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School Plan

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GENTRY HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2009-2010

The mission of Gentry High School is to provide the highest quality, comprehensive education for all students focusing on academic achievement in Math and Literacy, regardless of background or ability. Critical thinking and problem-solving skills will be addressed to ensure life-long success.

Grade Span: 9-12

Title I: Not Applicable

School Improvement: MS

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Priority 1: Literacy

Goal: All students will improve in reading comprehension and written expression with additional attention to Literacy and Content reading passages and Content and Style domains.

Priority 2: Math

Goal: All students will improve in mathematic skills in responding to Constructed Response questions, with additional attention given in Algebra I to M/C-Linear Functions and in O/R-Linear Functions. In the area of Geometry additional attention will be given to Measurement(M/C) and Triangles (O/R).

Priority 3: Wellness

Goal: Students will show improvement in the areas of muscular strength, cardiovascular endurance, flexibility and nutritional educational.

Priority 4: Special Education

Goal: To reduce the percentage of white students in the special education programs in relation to the proportion of the percent of white students in the general education programs.

Priority 1: Students at Gentry High School will become proficient or advanced in the area of Literacy.

1. Literacy-11th Exam 2009-Number and Percent of Students Scoring Proficient or Advanced: 81 Students: 69% of Combined Students 65 Students: 55% of Caucasian Students 39 Students: 64% of Economically Disadvantaged Students Literacy-11th Exam 2008-Number and Percent of Students Scoring Proficient or Advanced: 46 Students: 53% of Combined Students 37 Students: 58% of Caucasian Students 17 Students: 40% of Economically Disadvantaged Students 2007-Number and Percent of Students Scoring Proficient or Advanced: 52 Students: 53% of Combined Students 44 Students: 61% of Caucasian Students 16 Students: 45% of Economically Disadvantaged Students The lowest identified areas for the 2009 combined population were: M/C Reading-Content Passage with 69%, Open-Response Items in Reading was Content Passage and in Writing the lowest identified area was Writing-Style Domain. The lowest identified areas for the 2008 combined population were: M/C Reading-Content Passage with 69%, Open-Response Items in Reading was Content Passage and in Writing the lowest identified area was Writing-Style Domain. The lowest identified areas for Hispanic were: Passage Types Content M/C and Literary O/R with Content and Style being the lowest in Writing Domains. The lowest identified areas for Caucasian were: Reading Content Passage and Writing Style Domain. The lowest identified areas for Economically Disadvantaged students were: Passage Types Literacy, Passage Types

Content and Writing M/C. In the Writing Domains, Content and Style were the lowest. The lowest identified areas for LEP students were: Passage Types Literacy, Passage Types Practical and Writing M/C. In the Writing Domains, Content and Usage were the lowest. 2007 - The lowest identified areas for the 2007 combined population were: M/C Reading-Literacy Passage, Reading-Content Passage and Reading-Practical passage all with 70%, Open-Response Items in Reading was Practical Passage and in Writing the lowest identified area was Writing-Content Domain. The lowest identified areas for Hispanic were: Passage Types Content and Writing Domains Sentence Formation. The lowest identified areas for Caucasian were: Reading Literary Constructed Response and Reading Content both Multiple Choice and Constructed Response. The lowest identified areas for Economically Disadvantaged students were: Passage Types Literacy, Passage Types Practical and Writing M/C. In the Writing Domains, Content and Style were the lowest. The lowest identified areas for LEP students were Passage Types Literacy, Passage Types Practical and Writing M/C. In the Writing Domains, Content and Usage were the lowest.

2. 2009 Stanford 10 Grade 9 Reading Comprehension - NRT National Percentile Rank - 52.5% Comprehensive Language - NRT National Percentile Rank - 49.5% 2008 Stanford 10 Grade 9 Reading Comprehension - NRT National Percentile Rank - 48% Comprehensive Language - NRT National Percentile Rank - 43%
3. 2007-IOWA TEST OF BASIC SKILLS Number and Percent of Students Scoring At or Above 50th Percentile: COMBINED POPULATION Grade:9 Vocabulary 43 Students 30.3% Reading Comprehension 58 Students: 40.9% Reading Total 51 Students: 35.9% Spelling 51 Students: 36% Revising Writing 58 Students: 40.8% Math Concepts & Problem Solving 98 Students: 69% Math Computation 69 Students: 48.6% Math Total 84 Students: 59.2% Core Total 64 Students: 45.1% Social Studies 61 Students: 43% Science 69 Students: 48.6% Sources of Information 46 Students: 32.4% Composite 60 Students: 42.3% The lowest identified areas for the Combined Population was: Vocabulary AFRICAN AMERICAN POPULATION Grade:9 None Tested HISPANIC POPULATION Grade:9 Vocabulary 0 Students: 0% Reading Comprehension 3 Students: 23.1% Reading Total 2 Students: 15.4% Spelling 3 Students:23.1% Revising Writing 2 Students:15.4% Math Concepts & Problem Solving 4 Students: 30.8% Math Computation 4 Students: 30.8% Math Total 4 Students: 30.8% Core Total 3 Students: 23.1% Social Studies 1 Students: 7.7% Science 1 Students: 7.7% Sources of Information 1 Students: 7.7% Composite 1 Students: 7.7% The lowest identified area for the Hispanic population was: Social Studies. CAUCASIAN POPULATION Grade:9 Vocabulary 40 Students: 38.1% Reading Comprehension 45 Students: 42.8% Reading Total 44 Students: 41.9% Spelling 39 Students: 37.2% Revising writing 49 Students: 46.7% Math Concepts & Problem Solving 77 Students: 73.3% Math Computation 51 Students: 48.5% Math Total 65 Students: 61.9% Core Total 52 Students: 49.6% Social Studies 53 Students: 50.4% Science 57 Students: 54.3% Sources of Information 39 Students: 37.1% Composite 51 Students: 48.6% The lowest identified area of the Caucasian population was: vocabulary. ECONOMICALLY DISADVANTAGED Grade:9 Vocabulary 17 Students: 26.2% Reading Comprehension 24 Students: 37% Reading Total 18 Students: 27.7% Spelling 26 Students: 40.0% Revising Writing 28 Students: 43.1% Math Concepts & Problem Solving 42 Students: 64.6% Math Computation 36 Students: 55.4% Math Total 39 Students: 60% Core Total 31 Students: 47.7% Social Studies 27 Students: 41.5% Science Students: 47.7% Sources of Information 18 students: 27.7% Composite 28 Students: 43.1% The lowest identified area of the Economically Disadvantaged population was: vocabulary. LIMITED ENGLISH PROFICIENT Grade:9 Vocabulary 0 Students: 0% Reading Comprehension 1 Students: 10.0% Reading Total 0 Students: 0% Spelling 2 Students: 20.% Revising Writing 0 Students: 0% Math Concepts & Problem Solving 4 Students: 40.0% Math Computation 4 Students: 40.0% Math Total 5 Students: 50.0% Core Total 3 Students: 30.% Social Studies 0 Students: 0% Science 1 Students: 10.0% Sources of Information 0 Students: 0% Composite 0 Students: 0% The lowest identified area of the LEP population was: Math concepts & Problem Solving. STUDENTS WITH DISABILITIES Grade:9 Vocabulary 2 Students: 22.2% Reading Comprehension 1 Students: 11.1% Reading Total 1 Students: 11.1% Spelling 1 Students: 11.1% Revising Writing 0 Students: 0% Math Concepts & Problem Solving 4 Students: 44.4% Math Computation 3 Students: 33.3% Math Total 3 Students: 33.3% Core Total 1 Students: 11.1% Social Studies 0 Students: 0% Science 1 Students: 11.1% Sources of Information 0 Students: 0% Composite 0 Students: 0% The lowest identified area of Students with Disabilities was: Sources of Information.
4. Graduation Rate: In 2008, the Graduation Rate for Gentry High Schol was 91.3%
- 5.

Supporting Data:

Goal

All students will improve in reading comprehension and written expression with additional attention to Literacy and Content reading passages and Content and Style domains.

To meet or exceed the AYP standard developed by the Arkansas Department of Education. GHS exceeded 07-08 AYP of 51.63% for the combined population with a score of 55.2%. The Sub-

Benchmark population of economically disadvantaged students had only 44.8% scoring proficient/advanced, thus placing GHS on "Alert" status. GHS exceeded 08-09 AYP of 59.69% for combined population with a score of 69%. The sub-population of economically disadvantaged students had a score of 64% proficient/advanced. The goal for the 2009-10 school year is for both the combined population and the sub-population of economically disadvantaged students to meet or exceed the AYP standard of 67.75%.

Intervention: Gentry High School uses the Comprehensive Literacy approach to vocabulary and reading comprehension instruction across the curriculum as detailed in What Content Teachers Should Know About Adolescent Literacy, (2007).				
Scientific Based Research: National Reading Panel Report, Teaching Children to Read,(2006); National Institute for Literacy, What Content Area Teachers Should Know About Adolescent Literacy,(2007)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All students will participate in vocabulary instruction. Additional practice may be integrated in literacy centers or as homework. Students will participate in additional school wide reading to include a variety in genres and subject areas. Further opportunities to improve both writing and comprehension skills will be made possible through the Journalism class which will begin publishing a school newspaper featuring not only GHS newspaper staff writers, but also student submissions. Action Type: Alignment Action Type: Parental Engagement Action Type: Program Evaluation	Judy Winslett	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • School Library • Teachers 	————— ACTION BUDGET: \$
All English teachers will require students to participate in the Accelerated Reader program to enhance vocabulary and comprehension. Students will be evaluated by computer generated reports determining reading level and comprehension levels. All teachers across the curriculum will be responsible for encouraging students to participate in AR activities. Parents will be informed of student progress and will receive information regarding the AR program via GHS newsletter. EVALUATION PROTOCOL FOR THE 09-10 ASCIP BASELINE DATA - Twelfth grade students will participate in the Accelerated Reader program in English IV class during the 2009-2010 school year. Comprehensive Needs Assessment: Students will be evaluated by computer to determine reading level and comprehension levels. Teachers reviewed the AR scores from the last three years to determine reading level and comprehension levels. Twenty students were randomly selected and a percentage of 24.75 improvement for reading comprehension was found. Teachers decided that Accelerated Reader is a viable program that supports the goals that are relevant to the assessment. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Martha Hawkins	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	————— ACTION BUDGET: \$
Gentry High School will integrate literacy based objectives in Physical science classes through	Judy Winslett	Start: 07/01/2009	<ul style="list-style-type: none"> • Administrative Staff 	—————

the purchase and use of Science Weekly Readers. Additionally, all English teachers will be trained according to the Literacy Lab model. Action Type: Collaboration Action Type: Equity Action Type: Special Education		End: 06/30/2010	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Teaching Standards-Based Literacy Program				
Scientific Based Research: Teaching Standards Based Literacy, Doug Reeves. Marzano, Robert, What Works in Schools, Association for Supervision and Curriculum Development (2006), Carter, Lisa, Total Instructional Alignment, Solution Tree Publishers (2007)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
AIP process: Starting in the 9th grade, all students that do not score proficient or advanced on the 8th grade benchmark exam will be placed in English Remediation Classes for a semester. Students must successfully pass with a proficient grade of 75% to be removed from the class or continue into the next semester. Juniors who do not score proficient or advanced on the 11th Grade Literacy exam will be placed in English remediation during their senior year and must pass with a proficient score of 75% and will not receive credit for English III until they successfully complete the supplemental class. The supplemental English classes will follow Arkansas State Frameworks. Students will be monitored based on daily work, local assessments and rubrics. Teachers will meet to discuss instructional strategies, modifications and supplemental instruction to coordinate with students' IEP's and AIP's. Parents will be notified of enrollment in supplemental classes as well as progress within those classes. Starting with the class of 2008, all students must successfully complete English I and II before they will be allowed to enroll in English III and they will not be allowed to enroll in both English III & IV at the same time. In an effort to aid struggling students, summer sessions will be offered for both English I and English II. The summer school program should serve as a proactive measure to assist in maintaining an acceptable graduation rate. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Judy Winslett	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
As a result of the Grade 11 Literacy exam in the spring of 2008, GHS was placed on "Alert" status based on the literacy scores from the SES sub-population. All sophomores will be given the Compass test to determine their relative reading and writing levels. Those with low scores will be scheduled for an additional period in which the remediation/reinforcement will take place using an aligned curriculum,	Andy White	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$

<p>incorporating NextStep teaching strategies, Reading Plus instructional programs, Jedi and released items. Test data will be disaggregated in an effort to identify specific areas of concerns. To gain additional data GPS will pay registration fees for all juniors wishing to take the ACT exam. ACT prep classes - both during the school day and in the evening will be held, in order to bolster ACT scores. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>				
<p>Reading Plus software will be used to determine the student's independent reading level, vocabulary study level, silent reading rate and comprehension competence. Scores will be analyzed to determine which students are at-risk and most in need of additional instruction. Parents will be provided an informational letter that details the assessment, how their student performed and that the student will receive additional instruction. EVALUATION PROTOCOL FOR the 09-10 ACSIP BASELINE DATA: Teachers will collect pre and post assessments via the Reading Plus software -Comprehensive Needs Assessment 30 students participated in the English III Lab using Reading Plus software. Based on 70% accuracy a rate of improvement ranged from 25 words per minute to 175 words per minute - also student reading levels increased from 1 to 7 levels with 100% of the enrolled students making gains in reading rates. The ultimate goal is to have every student reading at 300 words per minute as recommended by ADE in order to complete the Grade 11 Literacy Exam. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Sherry McMillen</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>Intervention: Total Instructional Alignment</p>				
<p>Scientific Based Research: Marzano, Robert, What Works in Schools, Association for Supervision and Curriculum Development (2006), Carter, Lisa, Total Instructional Alignment, Solution Tree Publishers (2007)</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Formative and summative assessments will be developed by teachers in both vertical and horizontal literacy teams. The Northwest Educational Service Cooperative (NWAESC) coordinated the implementation of this instructional and curriculum alignment model in all 16 districts in the NWAESC beginning in January 2007. Each school district, with support of the school superintendent, sent the administrator from each school and the school's best instructional practitioners to the week long training under the direction of Lisa Carter. The resulting work (in constant progress and improvement) was a vertically and horizontally aligned curriculum and instructional document</p>	<p>Judy Winslett, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> Performance Assessments 	<p>————— ACTION BUDGET: \$</p>

<p>aligned with state Standards and Benchmark assessments. Exemplary lessons can be posted in the Arkansas Department of Education (ADE) provided TRIAND platform and shared across the NWAESC area. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>Building level administrators and key instructional leaders in each building/school will be trained in the Classroom Walk Through Model (CWT) of instructional evaluation in relation to TIA. The ADE provides access to the TeachScape CWT platform where CWT data is electronically warehoused. Administrators can use wireless devices (PDAs) that are compatible with the TeachScape platform to collect data regarding implementation of TIA in all classrooms. Data can be retrieved as reports that can be analyzed in conjunction with student achievement/lesson objectives in order to make ongoing decisions about classroom instruction and professional development. The CWT process involves the building administrator/other CWT trained building leaders conducting multiple classroom visits/evaluations over the course of the year. TIA documents will be evaluated and revised based on feedback from teachers (daily as implemented, formally at least annually). FORMATIVE evaluation will consist of teacher, grade level and content teams documenting the effectiveness of the TIA process. SUMMATIVE evaluations will occur in May when teachers conduct a reflective review of the TIA documents and make document revisions. The NWAESC will revise the TIA model, in conjunction with Lisa Carter and the 16 school district core team, for ongoing modifications of the project. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Judy Winslett, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>————— ACTION BUDGET: \$</p>
<p>Perodic assessment: Quarterly formative and summative assessments will be administered in English in conjunction with the TIA model. Results will be used to determine how better to serve students through reteaching and other interventions as determined necessary by the building teams. Quarterly formative and summative assessments will be used to determine instructional and curriculum needs and adjustments for each student on an ongoing yearly basis. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	<p>Judy Winslett</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>————— ACTION BUDGET: \$</p>

Action Type: Technology Inclusion				
In order for each teacher to better utilize comprehension strategy instructions as determined by in-service(s), all classes will be outfitted with Computer Projectors. In-service training in projector use, proper application to comprehension strategy instruction, and appropriate educational destinations, along with proficiency in said technology and strategies, will closely follow installation of projectors. Powerpoint and other methods of lesson delivery will be utilized. Action Type: Alignment Action Type: Technology Inclusion	Judy Winslett, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Performance Assessments ● Teachers ● Teaching Aids 	————— ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Parental Involvement				
Scientific Based Research: Community / Parental Involvement: Borger, Jeanne, et.al.(2003). Preparing your high school students to take standardized tests. Instructional Intranet: Chicago Public Schools. 22 July 2003. Mulvenon, Sean W.et.al.(2003, April 28). Test Anxiety: A multifaceted study on the perceptions of teachers, principals, counselors, students and parents. ORME: University of Arkansas. 22 July 2003 School, Family, and Community Partnerships: Your Handbook for Action, Third Edition, Epstein, (2009), Family Involvement Makes a Difference, Harvard Family Research Project, Kreider, et al. (2007), Promising Partnership Practices 2008, Edited by Darcy J. Hutchins, Mary Maushard, Charlotte O'Donnell, Marsha D. Greenfeld, and Brenda G. Thomas				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will create and maintain a parent center with free information accessible to students and parents. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Martha Hawkins	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Computers ● School Library ● Teaching Aids 	————— ACTION BUDGET: \$
Gentry High School Parent Facilitator will develop and have available Informational Packets for students and parents at Open House, Parent-Teacher Conference Days and throughout the school year. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Martha Hawkins	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● Outside Consultants ● Teachers 	————— ACTION BUDGET: \$
A parent facilitator will be designated and will aid in coordination of events such as Open House, Parent-teacher Conferences, parent involvement meetings and any parent seminars. The parent facilitator and one classroom teacher will attend the state parent involvement conference. The goal is to gather relevant information for our parents that can be presented in various ways, such as the newsletter and parent nights. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Martha Hawkins	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● District Staff ● Outside Consultants ● School Library ● Teachers 	————— ACTION BUDGET: \$
The GHS Library will provide parenting books, magazines, and other materials regarding responsible parenting through the library, these articles will be advertised and	Martha Hawkins	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Computers ● School Library ● Teaching Aids 	————— ACTION BUDGET: \$

parents will have the opportunity to check out the materials. Action Type: Equity Action Type: Special Education				
Gentry High School will actively engage parents in activities that promote successful parenting. These can include but are not limited to parenting workshops, seminars, pamphlets, materials and school newspaper. Edline training will be offered to parents during the fall parent/teacher conferences. Action Type: Equity Action Type: Parental Engagement	Martha Hawkins	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Computers ● Outside Consultants ● Public Library ● School Library 	ACTION BUDGET: \$
Gentry High School will hold Parent Involvement meetings. This may be held in conjunction with the District State of the School night or with Open House and Orientation. This may include an overview of what students will be learning; how students are assessed; parental expectations of the school; and how parents can make a difference. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Martha Hawkins	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● Teachers ● Teaching Aids 	ACTION BUDGET: \$
Gentry High School will provide a volunteer resource book that will list the interests and availability of volunteers for school staff members' use, including a parent survey. In accordance with AR Code 6-15-1703 (b)(5) - GHS will participate in a district wide training for volunteers. Action Type: Parental Engagement	Martha Hawkins	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Community Leaders ● Computers ● School Library ● Teachers 	ACTION BUDGET: \$
Gentry High School will post statements of the district's plan and commitment for parental involvement to parents and students. A parent survey will be conducted with questions developed to aid in evaluating the implementation, success and any needed adjustments to the parent involvement program at GHS. Action Type: Parental Engagement	Martha Hawkins	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● District Staff ● Teachers 	ACTION BUDGET: \$
Gentry High School will have a process for resolving parental concerns. Action Type: Collaboration Action Type: Parental Engagement	Judy Winslett	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Community Leaders ● District Staff ● Outside Consultants ● Teachers 	ACTION BUDGET: \$
Gentry High School will hold seminars to inform parents of high school students about how to be involved in decisions affecting course selection, career planning, and preparation for post-secondary opportunities. Action Type: Parental Engagement	Kathy Pipkin	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● Outside Consultants ● School Library ● Teachers 	ACTION BUDGET: \$
Gentry High School will provide parents with tips on how to foster their child's success. Action Type: Parental Engagement	Kathy Pipkin	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Community Leaders 	ACTION BUDGET: \$

			<ul style="list-style-type: none"> • Computers • Teachers 	
In order to take advantage of community resources, our school will ENABLE THE FORMATION OF A PARENT/TEACHER ASSOCIATION OR ORGANIZATION, that will foster parental and community involvement within the school. Action Type: Collaboration Action Type: Parental Engagement	Judy Winslett	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Gentry High School uses the Comprehensive Literacy Approach to comprehension instruction with emphasis on monitoring comprehension, using graphic and semantic organizers, answering questions, generating questions, recognizing story structure, summarizing, making use of prior knowledge and using mental imagery.				
Scientific Based Research: National Reading Panel Report, Teaching Children to Read. (2006); Harvey, Stephanie, Goudvis, Anne, Strategies That Work. Stenhouse, 2nd edition (2007).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each teacher will utilize the explicit teaching procedure for comprehension instruction in literacy and core curriculum classes. Whole group as well as small group instruction will be utilized as noted in the instructional protocol. The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or classroom walk-through. The instructional leader will confer with the teacher to discuss the level of implementation. All students will participate in comprehension strategy instruction. This will include teacher explanation and modeling of all comprehension strategies, followed by guided practice and independent practice. Additional practice may be integrated as homework. Progress grades will be monitored each nine weeks with fluency scales. The CRT will be the outcome assessment for reading in grade 11. Parents will be informed of student progress in comprehension. Students will participate in a wide variety of reading genres in all core areas. Gentry High School expects all students to be proficient in reading comprehension. EVALUATION PROTOCOL FOR THE 09-10 ACSIP BASELINE DATA -This program will be evaluated by increasing the number of students meeting or exceeding proficiency in reading on the CRT and/or NRT -Comprehensive Needs Assessment; 2008 Literacy - 46 students (53%) scored at or above proficient; Economically disadvantaged 17 students (40%) scored at or above proficient; 2009 Literacy - 81 students (69%) scored at or above proficient; 39 economically disadvantaged (64%) scored at or above proficient. Without question , there is need for further improvement in the area of literacy. We examined our routines, customs, norms and expectations in order to dig deeper for the	Judy Winslett	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • School Library • Teachers 	ACTION BUDGET: \$

<p>root cause why more of our students are not achieving to their full potential. Our supporting Data Statements show the discrepancies in achievement among our various populations. We are monitoring and adjusting our curriculum, instruction, assessment, daily schedule, and professional development practices to better meet the needs of all our populations. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>Selected teachers will attend Literacy Lab training with Ken Stamatis to increase their knowledge in working with students in reading and writing skills. The teachers will work to set up classroom libraries/build resources. Action Type: Professional Development</p>	<p>Judy Winslett, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● District Staff ● Outside Consultants 	<p>————— ACTION BUDGET: \$</p>
<p>ELL funds will be used to pay salary/benefits/supplies/materials for a .5 FTE person to serve ESL students. Faculty will have the opportunity to attend professional development trainings to reinforce/enrich their knowledge/skills in order to better serve our students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Dr. Randy Barrett, Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Teachers ● Teaching Aids 	<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 2: Students at Gentry High School will become proficient or advanced in the area of Math.

1. EOC-Algebra Exam 2009-Percent of Students Scoring Proficient or Advanced: 73 Students: 78% of Combined Students N/A Students: N/A% of African American Students 52 Students: 61% of Caucasian Students 32 Students: 78% of Economically Disadvantaged Students 2009 - The lowest identified areas for the combined population were: (M/C)Linear Functions and (O/R) Linear Functions 2008-Percent of Students Scoring Proficient or Advanced: 76 Students: 79% of Combined Students N/A Students: N/A% of African American Students 52 Students: 79% of Caucasian Students 32 Students: 75% of Economically Disadvantaged Students 2008 - The lowest identified areas for the combined population were: (M/C)Solving Equations and Inequalities and (O/R) Linear Functions The lowest identified areas for African Americans were: NONE TESTED The lowest identified area for Hispanic was: Linear functions. The lowest identified area for Caucasian was: Solving equations and inequalities. The lowest identified area for Economically Disadvantaged students was: Linear Functions. The lowest identified area for LEP students was: Linear Functions 2007-Percent of Students Scoring Proficient or Advanced: 73 Students: 76% of Combined Students N/A Students: N/A% of African American Students 56 Students: 76% of Caucasian Students 37 Students: 84% of Economically Disadvantaged Students 2007 - The lowest identified areas for the combined population were: Data Interpretation and Probability The lowest identified areas for African Americans were: NONE TESTED The lowest identified areas for Hispanic were: Language of Algebra Constructed Response. The lowest identified areas for Caucasian were: Data Interpretation and Probability. The lowest identified areas for Economically Disadvantaged students were: Data Interpretation and Probability. The lowest identified areas for LEP students were: Data Interpretation and Probability.
2. EOC-Geometry Exam 2009-Percent of Students Scoring Proficient or Advanced: 80 Students: 74% of Combined Students 65 Students: 61% of Caucasian Students 36 Students: 72% of Economically Disadvantaged Students 2009 - The lowest identified areas for the combined population were: (M/C)Measurement and (O/R) Triangles 2008-Percent of Students Scoring Proficient or Advanced: 50 Students: 70% of Combined Students 35 Students: 74% of Caucasian Students 29 Students: 71% of Economically Disadvantaged Students 2008 - The lowest identified areas for the combined population were: (M/C)Measurement and

Relationships between Two and Three Dimensions and (O/R) Triangles The lowest identified area for Hispanic was: Measurements. The lowest identified area for Caucasian was: Measurements and Relationships between 2 and 3 Dimensions. The lowest identified area for Economically Disadvantaged students was: Measurements. The lowest identified area for LEP students was: Coordinate Geometry and Transformations. 2007-Percent of Students Scoring Proficient or Advanced: 61 Students: 70% of Combined Students 48 Students: 70% of Caucasian Students 26 Students: 76% of Economically Disadvantaged Students 2007- The lowest identified areas for the combined population were: Triangles. The lowest identified areas for Hispanic were: Language of Geometry. The lowest identified areas for Caucasian were: Triangles. The lowest identified areas for Economically Disadvantaged students were: Triangles. The lowest identified areas for LEP students were: Measurement and Relationships between two and three dimensions.

3. 2009 - Stanford 10 Grade 9 Tested 94 Students in Mathematics Problem Solving - NRT National Percentile of Mean Natl.NCE 71.6% 2008 - Stanford 10 Grade 9 Tested 136 Students in Mathematics Problem Solving - NRT National Percentile of Mean Natl.NCE 66% 2007-IOWA TEST OF BASIC SKILLS Number and Percent of Students Scoring At or Above 50th Percentile: COMBINED POPULATION Grade:9 Vocabulary 43 Students 30.3% Reading Comprehension 58 Students: 40.9% Reading Total 51 Students: 35.9% Spelling 51 Students: 36% Revising Writing 58 Students: 40.8% Math Concepts & Problem Solving 98 Students: 69% Math Computation 69 Students: 48.6% Math Total 84 Students: 59.2% Core Total 64 Students: 45.1% Social Studies 61 Students: 43% Science 69 Students: 48.6% Sources of Information 46 Students: 32.4% Composite 60 Students: 42.3% The lowest identified areas for the Combined Population was: Vocabulary AFRICAN AMERICAN POPULATION Grade:9 None Tested HISPANIC POPULATION Grade:9 Vocabulary 0 Students: 0% Reading Comprehension 3 Students: 23.1% Reading Total 2 Students: 15.4% Spelling 3 Students:23.1% Revising Writing 2 Students:15.4% Math Concepts & Problem Solving 4 Students: 30.8% Math Computation 4 Students: 30.8% Math Total 4 Students: 30.8% Core Total 3 Students: 23.1% Social Studies 1 Students: 7.7% Science 1 Students: 7.7% Sources of Information 1 Students: 7.7% Composite 1 Students: 7.7% The lowest identified area for the Hispanic population was: Social Studies. CAUCASIAN POPULATION Grade:9 Vocabulary 40 Students: 38.1% Reading Comprehension 45 Students: 42.8% Reading Total 44 Students: 41.9% Spelling 39 Students: 37.2% Revising writing 49 Students: 46.7% Math Concepts & Problem Solving 77 Students: 73.3% Math Computation 51 Students: 48.5% Math Total 65 Students: 61.9% Core Total 52 Students: 49.6% Social Studies 53 Students: 50.4% Science 57 Students: 54.3% Sources of Information 39 Students: 37.1% Composite 51 Students: 48.6% The lowest identified area of the Caucasian population was: vocabulary. ECONOMICALLY DISADVANTAGED Grade:9 Vocabulary 17 Students: 26.2% Reading Comprehension 24 Students: 37% Reading Total 18 Students: 27.7% Spelling 26 Students: 40.0% Revising Writing 28 Students: 43.1% Math Concepts & Problem Solving 42 Students: 64.6% Math Computation 36 Students: 55.4% Math Total 39 Students: 60% Core Total 31 Students: 47.7% Social Studies 27 Students: 41.5% Science Students: 47.7% Sources of Information 18 students: 27.7% Composite 28 Students: 43.1% The lowest identified area of the Economically Disadvantaged population was: vocabulary. LIMITED ENGLISH PROFICIENT Grade:9 Vocabulary 0 Students: 0% Reading Comprehension 1 Students: 10.0% Reading Total 0 Students: 0% Spelling 2 Students: 20.% Revising Writing 0 Students: 0% Math Concepts & Problem Solving 4 Students: 40.0% Math Computation 4 Students: 40.0% Math Total 5 Students: 50.0% Core Total 3 Students: 30.% Social Studies 0 Students: 0% Science 1 Students: 10.0% Sources of Information 0 Students: 0% Composite 0 Students: 0% The lowest identified area of the LEP population was: Math concepts & Problem Solving. STUDENTS WITH DISABILITIES Grade:9 Vocabulary 2 Students: 22.2% Reading Comprehension 1 Students: 11.1% Reading Total 1 Students: 11.1% Spelling 1 Students: 11.1% Revising Writing 0 Students: 0% Math Concepts & Problem Solving 4 Students: 44.4% Math Computation 3 Students: 33.3% Math Total 3 Students: 33.3% Core Total 1 Students: 11.1% Social Studies 0 Students: 0% Science 1 Students: 11.1% Sources of Information 0 Students: 0% Composite 0 Students: 0% The lowest identified area of Students with Disabilities was: Sources of Information.
4. Graduation Rate: In 2007, the Graduation Rate for Gentry High School was 91.3%.
- 5.
- 6.
- 7.

Supporting Data:

Goal All students will improve in mathematic skills in responding to Constructed Response questions, with additional attention given in Algebra I to M/C-Linear Functions and in O/R-Linear Functions. In the area of Geometry additional attention will be given to Measurement(M/C) and Triangles (O/R).

Benchmark To meet or exceed the AYP standard developed by the Arkansas Department of Education. GHS exceeded the 2008-09 AYP goal of 55.75%. The goal for the 2009-10 school year is for both the

combined population and the sub-population of economically disadvantaged students to meet or exceed the AYP standard of 64.60%.

Intervention: Curriculum and Program Improvement through Planning, Staff Collaboration, Curriculum Alignment and Mapping.				
Scientific Based Research: Wake-up Call Brings a Jolt of Alignment to the Curriculum: Teacher leaders hear the warning and develop common assessments to improve student achievement, Martin, Robert A., (2006) Carter, Lisa, Total Instructional Alignment, Solution Tree Publishers (2007)Formative and Summative Assessments in the Classroom, Garrison, Catherine and Ehringhaus, Michael, (2009).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A select group of teachers will meet to develop and implement strategies designed to increase student achievement. They will review all areas of the curriculum to ensure they are aligned per the Arkansas State Content Standards. They will review and update AIP student plans and and discuss instructional strategies and modifications to meet individual student needs. The faculty will participate in a staff activity during the year to plan goals for improving student achievement. A meeting will occur to determine accomplishments and goals that were met and discuss plans for following year.EVALUATION PROTOCOL FOR THE 09-10 ACSIP BASELINE DATA - Analyze all relevant test data annually including, but not limited to Algebra EOC, Geometry EOC, JEDI and summative testing. Comprehensive Needs Assessment - reviewed Algebra EOC and Geometry EOC scaled scores for the combined population in the M/C and Open Response sections. In additiona to these test results, we examined GHS summative test results, such as our semester tests and target testing. Without question there is need for further improvement in the area of math, especially in regards to open response questions. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Cheryl Price	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Throughout the year, teachers will review and evaluate curriculum to correct gaps and redundancies based on the data gained as a result of formative assessements. SLE's not mastered at 60% proficiency will be revisited and reassessed by the classroom teacher. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Judy Winslett	Start: 07/01/2009 End: 06/30/0010	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	<hr/> ACTION BUDGET: \$
Selected faculty/staff will attend professional development opportunities that support ACSIPs at the local, state, regional and national levels. PD opportunities may include but not limited to: LitLab, JEdi, CurrMap, AAEA, ASCD, BER, NCTM, IRA, AP Institutes, Instructional Leaders Conferences, AR/RR/Literacy Conference, Triand, CurrMap Software, Technology Conference, ESL/TESOL, PLC/book studies,	Judy Winslett, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers Title Teachers 	<hr/> ACTION BUDGET: \$

<p>Transitional Math, Writer Workshops and other local, state, regional and national conferences/trainings. Monies will be used to fund all reasonable cost associated with the professional development including fees, meals, travel, etc. Funds may be used for membership dues/fees for organizations/publications which contribute to the field of education as well as paying for substitutes while teachers are attending professional development training. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>Total Budget:</p>				\$0
<p>Intervention: Teaching Standard Based Mathematics Program to help improve student achievement on Open Response items.</p>				
<p>Scientific Based Research: Carter, Lisa, Total Instructional Alignment, Solution Tree Publishers (2007) Differences between multiple choice items and constructed response items in the IEA Times Surveys. Hasted, "Dire, Sibberns, Heiko, (2005) Should Students have Frequent Access to Graphing Calculators?, Center for Technology in Learning, SI (2008) and Video Annotation Tools: Technologies to Scaffold, Structure, and Transform Teacher Reflection, Rich, Peter J. and Hannafin, Michael, (2009)</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All students not scoring proficient or advanced on the 8th grade Benchmark Exam, the Algebra I EOC or the Geometry EOC, will be enrolled in a supplemental instruction mathematics class. This instruction will be aligned with the Arkansas Math Frameworks and State Content Standards. This will allow these students to receive additional instruction in areas of weakness as defined by data analysis of state and local assessments. Students will be rotated out of the supplemental class upon mastery of content goals and objectives. Progress will be monitored and measured through pre and post test, daily work, local assessments and a scoring rubric. Teachers will meet regularly to determine instructional strategies, modifications and instruction needed to align students IEP's with the supplemental program. Interdisciplinary assessment and performance based instruction will be implemented using Benchmark and EOC released items. Students will also be able to use the JEdi program for further reinforcement of their basic Math skills. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p>	Cheryl Price	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● District Staff ● Performance Assessments ● Teachers ● Teaching Aids 	<p>————— ACTION BUDGET: \$</p>
<p>Mathematics equipment such as TI graphing calculators, Classroom Performance Systems (CPS's), CPS Chalkboard, and software have been purchased to provide materials appropriate for the application of math standards through classroom presentation.</p>	Judy Winslett	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● Teachers ● Teaching Aids 	<p>————— ACTION BUDGET: \$</p>

Additional purchases for the 09-10 school year will include the purchases of additional TI graphing calculators for a student calculator loan program and a camcorder for teacher reflection. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion					
All teachers meet and review resources/strategies to effectively address open-response items. Teachers will take advantage of NWAESC opportunities as well as those offered by ADE relating to open response items. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development		Judy Winslett, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$
EVALUATION PROTOCOL FOR THE 09-10 ACSIP BASELINE DATA: Classroom Walk-thru or classroom observations by the principal or instructional facilitator, grade level meetings, and meetings of committee chairs (meeting agenda, sign in sheets, and minutes) will document and determine the level of implementation, success, and adjustment of math based curriculum programs/processes. Comprehensive Needs Assessment - Algebra EOC - 73 students (78%) scored at or above proficient. Geometry EOC - 80 students (74%) scored at or above proficient. We reviewed both Algebra and Geometry EOC scaled scores for the combined population in the M/C and Open Response sections. Without question, there is need for further improvement in the area of mathematics, especially in regards to open response questions. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause of why more of our students are not achieving to their full potential. Our supporting data statements show the discrepancies in achievement among our various populations. We are monitoring and adjusting our curriculum, instruction, assessment, daily routines, and professional development practices to better meet the needs of all our populations. Our data analysis guided us to further emphasize linear functions in algebra and triangles in geometry. Action Type: Parental Engagement		Judy Winslett	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
Total Budget:					\$0
Intervention: Safe and Drug Free - School Resource Officer.					
Scientific Based Research: McDevitt, J. and Panniello, J. (2005, February 28). National Assessment of School Resource Officer Programs – Survey of Students in Three Large New School Resource Officer Programs.) Gamiz, M. (2007, May 20). More than a minor beat; High schools find that resource officers are an integral part of their community through their actions and presence.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
SRO will receive training in Smart	Judy	Start:	<ul style="list-style-type: none"> • Administrative 	_____	

<p>Choices/Better Chances and SRO strategies. Books and instructional materials will be provided for the SRO to develop crime prevention efforts with students, to provide safety training, to train students in conflict resolution and to work with students in preventing drug and alcohol abuse. The SRO will collect baseline data during the 2009-10 school year to use in determining an increase or decrease in the above listed areas of concern. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Winslett</p>	<p>07/01/2009 End: 06/30/2010</p>	<p>Staff <ul style="list-style-type: none"> ● Central Office ● Community Leaders ● Computers ● District Staff ● Outside Consultants ● Teachers ● Teaching Aids </p>	<p>ACTION BUDGET: \$</p>
<p>Students who are assigned to the In-School Suspension Program will be required to complete Learning Packets that deal with such things as Anger Management, Conflict Resolution, Tobacco Usage, Insubordination, Disrespect and more. Statistics will be gathered and evaluated to determine the degree of success attributed to the suspension program. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Kathy Pipkin</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● School Library ● Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Intervention: Alternative Learning Environments In order to provide the most positive learning environment possible for all students so that they can succeed in achieving proficiency in math and literacy, an alternative learning environment will be provided for students who can not succeed in the regular classroom.

Scientific Based Research: Bureau of Legislative Research, August 2006, Alternative Learning Environment Report, pp79.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Gentry High School will contract with the Siloam Springs School District to pay tuition for students it sends to the Alternative Learning Environment Center in Siloam Springs. Parents will be notified and attendance at the school will require parental consent. Teachers at the ALE will have opportunities for professional development required for their position. The curriculum will be aligned with the the Arkansas Frameworks and incorporate technology whenever possible. A tutorial computer program will be utilized for remediation. It will be the goal of the ALE to graduate the students in the ALE program. The program will be evaluated by attendance records, the number of students who remain in school and graduate and by written evaluations by students in the program and their parents. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Judy Winslett</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Program Evaluation Action Type: Technology Inclusion				
Gentry High School will use a consortium with Siloam Springs School District to determine eligibility into the Alternative Learning Environment. The selection committee will consist of the principal, counselor, classroom teachers, a parent or guardian and the director of the ALE. Students are eligible to attend the ALE based on academic progress and if credit recovery is needed. Acceptance will be based on credits earned and credits needed for graduation. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Judy Winslett	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Title Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Total Instructional Alignment				
Scientific Based Research: Marzano, Robert, What Works in Schools, Association for Supervision and Curriculum Development (2006), Carter, Lisa, Total Instructional Alignment, Solution Tree Publishers (2007)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Formative and Summative assessments will be administered in Math (Algebra and Geometry) in conjunction with the TIA model with the results of the assessments being reviewed to determine if any changes in the instructional program is needed. Results will be used to determine how better to serve students through reteaching and other interventions as determined necessary by the math department. Chapter reviews, guided practice, chapter tests, and semester tests will be used to determine instructional and curriculum needs and adjustments for each student on an ongoing yearly basis. EVALUATION PROTOCOL FOR THE 09-10 ACSIP BASELINE DATA: Classroom Walk-Thru or classroom observations by the principal or instructional facilitator, grade level meetings, and meetings of committee chairs (meeting agenda, sign-in sheets, and minutes) will document and determine the level of implementation, success, and adjustment of math based curriculum programs/processes. Comprehensive Needs Assessment - Algebra EOC - 73 students(78%) scored at or above proficient. Geometry EOC - 80 students (74%) scored at or above proficient. We reviewed Algebra and Geometry EOC scaled scores for the combined population in the M/C and Open Response sections. We reviewed the targeted assessment scores provided by the NWAESC for the four quarters last year, and especially the fourth quarter results. For the second year in a row, we did not see a correlation between these targeted assessment scores, during the fourth quarter in particular, with our testing results. The targeted testing showed less than 35% as proficient or advanced, while our actual results showed 78% in Algebra and 74% in Geometry as proficient or advanced. A decision was made to utilize GHS prepared cumulative tests, guided practices, chapter tests, and daily assignments for our	Judy Winslett, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$

formative assessment data this year. This will be evaluated by the math department for the new school year to see what adjustment need to be made, if any, in our current assessment program. Action Type: Collaboration Action Type: Program Evaluation				
Teachers will work in collaborative groups to develop lessons that are aligned to their specific TIA document, grade level and content area. Exemplary lessons will be posted in the Arkansas Department of Education (ADE) provided TRIAND platform and shared across the NWAESC area	Judy Winslett, Principal	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
Building level administrators and key instructional leaders in each building/school will be trained in the Classroom Walk Through Model (CWT) of instructional evaluation in relation to TIA. The ADE provides access to the TeachScape CWT platform where CWT data is electronically warehoused. Administrators and key instructional leaders can use wireless devices (PDAs) that are compatible with the TeachScape platform to collect data regarding implementation of TIA in all classrooms. Data can be retrieved as reports that can be analyzed in conjunction with student achievement/lesson objectives in order to make ongoing decisions about classroom instruction and professional development. The CWT process involves the building administrator/other CWT trained building leaders conducting multiple classroom visits/evaluations over the course of the year. TIA documents will be evaluated and revised based on feedback from teachers (daily as implemented, formally at least annually). FORMATIVE evaluation will consist of teacher, grade level and content teams documenting the effectiveness of the TIA process. SUMMATIVE evaluations will occur in May when teachers conduct a reflective review of the TIA documents and make document revisions. The NWAESC will revise the TIA model, in conjunction with Lisa Carter and the 16 school district core team, for ongoing modifications of the project.	Dr. Randy Barrett, Superintendent	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Students at Gentry High School will become more aware of their nutritional and physical needs/habits through our Health and Wellness programs.

- Supporting Data:
1. In 2008-2009, BMI results for Gentry High School indicated that 28.9% of the male student population was at risk of being overweight or were overweight. In 2007-2008, BMI results for Gentry High School indicated that 29.7% of the male student population was at risk of being overweight or were over weight. In 2006-2007, BMI results for Gentry High School indicated that 36.6% of the male student population was at risk of being overweight or were over weight.
 2. In 2008-2009, BMI results for Gentry High School indicated that 26.7% of the female student population was at risk of being overweight or were overweight. In 2007-2008, BMI results for Gentry High School indicated that 30.1% of the female student population was at risk of being overweight or were overweight. In 2006-2007, BMI results for Gentry High School indicated that 37.1% of the female student population was at risk of being overweight or were overweight.
 3. The 2008-2009 School Health Index results related that each school has incorporated more physical activity time in order to meet the standard set forth by the state The 2007-2008 School Health Index results related that each school has incorporated more physical activity time in order to meet the standard set forth by the state The 2006-2007 School Health Index results related that each school has incorporated more physical activity time in order to meet the standard set forth by the state

4. In 2005-2006 school year, we eliminated all of our drink and vending machines from the student center.

Goal Students will show improvement in the areas of muscular strength, cardiovascular endurance, flexibility and nutritional educational.

Benchmark There will be a 5% difference in the 2008-2009 BMI results indicating healthier lifestyles are being practiced. Results will be measured by the Presidential Physical Fitness Exam and the BMI screening.

Intervention: Gentry High School will encourage / implement strategies and activities that promote a lifelong healthy lifestyle through nutritional education.				
Scientific Based Research: Guidelines for School Health Programs to "Promote Lifelong Healthy Eating" http://www.cdc.gov/mmwr/preview/mmwrhtml/00042446.htm				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Educate students about healthy eating habits both at home and on the run. BMI data gathered during the 2008-09 school year will be used to determine whether the objective of this action was achieved. We will use the evaluation results in making decisions that impact our instructional program for the 2009-10 school year. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Sean Seligman	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • Outside Consultants • Teachers • Teaching Aids 	<hr style="border: 1px solid black;"/> ACTION BUDGET: \$
Provide students with the proper daily recommended diet. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Betty Harrington	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants 	<hr style="border: 1px solid black;"/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Students will be involved in more physical activity through our Health and Wellness programs.				
Scientific Based Research: Guidelines for School Health Programs to "Promote Lifelong Physical Activity" http://cdc.gov/mmwr/preview/mmwrhtml/00046823.htm Let's Get Physical - Promotion and Education Strategies by Dr. Hal Wechsler http://fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Development of lifelong activities in our Physical Education classes. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Wellness	Brae Harper	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers • Teaching Aids 	<hr style="border: 1px solid black;"/> ACTION BUDGET: \$
Encourage the development and participation in family oriented, community-based physical activity programs reducing the amount of time students spend in front of the television sets playing video games. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Brae Harper	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr style="border: 1px solid black;"/> ACTION BUDGET: \$
Total Budget:				\$0

- Priority 4: To address the special education trigger area of Disproportionality
1. Focus Monitoring-Special Education District Data: In 2007-2008 school year the percentage of white students in special education was 81.82% compared to the percentage of white students in the district at 72.51%
 2. Special Education District Data: In 2006-2007 school year the percentage of white students in special education was 81.02% compared to the percentage of white students in the district at 74.50%
 3. Special Education District Data: In 2005-2006 school year the percentage of white students in special education was 82.27% compared to the percentage of white students in the district at 76.56%
 4. 2007-2008 Special Education Referral Tracking Data indicates that no white students were referred at the middle or high school level.
- Supporting Data:
- Goal: To reduce the percentage of white students in the special education programs in relation to the proportion of the percent of white students in the general education programs.
- Benchmark: Gentry School District will reduce the relative proportion of white students receiving special education services to within one standard deviation of the state average by the end of the 2009-2010 school year. The state's established benchmark of -3.004% plus one standard deviation of 6.7968% will not be exceeded

Intervention: Gentry High School will reduce the number of white students referred by using intervention strategies and the school-based intervention team.				
Scientific Based Research: Referral Rates for Intervention and Assessment, Journal of Special Education, (2003), 37,67-81. Gerstein, Russell, and Dimino, Joseph. (2006) New Direction in Research RTI (Response To Intervention): Rethinking special education for students with reading difficulties (yet again)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teacher decisions and coordination of programs will be worked out with behavior intervention teams. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Kathy Pipkin	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr style="width: 50px; margin-left: 0;"/> ACTION BUDGET: \$
Selected Staff will participate in local and regional conferences, workshops and seminars to gain knowledge in differentiated instruction. This information will be brought back and presented to the staff. Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion	Janie Eldridge	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr style="width: 50px; margin-left: 0;"/> ACTION BUDGET: \$
RTI program will be developed to provide guidelines for students who are having academic problems. Comprehensive Needs Assessment - Number of referrals district wide in 08-09 was 27; Number of referrals district wide in 07-08 was 21. Obviously, the number of referrals for Special Education has not decreased. However, the numbers do include referrals on non-white students. Without question, we will continue to intervene on behalf of all students in our efforts to achieve our goal Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Kathy Pipkin	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr style="width: 50px; margin-left: 0;"/> ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Alishia Ramsey	English Teacher	Literacy

Classroom Teacher	Andy White	English Teacher	Literacy
Classroom Teacher	Cheryl Price	Math Teacher	Math
Classroom Teacher	Conlan Efurd	PE/Coach	Math
Classroom Teacher	Daren Ward	Speech/Drama	Literacy
Classroom Teacher	David Nelson	Vo-Ag Teacher	Math
Classroom Teacher	David Shelby	Social Studies	Literacy
Classroom Teacher	Jennifer Pierce	Math Teacher	Math
Classroom Teacher	Karen Nuttle	Special Education	Literacy
Classroom Teacher	Karen Nuttle	Special Education	ACSIP Leadership
Classroom Teacher	Lynn Garside	Art Teacher	Parental Involvement
Classroom Teacher	Marian Killgore	English Teacher	Literacy
Classroom Teacher	Martha Hawkins	Media Specialist	Math
Classroom Teacher	Marty Edmiston	Rem. Math/Coach	Math
Classroom Teacher	Michael Graham	Social Studies	Parental Involvement
Classroom Teacher	Michelle Slayton	Band Director	Literacy
Classroom Teacher	Patrick Lanford	History/ Spanish	Literacy
Classroom Teacher	Posey Summers	ESL Coordinator	Literacy
Classroom Teacher	Sean Seligman	Health/Coach	Wellness
Classroom Teacher	Sherry McMillen	English Teacher	Literacy
Classroom Teacher	SueAnn Chenault	FCCLA	Parental Involvement
Classroom Teacher	Susan Juillerat	Special Education	Math
Classroom Teacher	Tim Rippy	PE/Health/Coach	Math
Classroom Teacher	Toni Sarratt	Science Teacher	Parental Involvement
Classroom Teacher	Tony Carreira	Social Studies	ACSIP Leadership
Classroom Teacher	Trella Yates	Choir Director	Literacy
Classroom Teacher	Wayne Pipkin	Math Teacher	Math
Classroom Teacher	Wendy Ramsey	Business Teacher	Literacy
District-Level Professional	Daniel Ramsey	Science Teacher	Math
Non-Classroom Professional Staff	Kathy Pipkin	Counselor	Math
Non-Classroom Professional Staff	Martha Hawkins	Parent Facilitator	Parental Involvement
Parent	Erica Williams	Parent Volunteer	Parental Involvement
Parent	Jim Barnes	Parent Volunteer	Parental Involvement
Parent	Pat Barnes	Parent Volunteer	Parental Involvement
Parent	Tammy Singer	Parent Volunteer	Parental Involvement
Principal	Brae Harper	Assistant Principal	Literacy
Principal	Brae Harper	Assistant Principal	Wellness
Principal	Judy Winslett	Principal	ACSIP Leadership