ACTION BUDGET:	\$									

<p>Title VI -B funds will be used to support a District Consortium with Southeast Arkansas Cooperative that includes Drew Central and Star City Schools: one LEA Supervisor, two self contained teachers, two aides, one Speech Therapist, one contracted School Psychology Specialist, one registered nurse and one secretary. (SpEd, Consortium-1220, \$92,500) (LEA Supervisor/ Sect. -2292, \$48,493) Action Type: Equity Action Type: Special Education</p>	<p>Charlena Johnston, LEA Supervisor</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Medicaid (code 6750) expenditures include Occupational Therapy and Physical Therapy (\$20000 OT/PT-Code 2160) for identified students. Action Type: Equity</p>	<p>Charlena Johnston, LEA Supervisor</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>

<p>NSLA funds will support the District Curriculum Coordinator who will coordinate professional development and maintain documentation for certified faculty. Includes money for conference and materials/ supplies. (NSLA FTE 1.0, Kim Greet) Action Type: Equity Action Type: Professional Development</p>	Kim Greer	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<p>NSLA (State-281) - Employee Salaries: \$67781.00 NSLA (State-281) - Employee Benefits: \$17740.17 NSLA (State-281) - Materials & Supplies: \$1801.00</p> <hr/> <p>ACTION BUDGET: \$87322.17</p>
<p>The Superintendent sent a letter to parents within 14 days after receiving information from the Arkansas Department of Education (ADE) of the school's and district's identification of school improvement status. Notification of District Improvement was also sent to the patrons of the Drew Central School District in the monthly mail-out by the Superintendent and to the local newspaper, the Advance Monticellonian Action Type: Parental Engagement</p>	Wayne Fawcett, Superintendent	<p>Start: 08/19/2010 End: 06/02/2011</p>	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p>The Drew Central School District will maintain a Parent Center for any parent/guardian of any child Pre-kindergarten through 12th grade who is enrolled. Anna Jones, Parent Center Coordinator. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	<p>Wayne Fawcett, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Drew Central Parent Center provides information regarding responsible parenting through the following: parenting books, magazines and other materials, including computers. The parent center advertises current selections, and gives parents an opportunity to check-out these materials. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Anna Jones</p>	<p>Start: 08/19/2010 End: 06/02/2011</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Statements attesting to the school district's commitment to parental involvement are included in the High School, Middle School and Elementary Handbooks. These statements are also included in the Family Information packets that are given to students' families at the beginning of the year. Action Type: Equity Action Type: Parental Engagement</p>	<p>Bonnie Cruce, Elizabeth McRae</p>	<p>Start: 08/19/2010 End: 06/02/2011</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The District will use any remaining Set-A-Side money to fund an extended year school, a "Summer Academy." The program will focus primarily on literacy and math. Teachers and aides will be employed on an as needed basis. Course offerings are for those students who have failed the course during the regular school year. Computer assisted instruction will also be utilized. The District will provide breakfast and lunch for students. The District will also provide transportation to</p>	<p>Wayne Fawcett</p>	<p>Start: 07/02/2009 End: 07/27/2009</p>	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

<p>and from school for the extended year session. Action Type: Equity Action Type: Technology Inclusion</p>				
<p>ALE funds will be used to support a consortium between Drew Central and the Monticello School District to maintain an Alternative Learning Environment (ALE), at the City Park School campus in Monticello, AR. The consortium will have an environment conducive to learning and shall include intervention services that are designed to address the specific educational needs of individual students, and that will eliminate traditional barriers to learning. The students will be assessed either before or immediately upon entry into the Alternative Learning Environment school. Once a student is assigned to ALE, he/she will remain there for a minimum of 20 school days. Computer</p>	<p>Wayne Fawcett, Superintendent</p>	<p>Start: 08/19/2010 End: 06/02/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	<p>ALE (State-275) - Purchased Services: \$142750.00</p> <hr/> <p>ACTION BUDGET: \$142750</p>

assisted instruction, along with traditional instructional methods, will be utilized. Parents are required to visit the campus before a child is admitted as a student. Thirteen students are currently enrolled in ALE from Drew Central. 10.24 students were served last year. Action includes money for purchased services. \$132,000 supports six teachers and one instructional aide; \$2000 is used to provide professional development; \$2000 is used to purchase supplies; and \$6750 is used for maintenance and operations of the facility. (ALE funds)
 Action Type: Collaboration
 Action Type: Equity
 Action Type: Parental Engagement
 Action Type: Technology Inclusion

<p>Title I ARRA funds will support the employment of a full-time Literacy Coach for grades 4-8, to mentor and model lessons for the faculty and to provide embedded professional development. (Title I ARRA FTE 1.0 Melissa Eason) Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Melissa Eason</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>ALE funds will be used to support the employment of a teacher for ALE at the City Park School campus. Purchased services funds will provide travel/mileage reimbursement for one teacher to travel to the ALE campus. (ALE, FTE 0.4286, Ron Graham) Action Type: Collaboration Action Type: Equity</p>	<p>Nick Kelnhofer</p>	<p>Start: 08/20/2010 End: 05/30/2011</p>	<ul style="list-style-type: none"> • Teachers 	<p>ALE (State-275) - Purchased Services: \$250.00 ALE (State-275) - Employee Benefits: \$4808.00 ALE (State-275) - Employee Salaries: \$16400.00</p> <hr/> <p>ACTION BUDGET: \$21458</p>

<p>Title I funds will be used to support District level employees, (Parent Center Coordinator, Parent Facilitators, Academic Facilitators, Federal Programs Coordinator), enabling them to attend conferences, workshops and schools for Professional Development. Title I will also support all instructional employees to enable them to attend conferences, and workshops and to hire consultants as needed for Professional Development... Includes money for supplies, substitutes, consultants and stipends. Action Type: Professional Development</p>	<p>Trudy Jackson, Federal Programs Coordinator</p>	<p>Start: 01/07/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<table> <tr> <td>Title I - Purchased Services:</td> <td>\$25000.00</td> </tr> <tr> <td>Title I - Materials & Supplies:</td> <td>\$5000.00</td> </tr> <tr> <td>Title I - Employee Salaries:</td> <td>\$22000.00</td> </tr> <tr> <td>Title I - Employee Benefits:</td> <td>\$5000.00</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>ACTION BUDGET:</td> <td>\$57000</td> </tr> </table>	Title I - Purchased Services:	\$25000.00	Title I - Materials & Supplies:	\$5000.00	Title I - Employee Salaries:	\$22000.00	Title I - Employee Benefits:	\$5000.00	<hr/>		ACTION BUDGET:	\$57000
Title I - Purchased Services:	\$25000.00															
Title I - Materials & Supplies:	\$5000.00															
Title I - Employee Salaries:	\$22000.00															
Title I - Employee Benefits:	\$5000.00															
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ACTION BUDGET:	\$57000															
<p>The District will set-a-side 20% of its Title I allocation as required by NCLB, for Supplemental Education Services (SES), for qualifying students. (High School, Whole School Intensive Improvement-5, WSII-5) Action Type: Equity</p>	<p>Cristy Dunnahe, Business Manager</p>	<p>Start: 08/20/2010 End: 06/01/2011</p>	<ul style="list-style-type: none"> • District Staff 	<table> <tr> <td>Title I - Purchased Services:</td> <td>\$66114.00</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>ACTION BUDGET:</td> <td>\$66114</td> </tr> </table>	Title I - Purchased Services:	\$66114.00	<hr/>		ACTION BUDGET:	\$66114						
Title I - Purchased Services:	\$66114.00															
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ACTION BUDGET:	\$66114															

<p>Development Action Type: Technology Inclusion</p>				
<p>Title VI -State funds will be used for materials and supplies (which may include technology) in district-wide literacy, as needed, justification required from the Literacy Facilitators or administrators. 9-12 Judy Hubbell, 4-8 Melissa Eason Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	<p>Trudy, Federal Programs Coordiantor</p>	<p>Start: 10/02/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Teachers 	<p>Title VI State - Materials & Supplies: \$3918.34</p> <hr/> <p>ACTION BUDGET: \$3918.34</p>
<p>Title I funds will be used to support Math and Literacy Consortium fees through the SEARK Cooperative, which provides Math and Literacy Facilitator professional development and training. Math Facilitators: Cindy Luper and Stephanie Jackson Literacy Facilitators: Dr. Judy Hubbell, Melissa Eason, and Trudy Jackson Action Type: Professional Development</p>	<p>Trudy, Federal Programs Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<p>Title I - Purchased Services: \$7614.00</p> <hr/> <p>ACTION BUDGET: \$7614</p>

<p>Title I funds will be used to support Vertical Curriculum Alignment teams - which will meet monthly to align the Math and Literacy curriculum, K-12 with the Arkansas Frameworks. Funding also includes substitutes for teachers who are working on the the above mentioned committees. SEARK Cooperative Math and Literacy Specialist will also be invited to participate in the alignment process. Program Evaluation: Sign-in sheets, agendas, and minutes of curriculum alignment meetings.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	<p>Kim Greer, Curriculum Coordinator, Dr. Judy Hubbell, School Improvement Specialist and Literacy Facilitator 9-12</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<table> <tr> <td>Title I - Employee Benefits:</td> <td>\$2500.00</td> </tr> <tr> <td>Title I - Employee Salaries:</td> <td>\$10000.00</td> </tr> <tr> <td>Title I - Materials & Supplies:</td> <td>\$5000.00</td> </tr> <tr> <td>Title I - Purchased Services:</td> <td>\$10000.00</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>ACTION BUDGET:</td> <td>\$27500</td> </tr> </table>	Title I - Employee Benefits:	\$2500.00	Title I - Employee Salaries:	\$10000.00	Title I - Materials & Supplies:	\$5000.00	Title I - Purchased Services:	\$10000.00	<hr/>		ACTION BUDGET:	\$27500
Title I - Employee Benefits:	\$2500.00															
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Title I - Materials & Supplies:	\$5000.00															
Title I - Purchased Services:	\$10000.00															
<hr/>																
ACTION BUDGET:	\$27500															
<p>Title I ARRA funds will be used to support a School Improvement Specialist, (High School in WSII-5). Includes monies for conferences and supplies. (ARRA Title I FTE .50, Dr. Judy Hubbell) Salary \$25,131, Benefits \$6793, Purchased</p>	<p>Wayne Fawcett, Superintendent</p>	<p>Start: 08/01/2009 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff 	<table> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>ACTION BUDGET:</td> <td>\$</td> </tr> </table>	<hr/>		ACTION BUDGET:	\$								
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ACTION BUDGET:	\$															

<p>Services \$5000, Supplies \$8927. School Improvement Specialist approved by Dee Cox, ADE. Action Type: Professional Development</p>				
<p>8.2b Title VI State funds will be used to maintain a Needs Assessment software program for district and school use. Software will be used as a monitoring tool to evaluate programs and fiscal resource expenditures. (S. A. Standard 8 School Organization and Fiscal Resources) Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Trudy, Federal Programs Coordinator</p>	<p>Start: 08/19/2010 End: 06/02/2011</p>	<ul style="list-style-type: none"> • Central Office • Computers • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>H. PARENTAL ENGAGEMENT Acts 603 and 307 of 2007 1. Parents and community members were actively involved - joint collaboration with parents, community stake holders, teachers, etc, in the development of the ACSIP (see sign-in sheets). 2. District will</p>	<p>Anna Jones, Parent Center Facilitator, Bonnie Cruce, Liz McRae, Sheila Gardner, Elaine Tipton and Barbie Eubanks, Paren</p>	<p>Start: 08/19/2010 End: 06/02/2011</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

provide support to the schools to develop policies/ programs to improve student achievement.

(Imbedded professional development through academic facilitators, grade level team meetings, release time to disaggregate student test data, etc.

3. Drew Central will support efforts to provide parental involvement strategies for public and private preschool programs; quarterly family nights provided by the district's ABC Preschool program and the HIPYPY program coordinated through the Southeast Educational Service Cooperative.

4. The PTO annually surveys its members on the effectiveness of the school's parent involvement programs and the efficient use of academic and non-academic services. The PTO shares its findings with the district.

5. The District will support the elementary, middle school and high school with the following:

A. Provide

assistance to parents in understanding content how to monitor a child's progress; standards, academic assessments through the Home Access Center (HAC) computer program they may access their child's academic and behavioral progress).

B. Provide materials and training to help parents work with their children to improve academic achievement - through Benchmark Parent nights.

C. Educate teachers, principals, and other staff in the importance of effective communication, value and utility of contributions of parents - By reviewing the parent/teacher compact in the handbook each year.

D. Coordinate and integrate parent involvement programs and activities by maintaining a district wide Parent Center Coordinator and Parent facilitators for each campus, K-4, 5-8, 9-12.

E. Ensure that information related to school

and parent programs is sent to parents to the extent practical in a language parents can understand; Informational packets were distributed on Open house in August, and each Tuesday - information folders are sent home with the students. A website is also maintained for each school and the district that contains vital school information and activities.

F. Provide other reasonable support for parental involvement activities as parents may request - Support for parents is given as requested by teachers, staff and outside consultants.

Act 397 of 2009

a. The district will provide training annually for parent volunteers who assist in an instructional program.

b. The district will provide 2 hours of parental involvement staff development for faculty and staff.

c. Administrators will receive no less than 3 hours of staff development in parental involvement by the district, SEARK Co-

operative, or other ADE approved provider.
 d. A PTO has been established for the elementary and middle school, and high school will conduct an interest survey at the high school to determine if there is enough parent/teacher support for a PTO.
 e. Two parent/Teacher conferences will be held each school year (fall and spring).
 f. A Seminar for parents of high school students will be conducted each spring to inform parents on how to be involved in the decisions needed for high school course selection and preparation for post secondary education.
 g. The process for resolving parental concerns is found in each school's handbook.

Action Type:
 Collaboration
 Action Type:
 Equity
 Action Type:
 Parental
 Engagement

<p>PROGRAM EVALUATION The Administrative Support priority will be peer reviewed annually by the district ACSIP teams. A Needs Assessment created by the TINA software program (purchased Feb. 2010) will be administered in the Spring of each school year. Results from the Title I, Title II-A, Title III, Title IV-A, Title VI-State, ALE, ELL, NSLA, and PD needs assessment surveys will be forthcoming. Action Type: Program Evaluation</p>	<p>Trudy Jackson, Federal Programs</p>	<p>Start: 08/19/2010 End: 06/02/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>District will provide 6 hours of Professional Development in Technology as mandated by the State Board of Education: Commissioner's Memo # CO-06-008 Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Wayne Fawcett, Superintendent</p>	<p>Start: 08/18/2009 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p>The District is applying for a SIG (School Improvement Grant) from the Arkansas Department of Education. The grant application is due October 15, 2010 and is being written by a team consisting of administrators, academic facilitators, and community stakeholders. If the grant is approved and funded, the ACSIP will be amended to include new grant money Action Type: Collaboration Action Type: Equity</p>	<p>Dr. Judy Hubbell</p>	<p>Start: 09/15/2010 End: 10/15/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$473275.25</p>

Priority 2: Title IV-A: Safe and Drug Free

1.

Arkansas Prevention Needs Assessment Student Survey

2007 Results for Drew Central School District:

Number of surveys turned in by grade:

6th-61, 8th-50, 10th-61, 12th-45.

On how many occasions have you used ... in the past 30 days? Out of 217 student surveys the percent for the following are:

Alcohol-23.9%, Cigarettes-18.1%, Marijuana-6.6%, Combined-31.5%

Percentage of Students with Antisocial behavior in the past year:

Suspended from School: 6th-1.7%, 8th-38.8%, 10th-8.2%, 12th-0%

Drunk or High at School: 6th-3.3%, 8th-8.5%, 10th-16.4%, 12th-25.6%

Sold illegal Drugs: 6th-1.7%, 8th-2.0%, 10th-1.7%, 12th-7.7%

Stolen Vehicle: 6th-1.7%, 8th-8.3%, 10th-3.3%, 12th-10.5%

Been Arrested: 6th-5.0%, 8th-4.1%, 10th-8.3%, 12th-5.1%

Attacked to Harm: 6th-16.9%, 8th-26.5%, 10th-37.7%, 12th-17.9%

Carried a Handgun: 6th-10.0%, 8th-4.1%, 10th-8.2%, 12th-12.8%

Handgun to School: 6th-0%, 8th-0%, 10th-1.6%, 12th-2.6%.

Data not available for 2008

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

2007 - 2008 is 73.9%

2008 - 2009 is 70.3%

2009 - 2010 is 71.9%

3. **Drew Central High School**

Average Daily Membership (ADM)

Average Daily Attendance (ADA)
 Year ADM ADA %
 2008 - 375.69 - 360.36 - 96%
 2009 - 375.69 - 360.36 - 96%
 2010 - 308.14 - 280.61 - 91%

4. **Drew Central Middle School**

(2008 - 2009 was the first year for the district to have a middle school)

Average Daily Membership (ADM)
 Average Daily Attendance (ADA)
 Year ADM ADA %
 2009 - 224.01 - 210.23 - 94%
 2010 - 305.58 - 285.36 - 93%

5. **Drew Central Elementary School**

Average Daily Membership (ADM)
 Average Daily Attendance (ADA)
 Year ADM ADA %
 2008 - 525.18 - 489.26 - 94%
 2009 - 370.65 - 350.11 - 94%
 2010 - 368.12 - 344.22 - 94%

6. Student Behavior Records gleaned from APSCN:

2007-2008 Discipline Incidence Reports for Elementary, K-6

Code-Description ----- TOTALS
 04-Truancy ----- 3
 05-Student Assault ----- 1
 13-Vandalism ----- 5
 14-Insubordination ---- 185
 15-Disorderly Conduct - 218
 17-Other ----- 56
 18-Bullying ----- 71
 19-Fighting ----- 82
 51-Bus Problem ----- 71
 60-Use of Profanity ---- 13
 62-Bus-Fighting ----- 2
 63-Bus-Profanity ----- 2
 65-Sexual Harasment ---- 11
 70-Theft ----- 14
 71-No Homework ----- 1
 TOTALS ----- 735

2008-2009 Discipline Incidence Reports for Elementary K-4

Code-Description ----- TOTALS
 04-Truancy ----- 4
 14-Insubordination -----28
 15-Disorderly Conduct --44
 17-Other ----- 66
 18-Bullying ----- 34
 19-Fighting ----- 41
 51-Bus Problem ----- 66
 65-Sexual Harasment --- 2
 70-Theft ----- 4
 TOTALS ----- 289

2009-2010 Discipline Incidence Reports for Elementary K-4

Code-Description ----- TOTALS
 04-Truancy ----- 3
 14-Insubordination ---- 40
 15-Disorderly Conduct - 84
 17-Other ----- 37
 18-Bullying ----- 36

19-Fighting -----	59
51-Bus Problem -----	84
65-Sexual Harasment ---	3
70-Theft -----	1
03-Tobacco-----	1
TOTALS -----	348

The **three year trend** for Elementary is high incidences in codes 14-Insubordination, 15-Disorderly conduct, 17-Other and 19-Fighting.

7. **2008-2009 Discipline Incidence Reports for Middle School Grades 5-7** (first year for Middle School)

Code-Description --	TOTALS
03-Tobacco -----	2
04-Truancy -----	1
06-Staff Assault -----	1
13-Vandalism -----	3
14-Insubordination --	232
15-Disorderly Conduct --	179
17-Other - -----	19
18-Bullying -----	28
19-Fighting -----	36
51-Bus Problem -----	46
60-Use of Profanity ---	11
62-Bus-Fighting -----	2
63-Bus-Profanity -----	1
65-Sexual Harassment --	2
70-Theft -----	5
71-No Homework -----	1
75-Cell Phone -----	20
TOTALS -----	589

2009-2010 Discipline Incidence Reports for Middle School Grades 5-8

Code-Description --	TOTALS
01-Drugs-----	3
02-Alcohol-----	2
03-Tobacco -----	5
04-Truancy -----	15
05-Student Assault-----	1
06-Staff Assault -----	1
07-Knife-----	3
13-Vandalism -----	10
14-Insubordination ----	823
15-Disorderly Conduct--	573
17-Other - -----	13
18-Bullying -----	27
19-Fighting -----	66
51-Bus Problem -----	125
52-No Supplies-----	8
57-Tardies/3 or more---	8
58-Library Disturbance-	1
60-Use of Profanity ---	24
65-Sexual Harassment --	9
70-Theft -----	4
71-No Homework -----	44
75-Cell Phone -----	33
TOTALS -----	1786

The **two year trend** for **Middle School** is high incidences in codes 14-Insubordination, and 15-Disorderly Conduct.

8. **2007-2008 Discipline Incident Reports for Drew Central High School 7-12**

Supporting
Data:

Code-Description --- TOTALS
 02-Alcohol ----- 1
 03-Tobacco ----- 20
 04-Truancy ----- 45
 13-Vandalism ----- 5
 14-Insubordination ---- 273
 15-Disorderly Conduct - 408
 17-Other ----- 234
 18-Bullying ----- 7
 19-Fighting ----- 32
 51-Bus Problem ----- 67
 52-No Supplies ----- 54
 54-D-Hall/5 or more --- 30
 55-Tardies/9 or more -- 17
 56-Non-Attend D-Hall -- 91
 57-Tardies/3 or more -- 420
 60-Use of Profanity ---- 40
 62-Bus-Fighting ----- 5
 63-Bus-Profanity ----- 7
 70-Theft ----- 3
 72-Tardies/6 or more ----90
 74-Tardies/12 or more --- 1
 TOTALS ----- 1853

2008-2009 Discipline Incident Reports for Drew Central High School 8-12

Code-Description -----TOTALS
 01-Drugs ----- 1
 02-Alcohol ----- 1
 13-Tobacco -----19
 04-Truancy ----- 30
 07-Knife ----- 3
 13-Vandalism ----- 5
 14-Insubordination ----- 203
 15-Disorderly Conduct --- 326
 17-Other ----- 192
 19-Fighting ----- 17
 51-Bus Problem ----- 22
 52-No Supplies ----- 43
 54-D-Hall/5 or more ----- 44
 55-Tardies/9 or more ----- 4
 56-Non-Attend /D-Hall ---- 37
 57-Tardies/3 or more ---- 306
 59-D-Hall/10 or more ----- 2
 60-Use of Profanity ----- 36
 62-Bus-Fighting ----- 5
 63-Bus-Profanity ----- 4
 70-Theft ----- 12
 72-Tardies/6 or more ----- 57
 75-Cell Phone ----- 54
 TOTALS ----- 1423

2009-2010 Discipline Incident Reports for Drew Central High School 9-12

Code-Description -----TOTALS
 01-Drugs ----- 2
 13-Tobacco -----14
 04-Truancy ----- 42
 07-Knife ----- 1
 13-Vandalism ----- 1
 14-Insubordination ----- 170
 15-Disorderly Conduct --- 195
 17-Other ----- 206
 19-Fighting ----- 19

51-Bus Problem -----	24
52-No Supplies -----	15
54-D-Hall/5 or more -----	22
55-Tardies/9 or more -----	2
56-Non-Attend /D-Hall ----	30
57-Tardies/3 or more ----	247
60-Use of Profanity -----	35
63-Bus-Profanity -----	5
72-Tardies/6 or more -----	49
75-Cell Phone -----	53
TOTALS -----	1124

The **three year trend** for **High School** is high incidences in codes 14- Insubordination, 15-Disorderly Conduct, 17-Other, and 57-Tardies/3 or more.

9. **2007-2008 Discipline Incident Reports for Drew Central School District K-12**

Code-Description -----	TOTALS
02-Alcohol -----	1
03-Tobacco -----	20
04-Truancy -----	48
05-Student Assault -----	1
07-Knife -----	1
08-Handgun -----	1
13-Vandalism -----	10
14-Insubordination -----	458
15-Disorderly Conduct ---	626
17-Other -----	291
18-Bullying -----	78
19-Fighting -----	40
51-Bus Problem -----	138
52-No Supplies -----	54
54-D-Hall/5 or more -----	30
55-Tardies/9 or more -----	17
56-Non-Attend /D-Hall ----	91
57-Tardies/3 or more -----	420
60-Use of Profanity -----	53
62-Bus-Fighting -----	7
63-Bus-Profanity -----	9
65-Sexual Harasment -----	11
70-Theft -----	17
71-No Homework -----	1
72-Tardies/6 or more -----	90
74-Tardies/12 or more ----	1
TOTALS -----	2514

2008-2009 Discipline Incident Reports for Drew Central School District K-12

Code-Description -----	TOTALS
02-Alcohol -----	1
03-Tobacco -----	21
04-Truancy -----	35
06-Staff Assault -----	1
07-Knife -----	4
13-Vandalism -----	8
14-Insubordination -----	463
15-Disorderly Conduct ---	549
17-Other -----	277
18-Bullying -----	62
19-Fighting -----	14
51-Bus Problem -----	134
52-No Supplies -----	43
54-D-Hall/5 or more -----	44
55-Tardies/9 or more -----	4

56-Non-Attend /D-Hall --- 37
 57-Tardies/3 or more --- 306
 59-D-Hall/10 or more ----- 2
 60-Use of Profanity ----- 47
 63-Bus-Profanity ----- 5
 64-Fighting ----- 87
 65-Sexual Harassment ----- 4
 70-Theft ----- 21
 71-No Homework ----- 1
 72-Tardies/6 or more ---- 57
 75-Cell Phone ----- 74
 TOTALS ----- 2301

2009-2010 Discipline Incident Reports for Drew Central School District K-12

Code-Description ----- TOTALS
 01-Drugs ----- 5
 02-Alcohol ----- 4
 03-Tobacco ----- 20
 04-Truancy ----- 60
 05-Student Assault ----- 1
 06-Staff Assault ----- 1
 07-Knife ----- 4
 13-Vandalism ----- 11
 14-Insubordination -----1033
 15-Disorderly Conduct --- 852
 17-Other ----- 256
 18-Bullying ----- 63
 19-Fighting -----144
 51-Bus Problem -----233
 52-No Supplies ----- 22
 54-D-Hall/5 or more ----- 22
 55-Tardies/9 or more ----- 2
 56-Non-Attend /D-Hall ---- 30
 57-Tardies/3 or more -----255
 58-Library Disturbance --- 1
 60-Use of Profanity ----- 59
 63-Bus-Profanity ----- 5
 65-Sexual Harasment -----12
 70-Theft ----- 5
 71-No Homework ----- 44
 72-Tardies/6 or more ----- 49
 75-Cell Phone----- 86
 TOTALS ----- 3263

The **three year trend** for **Drew Central School District K-12** is high incidences in codes 14-Insubordination, 15-Disorderly Conduct, 17-Other, 51-Bus Problems, and 57-Tardies/3 or more.

Goal	To decrease the occurrence of unintentional injuries, violence, alcohol and other drug use by students on school property.
Benchmark	Unintentional injuries, violence, alcohol and other drug use by students on school property will decrease by 5% per year by 2012.

Intervention: Utilize the local Court Intake Officer and a guest speaker to help reduce the incidents of violent behavior (possession of weapons, fighting) and other illegal activity (drug and alcohol possession/use) by students on school property.

Scientific Based Research: Barr, Robert D., and Parrett, William H. (2003). Saving Our Students Saving Our Schools, 50 Proven Strategies for Revitalizing At-Risk Students and Low-Performing Schools. Glenview, IL: Pearson Professional Development.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>ARRA monies will be used to support a Court Intake Officer to report monthly incidences of truency, violent behavior and other illegal activities by our students to the District Court. The Court Intake Officer will collaborate with the building level principals on a weekly basis. The Court Intake Officer is a consortium between the following the entities: Monticello School District, Drew Central School District, Delta Counseling, Drew County District Court Action Type: Collaboration Action Type: Equity</p>	<p>Tosha Lewis, Court Intake Officer</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Drew Central High School will sponsor a family night in the spring, promoting safe and drug free student behavior, academic excellence, and helping parents with post-secondary decision making. Action Type: Equity Action Type: Parental Engagement</p>	<p>Cathy Edmonds</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Program Evaluation The decrease of unintentional injuries, violence, alcohol and other drug use by students on school property will be assessed through APSCN yearly discipline reports by the Safe and Drug Free Committee. See list of APSCN discipline in the Title IV-A data statement . Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Laura Fawcett, Coordinated School Health Director</p>	<p>Start: 08/19/2010 End: 06/02/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>The Court Intake officer and a guest speaker(s) will provide information to students concerning positive decision making skills, behavior choices, and leadership guidance. Title IV-A Funds will include money for a guest speaker to support the supplemental Safe and Drug Free instruction. Action Type: Collaboration Action Type: Equity</p>	<p>Laura Fawcett, Coordinated School Health Director</p>	<p>Start: 08/22/2010 End: 06/02/2011</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers • Teaching Aids 	<p>Title IV-A - Purchased Services: \$2656.39</p> <hr/> <p>ACTION BUDGET: \$2656.39</p>
<p>Parents are required to attend parenting classes and other skills classes that the juvenile judge deems necessary to improve the home environment for these students. Action Type: Equity Action Type: Parental Engagement</p>	<p>Drew County Juvenile Judge</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Community Leaders • Computers • Outside Consultants • Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$2656.39</p>

Priority 4: Drew Central School District recognizes each child as a unique individual. Our goal is to help every child develop the skills to become responsible citizens.

1. **Body Mass Index Data SY 2007-08:** Of the students assessed, the following represents the percent of students at risk of overweight and overweight. <http://www.achi.net/index.asp>
 - + District: Males-36.9%, Females-43%
 - + Elementary: Males-38%, Females-40.4%
 - + High School: Males-34.5%, Females-48.5%**Body Mass Index Data SY 2008-09:** Of the 370 students assessed, the following represents the percent of students at risk of overweight and overweight. <http://www.achi.net/index.asp>
 - + District: Males-39.2%, Females-40.9%
 - + Elementary: Males-35.9%, Females-38.9%
 - + Middle School: Males-43.5%, Females-45.0%
 - + High School: Males-40.0%, Females-61.8%**Body Mass Index Data SY 2009-10:** Of the 366 students assessed, the following represents the percent of students at risk of overweight and overweight. <http://www.achi.net/index.asp>
 - + District: Males-38.3%, Females-40.3%
 - + Elementary: Males-34.0%, Females-44.4%
 - + Middle School: Males-41.9%, Females-31.5%
 - + High School: Males-33.3%, Females-40.6%
2. **School Health Index - School Health Policies and Environment Module 1 scores:**
 - 2009-2010:**
 - Elementary - 97%
 - Middle School - 96%
 - High School - 96%
 - 2008-2009:**
 - Elementary - 89%
 - Middle School - 86%
 - High School - 89%
 - 2007-2008:**
 - Elementary - 85%
 - Middle School - NA
 - High School - 86%
3. **School Health Index - Health Education Module 2 scores:**
 - 2009-2010:**
 - Elementary - 90%
 - Middle School - 98%
 - High School - 96%
 - 2008-2009:**
 - Elementary - 86%
 - Middle School - 83%
 - High School - 98%
 - 2007-2008:**
 - Elementary - 79%
 - Middle School - NA
 - High School - 98%
4. **School Health Index - Physical Education and Other Physical Activity Programs Module 3 scores:**
 - 2009-2010:**
 - Elementary - 95%
 - Middle School - 93%

High School - 93%

2008-2009:

Elementary - 74%
Middle School - 86%
High School - 84%

Supporting
Data:

2007-2008:

Elementary - 69%
Middle School - NA
High School - 89%

5.

School Health Index - Nutrition Services Module 4 scores:

2009-2010:

Elementary - 92%
Middle School - 92%
High School - 94%

2008-2009:

Elementary - 61%
Middle School - 61%
High School - 61%

2007-2008:

Elementary - 81%
Middle School - NA
High School - 28%

6.

School Health Index - Family and Community Involvement Module 8 scores:

2009-2010:

Elementary - 94%
Middle School - 94%
High School - 94%

2008-2009:

Elementary - 83%
Middle School - 83%
High School - 83%

2007-2008:

Elementary - 80%
Middle School - NA
High School - 87%

7.

From the Cycle 2 Report: Free & Reduced Price Eligibility for 2009-2010:

Elementary: Free=66.6%, Reduced=13.3%, Paid=20.1%
Middle School: Free=59.3%, Reduced=14.0%, Paid=26.7%
High School: Free=52.9%, Reduced=9.2%, Paid=38.0%

From the Cycle 2 Report: Free & Reduced Price Eligibility for 2008-2009:

Elementary: Free=68.3%, Reduced=13.3%, Paid=18.3%
Middle School: Free=65%, Reduced=12%, Paid=23%
High School: Free=58%, Reduced=8.1%, Paid=33.9%

From the Cycle 2 Report: Free & Reduced Price Eligibility for 2007-2008:

Elementary: Free=65.9%, Reduced=12.9%, Paid=21.2%
Middle School: NA
High School: Free=55%, Reduced=10%, Paid=35%

8.

Drew County Profile, Unemployment Rate:

2010 to date - 10.4

2009 - 9.7%

2008 - 7.3%

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

9.

Drew County Quick Facts from the US Census Bureau

<http://quickfacts.census.gov/qfd/states/05/05043.html>.

Drew County Percent Population in Poverty:

2003 - 18.4%

2004 - 18.4%

2008 - 20.4%

Arkansas Percent Population in poverty:

2004 - 15.6%

2008 - 17.3%

Goal The District will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark By the SY 2010-2011 there will be a decrease of the average Body Mass Index for students by 1/2 percent as evaluated by the annual Body Mass Index Screening.

Intervention: Administrative Support for Wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103 (7): 887-93. 2003.NAL Call Number: 389.8 AM34. Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Drew Central School District has developed District wellness policies in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the district school board. Policies include the five (5) federal requirements: Goals for nutrition education, physical activity and other school-based activities, Nutrition guidelines, Guidelines for reimbursable school meals, and Plan for measuring implementation of the local wellness policy, and Community involvement. The Policy Statement	Wayne Fawcett, Supt.	Start: 06/15/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	ACTION BUDGET: \$

<p>has been submitted to the ADE, Child Nutrition Unit, per the required submission deadline of May 15, each year. Action Type: Collaboration Action Type: Wellness</p>				
<p>The Drew Central School District will: (1) provide support to schools to ensure successful implementation on the Wellness Policies; (2) provide resources and professional development to District and School staff to improve the overall school nutrition environment; and (3) will promote the health and physical activity curriculum and student health. Action Type: Professional Development Action Type: Wellness</p>	<p>Laura Fawcett, School Health Coordinator</p>	<p>Start: 06/15/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The Drew Central School District will ensure each school provides a pleasant environment and monitors schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be used to evaluate district and school effectiveness. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness</p>	<p>Wayne Fawcett, Supt.</p>	<p>Start: 08/15/2010 End: 06/15/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>The Drew Central School District will support schools in the alignment and implementation of the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful implementation.</p> <p>Action Type: Alignment Action Type: Professional Development Action Type: Wellness</p>	Kim Greer	<p>Start: 08/15/2010 End: 06/15/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Nutrition and Physical Activity committee as part of the ACSIP Committee will frequently monitor Goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy checklist, etc.). ACSIP will be modified as needed.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness</p>	Kami Griffin, Nurse	<p>Start: 08/15/2010 End: 06/15/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Drew Central partners with local mental health agencies to provide counseling for students and families; Delta Counseling, Living Hope, Day Springs and Phoenix Youth and Family Services. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	<p>Susan S. Smith, Pam Smith, Cathy Edmonds, Counselors</p>	<p>Start: 08/20/2010 End: 05/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>The Drew Central School District Wellness Committee will meet every other month to assess programs towards achievement of annual student and staff health goals, and to modify plans as necessary to achieve these goals. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness</p>	<p>Lindsay Harper, Art teacher</p>	<p>Start: 08/20/2010 End: 06/10/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Drew Central School District will encourage the use of physical activity as a stress reliever for students and staff. Action Type: Wellness</p>	<p>Pauline Wylie</p>	<p>Start: 08/20/2010 End: 06/10/2011</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The Drew Central School District will follow ADE guidelines regarding the required number of P. E. minutes per week required for students. The elementary school will also schedule 30 minutes of physical activity per day in addition to the P.E. requirement. Action Type: Equity Action Type: Wellness</p>	<p>Steve Noble, Principal, Mike Johnston, Principal</p>	<p>Start: 08/20/2010 End: 06/10/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>The Drew Central School District will adopt a Staff Wellness Policy. Action Type: Collaboration Action Type: Wellness</p>	<p>Pauline Wylie, School Coordinated Health Nurse</p>	<p>Start: 08/20/2010 End: 06/10/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>PROGRAM EVALUATION The Administrative Support for Wellness will be peer reviewed/evaluated and a Coordinated School Health survey will be administered annually by the district ACSIP committees. Data for the School Health Index for 3 years is located in the Wellness data statements. Action Type: Program Evaluation</p>	<p>Laura Fawcett</p>	<p>Start: 08/19/2010 End: 06/02/2011</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity lifestyle choices resulting in increased academic performance.

Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 46/No. RR-9); Guidelines for School Healthy Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Drew Central School District will support the schools in making physical activity and healthy foods widely available in designated areas of the school campus and encourage students to make healthy behavior choices outside the school. Action Type: Wellness</p>	<p>Steve Noble, Principal</p>	<p>Start: 08/19/2010 End: 06/15/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>The Drew Central School District will support the high school in offering the students choices of: two (2) choices of vegetables offered daily at lunch; and five (5) foods containing whole grain offered weekly. Action Type: Wellness</p>	<p>Christy Trantham, Cafeteria Assistant</p>	<p>Start: 08/19/2010 End: 06/15/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>The Drew Central School District will support school staff exhibiting qualities of positive role models for healthy eating and physical activity. Action Type: Collaboration Action Type: Wellness</p>	<p>James Bell, Atheletic Director</p>	<p>Start: 08/19/2010 End: 06/15/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>The Drew Central School District will involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness</p>	<p>Anna Jones, Parent Center Coordinator</p>	<p>Start: 08/15/2010 End: 06/15/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers • Teaching Aids 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>The Drew Central School District will support implementing a health promotion and encourage physical activity at home. Parents will be sent a monthly flyer, "Nutrition Nuggets," that will focus on physical activity and nutrition education, and health risk indicators that compromise students ability to perform academically, etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	<p>Trudy Jackson, Federal Programs Coordinator</p>	<p>Start: 08/18/2010 End: 06/15/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>The Arkansas Prevention Needs Assessment voluntary survey will be administered to 6th, 8th, 10th and 12th grade students in the month of November to help determine student concerns and needed projects. + This survey provides useful student information regarding risk and protective factors, prevalence and patterns of drug use, and violence in the student population. Action Type: Equity Action Type: Wellness</p>	<p>Cathy Edmonds, Pam Smith, School Counselors</p>	<p>Start: 11/07/2010 End: 11/30/2011</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Outside Consultants 	<p>ACTION BUDGET: \$</p>

<p>The Drew Central School District, as required by law, will conduct BMI screenings for students in grades K, 2, 4, 6, 8 and 10 unless parents opt out. Act 1220 of 2003. Action Type: Program Evaluation Action Type: Wellness</p>	<p>Kami Griffin, RN, School Nurse</p>	<p>Start: 08/18/2010 End: 06/01/2011</p>	<ul style="list-style-type: none"> • Computers • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>To support reducing student BMI levels, the following fitness testing activities will be conducted: + President's Challenge in high school P.E. + Jump Rope for Heart in Elementary and Middle School. Action Type: Program Evaluation Action Type: Wellness</p>	<p>Angel Mathwes, Edgar Spencer, Michael Goad, James Bell, P. E. Coaches</p>	<p>Start: 08/18/2010 End: 06/01/2011</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Students will receive nutrition/health information through the Drew County Cooperative Extension Office and from Drew Central teachers; designated courses such as Family and Consumer Sciences, Wellness, Health, Nutrition, Physical Education, and other courses across the curriculum. + Physical education and health teachers will align their curriculum to the Health /P. E. Frameworks in order to improve the quality of physical education. + Physical Education and health teachers will attend workshops on nutrition and</p>	<p>Laura Fawcett, School Health Coordinator</p>	<p>Start: 08/18/2010 End: 06/01/2011</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>physical activity. The staff will receive professional training in nutrition and fitness issues. + The School Nurse and the School Health Coordinator will provide in-service for the staff on health issues. Materials and supplies will be purchased for those attending. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Wellness</p>				
<p>PROGRAM EVALUATION Schools will peer review and evaluate the implementation of the practices that provided opportunities for students to practice healthy behaviors at school and encouraged them to make healthy food and physical activity lifestyle choices to see if they resulted in increased academic performance. A Coordinated School Health survey will be administered in the spring, and the School Health Index results are posted in the Wellness data statement. Action Type: Program Evaluation</p>	<p>Laura Fawcett</p>	<p>Start: 08/19/2010 End: 06/02/2011</p>	<ul style="list-style-type: none"> District Staff 	<p>_____ ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 5: School District Improvement in Literacy began in the 2008-2009 school year and continued in the 2009-2010 school year. The 2010 AYP Status indicates that the district met standards in literacy.

1. On the Benchmark in 2008 (Grade 3),

- 66% of combined students scored at or above proficient;
- 53% of African American students scored at or above proficient;
- 72% of Caucasian students scored at or above proficient;
- 56% of Economically Disadvantaged students scored at or above proficient;

The lowest identified areas for the combined population were literary and content passages.

The lowest identified areas for African Americans were literary and content passages.

The lowest identified areas for Caucasians were literary and content passages.

The lowest identified areas for Students with Disabilities were literary and content passages.

The lowest identified areas for Economically Disadvantaged were content and literary passages.

On the Benchmark in 2009 (Grade 3),

- 82% of combined students scored at or above proficient;
- 77% of African American students scored at or above proficient;
- 86% of Caucasian students scored at or above proficient;
- 80% of Economically Disadvantaged students scored at or above proficient;
- 100% of LEP students scored at or above proficient;
- 83% of students with disabilities scored at or above proficient;

The lowest identified areas for the combined population were practical and content passages.

The lowest identified areas for African Americans were literary and content passages.

The lowest identified areas for Caucasians were practical and content passages.

The lowest identified areas for Students with Disabilities were literary and content passages.

The lowest identified areas for Economically Disadvantaged were content and practical passages.

On the Benchmark in 2010 (Grade 3),

- 70% of combined students scored at or above proficient;
- 75% of African American students scored at or above proficient;
- 60% of Hispanic students scored at or above proficient;
- 70% of Caucasian students scored at or above proficient;
- 68% of Economically Disadvantaged students scored at or above proficient;
- 75% of LEP students scored at or above proficient;
- 43% of Students with Disabilities scored at or above proficient.

The lowest identified areas for the combined population were content and practical passages.

The overall 3-year TREND analysis shows that the weakest areas for third grade were content and practical open-response items.

On the Benchmark in 2008 (Grade 4),

- 56% of combined students scored at or above proficient;
- 58% of African American students scored at or above proficient;
- 56% of Caucasian students scored at or above proficient;
- 50% of Economically Disadvantaged students scored at or above proficient;
- 9% of Students with Disabilities scored at or above proficient.
- 100% of Gifted & Talented Students scored at or above proficient.

The lowest identified areas for the combined population were literary and content passages.

The lowest identified areas for African Americans were literary and content passages.

The lowest identified areas for Caucasians were literary and content passages.

The lowest identified areas for Students with Disabilities were literary and content passages.

The lowest identified areas for Economically Disadvantaged were literary and content passages.

On the Benchmark in 2009 (Grade 4),

73% of combined students scored at or above proficient;

60% of African American students scored at or above proficient;

83% of Caucasian students scored at or above proficient;

64% of Economically Disadvantaged students scored at or above proficient;

0% of Students with Disabilities scored at or above proficient.

The lowest identified areas for the combined population were practical and content passages.

The lowest identified areas for African Americans were practical and content passages.

The lowest identified areas for Caucasians were practical and content passages.

The lowest identified areas for Students with Disabilities were practical and content passages.

The lowest identified areas for Economically Disadvantaged were practical and content passages.

On the Benchmark in 2010 (Grade 4),

88% of combined students scored at or above proficient;

78% of African American students scored at or above proficient;

75% of Hispanic students scored at or above proficient;

95% of Caucasian students scored at or above proficient;

83% of Economically Disadvantaged students scored at or above proficient;

100% of LEP students scored at or above proficient;

20% of Students with Disabilities scored at or above proficient.

The lowest identified areas for the combined population were practical and literary passages.

The overall 3-year TREND analysis shows that the weakest areas for fourth grade were literary and content open-response items.

2. **Benchmark-5th Grade Literacy**

TREND- The overall 3 year trend analysis in 5th Grade Literacy shows the lowest identified areas were content and literary multiple choice, open-response questions, and content & style in writing.

2009-2010 School Year

The lowest identified areas for the African American and Economically Disadvantaged in the Combined Population were *content multiple choice and content & style in writing*.

2008-2009 School Year

The lowest identified areas for the Combined Population were *practical open-response in reading and content & style in writing*.

2007-2008 School Year

The lowest identified areas for the African American and Economically Disadvantaged in the Combined Population were *literary multiple choice/content open-response and content & style in writing*.

Benchmark-6th Grade Literacy

TREND- The overall 3 year trend in 6th Grade Literacy shows the lowest identified areas are *content/open-response in content passages and content & style in writing*.

2009-2010 School Year

The lowest identified areas for the Economically Disadvantaged and Special Education in the Combined Population were *content multiple choice and content & style in writing*.

2008-2009 School Year

The lowest identified areas for the Combined Population were reading content open-response and content & style in writing.

2007-2008 School Year

The lowest identified areas for the Combined Population, African American, and Economically Disadvantaged were content in multiple choice and open-response.

Benchmark-7th Grade Literacy

TREND- The overall 3 year trend in 7th Grade Literacy shows the lowest identified areas is style/content.

2009-2010 School Year

The lowest identified areas for the Combined Population, Caucasian, Hispanic, Economically Disadvantaged were literary open response and content & style in writing. in writing.

2008-2009 School Year

The lowest identified areas for the Combined Population are reading content and practical open response and multiple choice in writing.

2007-2008 School Year

The lowest identified areas for the Combined Population and African American Population were practical reading and style in writing. Economically Disadvantaged Population were multiple choice writing and usage.

Benchmark-8th Grade Literacy

TREND- Due to recalibration a trend has not been established for the eighth grade.

2009-2010 School Year

The lowest identified area for the African American Population and the Economically Disadvantaged is content & style in writing.

3. **Augmented Benchmark SAT 10 Norm Referenced Test** percentile rank of the Combined population without the highly mobile students:

The Fifth Grade 2010

Mathematics Problem Solving - 63%
Reading Comprehension - 60%
Comprehensive Language - 47%

The Fifth Grade 2009

Mathematics Problem Solving - 59%
Reading Comprehension - 55%
Comprehensive Language - 35%

The Sixth Grade 2010

Mathematics Problem Solving -68%
Reading Comprehension -50%
Comprehensive Language -42%

The Sixth Grade 2009

Mathematics Problem Solving -74%
Reading Comprehension-47%
Comprehensive Language-45%

The Seventh Grade 2010

Mathematics Problem Solving -60%
Reading Comprehension-51%
Comprehensive Language-48%

Supporting
Data:

The Seventh Grade 2009

Mathematics Problem Solving -59%

Reading Comprehension-54%

Comprehensive Language-46%

The Eighth Grade 2010

Mathematics Problem Solving -66%

Reading Comprehension-47%

Comprehensive Language-41%

On the SAT-10 in 2008 (Grade 5, 6, and 7), separate data is not available, since the test was augmented with Benchmarks.

4.

Norm Referenced Test: (9th Grade)

2007-2008 School Year 47.3% at or above 50% in reading.

2008-2009 School Year 49.3% at or above 50% in reading.

2009-2010 School year 38.4% at or above 50% in reading.

TREND - Over the past 3 years there has been a 8.9% decrease in reading scores.

5.

The overall trend data for the last three school years shows a deficiency in practical reading, and content and style for writing.

Literacy- 11th Exam

In 2009-2010, the lowest identified area for the 11th grade literacy exam continues to be in writing was content and style. Practical reading was the lowest identified area for the reading section.

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

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

6.

On the ACT in 2007-2008

Composite Scores English - 18.7

Reading - 20.0

Overall - 19.4

On the ACT in 2008-2009

English - 17.6

Reading - 18.1

Overall - 18.1

On the ACT in 2009-2010

English - 17.3

Reading - 18.7

Overall - 18.5

7.

Graduation Rate for Drew Central High School:

2009-2010 - 71.9%

2008-2009 - 70.3%

2007-2008 - 73.9%

8.

Average elementary Attendance Rate:

2010 - 94%

2009 - 94%

2008 - 94%

9.

*In 2007-2008, **Literacy AYP** for the combined population was:*

K-5 - 62.8%

6-8 - NA

9-12 - 43.7%

*In 2008-2009, **Literacy AYP** for the combined population was:*

K-5 - 80.3%

6-8 - 69.9%

9-12 - 56.3%

In 2009-2010, **Literacy AYP** for the combined population was:

K-5 - 78.30%

6-8 - 69.70%

9-12 - 42.00%

10. 2008 AYP District Status: School Improvement: Year 1

K-5 Literacy Status: *SI_1*

6-8 Literacy Status: *NA*

9-12 Literacy Status: *SI_1*

2009 AYP District Status: School Improvement: Year 1

K-5 Literacy Status: *SI_M*

6-8 Literacy Status: *MS*

9-12 Literacy Status: *SI_2*

2010 AYP District Status: Meets Standard

K-5 Literacy Status: *MS*

6-8 Literacy Status: *A*

9-12 Literacy Status: *SI_3*

Goal

The Drew Central School District will address Literacy in all grade spans, K-4, 5-8 and 9-12, specifically targeting the African American and Economically Disadvantaged subgroups.

For the 2010-2011 school-year, the African American and the Economically Disadvantaged subgroups will be provided interventions that will result in a 10% gain in Literacy scores.

AYP for High School Literacy for 2009 was 55.75%

Combined Population - 74 attempted, 33 proficient = 44.6%

Benchmark

African Americans - 25 attempted, 6 Proficient = 24%

Hispanic - 2 attempted, 1 proficient = 50% Caucasian - 47 attempted, 26 proficient =

55.3% Economically Disadvantaged - 44 attempted, 18 proficient = 40.9%

LEP - 1 attempt, 1 Proficient = 100% Student w/dis - 13 attempted, 4 proficient = 30.8%

AYP for 2010 in Literacy is 64.6%.

Intervention: Interventions/learning strategies/instruction for "at risk" African American and Economically Disadvantaged students will be provided by the faculty and staff. Instruction will be student-centered, standards-based curriculum with researched-based literacy strategies across the curriculum, including AP strategies in all language arts classes.

Scientific Based Research: Saving Our Students, Saving Our Schools: 50 Proven Strategies for Revitalizing At-Risk Students and Low-Performing Schools, by Robert. D. Barr and William H. Parrett, Pearson Education 2003. Classroom Instruction that Works by Robert Marzano, ASCD, 2001. Total Instructional Alignment: From Standards to Student Success by Lisa Carter, Bloomington, Indiana: Solution Tree 2007. Murray, R. & Phillips, and I. "Getting Students to Read More: How Do You Do It?" Literacy Across the Curriculum. Atlanta, GA: SREB, 2003. A Framework for Understanding Poverty Ruby K. Payne, Publishers: aha! Process Incorporated 2005. Mechanically Inclined Jeff Anderson, Publisher: Stenhouse Publishers, 2005.

Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>Elementary and Middle School counselors will disaggregate test data and make a list of all at-risk students. Counselors will provide academic counseling for all at-risk students. Counselors will also make contact with student's parents to involve them in the academic counseling plan for their student.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Susan Smith, Bill White, Counselors</p>	<p>Start: 10/10/2010 End: 05/30/2011</p>	<ul style="list-style-type: none"> • District Staff • School Library • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Grade level teams in elementary and middle school will disaggregate student test data to specifically target at-risk and some-risk African American and Economically Disadvantaged students for interventions in Literacy.</p> <ul style="list-style-type: none"> • A strategy/war room and/or teacher data folders will be set up to monitor student progress • Grade level teams with the assistance of the Literacy Coaches will track student progress • Early intervening services will be utilized for point-in-time remediation for students with the following resources: 	<p>Melissa Eason, Stephanie Jackson</p>	<p>Start: 08/18/2010 End: 05/30/2011</p>	<ul style="list-style-type: none"> • District Staff • School Library • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

<p>teachers, aides, foster grandparents, AmeriCorp workers, intervention specialists and after-school tutoring. Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>				
<p>Students will be assessed with: Target Tests quarterly in Literacy to measure their growth (grades 3-8). At-risk and some-risk students in K-4 will also be assessed bimonthly with DIBELS. Student test scores will be monitored and evaluated. Teachers will revise teaching and learning strategies to accommodate student needs. Teachers will use Advanced Decoding strategies with students. End-of-Year testing will include the DRA, DIBELS, DSA, and writing assessment for K-6th grade students. Action Type: Collaboration Action Type: Equity</p>	<p>Melissa Eason, Trudy Jackson, Literacy Coaches</p>	<p>Start: 08/18/2010 End: 05/30/2011</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>After school tutoring will be provided for "at risk" students in Literacy. In addition, all students who desire to attend will be allowed to attend after school tutoring. Instruction will include small group and computer based learning. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	<p>Jerrielynn Mapp, Cathy Edmonds, and Rhonda Sanderlin, Site Coordinators</p>	<p>Start: 09/01/2010 End: 05/10/2011</p>	<ul style="list-style-type: none"> • District Staff • School Library • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>K-6 teachers will use "communication folders" as a means of keeping parents informed; folders will be sent home every Tuesday with information concerning student academic progress, future events, announcements, and a signature line and comments from the parents/teachers. Action Type: Parental Engagement</p>	<p>Judy Kunkle, Angela Chambers, teachers</p>	<p>Start: 09/01/2010 End: 06/01/2011</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Interventions and instructional strategies will be implemented as designed and monitored by Literacy Facilitators and Administrators. Examples for elementary and middle school are:</p> <ul style="list-style-type: none"> • Quick Reads – This uses vocabulary and provides fluency practice with open response questions similar to that is used on the Benchmark test. • StoryWorks (Scholastic), Weekly Reader, and Explorer (National Geographic) – combines reading and social studies with comprehension questions. • Bloom’s higher-order questions and behavioral objectives • 25 Books Campaign – students will increase vocabulary and comprehension • Room arrangement – preferential seating given to at-risk and some-risk students. • Professional development will be provided by Literacy Coaches and the SEARK Cooperative. • Mentoring of novice teachers will be provided by veteran teachers to ensure 	<p>Melissa Eason, Trudy Jackson, Mike Johnston,</p>	<p>Start: 08/18/2010 End: 06/01/2011</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
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<p>instructional alignment. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>				
<p>Title I ARRA funds are used to support a school improvement specialist who has been employed to assist in professional development, data disaggregation, curriculum alignment, to model lessons and collaborate with classroom teachers on best practices, and to mentor Literacy teachers. Funds have been included for materials and supplies in the Administrative Priority. (Corrective Action #7) (Restructuring #6) Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Dr. Judy Hubbell, School Improvement Specialist</p>	<p>Start: 08/18/2010 End: 06/01/2011</p>	<ul style="list-style-type: none"> • Central Office • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Staff Development will be provided for high school teachers to disaggregate individual student data. • Teachers will analyze data and remain actively included in the selection of academic assessments, the analysis of data, and the</p>	<p>Kim Greer, Curriculum Coordinator/GT</p>	<p>Start: 08/18/2010 End: 06/01/2011</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>development of the overall instructional program in order to improve student achievement.</p> <ul style="list-style-type: none"> • Professional Development money has been set-aside for teachers who attend conferences (Funds listed in Administrative Support Priority) (School-wide component #3) <p>Action Type: Collaboration Action Type: Professional Development</p>				
<p>AP "CLOSE" reading strategies will be used in all high school language arts classrooms, and are highly encouraged in all core classes. Examples of Close Reading Strategies are:</p> <ul style="list-style-type: none"> • Annotation - notes in the margins of books or handouts • Determining audience • Determining author's purpose • Determining main idea • Generalization • Inference • Paraphrase • Prediction • Summary • Word walls will be utilized in all classrooms to build vocabulary. • Verbal, writing, and presentation skills will be required in all high school classrooms. 	<p>Karon Parrish, Dr. Judy Hubbell</p>	<p>Start: 08/19/2010 End: 06/01/2011</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>				
<p>•11th grade will participate in the target testing program four times before benchmark testing as a formative assessment. •Students will take the STAR Assessment to determine their reading level and their ZPD, three times a year. • Areas of weakness will be remediated in the regular English classrooms. Action Type: Program Evaluation</p>	<p>Dr. Judy Hubbell, Karon Parish, Tracy Rodgers, Helen Banks, Eulea Kiraly</p>	<p>Start: 08/18/2010 End: 06/01/2011</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>• A Career/ Academic meeting for 9-12th graders will be held during the career action planning (CAP) time which meets for 13 minutes once a week and 45 minutes once a month. •(SW #6,7,8,9) Action Type: Equity</p>	<p>Cathy Edmonds, Counselor</p>	<p>Start: 08/18/2010 End: 06/01/2011</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Professional Development (PD) funds will be used to provide stipends for teachers, benefits, substitutes, and purchased services, conference registration fees. Professional development will be geared around needs according to data findings. (Corrective Action</p>	<p>Dr. Judy Hubbell, ACSIP Co-chair</p>	<p>Start: 08/18/2010 End: 06/01/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<p>PD (State-223) - Purchased Services: \$15000.00 PD (State-223) - Materials & Supplies: \$7599.00 PD (State-223) - Employee Benefits: \$3000.00 PD (State-223) - Employee Salaries: \$15000.00</p>

<p>#1) Action Type: Collaboration Action Type: Professional Development</p>				<hr/> <p>ACTION BUDGET: \$40599</p>
<p>The high school will implement a Supplemental Instructional Program (SIP) for students in grades 10-12 that fall below the required GPA of a 2.0 to participate in extracurricular activities. •EVALUATION, PROTOCOL, IMPACT, and RESULTS Students are required to complete 100 minutes of before or after school tutoring for the SIP. •Student GPA will be monitored biweekly. Student GPA must raise .1 within the participating semester. •Students that do not meet the .1 gain will be ineligible to participate in any extracurricular activities until a 2.0 is achieved. •Students who meet the required .1 gain in GPA must maintain the required GPA and can participate in extracurricular activities. •Students in the program can only participate 2 consecutive semesters. Action Type: Equity Action Type:</p>	<p>James Bell, Athletic Director</p>	<p>Start: 08/18/2010 End: 06/01/2011</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

Program Evaluation				
<p>Program Evaluation Technical Assistance, Professional Development, and Program Evaluation for District Improvement is provided by the following:</p> <ul style="list-style-type: none"> •LaDonna Spain, School Improvement Supervisor State Speciality Team School Improvement Specialist (Dr. Judy Hubbell) •SEARK Cooperative – Professional Development Associates •ERZ P-16 Partnership with University of Ark-Monticello (Tracie Jones, ERZ Director) •Scholastic Audit Evaluation Team, October 26-31, 2008 •Academic Facilitators (Cindy Luper; Math 7-12, Dr. Judy Hubbell; Literacy 9-12, Stephanie Jackson; Math 1-6, Melissa Eason; Literacy 4-8, Trudy Jackson, Literacy K-3) •District Personnel, (Wayne Fawcett; Superintendent, Trudy Jackson; Federal Programs, Cristy Dunnahoe; Child Nutrition Manager). <p>Three years of Benchmark data</p>	<p>Wayne Fawcett, Supt., Steve Noble, Joy Graham, Mike Johnston, Principals</p>	<p>Start: 09/26/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>

<p>for Literacy is posted in the Data Statement. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>Notification of District Improvement is sent to the patrons of the Drew Central School District in the monthly mail-out, and published in the Advance Monticellonian newspaper by the Superintendent with assistance from the Federal Programs Coordinator. Action Type: Parental Engagement</p>	<p>Wayne Fawcett, Supt.,</p>	<p>Start: 09/01/2010 End: 06/01/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Parents and patrons were invited to participate and give input to the District Improvement plan. Each parent/patron were assigned to one of the District ACSIP teams. Sign-in sheets and minutes are kept in the Federal Programs office. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Trudy Jackson, Federal Programs Coordinator</p>	<p>Start: 10/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Parents and Patrons of the Drew Central School District have been invited to:</p> <ul style="list-style-type: none"> •Open House, August 17, 2010 •PTO – first Tuesday of each month •Family Movie Night – semi-annually •PTO Fall Game Night •Cookies with Santa •Dad-a-Day and Mom and Me breakfast/lunches (K-8th grades) •Quarterly Family Reading Nights, utilizing Accelerated Reader Assessments •High School Round Table discussions •Volunteer at school *SES Informational Meeting *Annual Public Meeting <p>Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Anna Jones, Parent Center Coordinator, Erica Barnard, PTO President</p>	<p>Start: 08/14/2010 End: 06/01/2011</p>	<ul style="list-style-type: none"> • Community Leaders • Computers • District Staff • Performance Assessments • School Library • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The elementary, middle school and high school plan will be evaluated quarterly by the Literacy team (teachers, academic coaches, parents and principals), to modify, or adapt the plan according to student needs and data results.</p> <p>Action Type: Collaboration</p>	<p>Mike Johnston, Joy Graham, Steve Noble, Principals</p>	<p>Start: 10/01/2010 End: 05/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Program Evaluation				
Remediation will be provided through after-school tutoring for any student who was not proficient or advanced on the yearly Literacy Benchmark Assessment. Students will be given a pre-test on the computer - which is grade level specific, and then they will be assigned lessons according to their deficiencies. Student work will be monitored weekly. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Action Type: Inclusion	Steve Noble, Joy Graham, Mike Johnston, building principals	Start: 08/19/2010 End: 06/02/2011	• District Staff	ACTION BUDGET: \$
Total Budget:				\$40599

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

1. **The Arkansas Department of Education conducted a Scholastic Audit of the Drew Central High School during the period of October 26, 2008 to October 31, 2008.**

Based on the Scholastic Audit Performance levels (i.e., Performance Level 4-Exemplary level of development and implementation; Performance Level 3-Fully functional and operational level of development and implementation; Performance Level 2-Limited development or partial implementation; and Performance Level 1-Little or no development and implementation), the level of performance for each of the 9 Standards for school improvement of the Drew Central High School are as follows: (NE - Not Evident)

Standard 1-Curriculum: Level(4) NE, (3) NE, (2)29%,(1)71%

Standard 2-Classroom Evaluation/Assessment: Level (4) NE, (3) NE, (2)75%,(1)25%

Standard 3-Instruction: Level (4) NE, (3) NE, (2) 62%,(1) 38%

Standard 4-School Culture: Level (4) NE, (3) NE, (2)73%,(1)27%

Standard 5-Student, Family and Community Support: (4) NE, (3) NE, (2)100%, (1)NE

Standard 6-Professional Growth, Dev and Eval: (4) NE, (3) NE, (2)17%, (1)83%

Standard 7-Leadership: (4) NE, (3) NE, (2)64%, (1)36%

Standard 8-School Org and Fiscal Resources: (4) NE, (3) NE, (2)NE,

(1)100%

Standard 9-Comprehensive and Effective Planning: (4) NE, (3) NE,
(2)19%, (1)81%

The Drew Central School District and High School will address the recommendations of the report over a period of 3 to 5 years; however,

The focus for year 1 (08-09) addressed standards 1, 2, 3, 4, 6, 7, 8, 9 and indicators

1.1a, 1.1b, 1.1c, 1.1d, 1.1f,

2.1a, 2.1g,

3.1a, 3.1c,

4.1d,

6.1b,

7.1c, 7.1h, 7.1f,

8.1a, 8.2c,

9.2b,

and Next Step Deficiencies #1, #2, #3, and #4.

The focus for year 2 (09-10) addressed standards 1, 2, 3, 4, 5, 6, 7, 8, 9 and indicators 1.1a, 1.1b, 2.1b, 3.1b, 3.1e 4.1e, 5.1a, 5.1d, 5.1c, 6.2a, 6.2b, 6.2c, 7.1b 8.2a, 8.2b, 9.2b, and Next Step Deficiencies #5.

The focus for year 3 (19-11) will be to continue the afore mentioned indicators as well as including a focus on indicators: 2.1b, 2.1f, 2.1h, 4.1b, 4.1g, 4.1h, 4.1i, 4.1j, 4.1l, 5.1a, 5.1c, 5.1d, 5.1e, 6.1a, 6.2b, 7.1g, 7.1j, 7.1k, 8.1c, 8.1d, 8.1e, 8.1f, 8.2a, 8.2b, 8.2c, 8.2d, 9.2b, 9.3b, 9.3c, 9.4a, and 9.5b.

During the 2010-2011 school year, the ASCIP sub-committees will monitor these actions being addressed as well as create actions to address the remaining scholastic audit indicators.

2. STANDARD - 1 - Academic Performance - Curriculum -

1.1a

There is evidence that the curriculum is aligned with the Arkansas Academic Content Standards and Student Learning Expectations.

1.1b

The district does not formally initiate discussions on vertical articulation between Drew Central High School and its feeder schools.

1.1c

The district does not have a formal process to eliminate unintentional curricular gaps and/or omissions in all content areas between schools.

1.1d

The district does not intentionally facilitate discussions between schools to identify key curriculum transition points.

1.1f

The district does not have a local board policy for curriculum.

3. STANDARD - 2 - Academic Performance - Classroom Evaluation/Assessment -

2.1a

The district does not have a policy that guides the development of rigorous classroom assessments that are consistently used to ensure continuous student growth.

2.1b

Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

2.1g

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

4. STANDARD 3 - Academic Performance - Instruction -

3.1a

Most teachers use only teacher-directed instructional strategies that do not address differing learning styles.

Many classroom activities are not engaging and do not reflect meaningful connections to learning expectations.

3.1b

There is no systematic process to monitor the implementation of research-based instructional strategies across the curriculum.

3.1c

Instructional strategies used in the classroom are not intentionally planned to be responsive to student's learning needs.

3.1e and Next Step Deficiency #5

Most teachers do not incorporate technology into the delivery of instruction in their classrooms.

Supporting
Data:

5. STANDARD 4 - Learning Environment - School Culture -

4.1d

There is no process in place to involve parents, non-certified staff, and other stakeholders in the decision making process.

4.1e

Professional development for teachers does not always update content knowledge and current professional practices.

6. STANDARD 5 - Learning Environment - Student, Family and Community Support -

5.1a

Parental and community involvement and assistance are not actively sought.

5.1c

Few teachers have access to a variety of instructional materials to assist in student learning.

5.1d

Some opportunities are provided for students to receive additional assistance beyond classroom instruction by teachers who tutor before or after school.

7. STANDARD 6 - Learning Environment - Professional Growth, Development, and Evaluation -

6.1b

The district has no formal process to identify the professional development needs of the staff.

6.2a

Evaluations that have occurred do not align to the learning goals of the ACSIP and the individual growth needs of staff members.

6.2b

There is no systematic process for distribution of professional development funds in regard to training, materials, and equipment support.

6.2c

The evaluation of licensed employees and individual professional growth plans are not intentional and does not always tightly correlate with the instructional needs of the students and the professional needs of all staff members as reflected in the ACSIP.

8. STANDARD 7 - Efficiency - Leadership - Leadership -

7.1b

School leadership has not identified a set of data to be collected and disaggregated for longitudinal studies.

7.1c Finding-

The principal's individual professional growth plan was not signed by the superintendent and was not collaboratively developed.

The plan does not have a focus on developing leadership skills designed to support teaching

and learning and does not reflect attention to the impact of instructional leadership on student achievement and organizational goals.

There is no formal process for monitoring

or modifying the individual professional growth plan of administrators during the school year.

7.1f Finding-

The district does not have a policy to protect instructional time.

Bell-to-bell teaching and learning does not occur in all classes during the 45 minute class periods. Instructional time is not maximized in many classrooms. Students are frequently not engaged in meaningful learning activities aligned with student learning expectations.

7.1h Finding -

School and district leadership make some policy and procedural changes to address issues that impact the learning environment.

The allocation of resources for facilities and equipment does not always support the establishment of a safe and effective learning environment.

9. STANDARD 8 - Efficiency - School Organization and Fiscal Resources-

8.1a

Allocation of resources do not support needs of students. Technology is not available or consistently used.

8.2c

Budgeting decisions are not aligned with the action components in the ACSIP.

10. STANDARD 9 - Efficiency - Comprehensive and Effective Planning

9.2b

There is limited use of state assessment data to inform instructional practice and school improvement planning.

Literacy and mathematics priorities have been identified in areas of

needed improvement based on achievement data on augmented benchmark assessments, end-of-course assessments, eleventh grade literacy exams, and ACT data.

Data are not used to diagnose instructional effectiveness.

Analysis of the data is not done in a consistent and deliberate manner and is not disseminated to all faculty members to drive school improvement.

There is a lack of urgency to use student performance data as a means to improve classroom instructional practice.

11.

Norm Referenced Test: (6th grade)

2007-2008 School Year 47.3% at or above 50% in reading.

2008-2009 School Year 49.3% at or above 50% in reading.

2009-2010 School year 38.4% at or above 50% in reading.

TREND - Over the past 3 years there has been a 8.9% decrease in reading scores.

- Goal STANDARD - 1 - Academic Performance - Curriculum
The Drew Central School District will develop and implement a curriculum that is rigorous, intentional and aligned to state and local standards.
- STANDARD - 1 - Academic Performance - Curriculum
The Drew Central School District will meet or exceed Category 3 for all Standard 1 indicators. In Standard 1 there were:
- Benchmark a. 5 indicators (71%) evaluated as "Evaluation Category 1"
b. 2 indicators (29%) evaluated as "Evaluation Category 2"
c. 0 indicators (0%) evaluated as "Evaluation Category 3"
d. 0 indicators (0%) evaluated as "Evaluation Category 4"

Intervention: STANDARD - 1 - Academic Performance - Curriculum				
Scientific Based Research: "The Benefits of Curriculum Alignment" July, 2004, www.districtadministration.com/viewarticiepf.aspx?articleid=600				
Tomlinson, Carol Ann. (2002) The Parallel Curriculum: A Design to Develop High Potential and Challenge High-Ability Learners. Corwing Press.				
Carter, L. (2007). <i>Total Instructional Alignment: From standards to Student success</i> . Bloomington, IN: Solution Tree.				
Carter, L. (2009). <i>Five Big Ideas: Leading total instructional alignment</i> . IN: Solution Tree. Jacobs,H. (2004). <i>Getting Results with Curriculum Mapping</i> Association for Supervision and Curriculum Development				
Actions	Person Responsible	Timeline	Resources	Source of Funds
1.1b, 1.1c, 1.1d, 1.1f, and 1.1g A district curriculum committee composed of academic coaches, curriculum coordinator, administrators, and K-12 teachers, including special education teachers, to analyze and monitor student performance data. A vertically aligned	Kim Greer, Curriculum Coordinator	Start: 03/15/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$

<p>K-12 district curriculum will be developed; to develop a seamless curriculum, teachers will horizontally align their curriculum. This will be revisited/updated as needed each year.</p> <p>Program Evaluation The curriculum committee will meet monthly to develop the processes for monitoring, evaluating, and revising the curriculum. Action Type: Collaboration Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Special Education</p>				
<p>1.1a, 1.1b, 1.1c, 1.1d, 1.1e, 1.1f, 1.1g The High School/District hired a literacy instructional facilitator to assist in curriculum development, curriculum alignment, curriculum review, data review, model teaching strategies, mentor literacy teachers, and provide professional development.</p> <p>Program Evaluation The Literacy Instructional Facilitator will be monitored on a regular basis by</p>	<p>Wayne Fawcett, Superintendent, Steve Noble, Principal</p>	<p>Start: 04/03/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>the building principal/superintendent and mentored by the curriculum coordinator. Evaluations of performance will be conducted annually. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>1.1a, 1.1b The District will implement vertical curriculum alignment teams K-12 in core academic areas of: Literacy, Numeracy, Social Studies and Science, to bring congruency between the written curriculum and the implemented curriculum. (2009-10)</p> <p>Program Evaluation: Vertical curriculum alignment teams will meet monthly to align the written and taught curriculum. Sign-in sheets, minutes, agendas will verify curriculum alignment meetings. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration</p>	<p>Kim Greer, Curriculum Coordinator</p>	<p>Start: 10/01/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Teachers • Teaching Aids 	<p style="text-align: right;">ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

- Goal STANDARD - 2 - Academic Performance - Classroom Evaluation/Assessment
 The Drew Central School District will use multiple evaluation assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- STANDARD - 2 - Academic Performance - Classroom Evaluation/Assessment
 The Drew Central School District will meet or exceed Category 3 for all Standard 2 indicators. In Standard 2 there were:
- Benchmark a. 2 indicators (25%) evaluated as "Evaluation Category 1"
 b. 6 indicators (75%) evaluated as "Evaluation Category 2"
 c. 0 indicators (0%) evaluated as "Evaluation Category 3"
 d. 0 indicators (0%) evaluated as "Evaluation Category 4"

Intervention: STANDARD - 2 - Academic Performance - Classroom Evaluation/Assessment				
Scientific Based Research: Marzano, Robert (2003) "Classroom Management That Works - Research-Based Strategies for Every Teacher." ASCD				
Marzano, R. J. (2001). <i>Classroom Instruction that Works: Research-based strategies for increasing student achievement</i> . Alexandria, VA: Mcrel.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
2.1a, 2.1g The district will develop a policy that guides the development of rigorous classroom assessments that are consistently used to ensure continuous student growth. The school board will develop a policy or operational procedures that address the state's assessment and accountability system beginning in the 2009-10 school year. Program Evaluation A policy or operational procedures document to address the state's accountability system will be maintained in the Central Office. Sign-in sheets, minutes, agendas will verify policy development and implementation. Action Type: ADE Scholastic Audit Action Type: Alignment	Wayne Fawcett, Superintendent, Steve Noble, Principal	Start: 05/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

<p>Action Type: Program Evaluation</p>				
<p>2.1b Collaboration among teachers on the development of authentic assessments will take place during weekly departmental/grade level meetings. Assessments are modified as required by students' IEPs and 504 plans.</p> <p>Program Evaluation: Sign-in sheets, agendas and minutes of meetings, sample authentic assessments. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education</p>	<p>Academic Facilitators: Dr. Judy Hubbell, Cindy Luper, Melissa Eason, Stephanie Jackson, and Trudy Jackson</p>	<p>Start: 08/19/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>2.1c, 2.1f +Departments will collaboratively design general and task-specific rubrics that allow students to articulate what they need to know and be able to demonstrate proficiency and how to evaluate their own performance. +For program evaluation, sign-in sheets and rubrics will be kept on file. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Alan Goodding, Math Teacher</p>	<p>Start: 10/02/2011 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Program Evaluation				
2.1a, 2.1b, 2.1f, 2.1h, 2.1e +Assessments will address students' learning styles, real world connections, problem-solving and higher order thinking. +School leadership will regularly review assessments to determine impact on student learning. +For program evaluation, copies of assessment and administrator's feedback will be kept on file. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Melissia Vincent, Assistant Principal; Kim Greer, Curriculum Coordinator	Start: 10/01/2010 End: 05/16/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

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

STANDARD 3 - Academic Performance - Instruction
 The Drew Central School District will meet or exceed Category 3 for all Standard 3 indicators. In Standard 3 there were:

Benchmark a. 3 indicators (38%) evaluated as "Evaluation Category 1"
 b. 5 indicators (62%) evaluated as "Evaluation Category 2"
 c. 0 indicators (0%) evaluated as "Evaluation Category 3"
 d. 0 indicators (0%) evaluated as "Evaluation Category 4"

Intervention: STANDARD 3 - Academic Performance - Instruction				
Scientific Based Research: Tucker, P. D. and Stronge, J. H. (2005) Linking Teacher Evaluation and Student Learning. ASCD, .				
Marzano, R. J. (2001). <i>Classroom Instruction that Works: Research-based strategies for increasing student achievement</i> . Alexandria, VA: Mcrel.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>3.1a, 3.1c, Next Step Deficiency #1, #2, #3 The District Leadership Team will identify high-yield strategies that are most likely to yield the greatest return in student achievement and provide professional development in the use of these strategies. Professional development will also be provided in developing higher order thinking, problem solving skills and classroom management strategies designed to maximize student engagement. A plan of action to support implementation of high-yield strategies will be developed. The district will employ the necessary fiscal, human, and technological resources to assist teachers in implementation of high-yield strategies.</p> <p>Program Evaluation CWT's will be conducted by District level staff and will be kept on file. Minutes, agenda and sign-in sheets for instructional strategies will be kept on file. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type:</p>	<p>Kim Greer, Curriculum Coordinator, and Academic Coaches</p>	<p>Start: 08/19/2010 End: 06/01/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
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<p>Professional Development Action Type: Program Evaluation</p>				
<p>3.1b A district curriculum committee was formed in January of 2009, and continues to meet monthly, led by the District Curriculum Coordinator.</p> <p>Program Evaluation: Student progress is monitored by the academic facilitators and reports/updates are given monthly. Sign-in sheet, agendas and minutes of the monthly meetings are kept on file by the Curriculum Coordinator. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Kim Greer, Curriculum Coordinator</p>	<p>Start: 08/19/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>
<p>3.1e Instructional technology was purchased with AARA funding. Faculty surveys were utilized to prioritize needs. Items to be purchased but not limited to are: Smart Boards, document cameras, desktop projectors, laptop computers, student response systems, mobis, translation software for ELL students, and AV carts. Technology Professional Development is provided on an</p>	<p>Wayne Fawcett, Superintendent</p>	<p>Start: 09/20/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>individual/small group basis by the district technology facilitator.</p> <p>Program Evaluation: CWT observations, lesson plans, students utilizing technology to present projects of problem based learning. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>3.1e, Next Step Deficiency #5 Certified staff submitted instructional resource needs to the district technology committee in the spring of 2009. Instructional technology resources were purchased with ARRA funds. Items purchased but not limited to are: Smart Boards, desktop projectors, AV carts, student response systems, mobis, and translation software for ELL students. Professional development will be provided by district Technology Coordinator. Evaluation: Teacher lesson plans, CWT, and student technology enhanced presentations. Action Type: ADE Scholastic Audit</p>	<p>Mark Andrew, Technology Coordinaator, Joy Holley, Technology Coach</p>	<p>Start: 09/21/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>The STEM Center at the University of Arkansas at Monticello School of Education will be utilized to support improved instruction in the content areas in K-12. Professional development will be provided for teachers in research-based instructional strategies. The following actions include: +Teachers will participate in professional development workshops provided by the Math Specialist, Gail Snider and Science Specialist, Gina Richard, from the STEM Center during the school year at the school, district, co-op, or UAM campus. +Gail Snider and Gina Richard will provide on-site support for instructional facilitators who have attended or will attend instructional facilitator training. +Smart Accountability support will be facilitated by the Math and Science specialists (Gail Snider and Gina</p>	<p>Kim Greer, Curriculum Coordinator; Dr. Judy Hubbell, SIS</p>	<p>Start: 08/19/2010 End: 06/01/2011</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>

Richard) at the UAM STEM Center. +Teachers will utilize the resources and support provided by the Math and Science Specialists. Program Evaluation: Agendas, sign-in sheets, and professional development hours will be maintained and documented by the Curriculum Coordinator. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development				
Total Budget:				\$0

- Goal STANDARD 4 - Learning Environment - School Culture
 The Drew Central School District will function as an effective learning community and support a climate conducive to performance excellence.
- STANDARD 4 - Learning Environment - School Culture
 The Drew Central School District will meet or exceed Category 3 for all Standard 4 indicators. In Standard 4 there were:
- Benchmark a. 3 indicators (27%) evaluated as "Evaluation Category 1"
 b. 8 indicators (73%) evaluated as "Evaluation Category 2"
 c. 0 indicators (0%) evaluated as "Evaluation Category 3"
 d. 0 indicators (0%) evaluated as "Evaluation Category 4"

Intervention: STANDARD 4 - Learning Environment - School Culture

Scientific Based Research: Blankstein, A. M. (2004) Failure is Not an Option. Corwin Press

Bottoms, Gene (Fall 2003) "Two High School Cultures: One for Males; One for Females." SREB

Eaker, R., Dufour, R., & Dufour, R. (2002). *Getting Started: Reculturing schools to become professional learning communities*. Bloomington, IN: National Educational Service.

Gardner, H. (2006). *Multiple Intelligence New Horizons*

Tomlinson, C. (2000). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: ASCD

Strickland, C. (2009) *Exploring Differentiated Instruction* Alexandria, VA: ASCD

Rothstein-Fisch, C. and Trumbull, E. (2008) *Managing Diverse Classrooms: How to Build on Students' Cultural Strengths* Alexandria, VA: ASCD

Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>4.1d and Next Step Deficiency #3</p> <p>Professional Learning communities, PLC, will be established to include classified staff, parents, and other stakeholders in decision making processes contributing to a positive learning environment for students.</p> <p>Program Evaluation Sign-in sheets, minutes, agendas will confirm PLCs and stakeholder involvement. Beginning in 2008-09 Scholastic Audit Priority Development. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Trudy Jackson, Federal Program Coordinator/ ACSIP, Leadership Chair</p>	<p>Start: 04/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>4.1e</p> <p>Pathwise training was provided for all teachers by the Southeast Arkansas Education Service Cooperative during the 2009-10 school year. Teachers will be recalibrated as required by ADE. Evaluation: Sign-in sheets Action Type: ADE Scholastic Audit Action Type: Professional Development</p>	<p>Marilyn Johnson, Teacher Center Coordinator, SeArk Cooperative</p>	<p>Start: 08/11/2010 End: 06/02/2011</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>4.1c, 4.1b, 4.1e, 4.1d +School leadership will provide teachers with yearly classroom management training to assist in the understanding of their professional role and responsibility for student success in high yield instructional strategies. +Daily CWT's will occur to support the professional role and responsibilities of classroom teachers. +Continue contract with a School Improvement Specialist to address special training as directed in Scholastic Audit and School Improvement guidelines for year 5. +Documentation of professional development and ongoing mentoring will be provided as program evaluation. Observation of use of instructional strategies will be documented. Action Type: ADE Scholastic Audit Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Dr. Judy Hubbell, SIS; Steve Noble, Principal</p>	<p>Start: 08/19/2010 End: 06/10/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>4.1b, 4.1g, 4.1h, 4.1i, 4.1j, 4.1l +To actively involve all stakeholders, the school website will be updated and improved to be more user friendly and current. +The website will also be updated to include access to on-line surveys for all stakeholders including students, parents, and community members. +The media</p>	<p>Clark Wilmoth, East Lab Facilitator; Barbie Eubanks, Library Media Specialist</p>	<p>Start: 08/12/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>chairperson will be responsible for getting student achievements and important news information publicized to the radio, Monticello Live, My Monticello News, the newspaper, and the Drew Central Website.</p> <p>+Teachers are encouraged to create an educational website for home access to graphical communications of strategies and practices in the classroom along with notes, homework assignments, and announcements.</p> <p>+The website will include a secure, Internet viewer software linking parents to their student's progress, discipline records, lesson plans, attendance, and daily bulletins.</p> <p>+The high school website is available for public viewing. Changes will continue to be made throughout the 2010-2011 school year.</p> <p>Action Type: ADE Scholastic Audit Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>				
Total Budget:				\$0

- Goal STANDARD 5 - Learning Environment - Student, Family and Community Support
The Drew Central School District will work with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of students.
- Benchmark STANDARD 5 - Learning Environment - Student, Family and Community Support
The Drew Central School District will meet or exceed Category 3 for all Standard 5 indicators. In Standard 5 there were:
- a. 0 indicators (0%) evaluated as "Evaluation Category 1"
 - b. 5 indicators (100%) evaluated as "Evaluation Category 2"
 - c. 0 indicators (0%) evaluated as "Evaluation Category 3"
 - d. 0 indicators (0%) evaluated as "Evaluation Category 4"

Intervention: STANDARD 5 - Learning Environment - Student, Family and Community Support

Scientific Based Research: Working With Parents: Building Relationships for student Success. Payne, Ruby. 2007

Gardner, H. (2006). *Multiple Intelligence New Horizons* New York, NY: Basic Books

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>5.1a High School Parental and community involvement activities will include, but are not limited to the following: Booster Club, which supports Choir, Band, Cheerleaders and sporting events, Two Parent/ Teacher Conferences per year, one in October and the other in February ACSIP committees include parents and community involvement (Cindy Luper, Dr. Judy Hubbell) Career Action Planning Conferences (C. Edmonds) Senior Project presentations include community members (T. Rodgers) Evaluation: School Calendar of Activities, Sign-in sheets.</p> <p>Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Booster Club; Steve Noble, High School Principal; Elaine Tipton and Barbie Eubanks, High School Parent Facilitators;</p>	<p>Start: 08/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff 	<p>ACTION BUDGET: \$</p>

<p>5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction: Supplemental Services Family Night, (SES) September 10, 2010 (Trudy Jackson) Open-ended enrollment for after school and before school tutoring (Cathy Edmonds) Community Service Projects (Eulea Kiraly) Students will use the JEDI computer program for their Benchmark remediation (AIP). JEDI pre-tests and then assigns lessons to student deficiency areas. Students must pass the post-test with a score of 80% or better. (Cathy Edmonds)</p> <p>Evaluation: Sign-in sheets, student enrollment forms, attendance, Post-test results, student projects. Action Type: ADE Scholastic Audit Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	<p>Trudy Jackson, Federal Programs Coordinator; Cathy Edmonds, Tutoring Site Coordinator; Eulea Kiraly, Service Learning Co</p>	<p>Start: 08/19/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
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<p>5.1c High school students' academic progress is shared with parents through the Home Access Center (HAC), a computer web-based program provided to the school by the Arkansas Department of Education.</p> <p>Evaluation: Parent feedback. Action Type: ADE Scholastic Audit Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Steve Noble, High School Principal</p>	<p>Start: 08/19/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>5.1a, 5.1c +Parents are invited to an Open House at the beginning of the school year, and to Brag Night (high school) in the Spring semester. The topics included on the agenda are ACSIP and End of Course Testing. + Ideas are also presented to parents and community members on ways to become involved at Drew Central Schools. +A parent survey will be used to ask parents about ways they can become involved in school, workshops they might attend to help their students, and a list of health concerns or other issues that</p>	<p>Penny Vance, CT Instructor; Cindy Sass, Art Teacher</p>	<p>Start: 08/19/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>teachers should be aware of in order to help students. +Workshops will be held according to the yearly concerns of parents. +Additional ways to involve parents will be priority of the 2010-2011 school year. Whole School Year 3+ #4. WS.C4. +For program evaluation, , minutes and agendas will be on file in the main office. Also, parent surveys will be kept in the "Grade Level" folders so that all teachers can access this information in the teachers' work room.</p> <p>Action Type: ADE Scholastic Audit Action Type: Parental Engagement Action Type: Professional Development</p>				
<p>5.1a +Drew Central will actively involve stakeholders by developing and maintaining a new and improved school website that includes a parent interface to link student grades, attendance, and discipline for parent monitoring of their students' progress and status. +Parents are encouraged to view students' grades through</p>	<p>Steve Noble, Principal</p>	<p>Start: 08/19/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>HAC (Home Access Center). The library meadi center will be open to parents during the school day and training will occur for those parents unfamiliar with HAC. +A district-wide newsletter is sent home monthly that addresses the following: reports of any changes in policy, progress of school, and tips for helping students physically, emotionally, socially, and academically. +The High School daily bulletin will be posted to the Monticello Live website so parents can see what is going on at school on a day-to-day basis. +The website will be evidence of program evaluation. Action Type: ADE Scholastic Audit Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>5.1a +There will be an open house for parents and students to explain ACSIP and parent involvement opportunities. +A Parent Volunteer list form will be created. +Report cards will be issued to parents only during the fall semester parent-</p>	<p>Cathy Edmonds, Counselor; Kim Greer, Curriculum Coordinator</p>	<p>Start: 08/19/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>teacher conferences. +The Parent Volunteer list will serve as the program evaluation. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>5.1a, 5.1c +Parents and community members will be invited to serve on various school committees to help create positive change for the school and to be judges for the Senior Project Boards. +For program evaluation, sign-in sheets and copies of letters sent to the judges will be kept on file.</p> <p>Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Barbie Eubanks and Elaine Tipton, Parent Facilitators; Tracy Rodgers, Senior Project Coordinator</p>	<p>Start: 08/19/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<p>ACTION BUDGET: \$</p>

<p>5.1b, 5.1c, 5.1d, 5.1e +Grade level teams have been created to address any student concern within a specific grade level. Teachers will work together to make sure students are performing at their best and make changes as needed for individual students. +For program evaluation, meeting agendas, minutes, and sign-in sheets will be kept on file. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Cindy Luper, Math Facilitator</p>	<p>Start: 08/19/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>5.1c, 5.1d +The First Mates Program at the high school was implemented in the summer of 2010. The school created a mentoring program to begin in the 2010-2011 school year. This allows incoming 9th grade students to be mentored by juniors and seniors who will help guide them through the changes and demands of high school. This will include explaining school rules, time management, credits, how to take notes, how to</p>	<p>Cathy Edmonds, Counselor; Eulea Kiraly, English Teacher; Nelwyn Birch, CT Instructor</p>	<p>Start: 08/02/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>study for tests, and other various issues. The mentors are there to support the freshmen throughout the year. +Agendas from the meetings and pictures will be kept on file for program evaluation.</p> <p>Action Type: Collaboration Action Type: Program Evaluation</p>				
<p>5.1b, 5.1d +After school tutoring will be offered to all students with transportation provided by the school. Tutors are qualified teachers, college students, and peer tutors. +For program evaluation, tutoring sign-in sheets and bus logs will be provided upon request.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Cathy Edmonds, 21st Century Grant Coordinator</p>	<p>Start: 09/13/2010 End: 04/28/2011</p>	<ul style="list-style-type: none"> • Central Office • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

- Goal STANDARD 6 - Learning Environment - Professional Growth, Development, and Evaluation
The Drew Central School District will provide research-based, results driven professional development opportunities for staff and implement performance evaluation procedures in order to improve teaching and learning.
- Benchmark STANDARD 6 - Learning Environment - Professional Growth, Development, and Evaluation
The Drew Central School District will meet or exceed Category 3 for all Standard 6 indicators. In Standard 6 there were:
- a. 10 indicators (83%) evaluated as "Evaluation Category 1"
 - b. 2 indicators (17%) evaluated as "Evaluation Category 2"
 - c. 0 indicators (0%) evaluated as "Evaluation Category 3"
 - d. 0 indicators (0%) evaluated as "Evaluation Category 4"

Intervention: STANDARD 6 - Learning Environment - Professional Growth, Development, and Evaluation

Scientific Based Research: Kaagan, Steven S. (2004) Reflective Staff Development. Corwin Press.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>6.1b The district will use a variety of methods to identify the professional development needs of all staff K-12. Collaboration will occur between the Drew Central School District and the SEARK Cooperative (Karen Eoff) to align student needs assessment to Professional Development opportunities of the district grades K-12.</p> <p>Program Evaluation Documentation of meetings to discuss the alignment of needs to Professional Development will be maintained at the Central Office and continued through the 2009-2010 school term. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	Im Greer, Curriculum Coordinator	Start: 04/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>6.2a, 6.2c Staff evaluations will align with the learning goals of the ACSIP, and the individual growth needs of staff members. The district will use staff evaluation and the individual professional growth plans to improve instruction and student learning.</p> <p>Evaluation: Classroom Walk-through (CWT), copies of professional growth plans and corresponding summative evaluations. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Steve Noble, High School Principal, Joy Graham, Middle School Principal, Mike Johnston, Elementary Principal</p>	<p>Start: 08/19/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>6.2b The district will develop a process for distribution of professional development funds in regard to training, materials, and equipment support. NSLA funds will be used to support the purchase of a mobile computer lab for the high school. Professional development will be provided by the district technology coach.</p> <p>Evaluation: Faculty surveys to assess professional development needs, weekly summaries of professional</p>	<p>Mark Andrews, Technology Coordinator</p>	<p>Start: 08/19/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>development training provided by the technology coach. Action Type: ADE Scholastic Audit Action Type: Professional Development Action Type: Technology Inclusion</p>				
<p>6.2a, 6.2b, 6.2c, 6.2d, 6.2f +The principals will use the Classroom Walk Through instrument to link observation to Professional Growth and Development plans. In the 2009-2010 school year, administrative staff and instructional coaches were trained in the Classroom Walk Through observation tool. +A teacher observation policy became part of the 2009-2010 staff handbook in which there are two scheduled and one unscheduled observations during the school year with time for feedback, as well as weekly mini-observations from administration, department chairs, or instructional facilitators. +Forms used by leadership for teachers to monitor themselves will be dispersed. +For program evaluation, classroom observations, minutes and agendas from meetings, and documentation of forms will be located in the main office of each building. Action Type: ADE</p>	<p>Barbie Eubanks, Library Media Specialist</p>	<p>Start: 09/21/2010 End: 06/01/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Scholastic Audit Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>6.1a With improved literacy skills as a main long term goal, academic facilitators, curriculum coordinator, and other stakeholders in the professional learning community will assess data to determine professional developments and establish other long term goals. Title 1 Schoolwide - 4. SW #4 +For program evaluation, professional development agendas will be provided upon request.</p> <p>Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Kim Greer, Curriculum Coordinator</p>	<p>Start: 07/26/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>6.1c, 6.1b +Teachers will fill out a survey twice a year to assess professional development needs. +Also gained from the survey will be professional development needed to support individual teacher's professional growth plans. +Professional development opportunities will be designed to accomodate individual teacher's needs as opposed to a one-size fills all approach. +Professional development sign-in sheets and agendas will be used as program evaluation. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Barbie Eubanks, Library Media Specialist; Kim Greer, Curriculum Coordinator</p>	<p>Start: 10/01/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

- Goal STANDARD 7 - Efficiency - Leadership - LEADERSHIP
 The Drew Central School District's instructional decisions will focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture and developing leadership capacity.
- Benchmark STANDARD 7 - Efficiency - Leadership - LEADERSHIP
 The Drew Central School District will meet or exceed Category 3 for all Standard 7 indicators. In Standard 7 there were:
- a. 4 indicators (36%) evaluated as "Evaluation Category 1"
 - b. 7 indicators (64%) evaluated as "Evaluation Category 2"
 - c. 0 indicators (0%) evaluated as "Evaluation Category 3"
 - d. 0 indicators (0%) evaluated as "Evaluation Category 4"

Intervention: STANDARD 7 - Efficiency - Leadership - LEADERSHIP

Scientific Based Research: Gabriel, John G. (2005) How to Thrive as a Teacher Leader, ASCD.

Reeves, D. (2009). *Leading Change in Your School: How to conquer myths, build commitment, and get results*. Alexandria, VA: Association for Supervision and Curriculum Development.

Eaker, R., Dufour, R., & Dufour, R. (2002). *Getting Started: Reculturing schools to become professional learning communities*. Bloomington, IN: National Educational Service.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>7.1.c- Administrative Professional Growth Plans The principals' individual professional growth plans will be signed annually by the superintendent and will be developed collaboratively by both parties. In 2008-09 the Professional Growth plans were addressed immediately. (and there after, by November 1st of each school year) A formal researched-based process was developed during the 2008-09 school year for monitoring or modifying the individual professional growth plans of administrators during the school year. Implementation and Timeline of formal process was established during the 2009-10 school year and will continue during the 2010-2011 school year.</p> <p>The plan will have a focus on: 1. developing leadership skills designed to support teaching and learning,</p>	<p>Wayne Fawcett, Superintendent, Steve Noble, Principal</p>	<p>Start: 04/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<p>ACTION BUDGET: \$</p>

<p>2. reflect attention to the impact of instructional leadership on student achievement and, 3. organizational goals.</p> <p>Program Evaluation Evidence of signed Professional Growth plans, developed process, and timeline for monitoring will be kept on file at the District and Building level administrative offices.</p> <p>Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>7.1h The District leadership team and School Board will establish policy and procedural changes to address issues that impact the learning environment. The allocation of resources for facilities and equipment will support the establishment of a safe and effective learning environment.</p> <p>Program Evaluation The Policy Handbook will contain modification made by District and Board decisions.</p>	<p>Wayne Fawcett, Superintendent, Steve Noble, Principal</p>	<p>Start: 04/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>Administrative Walk Through assessments will document facility and equipment support. Inventory, observation findings, and Policy Handbook are kept on file at the District Office. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>				
<p>7.1.f- The district will develop a policy to protect instructional time. Bell-to-bell teaching and learning will occur in all classes throughout the district. Instructional time will be maximized in all classrooms.</p> <p>Program Evaluation All building administrators will conduct formal and informal Classroom Walk Throughs and maintain documentation of instructional time. An Instructional Time Policy will be kept on file and distributed to all stakeholders.</p> <p>Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Program Evaluation</p>	<p>Wayne Fawcett, Superintendent, Steve Noble, Principal</p>	<p>Start: 04/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers • Teaching Aids • Title Teachers 	<p>ACTION BUDGET: \$</p>

<p>7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative. Principals and academic coaches received professional development in Classroom Walk-through 3.0 process from the SEARK Cooperative and will continue to use CWT's to track trends and instruction. The Administrative team will participate in a book study using the book, The Essential Wooden: A Lifetime of Lessons on Leaders and Leadership by John Wooden and Steve Jamison. .</p> <p>Evaluation: CWT data, book study agenda/notes. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development</p>	Wayne Fawcett, Superintendent	Start: 08/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>7.1g +Leadership will plan and allocate resources, monitor progress, provide organizational infrastructure, and remove barriers in order to sustain continuous school improvement. This pertains to the distribution of fiscal, human, and technology resources. +Surveys will be conducted for a</p>	Wayne Fawcett, Superintendent; Karon Parish, English Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>needs assessment of what is needed in teachers' classrooms for improved instruction. +For program evaluation, financial records can be viewed in the administrative office.</p> <p>Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>7.1g +The local board of education will continue to improve its intentional focus on student academic performance. +For program evaluation, principals of each building must report to the school board student achievements in the forms of discipline referrals, target test data, absentees, or any other data affecting student performance. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Wayne Fawcett, Superintendent</p>	<p>Start: 08/26/2010 End: 05/26/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>7.1k +The principals will demonstrate leadership skills in the areas of academic performance, learning environment, and efficiency through the use of Classroom Walk Through's, observations, feedback sessions, and regular building leadership team meetings. +For program evaluation, CWT's, observation forms, and sign-in sheets will be kept on file. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	<p>Wayne Fawcett, Superintendent</p>	<p>Start: 08/19/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

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

STANDARD 8 - Efficiency - School Organization and Fiscal Resources
 The Drew Central School District will meet or exceed Category 3 for all Standard 8 indicators. In Standard 8 there were:

Benchmark a. 10 indicators (100%) evaluated as "Evaluation Category 1"
 b. 0 indicators (0%) evaluated as "Evaluation Category 2"
 c. 0 indicators (0%) evaluated as "Evaluation Category 3"
 d. 0 indicators (0%) evaluated as "Evaluation Category 4"

<p>Intervention: STANDARD 8 - Efficiency - School Organization and Fiscal Resources</p>				
<p>Scientific Based Research: Reeves, Douglas B. (2000) <i>Accountability in Action</i>. Advanced Learning Press.</p>				
<p>Norton, M. and Kelly, L. (1997) <i>Resource Allocation: Managing Money and People</i>. AASA</p>				
<p>Plecki, M and Monk, D <i>School Finance and Teacher Quality: Exploring the Connections</i>. Eye on Education, Inc.</p>				
<p>Sagor, R. (2000) <i>Action Research: Guiding School Improvement</i> Alexandria, VA: ASCD</p>				
<p>Schmoker, M. (2006) <i>Results Now: How We can Achieve Unprecedented Improvements in Teaching and Learning</i>, ASCD</p>				
<p>Schmoker, M (2001) <i>The Results Fieldbook: Practical Strategies from Dramatically Improved Schools</i> Alexandria, VA: ASCD</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>

<p>8.1a, 8.2c and Next Step Deficiency #4 The District ACSIP/ Leadership team will collaboratively make budgeting decisions that will support the needs of K-12 students based on current needs assessments and trends found within multiple years of needs assessments.</p> <p>Technology purchases will be made to support the needs of students and delivery of teacher and student led instruction.</p> <p>Program Evaluation Sign-in sheets, survey instruments, minutes, agendas, and allowable expenditure documentation will support the implementation of technology integration and collaborative budgeting decision making. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Joy Graham, Federal Program Coordinator/ACSIP, Leadership Chair</p>	<p>Start: 04/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers • Teaching Aids • Title Teachers 	<p>ACTION BUDGET: \$</p>
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<p>8.2a, 8.2b The District allocates categorical and federal funds to support: Class-size reduction of literacy and math classes in grades 9-12, Literacy Coach for grades 9-12, School Improvement Specialist (Restructuring) ARRA and NSLA funds support purchases of instructional technology, focusing on literacy and math classes. Items to be purchased, but are not limited to, include: document cameras, desktop projectors, AV carts, smart boards, mobile computer lab, mobis, student response systems and Needs assessment - a web-based-license.</p> <p>Program Evaluation: A Physical resources committee will be established to ensure equitable distribution of the district's physical resources with information compiled from the needs assessment surveys. Review and access resource allocation semiannually with an urgency to provide needed integrated technology to the schools. Action Type: ADE</p>	<p>Cristy Dunnahoe, Business Manager</p>	<p>Start: 08/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
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<p>Scholastic Audit Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>8.2b Title VI-State funds will be used to purchase a Needs Assessment software program for district and school use. Software will be used as a monitoring tool to evaluate programs and fiscal resource expenditures. (Funds posted in Administrative Support Priority) Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Joy Graham, Federal Programs Coordinator</p>	<p>Start: 08/19/2010 End: 06/02/2011</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>8.1b, 8.1f +Core courses will be a priority over elective courses. +Parent meetings will be held through the CAP program (high school) to discuss priority of courses. +Teachers will be instructed how to advise students prior to the CAP conference in the spring. +For program evaluation, sign-in sheets, student schedules, and parent evaluations will be located in the counselor's office.</p>	<p>Cathy Edmonds, Counselor; Bette Jo Paul, Counselor's Secretary; and Steve Noble, Principal</p>	<p>Start: 08/17/2010 End: 06/03/2011</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>Action Type: ADE Scholastic Audit Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>8.1c +The school board, under the direction of the superintendent and principal, will assign teachers to their positions and subjects according to their licensure and strengths. +For program evaluation, see the master schedule and contracts located in the central office. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	<p>Wayne Fawcett, Superintendent; Steve Noble, Principal</p>	<p>Start: 07/01/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>8.1c +To address 8.1c, the high school has started the First Mate Program to assist the transition of 8th graders to high school. See the full description above on 5.1c, 5.1d. +For program evaluation, see agendas and pictures of First Mate activities. Action Type: ADE Scholastic Audit Action Type: Equity Action Type: Program Evaluation</p>	<p>Cathy Edmonds, Counselor</p>	<p>Start: 08/02/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>8.1d +Board policies will be reviewed by the Efficiency Committee on instructional policies, expenditures of operating funds, equitable access to curriculum, and teaching assignments. +For program evaluation, minutes, agendas, sign-in sheets, and notes on board policies will be on file. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	<p>Lee Ann James, Science Instructor</p>	<p>Start: 10/04/2010 End: 05/19/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>8.1d +In-service training will be provided based on current research-based strategies that help teachers provide meaningful, engaging, and relative lessons that improve student achievement. +Teachers are required to have students write in every class each nine weeks. Training will be provided on how to assess the writing according to the ACTAAP writing rubric. +Assessments will be monitored to insure that rigor and critical thinking skills are increased in each class. See the notes from Standard 2 on</p>	<p>Kim Greer, Curriculum Coordinator</p>	<p>Start: 10/01/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>assessment. +For program evaluation, agendas and sign-in sheets from professional development will be available. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>8.1f +The curriculum coordinator, the school improvement specialist, and the instructional facilitators will review current research to find ways to improve instruction. +Funds will be allocated to purchase books, magazines, or work-books that provide engaging and meaningful professional development. +Professional development agendas and financial records will be available for program evaluation. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Kim Greer, Curriculum Coordinator; Dr. Judy Hubbell, SIS; Cindy Luper, Math Facilitator</p>	<p>Start: 07/26/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>8.1e +Grade level teams have been established to encourage vertical and horizontal planning. +For program evaluation, grade level team meeting agendas and sign-in sheets will be used as evidence. Action Type: Collaboration Action Type: Equity</p>	<p>Cindy Luper, Math Facilitator</p>	<p>Start: 08/15/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>8.2a, 8.2b, 8.2c, 8.2d +Emphasis on financial spending has been placed on providing classrooms with current technology to assist teachers in student achievement. +Needs assessments have been taken by teachers, students, and parents in the form of surveys and will continue to be monitored at least once each year. +The Superintendent requires the building principals to prioritize the needs as presented by the surveys of the stakeholders. +The Efficiency Committee will be looking into ways to analyze spending in a systematic and consistent manner. +the Efficiency Committee, the leadership committee, the superintendent, principals, and the Federal Programs Coordinator wil</p>	<p>Wayne Fawcett, Superintendent; Lee Ann James, Efficiency Chair</p>	<p>Start: 09/26/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

analyze spending to make sure that there is coordination and integration to funds and services both at the federal and state level that produce improved student achievement. Title 1 Schoolwide - 10. SW #10. +Financial records, minutes, and agendas of meetings will serve as program evaluation. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Parental Engagement Action Type: Title I Schoolwide			
Total Budget:			\$0

Goal STANDARD 9 - Efficiency - Comprehensive and Effective Planning
 The Drew Central School District will develop, implement and evaluate an ACSIP that communicates a clear purpose, direction, and action plan focused on teaching and learning.

STANDARD 9 - Efficiency - Comprehensive and Effective Planning
 The Drew Central School District will meet or exceed Category 3 for all Standard 9 indicators. In Standard 9 there were:

Benchmark a. 13 indicators (81%) evaluated as "Evaluation Category 1"
 b. 3 indicators (19%) evaluated as "Evaluation Category 2"
 c. 0 indicators (0%) evaluated as "Evaluation Category 3"
 d. 0 indicators (0%) evaluated as "Evaluation Category 4"

Intervention: STANDARD 9 - Efficiency - Comprehensive and Effective Planning				
Scientific Based Research: Results Now: How we can Achieve Unprecedented Improvements in Teaching and Learning. Schmoker, Mike. ASCD, 2006.				
O'Hallaron, R and O'Hallaron, D. (2000) <i>The Mission Primer: Four Steps to an Effective Mission Statement</i> Mission Inc.; Book and CD				
O'Neil, J and D'Acquisto, L (2002) <i>Facilitating Data-Driven School Improvement</i> ASCD				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>9.2b and Next Step Deficiency #3 The district made plans in 2008-09 to implement in 2009-10 a block of scheduled time for each building to analyze state assessment data; and to align instructional practice and school improvement planning to the needs of the students. This action will continue in the 2010-2011 school year. The data was disseminated to all building level faculty members to drive school improvement and diagnose the instructional effectiveness. The SEARK Cooperative will continue to provide additional assistance with the alignment of Professional Development to the assessment results.</p> <p>Program Evaluation Sign-in sheets, minutes, agendas, and assessment analysis documents will be maintained at all levels of the District and Buildings. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Cathy Edmonds, School Counselor</p>	<p>Start: 04/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Teaching Aids • Title Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
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<p>9.2b, 9.3b, 9.3c, 9.4a, 9.5a, 9.5b, 9.5c, 9.6b, 9.6d +The Comprehensive and Effective Planning committee will evaluate the current ACSIP and how data impacts the actions included. +All stakeholders will be give a survey to identify their knowledge of the ACSIP as well as their involvement in school decisions. +Faculty meetings will be scheduled to specifically address progress from each ACSIP sub- committee and to remind individuals of specific duties as outlined in the ACSIP. +For program evaluation, minutes and sign-in sheets will be on file. Data showing increases or decreases in AYP will be posted in ACSIP. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	<p>Cindy Luper, Comprehensive and Effective Planning Committee</p>	<p>Start: 09/01/2010 End: 05/15/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p style="text-align: right;">ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p style="text-align: right;">\$0</p>

Priority 7: Title III - English Language Learners

1. 2009-2010 Limited English Proficient (LEP)

High School LEP

Math - 1 attempted, 0 proficient = 0%

Literacy - 1 attempted, 0 was proficient = 0%

Middle School LEP

Math - 15 attempted, 12 proficient = 80% Literacy - 15 attempted, 11 proficient = 73.3%

Elementary LEP

Math - 9 attempted, 8 proficient = 88.9%

Literacy - 9 attempted, 8 proficient = 88.9%

2008-2009 Limited English Proficient (LEP)

High School LEP

Math - 4 attempted, 4 proficient = 100%

Literacy - 1 attempted, 1 was proficient = 100%

Middle School LEP

Math - 10 attempted, 9 proficient = 90% Literacy - 10 attempted, 8 proficient = 80%

Elementary LEP

Math - 8 attempted, 8 proficient = 100%

Literacy - 8 attempted, 8 proficient = 100%

2007-2008 Limited English Proficient(LEP)

High School LEP

Math - 12 attempted, 4 proficient = 33%

Literacy - 8 attempted, 3 proficient = 38%

Elementary LEP

Math - 15 attempted, 13 proficient = 87% Literacy - 15 attempted, 10 proficient = 67%

Supporting Data:

Goal To academically support English Language Learner students at Drew Central Schools.
 Benchmark ELL students will meet or exceed Adequate Yearly Progress in Literacy and Math.

Intervention: English Language Learners will be given academic support at Drew Central Schools.

Scientific Based Research: Tomlinson, Carol Ann, and McTighe, Jay, 2006. Integrating Differentiated Instruction & Understanding by Design, ASCD, Alexandria, VA.

Hill, Jane D. and Flynn, Kathleen M. 2006. Classroom Instruction that works with English Language Learners, ASCD, Alexandria, VA.

Batsche, George (et. all), 2006. Response to Intervention, Policy Considerations and impementation, NASOSE, Alexandria, VA.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<ul style="list-style-type: none"> During Parent Teacher Conference K – 12, upon request, ESL/ ELL students will be provided with a translator for the Spanish speaking parents/guardians at the parent/ teacher conferences that are held twice a year. Documentation will be on file for program evaluation. Action Type:	Natalie Acosta, ELL Aide	Start: 08/19/2009 End: 06/02/2010	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$

Collaboration Action Type: Equity Action Type: Parental Engagement				
PROGRAM EVALUATION Documentation of assistance to ESL/ELL students and parents will be compiled annually. All Title III / ELL results are in the data statement. Action Type: Program Evaluation	Karen Broughton, Spanish Teacher	Start: 08/19/2009 End: 06/02/2010	• District Staff	<hr/> ACTION BUDGET: \$
ELL funds will support the hiring of a part-time English Language Learner (ELL) Aide for K-12 who will be under the direct supervision of a certified teacher. The aide will help ELL students with academics and socialization and will serve as a liasion between the school and ESL parents. Includes money for supplies, such as electronic Spanish/English dictionaries, computer software, Spanish printed books, and other printed materials in Spanish. (FTE 0.50 ELL, N. Acosta) Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Karen Broughton, Spanish Teacher	Start: 08/19/2010 End: 06/02/2011	• District Staff	ELL (State-276) - Purchased Services: \$901.82 ELL (State-276) - Materials & Supplies: \$2000.00 ELL (State-276) - Employee Benefits: \$1726.00 ELL (State-276) - Employee Salaries: \$6649.00 <hr/> ACTION BUDGET: \$11276.82
Total Budget:				\$11276.82

Restructuring Option: # 6 Implementing other restructuring actions consistent with state law that will improve academic achievement in the school and result in helping the high school make AYP by employing a School Improvement Specialist to advise the buildings and continuation of restructuring of the building configuration.
 Priority 8: The Drew Central School District will support the Drew Central High School in its effort to follow the ADE rules and regulations regarding School Improvement Year 4.

Supporting Data:

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

Benchmark: Drew Central District will support the High School to meet Adequate Yearly Progress in 2009-2010 school year by meeting State graduation rate, percent tested rate of 95%, Literacy goals of 67.75%, and Numeracy goals of 64.60% proficient or advanced for the combined population and all sub groups.

Intervention: Academic Performance				
Scientific Based Research: Marzano, Robert. and Mark Haystead. Making Standards Useful in the Classroom. ASCD. March 2008.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ARRA funds will support the employment of a School Improvement Specialist (SIS) to guide the high school in its 3 year plan for school improvement. The SIS will collaborate with the State Speciality Team as required by the ADE. The SIS will assess progress and continue implementation of best instructional strategies. Provide professional development, assist with the analysis of the classroom walk through data, and assist with establishing a progress monitoring plan to track quarterly achievement. Action Type: Alignment	Wayne Fawcett, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	ACTION BUDGET: \$

<p>The district will employ a literacy instructional facilitator to assist in curriculum development, curriculum alignment, curriculum review, data review, and professional development. For program evaluation, the Literacy Instructional Facilitator will be monitored on a regular basis by the building principal and mentored by the curriculum coordinator. Evaluations of performance will be conducted annually. (Whole School intensive improvement Year 5) Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Wayne Fawcett, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Program Evaluation The District will assess progress and continue implementation of best instructional strategies such as maintaining the restructuring of the 7-12 High School reconfiguring it to a 5-8 Middle School and 9-12 High School. (Whole School Improvement cont 2 year plan) Action Type: Alignment</p>	<p>Wayne Fawcett, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Intervention: Learning Environment				
Scientific Based Research: Padgett, Raven. "Best Ways to Involve Parents" Education Digest Nov. 2006 Modeled after El Dorado, AR, School Within a School. Superintendent Bob Watson.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Parents are not only aware of school status, (letter mailed home and posted on school website on August 3, 2009) but are also actively encouraged to serve on school improvement committees. (Ex. Scholastic Audit Teams, District Curriculum Cmt., PTO, Booster Club (sports and music), etc...</p> <p>•The web site with posted status as well as sign in sheets of improvement meetings will be used as program evaluation.</p> <p>Action Type: Alignment Action Type: Parental Engagement Action Type: Program Evaluation</p>	Wayne Fawcett, Superintendent	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Program Evaluation Survey to parents, sign-in sheets of parental involvement, minutes and agendas; summary / results of activities and survey will be included in the 2010-11 ACSIP.</p> <p>Action Type: Parental Engagement Action Type: Program</p>	Anna Jones, Parent Coordinator	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Central Office • Community Leaders • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

Evaluation				
Total Budget:				\$0
Intervention: Efficiency				
Scientific Based Research: District Leadership That Works: Striking the Right Balance. Marzano, Robert. and Timothy Waters. Solution Tree Publisher April 2009				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Administrative team will read the book, "The Essential Wooden: A Lifetime of Lessons on Leaders and Leadership" by John Wooden and Steve Jamison, and will share the strategies gleaned from the book with their building leadership/ACSIP teams and at regular faculty meetings. Action Type: Collaboration Action Type: Professional Development	Wayne Fawcett, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
The administrative staff will collaborate monthly on staff needs - schedule changes, Scholastic Audit results, organization and structure of the Drew Central School District. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration	Wayne Fawcett, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$

<p>Program Evaluation Results of Scholastic Audit changes etc., will be reported back to the buildings and to the school board at regularly scheduled meetings. Agendas, Minutes, sign-in sheets. Action Type: Alignment Action Type: Collaboration</p>	<p>Wayne Fawcett, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Restructuring Option #6 according to the Smart Accountability Restructuring Action Plan required by the state.</p> <ul style="list-style-type: none"> • Drew Central has changed from an 8 period day to a 7 period day to maximize instructional time for students and teachers. This has also led to a significant reduction in class size in the math and English classes. • The superintendent is participating in the Leadership Academy. • The high school principal was reassigned and a new principal was hired. • A full time curriculum coordinator was hired. • The English and Social Studies departments have been combined into one department under a new title of 	<p>Wayne Fawcett, Superintendent; Steve Noble, Principal; Judy Hubbell, SIS; Kim Greer, Curriculum Coordinator</p>	<p>Start: 08/15/2010 End: 06/03/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

humanities department. This change was done to maximize literacy-rich activities in social studies as well as English.

- A new science chair was appointed.

- A new gifted and talented coordinator was hired.

- An assistant principal position was re-opened and filled at the high school. The assistant principal is in charge of discipline. This position has been vacant for 3 years.

- A new library media instructional specialist was hired. She has been implementing book talks, book clubs, and other literacy-rich academic enhancement opportunities. Plans are now being adopted for a new library media center.

- Professional development training is stressing literacy across the curriculum. Every class is required to have every student write an essay each quarter.

- A Response to Intervention Plan is in place. There are 3 tiers of instruction to meet the needs of all students district wide. Tier 1 - Core instruction - regular classroom instruction. Tier II - Small group instruction. Tier III

<p>- individual instruction/ interventions - often one-on-one instruction.</p> <ul style="list-style-type: none"> Grade level teams have been created to determine what the intervention tier of each student who is struggling. Outside resources may also be utilized if determined by the Grade Level Team or the SPRINT team. SPRINT stands for the specialized response to intervention team. Program evaluation for the restructuring will be found on next year's AYP, perceptual data in the form of stakeholder surveys, discipline records, and evaluations of staff. Action Type: ADE Scholastic Audit Action Type: Program Evaluation 				
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Alan Goodding	High School Math teacher	District ACSIP, Standard 2, Classroom Evaluation & Assessment
Classroom Teacher	Belinda King	4th Grade teacher	District ACSIP, Next Steps
Classroom Teacher	Bonnie Cruce	First Grade teacher, Parent Facilitator	District ACSIP, Standard 5, Students, Family and Community Support
Classroom Teacher	Cindy Sass	High School Art teacher	District ACSIP, Standard 8, School Organization and Fiscal Resources
Classroom Teacher	Clark Wilmoth	East Lab Teacher	District ACSIP, Standard 8, School Organization and Fiscal Resources
Classroom Teacher	Deborah West	ABC Preschool Director	District ACSIP, Standard 1, Curriculum
Classroom Teacher	Eulea Kiraly	High School Literacy	District ACSIP, Standard 1, Curriculum

Classroom Teacher	Jana Reeves	High School Math teacher	District ACSIP, Standard 2, Classroom Evaluation & Assessment
Classroom Teacher	Jerrielynn Mapp	First Grade Teacher	District ACSIP, Standard 2, Classroom Evaluation & Assessment
Classroom Teacher	Karon Parrish	High School English teacher, 11th-12th	District ACSIP, Standard 3, Instruction
Classroom Teacher	Melissa Vincent	High School Assistant Principal/ Business Teacher	District ACSIP, Standard 6, Professional Growth, Development and Evaluation
Classroom Teacher	Nelwyn Birch	Business teacher	District ACSIP, Standard 4, School Culture
Classroom Teacher	Onnie Simpson	7th Grade Literacy teacher	District ACSIP, Standard 6, Professional Growth, Development and Evaluation
Classroom Teacher	Ron Graham	Middle/High School Social Studies	District ACSIP, Standard 5, Students, Family and Community Support
Classroom Teacher	Sheila Gardner	Middle School Media Specialist, Parent Facilitator	District ACSIP, Standard 5, Students, Family and Community Support
Classroom Teacher	Susan Cossey	Kindergarten teachers	District ACSIP, Standard 4, School Culture
Classroom Teacher	Terri Smith	Intervention/Co-teacher	District ACSIP, Standard 9, Comprehensive and Effective Planning, Middle School ACSIP Co-Chair
Community Representative	Dr. Sue Martin	School of Education, UAM	District ACSIP, Standard 3, Instruction
Community Representative	Dr. Vera Lang-Brown	School of Education, UAM	District ACSIP, Standard 6, Professional Growth, Development and Evaluation
Community Representative	Jenny Satterlee	AmeriCorp Director, SEARK Cooperative	District ACSIP, Standard 1, Curriculum
Community Representative	Tracie Jones	ERZ Director, UAM	District ACSIP, Standard 5, Students, Family and Community Support
District-Level Professional	Dr. Judy Hubbell	School Improvement Specialist	District ACSIP, Standard 3, Instruction, High School ACSIP Co-Chair
District-Level Professional	Kim Greer	Curriculum Coordinator, District ACSIP Co- Chair	District ACSIP, Standard 1, Curriculum
District-Level Professional	Melissa Eason	Literacy Coach 4-8	District ACSIP, Standard 3, Instruction
District-Level Professional	Trudy Jackson	Assistant Middle School Principal, Federal Programs Coordinator, K-3 Literacy Coach, District ACSIP Chair	District ACSIP, Standard 6, Professional Growth, Development and Evaluation
District-Level Professional	Wayne Fawcett	Superintendent	District ACSIP, Standard 7, Leadership, Federal Programs
Non-Classroom Professional Staff	Anna Jones	Parent Center Coordinator	District ACSIP, Standard 5, Students, Family and Community Support
Non-Classroom Professional Staff	Cathy Edmonds	High School Counselor	District ACSIP, Standard 4, School Culture
Non-Classroom Professional Staff	Cindy Luper	Math Coach 7-12	District ACSIP, Standard 9, Comprehensive and Effective Planning, High School ACSIP Co-Chair

Non-Classroom Professional Staff	Cristy Dunnahoe	District Business Manager	District ACSIP, Standard 8, School Organization and Fiscal Resources, Federal Programs
Non-Classroom Professional Staff	Pam Smith	Middle School Counselor	District ACSIP, Standard 4, School Culture
Non-Classroom Professional Staff	Stephanie Jackson	Math Coach K-6	District ACSIP, Standard 2, Classroom Evaluation & Assessment
Non-Classroom Professional Staff	Susan Sharp Smith	Elementary Counselor	District ACSIP, Standard 8, School Organization and Fiscal Resources, Next Steps
Parent	Edward Thomas	Business Owner	District ACSIP, Standard 9, Comprehensive and Effective Planning
Parent	Erica Barnard	PTO President	District ACSIP, Standard 4, School Culture
Parent	Jenny Chambers	PTO Member	District ACSIP, Standard 9, Comprehensive and Effective Planning
Parent	Lynn Harris	CIS College Instructor - UAM	District ACSIP, Standard 5, Students, Family and Community Support
Parent	Susan Wishard	Research Assistant - UAM	District ACSIP, Standard 5, Students, Family and Community Support
Principal	Joy Graham	Middle School Principal	District ACSIP, Standard 7, Leadership
Principal	Mike Johnston	Elementary Principal, Title IX	District ACSIP, Standard, 7, Leadership
Principal	Steve Noble	High School Principal	District ACSIP, Standard, 7, Leadership