

School Plan

Print Version

WARREN SCHOOL DISTRICT

Arkansas Comprehensive School Improvement Plan

2008-2009

Approved: 04/16/2009 11:45 AM

It is the belief of the Warren School district that all students can learn. We accept the responsibility to nurture positive development of the whole child and to provide a safe environment for learning. Our mission is to encourage each student to achieve his or her highest educational potential enabling him or her to become a responsible, productive citizen.

Grade Span:

Title I: Not Applicable

School Improvement:

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Priority 1: Increase student achievement in literacy through federal funding

Goal: Provide the best utilization of state and federal funding to improve student achievement, particularly at the various grade levels (for 08-09 - grades 3, 6, 7, 8, and 11) and subpopulations (for 08-09 combined, African American, and Economically Disadvantaged) that failed to make AYP in literacy.

Priority 2: Provide safe and drug free schools/character education program and safe learning environment.

Goal: Reduce discipline referrals that result in suspensions.

Goal: Provide a safe and drug-free learning environment that supports academic achievement.

Priority 5: Special Education

Goal: Decrease the number of African-Americans and increase the number of Hispanic students in Special Education to more accurately reflect the total school population demographics.

Goal: Decrease the number of Special Education students who are suspended or expelled.

Goal: Ensure that 100% of special education students participate in state-mandated testing.

Priority 6: Wellness

Goal: Promote nutrition education and physical fitness activities for the development of lifelong health habits and promotion of a healthy lifestyle for students, school staff members and parents and community networks.

Priority 7: Improve literacy achievement

Goal: Improve literacy achievement in all grade spans with African-American and economically disadvantaged subpopulations to meet or exceed adequate yearly progress.

Priority 1: Provide best utilization of state and federal funding to increase student achievement, particularly in literacy.

Supporting Data:

1. On the 2008 CRT's, percentages of students performing proficient or advanced are as follows: 3rd grade literacy - 49%; 3rd grade math - 74%; 4th grade literacy - 63%; 4th grade math - 69%; 5th grade literacy - 54%; 5th grade math - 80%; 6th grade literacy - 53%; 6th grade math - 64%; 7th grade literacy - 44%; 7th grade math -

62%; 8th grade literacy - 57%; 8th grade math - 58%; Algebra end-of-course - 63%; geometry end-of-course - 43%; 11th grade literacy - 38%;. On the 2008 CRT's, the following subgroups failed to make AYP: Combined, Economically Disadvantaged, African-American.

2. On the 2008 NRT's, the following percentages of students scored at/above the 50th percentile: Kindergarten – (Fall 08 MAT8 as 1st graders): reading 62%; math 48%; 1st grade reading-28%; 1st grade math-32%; 2nd grade reading-27%; 2nd grade math-45%; 9th grade reading-36%; 9th grade math-66%. Additional results are listed in the individual building data.
3. On the 2006 CRT's, percentages of students performing proficient or advanced are as follows: 3rd grade literacy – 42% ; 3rd grade math – 53%; 4th grade literacy – 56%; 4th grade math – 48%; 5th grade literacy – 43%; 5th grade math – 36%; 6th grade literacy – 60%; 6th grade math – 55%; 7th grade literacy – 42%; 7th grade math – 45%; 8th grade literacy – 42%; 8th grade math – 19%; Algebra End of Course – 50%; Geometry End of Course – 50%; 11th grade literacy End of Course – 43%. On the 2006 CRT's, the following subgroups failed to make AYP: Economically Disadvantaged and African-American.
4. On the 2006 ITBS, the following percentages of students scored above the 50th percentile: kindergarten language – 48.9%; kindergarten math – 62.7%; 1st grade reading – 56%; 1st grade language – 59.1%; 1st grade math - 62.7%; 2nd grade reading - 41.6%; 2nd grade language – 41.9%; 2nd grade math – 48.1%; 3rd grade reading – 46.2%; 3rd grade language – 46.2%; 3rd grade math – 53.7%; 4th grade reading – 50%; 4th grade language – 56%; 4th grade math – 51.5%; 5th grade reading – 47.7%; 5th grade language – 50.5%; 5th grade math – 55.9%; 6th grade reading – 34%; 6th grade language – 41.8%; 6th grade math – 42.8%; 7th grade reading – 41.7%; 7th grade language – 34.9%; 7th grade math – 48.4%; 8th grade reading – 27%; 8th grade language – 25.7%; 8th grade math – 30.9%; 9th grade reading – 27.9%; 9th grade language – 35.1%; 9th grade math – 37.8%.
5. On the 2007 CRT's, percentages of students performing proficient or advanced are as follows: 3rd grade literacy – 38% ; 3rd grade math – 66%; 4th grade literacy – 59%; 4th grade math – 50%; 5th grade literacy – 53%; 5th grade math – 67%; 6th grade literacy – 39%; 6th grade math – 53%; 7th grade literacy – 54%; 7th grade math – 60%; 8th grade literacy – 55%; 8th grade math – 54%; Algebra End of Course at WMS – 100%; Algebra End of Course at WHS - 23.4%; Geometry End of Course – 44.2%; 11th grade literacy End of Course – 33%. On the 2007 CRT's, the following subgroups failed to make AYP: Combined, Economically Disadvantaged, and African-American.
6. On the 2007 ITBS, the following percentages of students scored above the 50th percentile: kindergarten language – 35.7%; kindergarten math – 49.7%; 1st grade reading – 53.7%; 1st grade language – 59.6%; 1st grade math - 59.6%; 2nd grade reading - 50%; 2nd grade language – 39.8%; 2nd grade math – 43%; 3rd grade reading – 48.4%; 3rd grade language – 48.4%; 3rd grade math – 60.3%; 4th grade reading – 43.7%; 4th grade language – 59%; 4th grade math – 62.1%; 5th grade reading – 45%; 5th grade language – 57.6%; 5th grade math – 66.6%; 6th grade reading – 29.9%; 6th grade language – 31.8%; 6th grade math – 35.9%; 7th grade reading – 27.2%; 7th grade language – 38.2%; 7th grade math – 46.4%; 8th grade reading – 31.7%; 8th grade language – 35%; 8th grade math – 41.5%; 9th grade reading – 23.4%; 9th grade language – 29.7%; 9th grade math – 31.1%.
7. Attendance Rate: In 2005-2006, the attendance rate for Eastside Elementary School was 95.2%. In 2006-2007, the attendance rate for the school was 96.0%. In 2007-2008, the attendance rate for the school was 94.9%.
8. Attendance Rate: In 2005-06, the attendance rate for Brunson Elementary School was 95.7%. In 2006-2007, the attendance rate for the school was 95.6%. In 2007-2008, the attendance rate for the school was 95.9%.
9. Attendance Rate: In 2005-2006, the attendance rate for Warren Middle School was 94.6%. In 2006-2007, the attendance rate for the school was 95.8%. In 2007-2008, the attendance rate for the school was 95.3%.
10. Attendance Rate: In 2005-2006, the attendance rate for Warren High School was 94.7%. In 2006-2007, the attendance rate for the school was 94.3%. In 2007-2008, the attendance rate for the school was 94.5%. The graduation rate for Warren High

School is 87.1%.

Goal Provide the best utilization of state and federal funding to improve student achievement, particularly at the various grade levels (for 08-09 - grades 3, 6, 7, 8, and 11) and subpopulations (for 08-09 combined, African American, and Economically Disadvantaged) that failed to make AYP in literacy.

Benchmark For 2008-2009, increase the percentage of K-5 students, with special emphasis on African-American subpopulation, scoring at or above proficient in literacy on Benchmark exams to 64% from 2007-08 61.55%. For 2008-2009, increase/maintain the percentage of K-5 students scoring at or above proficient in math on Benchmark exams from 2007-08 77.65%. For 2008-2009, increase the percentage of 6-8 students, with special emphasis on African-American and economically disadvantaged subpopulations, scoring at or above proficient in literacy on Benchmark exams to 59.5% from 2007-08 54.8%. For 2008-2009, increase/maintain the percentage of 6-8 students scoring at or above proficient in math on Benchmark exams to 69.9% For 2008-2009, increase the percentage of 9-12 students, with special emphasis on combined, African-American, and economically disadvantaged subpopulations, scoring at or above proficient on the Grade 11 Literacy End of Course exam to 59.69% from 2007-08 39.6%. For 2008-2009, increase the percentage of 9-12 students, with special emphasis on African-American and economically disadvantaged subpopulations, scoring at or above proficient on the math End of Course exams to 55.75% from 2007-08 50%.

Intervention: Coordinate federal and state funding to increase student achievement, particularly in literacy.

Scientific Based Research: Barr. Jennifer York. (2004). Reflective Practice to Improve Schools. Corwin Press: Thousand Oaks, CA. Stiggins, Rick. (2004). Classroom Assessment for Student Learning. Assessment Training Institute: Portland, OR. Guskey, Dr. Thomas. (2003). Evaluating Professional Development. Corwin Press:Thousand Oaks, CA. DuFour, Rick; Dufour, Rebecca; Eaker, Robert; Karhanek, Gayle. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Solution Tree: Bloomington, Indiana. Carter, Lisa. (2007). Total Instructional Alignment: From Standards to Student Success. Solution Tree: Bloomington, Indiana.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide Federal Programs coordination. Pay salary and benefits for coordinator (.25 FTE) and secretary (.50 FTE). Purchase materials, supplies, and services to support Federal Programs coordination. (Title I 2324-000) Pay indirect costs. (Title I 5500-000) Action Type: Alignment	Andrew Tolbert/Superintendent	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff None 	Title I - Purchased Services: \$1500.00 Title I - Materials & Supplies: \$1500.00 Title I - Employee Salaries: \$35329.00 Title I - Employee Benefits: \$7010.25 <hr/> ACTION BUDGET: \$45339.25
At the May federal programs peer review meeting, annually evaluate the effectiveness of the federal and state categorical funding programs by analyzing student	Mary Jo Wisener, Assistant Superintendent	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$

<p>achievement data, including CRT/NRT/Target Test results- disaggregated by subpopulations, growth, and strands-, along with Classroom Walk Throughs. Ensure the intervention is implemented as designed and that monies allocated were expended as designed. Provide evidence of the impact of the intervention on student achievement, using the most recent student achievement reports. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in 2009-2010 ACSIP plan. Action Type: Program Evaluation</p>				
<p>Provide supplemental services as required by NCLB. Set aside 20% of Title I allocation amount to pay for such services for school(s) in Year 2/Year 3 of School Improvement. (Following the deadline for SES application, change funding amount to that requested and reallocate remainder of the 20% set aside.) Make information available to parents concerning supplemental services: availability of services, identity of approved providers, and a brief description of services, qualifications, and demonstrated</p>	<p>Mary Jo Wisener/Assistant superintendent, Principals</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<p>NSLA (State-281) - Purchased Services: \$42704.00</p> <hr/> <p>ACTION BUDGET: \$42704</p>

effectiveness of each such provider. Reallocate for additional remediation any funding not accessed for SES. (20% set-aside) (50%=NSLA 1590-012-014) (50%=NSLA 1590-015-014) Action Type: Alignment Action Type: Equity				
Purchase materials and provide services for homeless, neglected, and delinquent. (Title I 3351-000) Action Type: Equity	Mary Jo Wisener/Federal Programs Coordinator	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff 	Title I - Materials & \$1000.00 Supplies: Title I - Purchased \$1000.00 Services: <hr/> ACTION BUDGET: \$2000
Attend professional development on coordination of federal programs. Action Type: Alignment Action Type: Professional Development	Mary Jo Wisener, federal programs coordinator	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Recruit, hire, and retain high quality, highly qualified teachers to improve student achievement by following the district's recruitment and hiring process and by providing a quality orientation, mentoring, and job-embedded program of professional development on improving student achievement. Pay fee for web-based recruitment service. (NSLA 2560-000-014) Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type:	Mary Jo Wisener, asst. supt., and principals	Start: 08/11/2008 End: 05/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff 	NSLA (State-281) - Purchased \$750.00 Services: <hr/> ACTION BUDGET: \$750

Professional Development				
Ensure compliance at building levels with Title I requirements of attestations, parent/school/student compacts, parapro supervision, highly qualified status, evaluation of parental involvement policy, and private school notification. Action Type: Collaboration Action Type: Parental Engagement	Mary Jo Wisener, Asst. Supt. and principals of Title I schools	Start: 07/01/2008 End: 06/20/2009	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Provide fiscal support and professional development to the schools for activities outside the normal school day and calendar such as summer school and extended-day programs. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Mary Jo Wisener, Asst. Supt.	Start: 08/18/2008 End: 05/31/2009	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
By November 2008, hold a meeting with parents, school staff, and others to develop and/or revise the local improvement plan to address the needs of the students/reasons for failure to make AYP. Begin implementation of this plan in 2009-2010. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Mary Jo Wisener, Asst. Supt.	Start: 11/01/2008 End: 11/30/2008	<ul style="list-style-type: none"> Community Leaders District Staff 	<hr/> ACTION BUDGET: \$
Total Budget:				\$90793.25
Intervention: Provide quality professional development with local, state, and federal funding to insure highly qualified staff that will meet the academic needs of the students, including addressing the needs of subpopulations of African American, Economically Disadvantaged, Combined, and particularly in the areas of literacy achievement.				

Scientific Based Research: Research: Carter, Gene (2004). Education Update: Scaling up quality teaching: the professional development imperative. DuFour, Rick; Dufour, Rebecca; Eaker, Robert; Karhanek, Gayle. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Solution Tree: Bloomington, Indiana. Carter, Lisa. (2007). Total Instructional Alignment: From Standards to Student Success. Solution Tree: Bloomington, Indiana.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Meet the professional development needs of the instructional staff. Provide professional development in scientifically-based research strategies that include activities having the greatest likelihood of improving student achievement/academic program, such as workshops, meetings, school visits, etc. for teachers and administrators. Align classroom activities with academic content standards and assessment, using the Total Instructional Alignment process. Provide professional development on in-depth disaggregation of student performance data. Develop AYP achievement goals for each of the groups of students identified in the disaggregated data.(District School Improvement #1,#2, #3). Ensure 60 hours of data-driven, professional development for all certified personnel. Focus on Total Instructional Alignment process to address teaching and learning issues related to reasons district failed to make AYP. Focus on the components of comprehensive literacy to address reasons why district failed to make AYP. Include 6 hours of technology training; 2 hours of parental involvement training for teachers and 3 hours of parental involvement</p>	<p>Mary Jo Wisener/Assistant Superintendent</p>	<p>Start: 07/01/2008 End: 06/30/2010</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>training for administrators, including strategies to promote effective parental involvement in the schools; 2 hours of Arkansas history. Include training for administrators in data disaggregation, instructional leadership and fiscal management. Pay stipends and/or hire substitutes. Pay registration fees, purchase materials and services to support the professional development. (State P.D. 2213-000) Action Type: Professional Development</p>				
<p>Utilize academic facilitators in math, literacy, and science to provide a mentoring program for teachers that is tied to the professional development plan to increase student achievement. Job descriptions will match ADE Rules 6.07 for Special Needs September '07. Include data disaggregation, curriculum alignment and model practices in the mentoring program. Pay salary and benefits. Utilize 10% Title I funds for this professional development purpose. (District School Improvement #8) Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Mary Jo Wisener/Assistant Superintendent, Principals</p>	<p>Start: 07/01/2008 End: 06/30/2010</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Provide materials and services to support professional development led by instructional facilitators. Pay dues and fees. Purchase materials</p>	<p>Mary Jo Wisener/Federal Programs Coordinator, Math Coach</p>	<p>Start: 07/01/2008 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers 	<p>Title II-A - Materials & \$1680.00 Supplies: PD (State-223) - \$3000.00 Purchased</p>

<p>and equipment needed for professional development. (Title IIA 2213-000) Purchase computer for instructional facilitators to use to create and present professional development presentations to improve instruction to improve student achievement. Pay salary and benefits for instructional facilitator's work in extended day.(State P.D. 2213-000) (NSLA 2294-000-013, NSLA 2295-000-013, NSLA 2297-000-013, NSLA 1511-000-004, NSLA 2213-000-002). Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>				<p>Services: PD (State-223) - Materials & Supplies: \$8000.00 NSLA (State-281) - Materials & Supplies: \$3000.00</p> <hr/> <p>ACTION BUDGET: \$15680</p>
<p>Provide training for substitute teachers in instructional strategies to insure effective instruction. Pay stipend salaries and benefits. Purchase training materials. Hire facilitators. (Title IIA 2213-000) Action Type: Professional Development</p>	<p>Mary Jo Wisener/Assistant Superintendent, Principals</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teaching Aids 	<p>Title II-A - Employee Benefits: \$242.00 Title II-A - Employee Salaries: \$1100.00 Title II-A - Materials & Supplies: \$150.00</p> <hr/> <p>ACTION BUDGET: \$1492</p>
<p>Provide training in school improvement strategies that counts as more than the 60 hours required by the state. Pay stipend salaries and benefits for teachers to attend school improvement training (and/or for substitutes). Provide materials to support the training. Pay registration, lodging, travel for training in school improvement strategies. Pay outside consultant to provide training on school improvement. (State P.D. 2213-000) Action Type:</p>	<p>Mary Jo Wisener/Assistant Superintendent</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>PD (State-223) - Purchased Services: \$2250.00</p> <hr/> <p>ACTION BUDGET: \$2250</p>

<p>Collaboration Action Type: Equity Action Type: Professional Development</p>				
<p>Provide training in reading, writing, and math instruction for paraprofessionals. Pay registration for Praxis assessments for paraprofessionals. Provide a quality mentoring program for novice teachers. Reimburse teachers (through salaries and benefits)for Praxis assessments and/or college hours to add an area of licensure. Pay substitutes, provide registration fees and materials for training, testing, and/or college hours, as necessary for teachers and other instructional staff. (Title II 2213-000) Action Type: Professional Development</p>	<p>Mary Jo Wisener/Federal Programs Coordinator, Principal, Assistant Superintendent</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>		<p>Title II-A - Employee \$440.00 Benefits: Title II-A - Employee \$2000.00 Salaries: <hr/>ACTION BUDGET: \$2440</p>
<p>At the May federal programs/state programs peer review meeting and in the annual professional development committee meeting, annually evaluate the effectiveness of the professional development provided in terms of improved student achievement and update plan. Ensure the intervention is implemented as designed and that monies budgeted were expended as intended. Provide an analysis and revision of the district's budget as indicated by need. Provide evidence of the impact of the intervention on student achievement, using the most recent student achievement reports - disaggregated by subpopulations, growth, and strands. Determine why the district's previous efforts</p>	<p>Mary Jo Wisener/Assistant Superintendent</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Performance Assessments 	<hr/> <p>ACTION BUDGET: \$</p>

<p>to improve were ineffective and provide a framework of action steps to improve those efforts. Adjust the intervention to provide resources and support as needed. Analyze and address district insufficiencies as they relate to leadership for schools, governance, fiscal infrastructures, and curriculum/instruction. Identify the district's challenges in implementing professional development requirements and provide need-related technical assistance and professional development to effect changes in instruction. Establish a district steering committee with Mary Jo Wisener, Assistant Superintendent and federal programs coordinator, to chair the committee and include a cross section of teachers, experts, parents, and other stakeholders to develop the plan to effect necessary changes for improved student achievement. The plan will address goals, interventions and actions. Data will drive professional development. Data from current year will be posted in 2009-2010 ACSIP plan. Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>Participate in literacy facilitator, math facilitator, science facilitator, and Reading Recovery consortium professional development. Pay consortium fees. Purchase books to be used for book studies for professional development above the required 60 hours. Use 10% of district</p>	<p>Mary Jo Wisener/Fed. Prog. coord., math coach</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Outside Consultants 	<p>Title I - Purchased \$22470.00 Services: Title I - Materials & Supplies: \$659.00</p> <hr/> <p>ACTION BUDGET: \$23129</p>

<p>Title I funds to support this professional development. (Title I 2213-000) Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>				
<p>Encourage additional professional development by paying a \$500 stipend to each certified person who obtains 90 hours (30 hours above the required 60 hours) of approved professional development in the 2008-2009 professional development year. (State P.D. 2213-000)(Title I 2213-000) Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Mary Jo Wisener/Fed. prog. coord., principals</p>	<p>Start: 06/03/2008 End: 06/30/2010</p>	<ul style="list-style-type: none"> District Staff Teachers 	<p>PD (State-223) - Employee Benefits: \$322.00 PD (State-223) - Employee Salaries: \$1500.00 Title I - Employee Benefits: \$800.00 Title I - Employee Salaries: \$3200.00</p> <hr/> <p>ACTION BUDGET: \$5822</p>
<p>Provide training for classified employees in classroom management and instructional strategies. Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Mary Jo Wisener/Assistant Superintendent</p>	<p>Start: 08/18/2008 End: 06/07/2009</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Provide orientation/induction for teachers new to the district. Provide materials. (Title IIA 2213-000) Action Type: Alignment Action Type: Professional Development</p>	<p>Mary Jo Wisener, Assistant Superintendent</p>	<p>Start: 08/01/2008 End: 05/31/2009</p>	<ul style="list-style-type: none"> Administrative Staff 	<p>Title II-A - Materials & Supplies: \$200.00</p> <hr/> <p>ACTION BUDGET: \$200</p>
<p>Provide professional development in meeting the needs of diverse learners. Attend AGATE conference. Pay registration, meals, mileage, and lodging. (State P.D. 2213-000) Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Rhonda Williams/G/T Coordinator</p>	<p>Start: 08/21/2008 End: 05/31/2009</p>	<ul style="list-style-type: none"> District Staff 	<p>PD (State-223) - Purchased Services: \$1000.00</p> <hr/> <p>ACTION BUDGET: \$1000</p>

<p>Provide professional development in parental engagement. Attend Parent Involvement conference. Pay registration, meal, mileage, lodging. (State P.D. 2213-000) Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Patricia Ellis/Parent Coordinator</p>	<p>Start: 08/21/2008 End: 05/31/2009</p>	<ul style="list-style-type: none"> District Staff 	<p>PD (State-223) - Purchased Services: \$1000.00</p> <hr/> <p>ACTION BUDGET: \$1000</p>
<p>Provide scientifically-based researched professional development on setting specific measurable achievement goals and targets for identified students and on developing AYP achievement goals for the subgroups identified, on identifying teaching and learning needs and specific academic problems of low achieving students, on identifying the reasons the LEAs' prior plan failed to bring about increased academic achievement, and in providing appropriate activities for increased student achievement. Assist schools in incorporating activities such as extended day and extended year to address student academic needs. Identify technical assistance resources for schools, including district resources, parent resources, educational cooperative resources, ADE resources, outside consultants used, higher education/ERZ liaison persons, and business or community group resources.(District School Improvement #4, 5, and 6). Action Type: Alignment Action Type: Professional Development</p>	<p>Mary Jo Wisener, Asst. Supt.</p>	<p>Start: 08/11/2008 End: 05/20/2009</p>	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Collaborate with the SEA to provide technical assistance, such as that</p>	<p>Mary Jo Wisener, Asst. Supt.</p>	<p>Start: 08/11/2008 End:</p>	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

provided by educational cooperatives and the ERZ, to schools failing to meet academic improvement goals (District School Improvement #7). Action Type: Alignment Action Type: Collaboration Action Type: Professional Development		05/30/2009		
Provide training in CPR. Pay stipend salaries and benefits. (State P.D. 2213-000) Action Type: Professional Development	Paula Church, School Nurse	Start: 08/18/2008 End: 05/31/2009	<ul style="list-style-type: none"> District Staff 	PD (State-223) - Employee Benefits: \$108.00 PD (State-223) - Employee Salaries: \$500.00 <hr/> ACTION BUDGET: \$608
Total Budget:				\$53621

Intervention: Provide a quality educational program emphasizing acquisition of English for students qualified as English Language Learners.

Scientific Based Research: Harmer, J. (2005) The Practice of English Language Teaching. Pearson Education.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide ELL program coordinator/instructor. Pay salaries and benefits. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Mary Jo Wisener/Assistant Superintendent, Principals	Start: 08/01/2008 End: 05/31/2009	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Provide quality professional development for ELL staff (substitutes salaries and benefits and purchased services). Action Type: Alignment Action Type: Professional Development	Mary Jo Wisener/Assistant Superintendent	Start: 07/01/2008 End: 06/30/2009		<hr/> ACTION BUDGET: \$
Provide assessment and instructional materials for ELL program. Purchase services to support the ELL program. Action Type: Alignment Action Type: Equity	Cindy Pacheco/ELL Coordinator, Mary Jo Wisener/Federal Programs coordinator	Start: 07/01/2008 End: 06/30/2009		<hr/> ACTION BUDGET: \$
During the May annual federal programs/state programs peer review, annually evaluate the effectiveness of the ELL program by analyzing student achievement data of ELL students, including CRT/NRT/Target Tests/ELDA. Ensure the intervention is	Cindy Pacheco/ELL Coordinator, Mary Jo Wisener/ Assistant Superintendent	Start: 07/01/2008 End: 06/30/2009		<hr/> ACTION BUDGET: \$

<p>implemented as designed and that monies allocated were expended as intended.. Provide evidence of the impact of the intervention on student achievement, using the most recent student achievement reports. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in 2009-2010 ACSIP plan. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>				
Total Budget:				\$0

Intervention: Provide a quality alternative learning environment for students who qualify for such services.
Scientific Based Research: Payne, Ruby, Ph.D. (2004). A Framework for Understanding Poverty. ahaProcess, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Provide instructional and counseling services to 7th through 12th grade ALE students enrolled in the two-district consortium, the Warren-Hermitage ALE program. Pay staff salaries and benefits, substitutes, purchase materials and equipment, and provide purchased services. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Mary Jo Wisener/Federal Programs Coordinator	Start: 08/01/2008 End: 05/31/2009	<ul style="list-style-type: none"> Computers Teachers 	<hr/> ACTION BUDGET: \$
<p>Provide instructional and counseling services to 4th-6th grade ALE students eligible for such services. Pay staff salaries and benefits. Action Type: Alignment Action Type: Equity</p>	Max Williams/Principal	Start: 07/01/2008 End: 06/30/2009		<hr/> ACTION BUDGET: \$
<p>Provide quality professional development in alternative learning strategies. Action Type: Professional Development</p>	Mary Jo Wisener/Assistant Superintendent	Start: 07/01/2008 End: 06/30/2009		<hr/> ACTION BUDGET: \$
<p>During the May federal programs/state programs peer review meeting, annually evaluate the effectiveness of the ALE programs by analyzing student achievement data of ALE students, including CRT/NRT results. Ensure the intervention is implemented as designed and monies were expended as intended. Provide</p>	Mary Jo Wisener/Asst. Supt., ALE teachers	Start: 08/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Performance Assessments 	<hr/> ACTION BUDGET: \$

evidence of the impact of the intervention on student achievement, using the most recent student achievement reports. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in 2009-2010 ACSIP plan. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation				
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Total Budget: \$0

Intervention: Provide a quality parental involvement program.

Scientific Based Research: Jesse, Dan (2004). McREL: Increasing parental involvement: a key to student achievement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide professional development in strategies to promote effective parental involvement in the district. Action Type: Parental Engagement Action Type: Professional Development	Mary Jo Wisener/Asst. Supt., Parent Coordinator	Start: 08/01/2008 End: 06/30/2009		ACTION BUDGET: \$
During the May federal programs/state programs peer review meeting, annually evaluate the effectiveness of the parental involvement plans and the parenting center by analyzing the number of parents participating in programs and conferences and the increase in student achievement. Ensure the intervention is implemented as designed and that monies were expended as intended. Provide evidence of the impact of the	Mary Jo Wisener/Asst. Supt., Parent Coordinator	Start: 08/04/2008 End: 06/30/2009		ACTION BUDGET: \$

<p>intervention on student achievement, using the most recent student achievement reports- disaggregated by subpopulations, growth, and strands. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in 2009-2010 ACSIP plan. Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>Participate in the HIPPY program. Pay district's cost of SEARK Co-op HIPPY program. (Title I 2170-699) Action Type: Alignment Action Type: Equity Action Type: Parental Engagement</p>	<p>Mary Jo Wisener/Fed. prog. coord.</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> District Staff 	<p>Title I - Purchased \$20000.00 Services:</p> <hr/> <p>ACTION BUDGET: \$20000</p>
<p>Create a local ACSIP task force committee to advise the schools on how best to close the gap in academic achievement 6-15-1603. Use the Title I/Title V committee for this purpose. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Andrew Tolbert/Superintendent</p>	<p>Start: 08/21/2008 End: 05/30/2009</p>	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Ensure that parent involvement strategies and activities clearly align with strategies</p>	<p>Mary Jo Wisener/Federal Programs Coordinator, Parent Coordinator, and Facilitators</p>	<p>Start: 08/21/2008 End: 06/01/2009</p>	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p>and activities for students and assess/ensure that parent activities positively affect factors contributing to low achievement. For example, encourage and teach parents how to read to /read with their children. Provide necessary support for parental involvement program. Purchase materials and supplies beyond those required by Act 307. Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>Provide written notice to parents of the district's and each school's school improvement status, achievement data that caused the status, and how parents can become involved in addressing the academic issues that led to the identification and how they can help improve student achievement. Offer and explain school choice. (District School Improvement #9) Action Type: Parental Engagement</p>	<p>Mary Jo Wisener/asst. supt.</p>	<p>Start: 08/21/2008 End: 06/01/2009</p>	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Allocate 1% of total Title I allocation to schools being served by Title I. (District School Improvement #10) Action Type: Equity Action Type: Parental Engagement</p>	<p>Mary Jo Wisener, Assistant Superintendent</p>	<p>Start: 08/11/2008 End: 05/31/2009</p>	<ul style="list-style-type: none"> Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>

After each target test or formative assessment and following each state-mandated achievement test, inform parents and students of the results and help them set individual goals for improvement. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Principals at each school	Start: 08/18/2008 End: 05/31/2010	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Total Budget:				\$20000

Intervention: Provide cutting-edge technology equipment, materials, and professional development to support improved student achievement.

Scientific Based Research: Using Technology to Improve Student Achievement. (2005). eSchool News. NCREL

Actions	Person Responsible	Timeline	Resources	Source of Funds
During the May federal programs/state programs peer review and during the regular meetings of the district technology committee, annually evaluate the effectiveness of the technology plan by analyzing technology needs surveys, professional development evaluations, student and staff use of technology, and student achievement results-disaggregated by subpopulations, growth, and strands. Ensure the intervention is implemented as designed and that allocated funding was expended as intended. Provide evidence of the impact of the intervention on student achievement, using the most recent student achievement reports. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in 2009-2010 ACSIP plan.	Vickie Newton/ technology coordinator	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$

Action Type: Program Evaluation Action Type: Technology Inclusion				
Maintain an active, ongoing team that develops, revises, and sustains the technology plan and that seeks funding for technology that will support the mission of the Warren School District. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Vickie Newton/technology coordinator	Start: 08/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Provide access to appropriate, current technology that supports effective teaching and learning for all students and staff. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Vickie Newton/technology coordinator	Start: 08/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Computers Outside Consultants 	<hr/> ACTION BUDGET: \$
Transform our schools into technological learning centers for the community. Action Type: Collaboration Action Type: Parental Engagement	Vickie Newton/technology coordinator	Start: 08/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Computers Teaching Aids 	<hr/> ACTION BUDGET: \$
Provide quality professional development in the use of technology to support student achievement. Purchase materials and services (registration, meals, mileage, lodging) needed for professional development. (P.D. 2213-000) Action Type: Professional Development Action Type: Technology Inclusion	Vickie Newton/technology coordinator	Start: 08/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff 	PD (State-223) - Purchased Services: \$2000.00 <hr/> ACTION BUDGET: \$2000
Total Budget:				\$2000

Intervention: Recruit teachers and administrators and encourage students to pursue careers in education.

Scientific Based Research: Dunne, Diane. NEA offers tips to recruit minority teachers. Education World, 2005.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Advertise all vacancies in state, regional, and local newspapers. Action Type: Collaboration	Mary Jo Wisener, asst. supt.,	Start: 07/01/2008 End:	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION \$

Action Type: Equity	and principals	06/30/2009	Staff	ACTION BUDGET: \$
Send letters of recruitment of minorities to all universities and colleges in Arkansas and in surrounding states. List vacancies and request minority applicants. Action Type: Collaboration Action Type: Equity	Mary Jo Wisener, asst. supt., and principals	Start: 07/01/2008 End: 06/30/2009	• District Staff	ACTION BUDGET: \$
Give equitable consideration to minorities that are qualified in areas where the vacancy has occurred. Action Type: Collaboration Action Type: Equity	Mary Jo Wisener, asst. supt., and principals	Start: 07/01/2008 End: 06/30/2009	• District Staff	ACTION BUDGET: \$
Ask minorities who are offered employment and who refuse to write refusal reasons. Action Type: Collaboration Action Type: Equity	Mary Jo Wisener, asst. supt., and principals	Start: 07/01/2008 End: 06/30/2009	• District Staff	ACTION BUDGET: \$
Encourage minority classified personnel employed by the district to obtain certification and return to the district to teach. Action Type: Collaboration Action Type: Equity	Mary Jo Wisener, asst. supt., and principals	Start: 07/01/2008 End: 06/30/2009	• District Staff	ACTION BUDGET: \$
Participate in the Educational Renewal Zone partnership for recruiting/retaining teachers. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Mary Jo Wisener, asst. supt., and principals	Start: 07/01/2008 End: 06/30/2009	• District Staff	ACTION BUDGET: \$
Annually evaluate the effectiveness of the plan by analyzing the numbers/percentages of minority teachers and administrators and by analyzing the number of Warren students entering education. Ensure the intervention is implemented as designed. Provide evidence of the impact of the intervention on student achievement, using the most recent student achievement reports-disaggregated by subpopulations, growth, and strands. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in 2009-2010 ACSIP plan. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Mary Jo Wisener, asst. supt., and principals	Start: 07/01/2008 End: 06/30/2009	• District Staff	ACTION BUDGET: \$
Provide professional development on recruiting minority teachers and administrators. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	M	Start: 07/01/2008 End: 06/30/2009	• District Staff	ACTION BUDGET: \$
Provide classified minority employees of the district information on obtaining	Mary Jo Wisener,	Start: 07/01/2008	• District Staff	ACTION BUDGET: \$

certification and financial aid. Action Type: Collaboration Action Type: Equity	asst. supt., and principals	End: 06/30/2009		BUDGET:
Have minority students shadow educational professionals. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Mary Jo Wisener, asst. supt., and principals	Start: 07/01/2008 End: 06/30/2009	• District Staff	ACTION BUDGET: \$
Pay supervisor's travel costs to encourage the University of Arkansas at Pine Bluff to send observing students and student teachers to the Warren School District. Action Type: Collaboration Action Type: Equity	Mary Jo Wisener, asst. supt., and principals	Start: 07/01/2008 End: 06/30/2009	• District Staff	ACTION BUDGET: \$
Encourage use of minority students in hands-on activities as classroom helpers and in mentoring by minority teachers. Expand the Future Teachers of America at Warren High School. Sponsor students' participation in Minority Future Educators Conference held annually. Action Type: Collaboration Action Type: Equity	Mary Jo Wisener, asst. supt., and principals	Start: 07/01/2008 End: 06/30/2009	• District Staff	ACTION BUDGET: \$
Encourage Character Coaches to pursue career in education. Action Type: Collaboration Action Type: Equity	Mary Jo Wisener, asst. supt., and principals	Start: 07/01/2008 End: 06/30/2009	• District Staff	ACTION BUDGET: \$
Inform students of minority scholarships that they can apply for through the PSAT test/The College Board. Action Type: Collaboration Action Type: Equity	Mary Jo Wisener, asst. supt., and principals	Start: 07/01/2008 End: 06/30/2009	• District Staff	ACTION BUDGET: \$
Invite all minority colleges in the region to the college and career day. Action Type: Collaboration Action Type: Equity	Mary Jo Wisener, asst. supt., and principals	Start: 07/01/2008 End: 06/30/2009	• District Staff	ACTION BUDGET: \$
Provide professional development on encouraging students to pursue a career in education. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Mary Jo Wisener, asst. supt., and principals	Start: 07/01/2008 End: 06/30/2009	• District Staff	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: Provide Safe and Drug Free Schools/character education program to teach violence prevention, alcohol prevention and drug prevention; good decision making; appropriate behavior, and to provide safe and drug-free learning environment.

1. EASTSIDE APSCN data for 2007-2008 indicates the following disciplinary incidents:
Student assault: 2 white male, 6 black male Staff assault: 1 black male
Insubordinations: 3 white male, 6 black male, 3 black female, 1 Hispanic male
Disorderly conduct: 5 white male, 21 black male, 5 black female Bullying: 2 white
male, 1 white female, 14 black male, 12 black female, 1 Hispanic male, 1 Hispanic
female Fighting: 5 white male, 8 black male, 5 black female Other: 3 white male, 1
white female, 4 black male, 9 black female, 2 Hispanic female Actions Taken: In
school suspension: 15 white male, 2 white female, 44 black male, 31 black female, 1

Supporting
Data:

- Hispanic male, 3 Hispanic female Out of school suspension: 1 white male, 7 black male, 1 black female Corporal punishment: 4 white male, 8 black male, 2 black female, 1 Hispanic male Other: 1 black male
2. BRUNSON: APSCN data for 2007-2008 indicates the following disciplinary incidents: Truancy: 1 white female, 1 black male, 2 black female Insubordinations: 3 white male, 5 white female, 17 black male, 1 black female Disorderly conduct: 1 white female, 4 black male, 1 black female Bullying: 2 white female, 1 black male Fighting: 2 white male, 2 white female, 17 black male, 2 black female, 6 Hispanic male Actions Taken: In school suspension: 5 white male, 10 white female, 30 black male, 4 black female, 6 Hispanic male Out of school suspension: 8 black male, 1 black female ALE: 1 white female, 2 black male, 1 black female
 3. WARREN MIDDLE SCHOOL: APSCN data for 2007-2008 indicates the following disciplinary incidents: Drugs: 2 white female, 4 black male Tobacco: 6 white male Truancy: 8 black male, 2 Hispanic male Staff assault: 1 black male Insubordinations: 4 white male, 1 white female, 26 black male, 11 black female, 1 Hispanic male Disorderly conduct: 3 white male, 1 black male, 1 black female Bullying: 1 black male Fighting: 16 white male, 1 white female, 25 black male, 5 black female, 4 Hispanic male, 2 Hispanic female Other: 1 white male, 1 white female, 5 black male, 2 black female Actions Taken: In school suspension: 8 white male, 1 white female, 15 black male, 4 black female, 1 Hispanic male Out of school suspension: 14 white male, 2 white female, 32 black male, 13 black female, 3 Hispanic male, 2 Hispanic female Expelled: 1 white female, 1 black male Corporal punishment: 8 white male, 1 white female, 22 black male, 2 black female, 3 Hispanic male Expelled for drugs: 1 black male WARREN HIGH SCHOOL: APSCN data for 2007-2008 indicates the following disciplinary incidents: Drugs: 2 white male, 3 black female Tobacco: 2 white male, 2 black female Truancy: 15 white male, 2 white female, 17 black male, 13 black female, 6 Hispanic male, 1 Hispanic female Staff assault: 3 black male Rifle: 1 white male Insubordinations: 28 white male, 3 white female, 43 black male, 22 black female, 2 Hispanic female Disorderly conduct: 1 white female, 7 black male Fighting: 14 white male, 6 white female, 8 black male, 10 black female, 2 Hispanic female, 1 Native American female Other: 1 white female Actions Taken: In school suspension: 28 white male, 4 white female, 39 black male, 19 black female, 5 Hispanic male, 2 Hispanic female Out of school suspension: 23 white male, 8 white female, 36 black male, 22 black female, 1 Hispanic male, 1 Hispanic female, 1 Native American female Expelled: 3 black males Expelled for weapons: 1 white male Corporal punishment: 10 white male, 1 white female, 3 black male, 6 black female, 1 Hispanic female
 4. Disciplinary incidents resulted in 92 students receiving out-of-school suspension in 2005-2006. Disciplinary incidents resulted in 38 students receiving corporal punishment in 2005-2006. APSCN data for 2005-2006 indicate that there were no students receiving expulsion.
 5. Disciplinary incidents resulted in 78 students receiving out-of-school suspension in 2006-2007.
 6. Disciplinary incidents resulted in 44 students receiving corporal punishment in 2006-2007.
 7. Three knife incidents were reported in 2006-2007.
 8. Disciplinary incidents resulted in 1 expulsion in 2006-2007.
 9. Attendance Rate: Eastside Elementary School: In 2005-2006, the attendance rate for the school was 95.2%. In 2006-2007, the attendance rate for the school was 96.0%. In 2007-2008, the attendance rate for the school was 94.9%.
 10. Attendance Rate: Brunson Elementary School: In 2005-2006, the attendance rate for the school was 95.7%. In 2006-2007, the attendance rate for the school was 95.6%. In 2007-2008, the attendance rate for the school was 95.9%.
 11. Attendance Rate: Warren Middle School: In 2005-2006, the attendance rate for the school was 94.6%. In 2006-2007, the attendance rate for the school was 95.8%. In 2007-2008, the attendance rate for the school was 95.3%.
 12. Attendance Rate: Warren High School: In 2005-2006, the attendance rate for the school was 94.7%. In 2006-2007, the attendance rate for the school was 94.3%. In 2007-2008, the attendance rate for the school was 94.5%.
 13. Graduation Rate: The graduation rate for Warren High School is 87.1%.
 14. Eastside: According to the AS-IS web site, in the 2005-2006 school year, there were 0 expulsions and there was .2 staff assaults and 0 student assaults. According to the

AS-IS web site, in the 2006-2007 school year, there were 0 expulsions and there were 1.6 staff assaults and 1.2 student assaults. Brunson: According to the AS-IS web site, in the 2005-2006 school year, there were 0 expulsions, 0 staff assaults, and .4 student assaults. According to the AS-IS web site, in the 2006-2007 school year, there were 0 expulsions, 0 staff assaults, and 0 student assaults. Middle School: According to the AS-IS web site, in the 2005-2006 school year, there were .3 expulsions, .3 staff assaults, and .5 student assaults. According to the AS-IS web site, in the 2006-2007 school year, there were 0 expulsions, .3 staff assaults, and 1.5 student assaults. High School: According to the AS-IS web site, in the 2005-2006 school year, there were .4 expulsions, 0 staff assaults, and 0 student assaults. According to the AS-IS web site, in the 2006-2007 school year, there were 0 expulsions, 0 staff assaults, and 0 student assaults.

15. The Annual School Report Card for 2007 for Eastside Elementary School reported the following: Expulsions 0.2% Weapons Incidents 0.2% Staff Assaults 0.8% Student Assaults 0.2 % The Annual School Report Card for 2007 for Brunson Elementary School reported the following: Expulsions 0% Weapons Incidents 0% Staff Assaults 0 % Student Assaults 0% The Annual School Report Card for 2007 for Warren Middle School reported the following: Expulsions 0% Weapons Incidents 0.6% Staff Assaults 0 % Student Assaults 0% The Annual School Report Card for 2007 for Warren High School reported the following: Expulsions 0.2% Weapons Incidents 0% Staff Assaults 0 % Student Assaults 0%

Goal Reduce discipline referrals that result in suspensions.

Benchmark Reduce the number of discipline referrals that result in suspensions by 10%.

Intervention: Provide drug and violence prevention lessons and training in good decision making and appropriate behavior through Character Education program.				
Scientific Based Research: "Character First." Character Training Institute. Chicago, Illinois.(2005).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide a program of drug and violence prevention and training in good decision making and appropriate behavior through Character Education. Provide facilitator and sponsors for program. Pay stipend salaries, benefits and substitutes. Purchase materials and services to support the program. (Title IVA 2120-012, 013, 014, 015) Action Type: Collaboration	Mary Jo Wisener/Superintendent, Federal Programs Coordinator	Start: 07/01/2008 End: 06/30/2009		Title IV-A - Purchased Services: \$250.00 Title IV-A - Materials & Supplies: \$1157.00 Title IV-A - Employee Salaries: \$3750.00 Title IV-A - Employee Benefits: \$1000.57 <hr/> ACTION BUDGET: \$6157.57
Pay stipends (salaries and benefits)to facilitator and sponsors for planning/training time outside contracted year. (Title IVA 2213-012, 013, 014, 015) Action Type: Professional	Mary Jo Wisener/Asst. Supt.	Start: 07/01/2008 End: 06/30/2009		<hr/> ACTION BUDGET: \$

Development				
Involve parents and patrons in planning, supporting, and periodically evaluating the Character Education Program to determine the effectiveness of identified activities. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Terri Callaway/SDFS coordinator	Start: 07/01/2008 End: 06/30/2009		_____ ACTION BUDGET: \$
Provide a Watch D.O.G.S. program to encourage male participation at school for providing positive role models and good decision-making. Provide keynote speaker for the kick-off of the program. Action Type: Parental Engagement	Marilyn Johnson/Principal	Start: 08/01/2008 End: 05/31/2009	• District Staff	_____ ACTION BUDGET: \$
During the May federal programs/state programs peer review meeting, annually evaluate the effectiveness of the Character Education's program of drug and violence prevention lessons by analyzing APSCN discipline reports - disaggregated by subpopulations - for the reduction of discipline referrals that result in suspensions. Ensure the intervention is implemented as designed and that funds allocated are expended as intended. Provide evidence of the impact of the intervention on student achievement, using the most recent student achievement reports. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in 2009-2010 ACSIP plan. Action Type: Collaboration Action Type: Program Evaluation	Mary Jo Wisener, asst. supt., and principals	Start: 07/01/2008 End: 06/30/2009	• District Staff	_____ ACTION BUDGET: \$

Total Budget:	\$6157.57
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Goal Provide a safe and drug-free learning environment that supports academic achievement.
 Benchmark Reduce acts of violence by 10%.

Intervention: Acquire and install metal detectors, electronic locks or surveillance cameras.				
Scientific Based Research: Shafii, Mohammad. (2004). School Violence: Assessment, Management, and Prevention. Haworth Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Acquire security equipment for schools to deter/document acts of violence and improper behavior. Purchase communications service/School Messenger to alert parents of emergencies. Allocate 20% of Title IV-A allocation (\$6772 x .20 = \$1354) for this purchase. (2660-012) Action Type: Collaboration Action Type: Technology Inclusion	Mary Jo Wisener/Asst. Supt., Louis Jean Tate/Safety Director	Start: 07/01/2008 End: 06/30/2009		Title IV-A - Purchased Services: \$1354.00 ACTION BUDGET: \$1354
Train school personnel in effective use of security equipment. Action Type: Professional Development	Mary Jo Wisener/Asst. Supt, Principals	Start: 07/01/2008 End: 06/30/2009		ACTION BUDGET: \$
At the May federal programs/state programs peer review meeting, annually evaluate the effectiveness of security equipment by analyzing APSCN discipline reports -disaggregated by subpopulations-, and reports of crime within the schools. Ensure the intervention is implemented as designed and that funding allocated is expended as intended. Provide evidence of the impact of the intervention on student achievement, using the most recent student achievement reports. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in 2009-2010 ACSIP plan. Action Type: Program Evaluation	Mary Jo Wisener/Asst. Supt.	Start: 07/01/2008 End: 06/30/2009		ACTION BUDGET: \$
Total Budget:				\$1354

Priority 5: Comply with special education focus monitoring findings.

- Supporting Data:
- Arkansas Department of Education Focus Monitoring/ACSIP Special Education District Data: This document shows that for 2005-2006 the percentage of black students receiving special education services is 45.40% as compared to 38.78% of the total black students in the school population. This document shows that for 2004-2005 the percentage of black students receiving special education services is 52.12% as compared to 41.42% of the total black students in the school population. The difference exceeds the state's three year average benchmark. The district reported a difference of 10.73% for the 2003/2004 school year, and 10.70% for the 2004/2005 school year and 6.62% for the 2005/2006 school year.
 - Arkansas Department of Education Focus Monitoring/ACSIP Special Education District Data: This document indicates that 3 of 165, or 1.82%, special education students in the Warren School District were suspended or expelled in 2004-2005. In the general population, 5 of 1574, or .32%, students were suspended or expelled.

3. Disciplinary incidents resulted in 176 students receiving out-of-school suspension in 2007-2008. Disciplinary incidents resulted in 72 students receiving corporal punishment in 2007-2008. One weapons violation was reported in 2007-2008. Disciplinary incidents resulted in 5 expulsions in 2007-2008.
4. Disciplinary incidents resulted in 78 students receiving out-of-school suspension in 2006-2007. Disciplinary incidents resulted in 44 students receiving corporal punishment in 2006-2007. Three knife incidents were reported in 2006-2007. Disciplinary incidents resulted in 1 expulsion in 2006-2007.
5. Disciplinary incidents resulted in 92 students receiving out-of-school suspension in 2005-2006. Disciplinary incidents resulted in 38 students receiving corporal punishment in 2005-2006. APSCN data for 2005-2006 indicate that there were no students receiving expulsion.
6. Attendance Rate: Warren High School: In 2005-2006, the attendance rate for the school was 94.7%. In 2006-2007, the attendance rate for the school was 94.3%. In 2007-2008, the attendance rate for the school was 94.5%.
7. Attendance Rate: Warren Middle School: In 2005-2006, the attendance rate for the school was 94.6%. In 2006-2007, the attendance rate for the school was 95.8%. In 2007-2008, the attendance rate for the school was 95.3%.
8. Attendance Rate: Brunson Elementary School: In 2005-2006, the attendance rate for the school was 95.7%. In 2006-2007, the attendance rate for the school was 95.6%. In 2007-2008, the attendance rate for the school was 95.9%.
9. Attendance Rate: Eastside Elementary School: In 2005-2006, the attendance rate for the school was 95.2%. In 2006-2007, the attendance rate for the school was 96.0%. In 2007-2008, the attendance rate for the school was 94.9%.
10. Graduation Rate: The graduation rate for Warren High School is 87.1%.
11. Arkansas Department of Education Focus Monitoring reported the following ACTAAP program participation rates for grades 3-8 in 2006-2007: 97.47%
12. Arkansas Department of Education Focus Monitoring reported no triggers for special education for 2006 -2007.
13. Student demographics for 2005-2006 included 47% Caucasian, 39% African American and 14% Hispanic students. Student demographics for 2006-2007 included 45% Caucasian, 38% African American and 15% Hispanic students. Student demographics for 2007-2008 included 45% Caucasian, 38% African American and 16% Hispanic students.

Goal Decrease the number of African-Americans and increase the number of Hispanic students in Special Education to more accurately reflect the total school population demographics.

Benchmark By the end of the 2008/2009 school year, the difference between black students in special education and in the general education school population and the difference between Hispanic students in special education and in the general education school population will be no more than one standard deviation of the state average.

Intervention: Maintain Teacher Assistance Teams				
Scientific Based Research: Papalia-berardi, A. and Hall, T. Teacher Assistance Teams. West Virginia University Press. (May 2007).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Utilize building TAT's to plan early interventions. Action Type: Collaboration Action Type: Special Education	Rhonda Daniel, Special Ed Supervisor	Start: 08/20/2008 End: 05/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Provide intensive differentiated short term instruction at each building. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Rhonda Daniel, Special Ed Supervisor	Start: 08/20/2008 End: 05/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

Provide professional development in TAT procedures and differentiated instruction and early interventions. Action Type: Professional Development Action Type: Special Education	Rhonda Daniel	Start: 08/20/2008 End: 05/30/2009	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Annually evaluate effectiveness of TATs by analyzing the number of Special education referrals. Ensure the intervention is implemented as designed and that allocated funding is expended as intended. Provide evidence of the impact of the intervention on student achievement, using the most recent student achievement reports. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in 2009-2010 ACSIP plan. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Rhonda Daniel, Special Ed Supervisor--	Start: 08/20/2008 End: 05/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Eliminate bias in the evaluation procedure.

Scientific Based Research: Psychological Assessment Resources, Inc. RIAS: Correlations with other measures. (2005). Flanagan, D., and Harrison, P. Contemporary Intellectual Assessment: Theories, Tests, and Issues (2005). Dombrowski, S., Kamphaus, R., and Reynolds, C. After the Demise of the Discrepancy: Proposed Learning Disabilities Diagnostic Criteria. American Psychological Association. (2004). University of Amsterdam Department of Psychology. Are Intelligence Tests Measurement Invariant over Time? Investigating the nature of the Flynn Effect. (2004).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Use evaluation tools that have been proven to eliminate bias. ie, RIAS vs. WISC3 Action Type: Equity Action Type: Special Education	Rhonda Daniel/ Special Education Supervisor	Start: 08/20/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> ACTION BUDGET: \$
Provide professional development in non-biased evaluation tools. Action Type: Professional Development Action Type: Special Education	Rhonda Daniel, Special Ed Supervisor	Start: 08/20/2008 End: 05/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> ACTION BUDGET: \$
Annually evaluate the effectiveness of the use of non-biased evaluation tools by analyzing the number of African American and Hispanic students placed in Special Education. Ensure the intervention is implemented as designed and that allocated funding is expended as intended. Provide evidence of the impact of the intervention on student achievement, using the	Rhonda Daniel, special education staff	Start: 08/20/2008 End: 05/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> ACTION BUDGET: \$

most recent student achievement reports. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in 2009-2010 ACSIP plan. Action Type: Program Evaluation Action Type: Special Education				
Total Budget:				\$0

Goal Decrease the number of Special Education students who are suspended or expelled.
 By the end of the 2008-2009 school year, the percentage of special education students
 Benchmark suspended or expelled will not exceed the state-established benchmark of 0.09% plus 1
 standard deviation, or 1.24%.

Intervention: Maintain Teacher Assistance Teams.				
Scientific Based Research: Papalia-berardi, A. and Hall, T. Teacher Assistance Teams. West Virginia University Press. (May 2007).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide professional development in TAT procedures and differentiated instruction and early interventions. Action Type: Professional Development Action Type: Special Education	Rhonda Daniel, Special Ed Supervisor	Start: 07/01/2008 End: 05/30/2009	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Annually evaluate effectiveness of TATs by analyzing special education discipline data from APSCN. Ensure the intervention is implemented as designed and that allocated funding is expended as intended. Provide evidence of the impact of the intervention on student achievement, using the most recent student achievement reports. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in 2009-2010 ACSIP plan. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Rhonda Daniel, Special Ed Supervisor	Start: 01/02/2008 End: 05/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Utilize building TAT's to plan early behavior interventions. Action Type: Collaboration Action Type: Special Education	Rhonda Daniel, Special Ed Supervisor	Start: 07/01/2008 End: 05/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Provide intensive differentiated early behavior interventions. Action Type: Collaboration Action Type: Special Education	Rhonda Daniel	Start: 07/01/2008 End: 05/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> ACTION BUDGET: \$

Total Budget:	\$0
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Goal Ensure that 100% of special education students participate in state-mandated testing.
 Benchmark In 2008-2009, 100% of eligible, correctly-coded special education students will participate in the state-mandated testing in all appropriate grade levels and course levels.

Intervention: All special education students will be correctly coded in APSCN and all correctly coded special education students will participate in the state-mandated assessments.				
Scientific Based Research: Wright, Jim. (2005). Motivating the 'Reluctant' teacher: Six Strategies for Pre-Referral Intervention Teams, SBIT.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Correctly code all special education students in APSCN. Action Type: Special Education	Fran VanDerZwalm	Start: 08/21/2008 End: 05/31/2009	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Ensure that all correctly-coded special education students participate in the state-mandated assessments. Action Type: Special Education	Rhonda Daniel, Special Ed Supervisor; Mary Jo Wisener, testing coordinators	Start: 08/21/2008 End: 05/31/2009	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Provide professional development on correctly coding special education students in APSCN. Action Type: Professional Development Action Type: Special Education	Vickie Newton, technology coordinator	Start: 08/21/2008 End: 05/21/2009	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Using APSCN coding and testing no-match/mis-match reports, annually evaluate the effectiveness of the intervention by the percentage of correctly coded special education students tested. Ensure the intervention is implemented as designed and that allocated funding is expended as intended. Provide evidence of the impact of the intervention on student achievement, using the most recent student achievement reports. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in 2009-2010 ACSIP plan. Action Type: Program Evaluation Action Type: Special Education	Mary Jo Wisener, testing coordinator	Start: 08/21/2008 End: 05/31/2009	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 6: Improve the health and academic performance of students

Supporting Data: 1. The School Health Index results for 2004-2005 indicated that the Warren School District scored 91.75% on Module 1. Areas not fully in place included school health

- committee, written health and safety policies, safe physical environment, written crisis response plan, access to physical activity facilities outside school hours, adequate physical activity facilities, prohibition on using food as reward or punishment, fundraising efforts, restricting access to foods of low or minimal nutritional value, hands washed before meals and snacks.
2. The School Health Index results for 2004-2005 indicated that the Warren School District scored 86% on Module 2. Areas not fully in place included health education taught in all grades, sequential health curriculum, opportunities to practice skills, culturally appropriate examples and activities, assignments that encourage interaction, professional development in health education and in classroom management techniques, preventing unintentional injuries, violence, and suicide, and preventing tobacco use.
 3. The School Health Index results for 2004-2005 indicated that the Warren School District scored 89% on Module 3. Areas not fully in place included 150 minutes of physical education per week, adequate teacher/student ratio, health-related physical fitness, promoting community physical activities, instruction for special health care needs, credentialed physical education teachers, and professional development for teachers.
 4. The School Health Index results for 2004-2005 indicated that the Warren School District scored 77% on Module 4. Areas not fully in place included variety of foods in school meals, low-fat and skim milk available, meals and a la carte offerings including appealing, low-fat items, promotion of health food and beverage choices, adequate time to eat school meals, collaboration between food service staff and teachers, degree and certification of food service manager, professional development for food service manager, and preparedness for food emergencies.
 5. The School Health Index results for 2004-2005 indicated that the Warren School District scored 72% on Module 8. Areas not fully in place educating families, effective parenting strategies, parent and community involvement in programs, promotion of community-based programs, community access to school facilities, and student and family involvement in planning meals.
 6. The School Health Index results for 2005-2006 indicated that the Warren School District scored 88% on Module 1. Areas not fully in place included school health committee, written health and safety policies, enrichment experiences, safe physical environment, written crisis response plan, professional development on unintentional injuries, violence, and suicide, access to physical activity facilities outside school hours, adequate physical activity facilities, fundraising efforts, restricting access to foods of low or minimal nutritional value.
 7. The School Health Index results for 2005-2006 indicated that the Warren School District scored 97% on Module 2. Areas not fully in place included culturally appropriate examples and activities, assignments that encourage interaction, professional development in health education, preventing unintentional injuries, violence, and suicide. The School Health Index results for 2005-2006 indicated that the Warren School District scored 97% on Module 3. Areas not fully in place included 150 minutes of physical education per week, adequate teacher/student ratio.
 8. The School Health Index results for 2005-2006 indicated that the Warren School District scored 52% on Module 4. Areas not fully in place included variety of foods in school meals, low-fat and skim milk available, meals and a la carte offerings including appealing, low-fat items, food purchasing and preparation practices to reduce fat content, promotion of health food and beverage choices, collaboration between food service staff and teachers, degree and certification of food service manager, and preparedness for food emergencies. The School Health Index results for 2005-2006 indicated that the Warren School District scored 87% on Module 8. Areas not fully in place included educating families, effective parenting strategies, community access to school facilities, and student and family involvement in planning meals.
 9. The School Health Index results for 2006-2007 indicated that the Warren School District scored 92% on Module 1. Areas not fully in place included school health committee, written health and safety policies, enrichment experiences, safe physical environment, written crisis response plan, professional development on unintentional injuries, violence, and suicide, access to physical activity facilities outside school hours, adequate physical activity facilities, fundraising efforts, restricting access to foods of low or minimal nutritional value. The School Health Index results for 2006-

2007 indicated that the Warren School District scored 94% on Module 2. Areas not fully in place included health education taught in all grades, sequential health education curriculum consistent with standards, culturally appropriate examples and activities, essential topics on healthy eating, and essential topics on preventing tobacco use. The School Health Index results for 2006-2007 indicated that the Warren School District scored 100% on Module 3. The School Health Index results for 2006-2007 indicated that the Warren School District scored 61% on Module 4. Areas not fully in place included variety of foods in school meals, meals and a la carte offerings including appealing, low-fat items, food purchasing and preparation practices to reduce fat content, promotion of health food and beverage choices, collaboration between food service staff and teachers, degree and certification of food service manager, and preparedness for food emergencies. The School Health Index results for 2006-2007 indicated that the Warren School District scored 78% on Module 8. Areas not fully in place included educating families, effective parenting strategies, parent and community involvement in programs, community access to school facilities, and student and family involvement in planning meals.

10. BMI results for 2004-2005 for the Warren School District indicated that 17.2% of male students were at risk of being overweight and 28.2% of male students were overweight. BMI results for 2004-2005 for the Warren School District indicated that 18.8% of female students were at risk of being overweight and 23.9% of female students were overweight.
11. BMI results for 2005-2006 for the Warren School District indicated that 44.9% of male students were at risk for being overweight or were overweight. BMI results for 2005-2006 for the Warren School District indicated that 44.8% of female students were at risk for being overweight or were overweight.
12. BMI results for 2006-2007 for the Warren School District indicated that 41.8% of male students were at risk for being overweight or were overweight. BMI results for 2006-2007 for the Warren School District indicated that 44.8% of female students were at risk for being overweight or were overweight.
13. In 2005-2006, APSCN data indicated that 66.5% of Warren students were eligible for free or reduced-price meals. 79 or 4.8% of Warren students were eligible for migrant services. 28 or 1.7% of Warren students were eligible for homeless services.
14. In 2006-2007, APSCN data indicated that 70.0% of Warren students were eligible for free or reduced-price meals. 26 or 2% of Warren students were eligible for migrant services. 22 or 1% of Warren students were eligible for homeless services. In 2007-2008, APSCN data indicated that 71.1% of Warren students were eligible for free or reduced price meals. 35 or 2% of Warren students were eligible for migrant services. 28 or 2% of Warren students were eligible for homeless services.
15. Attendance Rate: Eastside Elementary School: In 2005-2006, the attendance rate for the school was 95.2%. In 2006-2007, the attendance rate for the school was 96.0%. In 2007-2008, the attendance rate for the school was 94.9%. Attendance Rate: Brunson Elementary School: In 2005-2006, the attendance rate for the school was 95.7%. In 2006-2007, the attendance rate for the school was 95.6%. In 2007-2008, the attendance rate for the school was 95.9%. Attendance Rate:Warren Middle School: In 2005-2006, the attendance rate for the school was 94.6%. In 2006-2007, the attendance rate for the school was 95.8%. In 2007-2008, the attendance rate for the school was 95.3%. Attendance Rate: Warren High School: In 2005-2006, the attendance rate for the school was 94.7%. In 2006-2007, the attendance rate for the school was 94.3%. In 2007-2008, the attendance rate for the school was 94.5%. Graduation Rate: The graduation rate for Warren High School is 87.1%.

Goal Promote nutrition education and physical fitness activities for the development of lifelong health habits and promotion of a healthy lifestyle for students, school staff members and parents and community networks.

Benchmark Improve 2008-2009 BMI results by 10%.

Intervention: Provide strategies and activities that encourage a non-sedentary lifestyle.

Scientific Based Research: Wechsler, H. (2004) Getting People to Move More: Promotional and Educational Strategies That Get Results. U.S. Department of Health and Human Services, Washington, D. C.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement a district-wide nutrition and physical activity advisory council. Action Type: Wellness	Mary Jo Wisener, Asst. Superintendent	Start: 08/14/2008 End: 06/10/2009	<ul style="list-style-type: none"> Community Leaders District Staff 	ACTION BUDGET: \$
Provide opportunities for appropriate levels of vigorous physical activities. Action Type: Wellness	Bo Hembree/PE teachers	Start: 08/14/2008 End: 06/01/2009	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Provide information and professional development on physical activities and wellness and nutrition to staff, students and parents. Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Bo Hembree/health and PE teachers	Start: 08/14/2008 End: 06/01/2009	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Annually evaluate the effectiveness of the plan by comparing BMI results and student surveys. Ensure the intervention is implemented as designed. Provide evidence of the impact of the intervention on student achievement, using the most recent student achievement reports. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in 2009-2010 ACSIP plan. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Bo Hembree/teachers	Start: 08/14/2008 End: 06/01/2009	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Administer BMI and school health index. Action Type: Wellness	Paula Church/school nurse	Start: 08/14/2008 End: 06/01/2009	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Meet PE and physical activity standards. Action Type: Wellness	Bo Hembree/teachers	Start: 08/21/2008 End: 06/01/2009	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Implement strategies to achieve thirty minutes daily of physical activity K-12. Action Type: Wellness	Bo Hembree	Start: 08/21/2008 End: 06/01/2009	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Provide administrative support for wellness.

Scientific Based Research: Journal of the American Dietetic Association, 103(7):887:93. 2004.NAL Call

Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC). Clinical Pediatrics, 40(2): 63-70. 2004. NAL Call Number: RJI-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Develop district wellness policies in collaboration with the District Nutrition and Physical Activity Committee. Gain approval of policies by the district school board. Include the five federal requirements: Goals for nutrition education, Physical activity and other school-based activities, Nutrition guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and Community involvement. Submission of the Policy Statement to the ADE, Child Nutrition Unit. Action Type: Collaboration Action Type: Wellness</p>	<p>Andrew Tolbert, Superintendent</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Annually monitor goals and evaluate the effectiveness of interventions by reviewing data results, and other assessments related to wellness (SHI Modules, BMI, etc.) ACSIP will be modified as needed. Ensure the intervention is implemented as designed. Provide evidence of the impact of the intervention on student achievement, using the most recent student achievement reports. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in 2009-2010 ACSIP plan. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness</p>	<p>Sara Weaver, Terri Callaway, Donna Raines, Melissa Hopson, Cathey Cornish, Marilyn Roper, Katrina Shepherd, Ramona Smith</p>	<p>Start: 08/21/2008 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Provide support to schools to ensure successful implementation of the Wellness Policies; (2) provide resources and professional development to District and School staff to improve the overall school</p>	<p>Andrew Tolbert, Superintendent</p>	<p>Start: 08/21/2008 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

nutrition environment; and (3) promote the health and physical activity curriculum and student health. Action Type: Professional Development Action Type: Wellness			<ul style="list-style-type: none"> Teachers 	
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	Andrew Tolbert, Superintendent; Gary Jackson, Glennetta Burks, Maxwell Williams, Marilyn Johnson, Principals	Start: 08/21/2008 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Support schools in the alignment and implementation of the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Provide resources, professional development opportunities and training to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Professional Development Action Type: Wellness	Andrew Tolbert, Superintendent; Mary Jo Wisener, District Curriculum Coordinator	Start: 08/21/2008 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Provide encouragement for a healthy lifestyle during after-school hours.

Scientific Based Research: (2007). Nutrition Insights 25. "Report Card on the Diet Quality of Children Ages 2 to 9." USDA Center for Nutrition Policy and Promotion. Alexandria, VA. Fact Sheet - Physical Activity and Health. The President's Council on Physical Fitness and Sports.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Encourage participation in extracurricular programs that support physical activity, e.g., as walk-to-school programs, biking clubs, afterschool walking etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Mary Jo Wisener, asst. supt.	Start: 08/21/2008 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

Encourage the implementation of developmentally appropriate physical activity in after-school childcare programs for participating children. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Mary Jo Wisener, asst. supt.	Start: 08/21/2008 End: 06/30/2010	• Administrative Staff	ACTION BUDGET: \$
Promote the reduction of time youth spend engaged in sedentary activities such as watching television and playing video games. Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Mary Jo Wisener, asst. supt.	Start: 08/21/2008 End: 06/30/2010	• Administrative Staff	ACTION BUDGET: \$
Encourage the development of and participation in family-oriented community-based physical activity programs. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Mary Jo Wisener, asst. supt.	Start: 08/21/2008 End: 06/30/2010	• Administrative Staff	ACTION BUDGET: \$
Annually evaluate students' participation in healthy life-style activities during after-school hours through the results of surveys. Ensure the intervention is implemented as designed. Provide evidence of the impact of the intervention on student achievement, using the most recent student achievement reports. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in 2009-2010 ACSIP plan. Action Type: Program Evaluation Action Type: Wellness	Mary Jo Wisener, asst. supt.	Start: 08/21/2008 End: 06/30/2010	• Administrative Staff	ACTION BUDGET: \$
Provide professional development on healthy lifestyles. Action Type: Professional Development Action Type: Wellness	Mary Jo Wisener, asst. supt.	Start: 08/21/2008 End: 06/30/2010	• Administrative Staff	ACTION BUDGET: \$
Total Budget:				\$0

Priority 7: Improve literacy achievement to remove district from school improvement status.

1. For 2008-2009, increase the percentage of K-5 students, with special emphasis on African-American subpopulation, scoring at or above proficient in literacy on Benchmark exams to 64% from 2007-08 61.55%. For 2008-2009, increase/maintain the percentage of K-5 students scoring at or above proficient in math on Benchmark exams from 2007-08 77.65%. For 2008-2009, increase the percentage of 6-8 students, with special emphasis on African-American and economically disadvantaged subpopulations, scoring at or above proficient in literacy on Benchmark exams to 59.5% from 2007-08 54.8%. For 2008-2009, increase/maintain the percentage of 6-8 students scoring at or above proficient in math on Benchmark exams to 69.9%% For 2008-2009, increase the percentage of 9-12 students, with special emphasis on

Supporting Data:

combined, African-American, and economically disadvantaged subpopulations, scoring at or above proficient on the Grade 11 Literacy End of Course exam to 59.69% from 2007-08 39.6%. For 2008-2009, increase the percentage of 9-12 students, with special emphasis on African-American and economically disadvantaged subpopulations, scoring at or above proficient on the math End of Course exams to 55.75% from 2007-08 50%.

2. On the 2008 CRT's, percentages of students performing proficient or advanced are as follows: 3rd grade literacy - 49%; 3rd grade math - 74%; 4th grade literacy - 63%; 4th grade math - 69%; 5th grade literacy - 54%; 5th grade math - 80%; 6th grade literacy - 53%; 6th grade math - 64%; 7th grade literacy - 44%; 7th grade math - 62%; 8th grade literacy - 57%; 8th grade math - 58%; Algebra end-of-course - 63%; geometry end-of-course - 43%; 11th grade literacy - 38%;. On the 2008 CRT's, the following subgroups failed to make AYP: Combined, Economically Disadvantaged, African-American.
3. On the 2008 NRT's, the following percentages of students scored at/above the 50th percentile: Kindergarten - (Fall 08 MAT8 as 1st graders): reading 62%; math 48%; 1st grade reading-28%; 1st grade math-32%; 2nd grade reading-27%; 2nd grade math-45%; 9th grade reading-36%; 9th grade math-66%. Additional results are listed in the individual building data.
4. On the 2006 CRT's, percentages of students performing proficient or advanced are as follows: 3rd grade literacy - 42% ; 3rd grade math - 53%; 4th grade literacy - 56%; 4th grade math - 48%; 5th grade literacy - 43%; 5th grade math - 36%; 6th grade literacy - 60%; 6th grade math - 55%; 7th grade literacy - 42%; 7th grade math - 45%; 8th grade literacy - 42%; 8th grade math - 19%; Algebra End of Course - 50%; Geometry End of Course - 50%; 11th grade literacy End of Course - 43%. On the 2006 CRT's, the following subgroups failed to make AYP: Economically Disadvantaged and African-American.
5. On the 2006 ITBS, the following percentages of students scored above the 50th percentile: kindergarten language - 48.9%; kindergarten math - 62.7%; 1st grade reading - 56%; 1st grade language - 59.1%; 1st grade math - 62.7%; 2nd grade reading - 41.6%; 2nd grade language - 41.9%; 2nd grade math - 48.1%; 3rd grade reading - 46.2%; 3rd grade language - 46.2%; 3rd grade math - 53.7%; 4th grade reading - 50%; 4th grade language - 56%; 4th grade math - 51.5%; 5th grade reading - 47.7%; 5th grade language - 50.5%; 5th grade math - 55.9%; 6th grade reading - 34%; 6th grade language - 41.8%; 6th grade math - 42.8%; 7th grade reading - 41.7%; 7th grade language - 34.9%; 7th grade math - 48.4%; 8th grade reading - 27%; 8th grade language - 25.7%; 8th grade math - 30.9%; 9th grade reading - 27.9%; 9th grade language - 35.1%; 9th grade math - 37.8%.
6. On the 2007 CRT's, percentages of students performing proficient or advanced are as follows: 3rd grade literacy - 38% ; 3rd grade math - 66%; 4th grade literacy - 59%; 4th grade math - 50%; 5th grade literacy - 53%; 5th grade math - 67%; 6th grade literacy - 39%; 6th grade math - 53%; 7th grade literacy - 54%; 7th grade math - 60%; 8th grade literacy - 55%; 8th grade math - 54%; Algebra End of Course at WMS - 100%; Algebra End of Course at WHS - 23.4%; Geometry End of Course - 44.2%; 11th grade literacy End of Course - 33%. On the 2007 CRT's, the following subgroups failed to make AYP: Combined, Economically Disadvantaged, and African-American.
7. On the 2007 ITBS, the following percentages of students scored above the 50th percentile: kindergarten language - 35.7%; kindergarten math - 49.7%; 1st grade reading - 53.7%; 1st grade language - 59.6%; 1st grade math - 59.6%; 2nd grade reading - 50%; 2nd grade language - 39.8%; 2nd grade math - 43%; 3rd grade reading - 48.4%; 3rd grade language - 48.4%; 3rd grade math - 60.3%; 4th grade reading - 43.7%; 4th grade language - 59%; 4th grade math - 62.1%; 5th grade reading - 45%; 5th grade language - 57.6%; 5th grade math - 66.6%; 6th grade reading - 29.9%; 6th grade language - 31.8%; 6th grade math - 35.9%; 7th grade reading - 27.2%; 7th grade language - 38.2%; 7th grade math - 46.4%; 8th grade reading - 31.7%; 8th grade language - 35%; 8th grade math - 41.5%; 9th grade reading - 23.4%; 9th grade language - 29.7%; 9th grade math - 31.1%.
8. Attendance Rate: In 2005-2006, the attendance rate for Eastside Elementary School was 95.2%. In 2006-2007, the attendance rate for the school was 96.0%. In 2007-2008, the attendance rate for the school was 94.9%.

9. Attendance Rate: In 2005-06, the attendance rate for Brunson Elementary School was 95.7%. In 2006-2007, the attendance rate for the school was 95.6%. In 2007-2008, the attendance rate for the school was 95.9%.
10. Attendance Rate: In 2005-2006, the attendance rate for Warren Middle School was 94.6%. In 2006-2007, the attendance rate for the school was 95.8%. In 2007-2008, the attendance rate for the school was 95.3%.
11. Attendance Rate: In 2005-2006, the attendance rate for Warren High School was 94.7%. In 2006-2007, the attendance rate for the school was 94.3%. In 2007-2008, the attendance rate for the school was 94.5%. The graduation rate for Warren High School is 87.1%.

Goal Improve literacy achievement in all grade spans with African-American and economically disadvantaged subpopulations to meet or exceed adequate yearly progress.

For 2008-2009, increase the percentage of K-5 students, with special emphasis on African-American subpopulation, scoring at or above proficient in literacy on Benchmark exams to 64% from 2007-08 61.55%. For 2008-2009, increase/maintain the percentage of K-5 students scoring at or above proficient in math on Benchmark exams from 2007-08 77.65%. For 2008-2009, increase the percentage of 6-8 students, with special emphasis on African-American and economically disadvantaged subpopulations, scoring at or above proficient in literacy on Benchmark exams to 59.5% from 2007-08 54.8%. For 2008-2009, increase/maintain the percentage of 6-8 students scoring at or above proficient in math on Benchmark exams to 69.9% For 2008-2009, increase the percentage of 9-12 students, with special emphasis on combined, African-American, and economically disadvantaged subpopulations, scoring at or above proficient on the Grade 11 Literacy End of Course exam to 59.69% from 2007-08 39.6%. For 2008-2009, increase the percentage of 9-12 students, with special emphasis on African-American and economically disadvantaged subpopulations, scoring at or above proficient on the math End of Course exams to 55.75% from 2007-08 50%.

Benchmark

Intervention: Improve literacy instruction and learning by implementing a variety of scientifically-researched literacy instructional programs, including Reading First, Reading Recovery, Comprehensive Literacy, and Total Instructional Alignment. Use results from target tests and state-mandated tests to drive instruction.

Scientific Based Research: Total Instructional Alignment. Lisa Carter. (2007) What Works Clearinghouse Intervention Report: REading Recovery (2007, March 19) US Department of Education, Institute of Education Sciences.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Utilize academic facilitators in math, literacy, and science to provide a mentoring program for teachers that is tied to the professional development plan to increase student achievement. Job descriptions will match ADE Rules 6.07 for Special Needs September '07. Include data disaggregation, curriculum alignment and model practices in the mentoring program. Pay salary and benefits. Utilize 10% Title I funds for this professional development purpose. (District School Improvement #8) (Budgeted at building levels.) Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Mary Jo Wisener, assist. supt.	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • District Staff 	<hr/> ACTION BUDGET: \$
Meet the professional development needs of the instructional staff. Provide professional development in scientifically-based research strategies that include	Mary Jo Wisener, asst. supt.	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • District Staff 	<hr/> ACTION BUDGET: \$

<p>activities having the greatest likelihood of improving student achievement/academic program, such as workshops, meetings, school visits, etc. for teachers and administrators. Align classroom activities with academic content standards and assessment, using the Total Instructional Alignment process. Provide professional development on in-depth disaggregation of student performance data. Develop AYP achievement goals for each of the groups of students identified in the disaggregated data.(District School Improvement #1,#2, #3). Ensure 60 hours of data-driven, professional development for all certified personnel. Focus on Total Instructional Alignment process to address teaching and learning issues related to reasons district failed to make AYP. Focus on the components of comprehensive literacy to address reasons why district failed to make AYP. Include 6 hours of technology training; 2 hours of parental involvement training for teachers and 3 hours of parental involvement training for administrators, including strategies to promote effective parental involvement in the schools; 2 hours of Arkansas history. Include training for administrators in data disaggregation, instructional leadership and fiscal management. Pay stipends and/or hire substitutes. Pay registration fees, purchase materials and services to support the professional development. (State P.D. 2213-000) Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>Provide written notice to parents of the district's and each school's school improvement status, achievement data that caused the status, and how parents can become involved in addressing the academic issues that led to the identification and how they can help improve student achievement. Offer and explain school choice. (District School Improvement #9) Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Mary Jo Wisener, asst. supt.</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Provide scientifically-based researched professional development on setting specific measurable achievement goals and targets for identified students and on developing AYP achievement goals for the subgroups identified, on identifying teaching and learning needs and specific academic problems of low achieving</p>	<p>Mary Jo Wisener, asst. supt.</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p>students, on identifying the reasons the LEAs' prior plan failed to bring about increased academic achievement, and in providing appropriate activities for increased student achievement. Assist schools in incorporating activities such as extended day and extended year to address student academic needs. Identify technical assistance resources for schools, including district resources, parent resources, educational cooperative resources, ADE resources, outside consultants used, higher education/ERZ liaison persons, and business or community group resources.(District School Improvement #4, 5, and 6) Action Type: Alignment Action Type: Equity</p>				
<p>Collaborate with the SEA to provide technical assistance, such as that provided by educational cooperatives and the ERZ, to schools failing to meet academic improvement goals (District School Improvement #7). Action Type: Collaboration Action Type: Professional Development</p>	Mary Jo Wisener, asst. supt.	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Allocate 1% of total Title I allocation to schools being served by Title I. (District School Improvement #10) Action Type: Parental Engagement</p>	Mary Jo Wisener, asst. supt.	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Provide opportunity for input, assistance, technical or otherwise from parents, and business or community groups on closing the achievement gap during the Annual Report to the Public and the annual review of ACSIP/Closing the Achievement Gap meeting held in May. Access technical assistance from the local ESC, ADE, outside consultants, and ERZ. Action Type: Collaboration Action Type: Parental Engagement</p>	Mary Jo Wisener, asst. supt.	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Provide information to staff, board, public regarding the reasons district is in school improvement and identify barriers and solutions to the problem(s). Action Type: Collaboration Action Type: Professional Development</p>	Mary Jo Wisener, asst. supt.	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>At the May federal programs peer review meeting, annually evaluate the effectiveness of the federal and state categorical funding programs by analyzing student achievement data, including CRT/NRT/Target Test results- disaggregated by subpopulations, growth, and strands-, along with Classroom Walk Throughs. Ensure the intervention is implemented as designed and that monies allocated were expended as designed.</p>	Mary Jo Wisener, asst. supt.	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

Provide evidence of the impact of the intervention on student achievement, using the most recent student achievement reports. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in 2009-2010 ACSIP plan. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation				
Establish a district steering committee to address district improvement issues as indicated in AYP data. The committee will be chaired by Mary Jo Wisener, asst. supt., and will include all administrators, instructional facilitators, and building ACSIP chairs, parents, experts, and other stakeholders. The team will determine why the district's previous efforts to improve were ineffective and will create detailed action steps to improve on those efforts. This team will monitor and evaluate the effectiveness of this intervention as indicated in the program evaluation action. Action Type: Collaboration	Mary Jo Wisener	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Ann Orleanski	Middle School Teacher	Federal Programs
Classroom Teacher	Betty Weston	Eastside teacher	Federal Programs
Classroom Teacher	Beverly Reep	High School teacher	federal programs
Classroom Teacher	Cindi Morris	Middle School ACSIP chair	Federal Programs
Classroom Teacher	Debra Prince	Instructional Assistant (Classified)	Federal Programs
Classroom Teacher	Devin McDiarmid	Middle School teacher	federal programs
Classroom Teacher	Kathy Cornish	Brunson ACSIP Chair	Federal Programs
Classroom Teacher	Katrina Shepherd	High School ACSIP Chair	Federal Programs
Classroom Teacher	Kristi Ridgell	Middle School teacher	federal programs
Classroom Teacher	Marilyn Roper	Middle School ACSIP Chair	Federal Programs
Classroom Teacher	Mary Ann Mobley	Brunson Teacher	Federal Programs
Classroom Teacher	Melissa Hopson	Brunson ACSIP Chair	Federal Programs
Classroom Teacher	Ramona Smith	High School ACSIP Chair	Federal Programs
Classroom Teacher	Tracy Panicola	High School teacher	federal programs
Community Representative	Joel Tolefree	Community Leader	Federal Programs
District-Level Professional	Angela Neely	Social Worker	Federal Programs
District-Level Professional	Mary Jo Wisener	Asst. Supt.	Federal Programs
Non-Classroom Professional Staff	Beverly Griffin	Eastside Media Specialist	Federal Programs
Non-Classroom Professional Staff	Cecilia Whittemore	Math Facilitator	Federal Programs
Non-Classroom Professional Staff	Donna Raines	Brunson Counselor	Federal Programs
Non-Classroom Professional Staff	Gina Woodard	Parent Coordinator	Federal Programs
Non-Classroom Professional Staff	Linda Harton	literacy facilitator	federal programs
Non-Classroom Professional Staff	Sandra Halley	literacy facilitator	federal programs

Non-Classroom Professional Staff	Sara Weaver	Eastside ACSIP Chair	Federal Programs
Non-Classroom Professional Staff	Sharon Bridwell	literacy facilitator	federal programs
Non-Classroom Professional Staff	Tammy Grice	math facilitator	federal programs
Non-Classroom Professional Staff	Terri Callaway	Eastside Counselor	Federal Programs
Parent	Kelly Ashcraft	Brunson Parent	Federal Programs
Parent	Nora Gonzales	Eastside Parent	Federal Programs
Principal	Gary Jackson	High School Principal	Federal Programs
Principal	Glenetta Burks	Middle School Principal	Federal Programs
Principal	Marilyn Johnson	Eastside Elementary Principal	Federal Programs
Principal	Max Williams	Brunson Elementary Principal	Federal Programs
