

School Plan

Print Version

GENTRY HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2007-2008

Approved:

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

Grade Span: 9-12

Title I: Not Applicable

School Improvement:

Table of Contents

Priority 1: Literacy

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

Priority 2: Math

Goal: All students will improve in mathematic skills and responding to Constructed Response questions with additional attention to Multiple Choice and Operation Mathematic strands.

Priority 3: Wellness

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

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

1. Literacy-11th Exam 2007-Number and Percent of Students Scoring Proficient or Advanced: 52 Students: 53% of Combined Students 0 Students: 0% of African American Students 2 Students: 33% of Hispanic Students 44 Students: 61% of Caucasian Students 16 Students: 45% of Economically Disadvantaged Students 0 Students: 0% of LEP Students 1 Students: 9% of Students with Disabilities 2006-Number and Percent of Students Scoring Proficient or Advanced: 48 Students: 60.0% of Combined Students 1 Students:100.0% of African American Students 2 Students: 50.0% of Hispanic Students 39 Students: 62.9% of Caucasian Students 15 Students: 45.4% of Economically Disadvantaged Students 0 Students: 0% of LEP Students 1 Students: 8.3% of Students with Disabilities 2005-Number and Percent of Students Scoring Proficient or Advanced: 36 Students: 41.3% of Combined Students 0 Students: 0% of African American Students 0 Students: 0% of Hispanic Students 33 Students: 48.5% of Caucasian Students 10 Students: 32.2% of Economically Disadvantaged Students 0 Students: 0% of LEP Students 0 Students: 0% of Students with Disabilities The lowest identified areas for the 2007 combined population were: M/C Reading-Literary Passage, Reading-Content Passage and Reading-Practical Passage all with 70%, Open-Response Items in Reading was Practical Passage and in Writing the lowest identified area was Writing-Content Domain. The lowest identified areas for Hispanic were: Passage Types Content and Writing Domains Sentence Formation. The lowest identified areas for Caucasian were: Reading Literary Constructed Response and Reading content both Multiple Choice and Constructed Response. The lowest identified areas for Economically Disadvantaged students were: Passage Types Literacy, Passage Types Practical and Writing M/C. In the Writing Domains, Content and Style were the lowest. The lowest identified areas for LEP students were: Passage Types Literacy, Passage Types Practical and Writing M/C. In the Writing Domains, Content and Usage were the lowest.
2. 2007-IOWA TEST OF BASIC SKILLS Number and Percent of Students Scoring At or Above 50th Percentile: COMBINED POPULATION Grade:9 Vocabulary 43 Students 30.3% Reading Comprehension 58 Students: 40.9% Reading Total 51 Students: 35.9% Spelling 51 Students: 36% Revising Writing 58 Students: 40.8% Math Concepts & Problem Solving 98 Students: 69% Math Computation 69 Students: 48.6% Math Total 84 Students: 59.2% Core Total 64 Students: 45.1% Social Studies 61 Students: 43% Science 69 Students: 48.6% Sources of Information 46 Students: 32.4% Composite 60 Students: 42.3% The lowest identified

Supporting
Data:

areas for the Combined Population was: Vocabulary AFRICAN AMERICAN POPULATION Grade:9 None Tested HISPANIC POPULATION Grade:9 Vocabulary 0 Students: 0% Reading Comprehension 3 Students: 23.1% Reading Total 2 Students: 15.4% Spelling 3 Students:23.1% Revising Writing 2 Students:15.4% Math Concepts & Problem Solving 4 Students: 30.8% Math Computation 4 Students: 30.8% Math Total 4 Students: 30.8% Core Total 3 Students: 23.1% Social Studies 1 Students: 7.7% Science 1 Students: 7.7% Sources of Information 1 Students: 7.7% Composite 1 Students: 7.7% The lowest identified area for the Hispanic population was: Social Studies. CAUCASIAN POPULATION Grade:9 Vocabulary 40 Students: 38.1% Reading Comprehension 45 Students: 42.8% Reading Total 44 Students: 41.9% Spelling 39 Students: 37.2% Revising writing 49 Students: 46.7% Math Concepts & Problem Solving 77 Students: 73.3% Math Computation 51 Students: 48.5% Math Total 65 Students: 61.9% Core Total 52 Students: 49.6% Social Studies 53 Students: 50.4% Science 57 Students: 54.3% Sources of Information 39 Students: 37.1% Composite 51 Students: 48.6% The lowest identified area of the Caucasian population was: vocabulary. ECONOMICALLY DISADVANTAGED Grade:9 Vocabulary 17 Students: 26.2% Reading Comprehension 24 Students: 37% Reading Total 18 Students: 27.7% Spelling 26 Students: 40.0% Revising Writing 28 Students: 43.1% Math Concepts & Problem Solving 42 Students: 64.6% Math Computation 36 Students: 55.4% Math Total 39 Students: 60% Core Total 31 Students: 47.7% Social Studies 27 Students: 41.5% Science Students: 47.7% Sources of Information 18 students: 27.7% Composite 28 Students: 43.1% The lowest identified area of the Economically Disadvantaged population was: vocabulary. LIMITED ENGLISH PROFICIENT Grade:9 Vocabulary 0 Students: 0% Reading Comprehension 1 Students: 10.0% Reading Total 0 Students: 0% Spelling 2 Students: 20.% Revising Writing 0 Students: 0% Math Concepts & Problem Solving 4 Students: 40.0% Math Computation 4 Students: 40.0% Math Total 5 Students: 50.0% Core Total 3 Students: 30.% Social Studies 0 Students: 0% Science 1 Students: 10.0% Sources of Information 0 Students: 0% Composite 0 Students: 0% The lowest identified area of the LEP population was: Math concepts & Problem Solving. STUDENTS WITH DISABILITIES Grade:9 Vocabulary 2 Students: 22.2% Reading Comprehension 1 Students: 11.1% Reading Total 1 Students: 11.1% Spelling 1 Students: 11.1% Revising Writing 0 Students: 0% Math Concepts & Problem Solving 4 Students: 44.4% Math Computation 3 Students: 33.3% Math Total 3 Students: 33.3% Core Total 1 Students: 11.1% Social Studies 0 Students: 0% Science 1 Students: 11.1% Sources of Information 0 Students: 0% Composite 0 Students: 0% The lowest identified area of Students with Disabilities was: Sources of Information. 2006-IOWA TEST OF BASIC SKILLS Number and Percent of Students Scoring At or Above 50th Percentile: COMBINED POPULATION Grade:9 Vocabulary 46 Students 43.5% Reading Comprehension 50 Students: 46.3% Reading Total 53 Students: 49.0% Spelling 39 Students: 36.1% Language Total 56 Students: 51.8% Math Total Without Comp 67 Students: 62.0% Math Computation 50 Students: 46.3% Math Total With Comp. 57 Students: 52.7% Core Total Without Comp. 55 Students: 50.9% Core Total With Comp. 56 Students: 51.8% Social Studies 50 Students: 46.3% Science 59 Students: 54.6% Sources of Information 44 Students: 40.7% Complete Comp. W/out Comp 52 Students: 48.1% Complete Comp. With Comp. 51 Students: 47.2% The lowest identified areas for the Combined Population were: Spelling and Sources of information AFRICAN AMERICAN POPULATION Grade:9 None Tested HISPANIC POPULATION Grade:9 Vocabulary 2 Students: 16.6% Reading Comprehension 2 Students: 16.6% Reading Total 3 Students: 25.0% Spelling 4 Students: 33.3% Language Total 4 Students: 33.3% Math Total Without Comp 4 Students: 33.3% Math Computation 3 Students: 25.0% Math Total With Comp. 3 Students: 25.0% Core Total Without Comp. 3 Students: 25.0% Core Total With Comp. 3 Students: 25.0% Social Studies 3 Students: 25.0% Science 4 Students: 33.3% Sources of Information 3 Students: 25.0% Complete Comp. W/out Comp 3 Students: 25.0% Complete Comp. With Comp. 3 Students: 25.0% The lowest identified area for the Hispanic population was: Science. CAUCASIAN POPULATION Grade:9 Vocabulary 37 Students: 48.6% Reading Comprehension 40 Students: 52.6% Reading Total 42 Students: 55.2% Spelling 27 Students: 35.5% Language Total 43 Students: 56.5% Math Total Without Comp 50 Students: 65.7% Math Computation 36 Students: 47.3% Math Total With Comp. 42 Students: 55.2% Core Total Without Comp. 43 Students: 56.5% Core Total With Comp. 44 Students: 57.8% Social Studies 39 Students: 51.3% Science 44 Students: 57.8% Sources of Information 34 Students: 44.7% Complete Comp. W/out Comp 41 Students: 53.9% Complete Comp. With Comp. 40 Students: 52.6% The lowest identified area of the Caucasian population was: Spelling. ECONOMICALLY DISADVANTAGED Grade:9 Vocabulary 18 Students: 32.7% Reading Comprehension 22 Students: 40.0% Reading Total 20 Students: 36.3% Spelling 17 Students: 30.9% Language Total 21 Students: 38.1% Math Total Without Comp 26 Students: 47.2% Math Computation 24 Students: 43.6% Math Total With Comp. 21 Students: 38.1% Core Total Without Comp. 18 Students: 32.7% Core Total With Comp. 18 Students: 32.7% Social Studies 20 Students: 36.3% Science 26 Students: 47.2% Sources of Information 20 Students: 36.3% Complete Comp. W/out Comp 19 Students: 34.5% Complete Comp. With Comp 19 Students: 34.5% The lowest identified area of the Economically Disadvantaged population was: Social Studies. LIMITED ENGLISH PROFICIENT Grade:9 Vocabulary 0 Students: 0% Reading Comprehension 0 Students: 0% Reading Total 0 Students: 0% Spelling 0 Students: 0% Language Total 0 Students: 0% Math Total Without Comp 0 Students: 0% Math Computation 2 Students: 50.0% Math Total With Comp. 0 Students: 0% Core Total Without Comp. 0 Students: 0% Core Total With Comp. 0 Students: 0% Social Studies 0 Students: 0% Science 0 Students: 0% Sources of Information 0 Students: 0% Complete Comp. W/out Comp 0 Students: 0% Complete Comp. With Comp. 0 Students: 0% The lowest identified area of the LEP population was: Science. STUDENTS WITH DISABILITIES Grade:9 Vocabulary 2 Students: 22.2% Reading Comprehension 2 Students: 22.2% Reading Total 2 Students: 22.2% Spelling 0 Students: 0% Language Total 0 Students: 0% Math Total Without Comp 2 Students: 22.2% Math Computation 0 Students: 0% Math Total With Comp. 0 Students: 0% Core Total Without Comp. 0 Students: 0% Core Total With Comp. 0 Students: 0% Social Studies 1 Students: 11.1% Science 2 Students: 22.2% Sources of Information 1 Students: 11.1% Complete Comp. W/out Comp 1 Students: 11.1% Complete Comp. With Comp. 1 Students: 11.1% The lowest identified area of Students with Disabilities was: Spelling.

3. 2005 - Iowa Test of Basic Skills (ITBS): Combined Population: Grade 9 (In 2005 the full test battery was not administered, only reading comprehension and math) Reading Comprehension 57 Students: 48.3% The Lowest identified area was: Reading Comprehension.

4. Students with Disabilities: 2005 Reading Comprehension: 0 Students: 0%. The lowest identified area was: Reading Comprehension. 2004 Reading Comprehension: 0 Students: 0% The lowest identified area was: Reading Comprehension.
5. Limited English Proficient (LEP): 2005 Reading Comprehension: 0 Students: 0%. The lowest identified area was: Reading comprehension. 2004 Reading Comprehension: 1 Student: 50%. The lowest identified area was: Reading Comprehension.
6. Economically Disadvantaged (SES): 2005 Reading Comprehension: 24 Students: 40%. The lowest identified area was: Reading Comprehension. 2004 Reading Comprehension: 16 Students: 39%. The lowest identified area was: Reading Comprehension.
7. Caucasian: 2005 Reading Comprehension: 46 Students: 54.7%. The lowest identified area was: Reading Comprehension. 2004 Reading Comprehension: 42 Students: 50.6%. The lowest identified area was: Reading Comprehension.
8. Hispanic: 2005 Reading Comprehension: 2 Students: 16.6%. the lowest identified area was: Reading Comprehension.
9. African American: In 2005, 0 students were tested.
10. Graduation Rate: In 2007, the Graduatın Rate for Gentry High School was 91.3% In 2006, the Graduation Rate for Gentry High School was 89%. In 2005, the Graduation Rate for Gentry High School was 89.8%.
11. Attendance Rate: In 2007, the Attendance Rate for Gentry High School was 95.2% In 2006, the Attendance Rate for Gentry High School was 94%. In 2005, the Attendance Rate for Gentry High School was 94.8%.
- 12.

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

Benchmark To meet or exceed the AYP standard developed by the Arkansas Department of Education. GHS exceeded 06-07 AYP of 43.56%.

Intervention: Gentry High School uses the Comprehensive Literacy approach to vocabulary instruction as detailed in Bringing Words to Life (2002).				
Scientific Based Research: National Reading Panel Report, Teaching Children to Read,(2002); Beck, Isabel, McKeown, Margaret, Kucan, Linda, Bring Words to Life, The Guilford Press, (2002)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All students will participate in vocabulary instruction. Additional practice may be integrated in literacy centers or as homework. The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or Classroom Walk-Through. The instructional leader will confer with the teacher to discuss the level of implementation. Students will participate in additional school wide reading to include a variety in genres and subject areas. Action Type: Alignment Action Type: Parental Engagement Action Type: Plan Evaluation	Judy Winslett	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • School Library • Teachers 	ACTION BUDGET: \$
All English teachers will require students to participate in the Accelerated Reader program to enhance vocabulary and comprehension. Students will be evaluated by computer generated reports determining reading level and comprehension levels. All teachers across the curriculum will be responsible for encouraging students to participate in AR activities. Parents will be informed of student progress and will receive information regarding the AR program via GHS newsletter. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Plan Evaluation Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Martha Hawkins	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	ACTION BUDGET: \$
Gentry High School will integrate literacy based objectives across all curriculum areas that stresses the importance of literacy accountability. Teachers from all curriculum areas will attend professional development training at the Northwest Arkansas Educational Service Cooperative, state and national level conferences to improve the instruction and assessment of literacy in their curriculum area.	Judy Winslett	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers 	NSLA (State-281) \$5000.00 - Purchased Services: ACTION BUDGET: \$5000

Action Type: Alignment				
Action Type: Collaboration				
Action Type: Equity				
Action Type: Professional Development				
Action Type: Special Education				

Total Budget:	\$5000
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Intervention: Teaching Standards-Based Literacy Program

Scientific Based Research: Public law 107-110, "No Child Left Behind", Title I Section 1114 B(1)b(i)(ii)(I)(II), Allington, R.L., and Johnston, P. (1986). Teaching Standards Based Literacy, Doug Reeves. Marzano, Robert, What Works in Schools, Association for Supervision and Curriculum Development (2003), Carter, Lisa, Total Instructional Alignment, Solution Tree Publishers (2007)

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>AIP process: Starting in the 9th grade, all students that do not score proficient or advanced on the 8th grade benchmark exam will be placed in English Remediation Classes for a semester. Students must successfully pass with a proficient grade of 75% to be removed from the class or continue into the next semester. Juniors who do not score proficient or advanced on the 11th Grade Literacy exam will be placed in English remediation during their senior year and must pass with a proficient score of 75% and will not receive credit for English III until they successfully complete the supplemental class. The supplemental English classes will follow Arkansas State Frameworks. Students will be monitored based on daily work, local assessments and rubrics. Teachers will meet regularly to discuss instructional strategies, modifications and supplemental instruction to coordinate with students' IEP's and AIP's. Parents will be notified of enrollment in supplemental classes as well as progress within those classes. Starting with the class of 2008, all students must successfully complete English I and II before they will be allowed to enroll in English III and they will not be allowed to enroll in both English III & IV at the same time. In an effort to aid struggling students, summer sessions will be offered for both English I and English II. The summer school program should serve as a proactive measure to assist in maintaining an acceptable graduation rate.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Plan Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	Judy Winslett	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● Performance Assessments ● Teachers 	NSLA (State-281) - Purchased Services: \$4000.00 NSLA (State-281) - Materials & Supplies: \$500.00 <hr/> ACTION BUDGET: \$4500
<p>Reading Plus software will be used to determine the student's independent reading level, vocabulary study level, silent reading rate and comprehension competence. Scores will be analyzed to determine which students are at-risk and most in need of additional instruction. Parents will be provided an informational letter that details the assessment, how their student performed and that the student will receive additional instruction. Eleventh grade students will be scheduled for an additional period in which the remediation/reinforcement will take place using an aligned curriculum, incorporating NextStep teaching strategies, Reading Plus instructional programs, released items as well as the JEdi program. JEdi software will be purchased and teachers trained in its use. The remediation teacher and other department teachers will meet to discuss the areas of weaknesses for these students so that the curriculum may be looked at for closer alignment.</p> <p>Action Type: Alignment</p>	Andy White	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● Outside Consultants ● Performance Assessments ● Teachers ● Teaching Aids 	ELL (State-276) - Materials & Supplies: \$0.00 NSLA (State-281) - Materials & Supplies: \$7070.00 <hr/> ACTION BUDGET: \$7070

Action Type: Collaboration				
Action Type: Equity				
Action Type: Parental Engagement				
Total Budget:				\$11570
Intervention: Total Instructional Alignment				
Scientific Based Research: Marzano, Robert, What Works in Schools, Association for Supervision and Curriculum Development (2003), Carter, Lisa, Total Instructional Alignment, Solution Tree Publishers (2007)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Formative and summative assessments will be developed by teachers in both vertical and horizontal literacy teams. The Northwest Educational Service Cooperative (NWAESC) coordinated the implementation of this instructional and curriculum alignment model in all 16 districts in the NWAESC beginning in January 2007. Each school district, with support of the school superintendent, sent the administrator from each school and the school's best instructional practitioners to the week long training under the direction of Lisa Carter. The resulting work (in constant progress and improvement) was a vertically and horizontally aligned curriculum and instructional document aligned with state Standards and Benchmark assessments. Teachers will be trained at the building level on how to implement TIA on a quarterly basis over the course of the school year. Exemplary lessons will be posted in the Arkansas Department of Education (ADE) provided TRIAND platform and shared across the NWAESC area.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Plan Evaluation Action Type: Professional Development Action Type: Technology Inclusion</p>	Dr. Paul Hines, Federal Programs/Curriculum Coordinator	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Performance Assessments 	<hr/> ACTION BUDGET: \$
<p>Building level administrators and key instructional leaders in each building/school will be trained in the Classroom Walk Through Model (CWT) of instructional evaluation in relation to TIA. The ADE provides access to the TeachScape CWT platform where CWT data is electronically warehoused. Administrators can use wireless devices (PDAs) that are compatible with the TeachScape platform to collect data regarding implementation of TIA in all classrooms. Data can be retrieved as reports that can be analyzed in conjunction with student achievement/lesson objectives in order to make ongoing decisions about classroom instruction and professional development. The CWT process involves the building administrator/other CWT trained building leaders conducting multiple classroom visits/evaluations over the course of the year. Parents and students will be informed as to the nature of these multiple visits and how it differs from the traditional 2-3 formal/informal teacher evaluations they may be accustomed to. TIA documents will be evaluated and revised based on feedback from teachers (daily as implemented, formally at least annually). FORMATIVE evaluation will consist of teacher, grade level and content teams documenting the effectiveness of the TIA process. SUMMATIVE evaluations will occur in May when teachers conduct a reflective review of the TIA documents and make document revisions. The</p>	Dr. Paul Hines, Federal Programs/Curriculum Coordinator	Start: 07/01/2007 End: 06/30/2008		<hr/> ACTION BUDGET: \$

<p>NWAESC will revise the TIA model, in conjunction with Lisa Carter and the 16 school district core team, for ongoing modifications of the project.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>				
<p>Summative assessment: Pre/post quarterly Targeted Assessments will be administered in English in conjunction with the TIA model. The district has purchased the scanner and will administer/scan assessments each quarter. A second scanner will be purchased to allow teachers to scan/record student ongoing classroom assessments for data analysis and instructional modifications. Results will be used to determine how better to serve students through reteaching and other interventions as determined necessary by the building teams. The Targeted Assessment, provided by the NWAESC will be used to determine instructional and curriculum needs and adjustments for each student on an ongoing yearly basis.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Plan Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Dr. Paul Hines, Federal Programs/Curriculum Coordinator</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>		<p>NSLA (State-281) - \$750.00 Materials & Supplies:</p> <hr/> <p>ACTION BUDGET: \$750</p>
<p>Five (5) LCD projectors will be purchased and placed in the English classrooms. These projectors will be used to address the various learning styles of students (visual, auditory, kinesthetic). Powerpoint and other methods of lesson delivery will be utilized.</p> <p>Action Type: Alignment Action Type: Technology Inclusion</p>	<p>Judy Winslett, Principal</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> ● Performance Assessments ● Teachers ● Teaching Aids 	<p>NSLA (State-281) - \$6000.00 Materials & Supplies:</p> <hr/> <p>ACTION BUDGET: \$6000</p>
<p>Total Budget:</p>				<p>\$6750</p>

Intervention: Parental Involvement

Scientific Based Research: Community / Parental Involvement: Borger, Jeanne, et.al.(2003). Preparing your high school students to take standardized tests. Instructional Intranet: Chicago Public Schools. 22 July 2003. Mulvenon, Sean W.et.al. (2003, April 28). Test Anxiety: A multifaceted study on the perceptions of teachers, principals, counselors, students and parents. ORME: University of Arkansas. 22 July 2003

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The school will create a parent center with free information accessible to students and parents.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Plan Evaluation Action Type: Professional Development</p>	<p>Martha Hawkins</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> ● Computers ● School Library ● Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Gentry High School will conduct two parent-teacher conferences per year. These will be held in the fall and in the spring. They will be advertised throughout the community.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	<p>Judy Winslett</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Community Leaders ● Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Gentry High School Parent Facilitator will develop and have available Informational Packets for</p>	<p>Martha Hawkins</p>	<p>Start: 07/01/2007</p>	<ul style="list-style-type: none"> ● Administrative Staff 	<hr/>

students and parents at Open House, Parent-Teacher Conference Days and throughout the school year. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education		End: 06/30/2008	<ul style="list-style-type: none"> • Computers • Outside Consultants • Teachers 	ACTION BUDGET: \$
A parent facilitator will be designated and will aid in coordination of events such as Open House, Parent-teacher Conferences, parent involvement meetings and any parent seminars. They will also have educational materials available for parents. Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Martha Hawkins	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • School Library • Teachers 	ACTION BUDGET: \$
The GHS Library will provide parenting books, magazines, and other materials regarding responsible parenting through the library, these articles will be advertised and parents will have the opportunity to check out the materials. Action Type: Equity Action Type: Special Education	Martha Hawkins	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Computers • School Library • Teaching Aids 	NSLA (State-281) - Materials & Supplies: \$500.00 ACTION BUDGET: \$500
Gentry High School will actively engage parents in activities that promote successful parenting. These can include but are not limited to parenting workshops, seminars, pamphlets and materials. Action Type: Equity Action Type: Parental Engagement	Martha Hawkins	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Computers • Outside Consultants • Public Library • School Library 	ACTION BUDGET: \$
Gentry High School will hold a Parents Make a Difference Night. This may be held in conjunction with the District State of the School night or with Open House and Orientation. This will include an overview of what students will be learning; how students are assessed; parental expectations of the school; and how parents can make a difference. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Martha Hawkins	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids 	ACTION BUDGET: \$
Gentry High School will provide a volunteer resource book that will list the interests and availability of volunteers for school staff members' use, including a parent survey. Action Type: Parental Engagement	Martha Hawkins	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • School Library • Teachers 	ACTION BUDGET: \$
Gentry High School will distribute statements of the district's plan and commitment for parental involvement to parents and students. Action Type: Parental Engagement	Martha Hawkins	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	ACTION BUDGET: \$
Gentry High School will have a process for resolving parental concerns. Action Type: Collaboration Action Type: Parental Engagement	Judy Winslett	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Gentry High School will hold seminars to inform parents of high school students about how to be involved in decisions affecting course selection, career planning, and preparation for post-secondary opportunities. Action Type: Parental Engagement	Kathy Pipkin	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • School Library • Teachers 	NSLA (State-281) - Materials & Supplies: \$500.00 ACTION BUDGET: \$500
Gentry High School will provide parents with tips on	Kathy Pipkin	Start:	<ul style="list-style-type: none"> • Administrative 	

how to foster their child's success. Action Type: Parental Engagement		07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Staff Community Leaders Computers Teachers 	ACTION BUDGET: \$
In order to take advantage of community resources, our school will ENABLE THE FORMATION OF A PARENT TEACHER ASSOCIATION, OR ORGANIZATION, that will foster parental and community involvement with in the school. Action Type: Collaboration Action Type: Parental Engagement	Judy Winslett	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$1000

Intervention: Gentry High School uses the Comprehensive Literacy Approach to comprehension instruction with emphasis on monitoring comprehension, using graphic and semantic organizers, answering questions, generating questions, recognizing story structure, summarizing, making use of prior knowledge and using mental imagery.

Scientific Based Research: National Reading Panel Report, Teaching Children to Read. (2000); Harvey, Stephanie, Goudvis, Anne, Strategies That Work. Stenhouse, (2000).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Each teacher will utilize the explicit teaching procedure for comprehension instruction in literacy and core curriculum classes. Whole group as well as small group instruction will be utilized as noted in the instructional protocol. The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or classroom walk-through. The instructional leader will confer with the teacher to discuss the level of implementation. All students will participate in comprehension strategy instruction. This will include teacher explanation and modeling of all comprehension strategies, followed by guided practice and independent practice. Additional practice may be integrated as homework. Progress grades will be monitored each nine weeks with fluency scales. The CRT will be the outcome assessment for reading in grade 11. Parents will be informed of student progress in comprehension. Students will participate in a wide variety of reading genres in all core areas. Gentry High School expects all students to be proficient in reading comprehension. This program will be evaluated by increasing the number of students meeting or exceeding proficiency in reading on the CRT and/or NRT. Teachers will participate in study groups to fully utilize the text, Strategies that Work and Improving Adolescent Literacy. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Plan Evaluation Action Type: Professional Development	Judy Winslett	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Computers District Staff Outside Consultants School Library Teachers 	ACTION BUDGET: \$
Selected teachers will attend Literacy Lab training with Ken Stamatis to increase their knowledge in working with students in reading and writing skills. The teachers will work to set up classroom libraries/build resources. Action Type: Professional Development	Dr, Paul Hines, Curriculum/Federal Programs Coordinator	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> District Staff Outside Consultants 	PD (State-223) - Materials & Supplies: \$1800.00 PD (State-223) - Purchased Services: \$500.00 <hr/> ACTION \$2300

				BUDGET:
In order for each teacher to better utilize comprehension strategies instruction the faculty will undertake a book study of Strategies That Work by Stephanie Harvey, Improving Adolescent Literacy and incorporate their new learning into their day-to-day activities. Action Type: Collaboration Action Type: Professional Development	Judy Winslett	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
ELL funds will be used to pay salary/benefits/supplies/materials for a .5 FTE person to serve ESL students. Faculty will have the opportunity to attend professional development trainings to reinforce/enrich their knowledge/skills in order to better serve our students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Dr. Paul Hines, Federal Programs/Curriculum Coordinator	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers • Teaching Aids 	ELL (State-276) - Materials \$1500.00 & Supplies: ELL (State-276) - \$3448.13 Employee Benefits: ELL (State-276) - \$12997.00 Employee Salaries: ELL (State-276) - \$250.00 Purchased Services: <hr/> ACTION BUDGET: \$18195.13
Total Budget:				\$20495.13

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

1. EOC-Algebra Exam 2007-Percent of Students Scoring Proficient or Advanced: 73 Students: 76% of Combined Students N/A Students: N/A% of African American Students 5 Students: 62.0% of Hispanic Students 56 Students: 76% of Caucasian Students 37 Students: 84% of Economically Disadvantaged Students 4 Students: 57% of LEP Students 3 Students: 60.0% of Students with Disabilities The lowest identified areas for the combined population (2007) were: Data Interpretation and Probability The lowest identified areas for African Americans were: NONE TESTED The lowest identified areas for Hispanic were: Language of Algebra Constructed Response. The lowest identified areas for Caucasian were: Data Interpretation and Probability. The lowest identified areas for Economically Disadvantaged students were: Data Interpretation and Probability. The lowest identified areas for LEP students were: Data Interpretation and Probability. 2006-Number and Percent of Students Scoring Proficient or Advanced: 88 Students: 93.6% of Combined Students . Students: N/A% of African American Students 6 Students:100.0% of Hispanic Students 65 Students: 94.2% of Caucasian Students 40 Students: 95.2% of Economically Disadvantaged Students 3 Students: 75.0% of LEP Students 2 Students: 66.6% of Students with Disabilities 2005-Number and Percent of Students Scoring Proficient or Advanced: 73 Students: 75.2% of Combined Students . Students: N/A% of African American Students 2 Students: 66.6% of Hispanic Students 55 Students: 75.3% of Caucasian Students 28 Students: 70.0% of Economically Disadvantaged Students 4 Students: 57.1% of LEP Students 4 Students: 50.0% of Students with Disabilities
2. EOC-Geometry Exam 2007-Percent of Students Scoring Proficient or Advanced: 61 Students: 70% of Combined Students N/A Students: N/A% of African American Students 2 Students: 40% of Hispanic Students 48 Students: 70% of Caucasian Students 26 Students: 76% of Economically Disadvantaged Students 1 Students: 66% of LEP Students 1 Students: 33% of Students with Disabilities The lowest identified areas for the combined population were: Triangles. The lowest identified areas for African Americans were: NONE TESTED The lowest identified areas for Hispanic were: Language of Geometry. The lowest identified areas for Caucasian were: Triangles. The lowest identified areas for Economically Disadvantaged students were: Triangles. The lowest identified areas for LEP students were: Measurement and Relationships between two and three dimensions. 2006-Number and Percent of Students Scoring Proficient or Advanced: 82 Students: 78.8% of Combined Students . Students: N/A% of African American Students 3 Students: 75.0% of Hispanic Students 60 Students: 77.9% of Caucasian Students 31 Students: 81.5% of Economically Disadvantaged Students 3 Students: 75.0% of LEP Students 3 Students: 42.8% of Students with Disabilities 2005-Number and Percent of Students Scoring Proficient or Advanced: 56 Students: 62.2% of Combined Students 0 Students: 0% of African American Students 2 Students: 28.5% of Hispanic Students 48 Students: 65.7% of Caucasian Students 16 Students: 43.2% of Economically Disadvantaged Students 0 Students: 0% of LEP

- Students 0 Students: 0% of Students with Disabilities
3. 2007-IOWA TEST OF BASIC SKILLS Number and Percent of Students Scoring At or Above 50th Percentile: COMBINED POPULATION Grade:9 Vocabulary 43 Students 30.3% Reading Comprehension 58 Students: 40.9% Reading Total 51 Students: 35.9% Spelling 51 Students: 36% Revising Writing 58 Students: 40.8% Math Concepts & Problem Solving 98 Students: 69% Math Computation 69 Students: 48.6% Math Total 84 Students: 59.2% Core Total 64 Students: 45.1% Social Studies 61 Students: 43% Science 69 Students: 48.6% Sources of Information 46 Students: 32.4% Composite 60 Students: 42.3% The lowest identified areas for the Combined Population was: Vocabulary AFRICAN AMERICAN POPULATION Grade:9 None Tested HISPANIC POPULATION Grade:9 Vocabulary 0 Students: 0% Reading Comprehension 3 Students: 23.1% Reading Total 2 Students: 15.4% Spelling 3 Students:23.1% Revising Writing 2 Students:15.4% Math Concepts & Problem Solving 4 Students: 30.8% Math Computation 4 Students: 30.8% Math Total 4 Students: 30.8% Core Total 3 Students: 23.1% Social Studies 1 Students: 7.7% Science 1 Students: 7.7% Sources of Information 1 Students: 7.7% Composite 1 Students: 7.7% The lowest identified area for the Hispanic population was: Social Studies. CAUCASIAN POPULATION Grade:9 Vocabulary 40 Students: 38.1% Reading Comprehension 45 Students: 42.8% Reading Total 44 Students: 41.9% Spelling 39 Students: 37.2% Revising writing 49 Students: 46.7% Math Concepts & Problem Solving 77 Students: 73.3% Math Computation 51 Students: 48.5% Math Total 65 Students: 61.9% Core Total 52 Students: 49.6% Social Studies 53 Students: 50.4% Science 57 Students: 54.3% Sources of Information 39 Students: 37.1% Composite 51 Students: 48.6% The lowest identified area of the Caucasian population was: vocabulary. ECONOMICALLY DISADVANTAGED Grade:9 Vocabulary 17 Students: 26.2% Reading Comprehension 24 Students: 37% Reading Total 18 Students: 27.7% Spelling 26 Students: 40.0% Revising Writing 28 Students: 43.1% Math Concepts & Problem Solving 42 Students: 64.6% Math Computation 36 Students: 55.4% Math Total 39 Students: 60% Core Total 31 Students: 47.7% Social Studies 27 Students: 41.5% Science Students: 47.7% Sources of Information 18 students: 27.7% Composite 28 Students: 43.1% The lowest identified area of the Economically Disadvantaged population was: vocabulary. LIMITED ENGLISH PROFICIENT Grade:9 Vocabulary 0 Students: 0% Reading Comprehension 1 Students: 10.0% Reading Total 0 Students: 0% Spelling 2 Students: 20.% Revising Writing 0 Students: 0% Math Concepts & Problem Solving 4 Students: 40.0% Math Computation 4 Students: 40.0% Math Total 5 Students: 50.0% Core Total 3 Students: 30.% Social Studies 0 Students: 0% Science 1 Students: 10.0% Sources of Information 0 Students: 0% Composite 0 Students: 0% The lowest identified area of the LEP population was: Math concepts & Problem Solving. STUDENTS WITH DISABILITIES Grade:9 Vocabulary 2 Students: 22.2% Reading Comprehension 1 Students: 11.1% Reading Total 1 Students: 11.1% Spelling 1 Students: 11.1% Revising Writing 0 Students: 0% Math Concepts & Problem Solving 4 Students: 44.4% Math Computation 3 Students: 33.3% Math Total 3 Students: 33.3% Core Total 1 Students: 11.1% Social Studies 0 Students: 0% Science 1 Students: 11.1% Sources of Information 0 Students: 0% Composite 0 Students: 0% The lowest identified area of Students with Disabilities was: Sources of Information. 2006-IOWA TEST OF BASIC SKILLS -- Report Completed: Oct 1, 2006 Number and Percent of Students Scoring At or Above 50th Percentile: COMBINED POPULATION Grade:9 Vocabulary 46 Students: 42.5% Reading Comprehension 50 Students: 46.3% Reading Total 53 Students: 49.0% Spelling 39 Students: 36.1% Language Total 56 Students: 51.8% Math Total Without Comp 67 Students: 62.0% Math Computation 50 Students: 46.3% Math Total With Comp. 57 Students: 52.7% Core Total Without Comp. 55 Students: 50.9% Core Total With Comp. 56 Students: 51.8% Social Studies 50 Students: 46.3% Science 59 Students: 54.6% Sources of Information 44 Students: 40.7% Complete Comp. W/out Comp 52 Students: 48.1% Complete Comp. With Comp. 51 Students: 47.2% The lowest identified area was: Math Computations. AFRICAN AMERICAN POPULATION Grade:9 None Tested HISPANIC POPULATION Grade:9 Vocabulary 2 Students: 16.6% Reading Comprehension 2 Students: 16.6% Reading Total 3 Students: 25.0% Spelling 4 Students: 33.3% Language Total 4 Students: 33.3% Math Total Without Comp 4 Students: 33.3% Math Computation 3 Students: 25.0% Math Total With Comp. 3 Students: 25.0% Core Total Without Comp. 3 Students: 25.0% Core Total With Comp. 3 Students: 25.0% Social Studies 3 Students: 25.0% Science 4 Students: 33.3% Sources of Information 3 Students: 25.0% Complete Comp. W/out Comp 3 Students: 25.0% Complete Comp. With Comp. 3 Students: 25.0% The lowest identified area was: Math Computation. CAUCASIAN POPULATION Grade:9 Vocabulary 37 Students: 48.6% Reading Comprehension 40 Students: 52.6% Reading Total 42 Students: 55.2% Spelling 27 Students: 35.5% Language Total 43 Students: 56.5% Math Total Without Comp 50 Students: 65.7% Math Computation 36 Students: 47.3% Math Total With Comp. 42 Students: 55.2% Core Total Without Comp. 43 Students: 56.5% Core Total With Comp. 44 Students: 57.8% Social Studies 39 Students: 51.3% Science 44 Students: 57.8% Sources of Information 34 Students: 44.7% Complete Comp. W/out Comp 41 Students: 53.9% Complete Comp. With Comp. 40 Students: 52.6% The lowest identified area was: Math Computation. ECONOMICALLY DISADVANTAGED Grade:9 Vocabulary 18 Students: 32.7% Reading Comprehension 22 Students: 40.0% Reading Total 20 Students: 36.3% Spelling 17 Students: 30.9% Language Total 21 Students: 38.1% Math Total Without Comp 26 Students: 47.2% Math Computation 24 Students: 43.6% Math Total With Comp. 21 Students: 38.1% Core Total Without Comp. 18 Students: 32.7% Core Total With Comp. 18 Students: 32.7% Social Studies 20 Students: 36.3% Science 26 Students: 47.2% Sources of Information 20 Students: 36.3% Complete Comp. W/out Comp 19 Students: 34.5% Complete Comp. With Comp 19 Students: 34.5% The lowest identified area was: Core Totals. LIMITED ENGLISH PROFICIENT Grade:9 Vocabulary 0 Students: 0% Reading Comprehension 0 Students: 0% Reading Total 0 Students: 0% Spelling 0 Students: 0% Language Total 0 Students: 0% Math Total Without Comp 0 Students: 0% Math Computation 2 Students: 50.0% Math Total With Comp. 0 Students: 0% Core Total Without Comp. 0 Students: 0% Core Total With Comp. 0 Students: 0% Social Studies 0 Students: 0% Science 0 Students: 0% Sources of Information 0 Students: 0% Complete Comp. W/out Comp 0 Students: 0% Complete Comp. With Comp. 0 Students: 0% The lowest identified area was:Math Computation and Core Totals. STUDENTS WITH DISABILITIES Grade:9 Vocabulary 2 Students: 22.2% Reading Comprehension 2 Students: 22.2% Reading Total 2 Students: 22.2% Spelling 0 Students: 0% Language Total 0 Students: 0% Math Total Without Comp 2 Students: 22.2% Math Computation 0 Students: 0% Math Total With Comp. 0 Students: 0% Core Total Without Comp. 0 Students: 0% Core Total With Comp. 0 Students: 0% Social

Supporting
Data:

Studies 1 Students: 11.1% Science 2 Students: 22.2% Sources of Information 1 Students: 11.1% Complete Comp. W/out Comp 1 Students: 11.1% Complete Comp. With Comp. 1 Students: 11.1% The lowest identified area was: Math Computation and Core Totals.

4. 2005 - Iowa Test of Basic Skills (ITBS) Combined Population: 2005 Math Concepts and Estimations: 63 Students: 52.9%. Problem Solving & Data Interpretations: 68 Students: 57.1%. Math Total: 676 Students: 56.3%. The lowest identified area was: Math Concepts. 2004 Concepts and Problem Solving: 45 Students: 45.4%. The lowest identified area was: Math Concepts. African Americans: In 2005, 0 students were tested. In 2004, 0 students were tested. Hispanic: 2005 Concepts and Estimations: 4 Students: 33.3%. Problem Solving & Data Interpretations: 3 Students: 25%. Math total: 3 Students: 25%. The lowest identified area was: Concepts and Problem Solving. 2004 Concepts and Problem Solving: 2 Students: 66.6%. The lowest identified area was: Math Concepts.
5. Students with Disabilities: 2005 Concepts & Estimations: 2 Students: 22.2%. Problem Solving & Data Interpretations: 2 Students: 22.2%. Math Total: 2 Students: 22.2%. The lowest identified area was: Math Concepts. 2004 Concepts and Problem Solving: 2 Students: 40%. The lowest identified area was: Concepts. Limited English Proficient (LEP): 2005 Concepts & Estimations: 3 Students: 50%. Problem Solving & Data Interpretations: 1 Student: 16.6%. Math Total: 1 Student: 16.6%. The lowest identified areas were: Problem Solving & Data Interpretations and Math total. 2004 Concepts & Problem Solving: 0 Students: 0%. The lowest identified area was: Concepts. Economically Disadvantage (SES): 2005 Concepts & Estimations: 27 Students: 44.2%. Problem Solving & Data Interpretations: 30 Students: 49.1%. Math total: 29 Students: 47.5%. The lowest identified area was: Concepts. 2004 Concepts & Problem Solving: 17 Students: 41.4%. the lowest identified area was: Concepts.
6. Caucasian: 2005 Concepts and Estimations: 48 Students: 56.4%. Problem Solving & Data Interpretations: 50 Students: 58.8%. Math Total: 52 Students: 61.1%. The lowest identified area was: Concepts. 2004 Concepts and Problem Solving: 38 Students: 45.7%. The lowest identified area was: Math concepts.
7. Graduation Rate: In 2007, the Graduation Rate for Gentry High School was 91.3%. In 2006, the Graduation Rate for Gentry High School was 89%. In 2005, the Graduation Rate for Gentry High School was 84.8%.
8. Attendance Rate: In 2007, the Attendance Rate for Gentry High School was 95.2%. In 2006, the Attendance Rate for Gentry High School was 94%. In 2005, the Attendance Rate for Gentry High School was 94.8%.
- 9.
- 10.
- 11.

Goal All students will improve in mathematic skills and responding to Constructed Response questions with additional attention to Multiple Choice and Operation Mathematic strands.

Benchmark To meet or exceed the AYP standard developed by the Arkansas Department of Education. GHS exceeded the 2006-07 AYP goal of 38.05%

Intervention: Curriculum Alignment and Mapping				
Scientific Based Research: Curriculum Alignment & MAPPING: Jacobs, Heidi Hayes. Mapping the Big Picture, 1997 Carter, Lisa, Total Instructional Alignment, Solution Tree Publishers (2007)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Selected faculty/staff will attend professional development opportunities that support ACSIPs at the local, state, regional and national levels. PD opportunities may include but not limited to: LitLab, JEdi, CurrMap, AAEA, ASCD, BER, NCTM, IRA, AP Institutes, Instructional Leaders Conferences, AR/RR/Literacy Conference, Triand, CurrMap Software, Technology Conference, ESL/TESOL, PLC/book studies, Transitional Math, Writer Workshops and other local, state, regional and national conferences/trainings. Monies will be used to fund all reasonable cost associated with the professional development including fees, meals, travel, etc. Funds may be used for membership dues/fees for organizations/publications which contribute to the field of education as well as paying for substitutes while teachers are attending professional development training.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Plan Evaluation Action Type: Professional Development Action Type: Technology Inclusion</p>	Judy Winslett	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● District Staff ● Outside Consultants ● Teachers ● Title Teachers 	PD (State-223) - Purchased Services: \$4250.00 PD (State-223) - Materials & Supplies: \$4000.00 <hr/> ACTION BUDGET: \$8250
Total Budget:				\$8250
Intervention: Curriculum and Program Improvement through Planning and Staff Collaboration				
Scientific Based Research: School-based reform from a National Study, Quellmalz, E., Shields, P., Knapp, M., Bamberg, J., Anderson, L. 1995.				
	Person			Source of

Actions	Responsible	Timeline	Resources	Funds
A select group of teachers will meet to develop and implement strategies designed to increase student achievement. They will review all areas of the curriculum to ensure they are aligned per the Arkansas State Content Standards. They will review and update AIP student plans and and discuss instructional strategies and modifications to meet individual student needs. The faculty will participate in a staff activity during the year to plan goals for improving student achievement. A meeting will occur to determine accomplishments and goals that were met and discuss plans for following year. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Plan Evaluation Action Type: Professional Development	Judy Winslett	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Throughout the year, teachers will review and evaluate curriculum to correct gaps and redundancies. The data gained as a result of the targeted assessments will be used in evaluating and implementing needed changes. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Judy Winslett	Start: 07/01/2007 End: 06/30/0008	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement instructional strategies and techniques to improve student achievement on open-response items

Scientific Based Research: Principles and Standards, National Council on Teachers of Math, 2000. Making Standards Work, Doug Reeves, 1999.

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers meet and review resources/strategies to effectively address open-response items. Teachers will take advantage of NWAESC opportunities as well as those offered by ADE relating to open response items. Teachers will meet to discuss interdisciplinary strategies relating to open response math items. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Judy Winslett	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Teaching Standard Based Mathematics Program

Scientific Based Research: Teaching Standard Based Mathematics Program: H.R.1 Public Law 107-110, "No Child Left Behind", Title I Section 114 B(1)b(i) (ii) (I) (II); Mathematics for Compensatory School Programs, Romber, T.A. Research and Associates, Inc., Washington D.C., 1986, ED 293 911 Carter, Lisa, total Instructional Alignment, Solution Tree Publishers (2007)

Actions	Person Responsible	Timeline	Resources	Source of Funds
All students not scoring proficient or advanced on the 8th grade Benchmark Exam, the Algebra I EOC or the Geometry EOC, will be enrolled in a supplemental instruction mathematics class. This instruction will be aligned with the Arkansas Math Frameworks and State Content Standards. This will allow these students to receive additional instruction in areas of weakness as defined by data analysis of state and local assessments. Students will be rotated out of the supplemental class upon mastery of content goals and objectives. Progress will be monitored and measured through pre and post test, daily work, local assessments and a scoring rubric. Teachers will meet regularly to determine instructional strategies, modifications and instruction needed to align students IEP's with the supplemental program. Interdisciplinary assessment and performance based	Cheryl Price	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$

instruction will be implemented using Benchmark and EOC released items. Students will also be able to use the JEdi program for further reinforcement of their basic Math skills. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Plan Evaluation Action Type: Special Education				
Mathematics equipment such as TI graphing calculators, Classroom Performance Systems (CPS's) and software will be purchased to provide materials appropriate for the application of math standards through classroom presentation. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Plan Evaluation Action Type: Technology Inclusion	Judy Winslett	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Computers Teachers Teaching Aids 	NSLA (State-281) - Materials & Supplies: \$19340.00 ACTION BUDGET: \$19340
Total Budget:				\$19340

Intervention: Safe and Drug Free - School Resource Officer.				
Scientific Based Research: School Resource Officer. Connelly, H. (Jan/Feb,1999). Youth focused community policing: Establishing partnerships for addressing juvenile crime. Community policing exchange, Washington, D.C.: Community policing consortium, 1-8. Walker, W. (1995). Evaluation of the School Resource Officer Program in the Lincoln Public Schools, Lincoln, NE: Lincoln Public Schools.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
SRO will receive training in Smart Choices/Better Chances and SRO strategies. Books and instructional materials, including computer software and videos, will be provided for the SRO to develop crime prevention efforts with students, to provide safety training, to train students in conflict resolution and to work with students in preventing drug and alcohol abuse. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Plan Evaluation Action Type: Professional Development	Judy Winslett	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders Computers District Staff Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Students who are assigned to the In-School Suspension Program will be required to complete Learning Packets that deal with such things as Anger Management, Conflict Resolution, Tobacco Usage, Insubordination, Disrespect and more. We will also be incorporating the Positive Action component into part of our classes throughout the year. There will be a link on the GHS website to the PA web site for sample lessons and activities so that parents will have access to them. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Plan Evaluation Action Type: Technology Inclusion	Kathy Pipkin	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Computers School Library Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Alternative Learning Environments In order to provide the most positive learning environment possible for all students so that they can succeed in achieving proficiency in math and literacy, an alternative learning environment will be provided for students who can not succeed in the regular classroom.				
Scientific Based Research: Bureau of Legislative Research, August 2006, Alternative Learning Environment Report, pp79.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Gentry High School will contract with the Siloam Springs School District to pay tuition for students it sends to the Alternative Learning Environment Center in Siloam Springs. Parents will be notified and attendance at the school will require parental	Judy Winslett	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ALE (State-275) - Purchased \$91695.00

<p>consent. Teachers at the ALE will have opportunities for professional development required for their position. Professional development opportunities offered to other district employees will be offered to the ALE faculty as well. The curriculum will be aligned with the the Arkansas Frameworks and incorporate technology whenever possible. A tutorial computer program will be utilized for remediation. It will be the goal of the ALE to graduate the students in the ALE program. The program will be evaluated by attendance records, the number of students who remain in school and graduate and by written evaluations by students in the program and their parents.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Plan Evaluation Action Type: Professional Development Action Type: Technology Inclusion</p>				<p>Services:</p> <hr/> <p>ACTION BUDGET: \$91695</p>
<p>Gentry High School will use a consortium with Siloam Springs School District to determine eligibility into the Alternative Learning Environment. The selection committee will consist of the principal, counselor, a classroom teacher, a parent or guardian and the director of the ALE. Students are eligible to attend the ALE based on academic progress and if credit recovery is needed. Acceptance will be based on credits earned and credits needed for graduation.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Judy Winslett</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> • Administrative Staff • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$91695</p>

Intervention: Total Instructional Alignment

Scientific Based Research: Marzano, Robert, What Works in Schools, Association for Supervision and Curriculum Development (2003), Carter, Lisa, Total Instructional Alignment, Solution Tree Publishers (2007)

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Formative and Summative assessments will be pre/post quarterly Targeted Assessments administered in Math (Algebra and Geometry) in conjunction with the TIA model. The district has purchased the scanner and will administer/scan assessments each quarter. Results will be used to determine how better to serve students through reteaching and other interventions as determined necessary by the building teams. The Targeted Assessment, provided by the NWAESC will be used to determine instructional and curriculum needs and adjustments for each student on an ongoing yearly basis.</p>	<p>Dr. Paul Hines, Federal Programs/Curriculum Coordinator</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Formative and Summative assessment will be prepared by teachers for math in both vertical and horizontal teams. The Northwest Educational Service Cooperative (NWAESC) coordinated the implementation of this instructional and curriculum alignment model in all 16 districts in the NWAESC beginning in January 2007. Each school district, with support of the school superintendent, sent the administrator from each school and the school's best instructional practitioners to the week long training under the direction of Lisa Carter. The resulting work (in constant progress and improvement) was a vertically and horizontally aligned curriculum and instructional document aligned with state Standards and Benchmark assessments. Teachers will be trained at the building level on how to implement TIA on a quarterly basis over the course of the school year. Teachers will work in collaborative groups to develop lessons that are aligned to their specific TIA document, grade level and content area. Exemplary lessons will be posted in the Arkansas Department of Education (ADE) provided TRIAND platform and shared across the NWAESC area</p>	<p>Dr. Paul Hines, Federal Programs/Curriculum Coordinator</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>Building level administrators and key instructional leaders in each building/school will be trained in the Classroom Walk Through Model (CWT) of instructional evaluation in relation to TIA. The ADE provides access to the TeachScape CWT platform where CWT data is electronically warehoused. Administrators can use wireless devices (PDAs) that are compatible with the TeachScape platform to collect data regarding implementation of TIA in all classrooms. Data can be retrieved as reports that can be analyzed in conjunction with student achievement/lesson objectives in order to make ongoing decisions about classroom instruction and professional development. The CWT process involves the building administrator/other CWT trained building leaders conducting multiple classroom visits/evaluations over the course of the year. Parents and students will be informed as to the nature of these multiple visits and how it differs from the traditional 2-3 formal/informal teacher evaluations they may be accustomed to. TIA documents will be evaluated and revised based on feedback from teachers (daily as implemented, formally at least annually). FORMATIVE evaluation will consist of teacher, grade level and content teams documenting the effectiveness of the TIA process. SUMMATIVE evaluations will occur in May when teachers conduct a reflective review of the TIA documents and make document revisions. The NWAESC will revise the TIA model, in conjunction with Lisa Carter and the 16 school district core team, for ongoing modifications of the project.</p>	<p>Dr. Paul Hines, Federal Programs/Curriculum Coordinator</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>			<p>\$0</p>

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

- In 2006-2007, BMI results for Gentry High School indicated that 36.6% of the male student population was at risk of being overweight or were over weight. In 2005-2006, BMI results for Gentry High School indicated that 36.9% of the male student population was at risk of being overweight or were overweight. In 2004-2005, BMI results for Gentry High School indicated that 44.1% of the male student population was at risk of being overweight or were overweight. In 2003-2004, BMI results for Gentry High School indicated that 39.9% of the male student population was at risk of being overweight or were overweight.
- In 2006-2007, BMI results for Gentry High School indicated that 37.1% of the female student population was at risk of being overweight or were overweight. In 2005-2006, BMI results for Gentry High School indicated that 32.1% of the female student population was at risk of being overweight or were overweight. In 2004-2005, BMI results for Gentry High School indicated that 29.3% of the female student population was at risk of being overweight or were overweight. In 2003-2004, BMI results for Gentry High School indicated that 32.9% of the female student population was at risk of being overweight or were overweight.
- The 2006-2007 School Health Index results related that each school has incorporated more physical activity time in order to meet the standard set forth by the state The 2005-2006 School Health Index results related that each school has incorporated more physical activity time in order to meet the standard set forth by the state The 2004-2005 School Health Index results related that students are improved in more activity and make healthier eating choices.
- In 2005-2006 school year, we eliminated all of our drink and vending machines from the student center.

Supporting Data:

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

Benchmark: There will be a 5% difference in the 2007-2008 BMI results indicating healthier lifestyles are being practiced. Results will be measured by the Presidential Physical Fitness Exam and the BMI screening.

<p>Intervention: Gentry High School will encourage / implement strategies and activities that promote a lifelong healthy lifestyle through nutritional education.</p>				
<p>Scientific Based Research: Guidelines for School Health Programs to "Promote Lifelong Healthy Eating" http://www.cdc.gov/mmwr/preview/mmwrhtml/00042446.htm</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Educate students about healthy eating habits both at home and on the run. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness</p>	<p>Sean Seligman</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • Outside Consultants • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Provide students with the proper daily recommended diet.</p>	<p>Betty Harrington</p>	<p>Start: 07/01/2007</p>	<ul style="list-style-type: none"> • Computers • District Staff 	<p>ACTION</p>

Action Type: Collaboration		End: 06/30/2008	• Outside Consultants	BUDGET: \$
Action Type: Equity				
Action Type: Wellness				
Total Budget:				\$0
Intervention: Students will be involved in more physical activity through our Health and Wellness programs.				
Scientific Based Research: Guidelines for School Health Programs to "Promote Lifelong Physical Activity" http://cdc.gov/mmwr/preview/mmwrhtml/00046823.htm Let's Get Physical - Promotion and Education Strategies by Dr. Hal Wechsler http://fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Development of lifelong activities in our Physical Education classes. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Plan Evaluation Action Type: Special Education Action Type: Wellness	Brae Harper	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$
Encourage the development and participation in family oriented, community-based physical activity programs reducing the amount of time students spend in front of the television sets playing video games. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Brae Harper	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Andy White	English Teacher	Literacy
Classroom Teacher	Anthony J. Carreira	Math Teacher	Math
Classroom Teacher	Cheryl Price	Math Teacher	Math
Classroom Teacher	Conlan Efurd	PE/Coach	Math
Classroom Teacher	Darlene Roberts	Speech/Drama	Literacy
Classroom Teacher	David Nelson	Vo-Ag Teacher	Math
Classroom Teacher	David Shelby	History	Literacy
Classroom Teacher	Jennifer Pierce	Math Teacher	Math
Classroom Teacher	Jodye Pool	Science / Vo-Ag	ACSIP Leadership
Classroom Teacher	John Varvil	Math Teacher	Math
Classroom Teacher	Karen Nuttle	Special Education	Literacy
Classroom Teacher	Karen Nuttle	Special Education	ACSIP Leadership
Classroom Teacher	Lynn Garside	Art Teacher	Literacy
Classroom Teacher	Marian Killgore	English Teacher	Literacy
Classroom Teacher	Marilyn Bayer	Science Teacher	Math
Classroom Teacher	Martha Hawkins	Media Specialist	Math
Classroom Teacher	Marty Edmiston	Rem. Math/Coach	Math
Classroom Teacher	Max Conroy	English Teacher	Literacy
Classroom Teacher	Michael Graham	History Teacher	Literacy
Classroom Teacher	Michelle Slayton	Band Director	Literacy
Classroom Teacher	Patrick Lanford	History/ Spanish	Literacy
Classroom Teacher	Posey Summers	ESL Coordinator	Literacy
Classroom Teacher	Sean Seligman	Health/Coach	Literacy
Classroom Teacher	Sherry McMillen	English Teacher	Literacy
Classroom Teacher	SueAnn Chenault	FCCLA	Math
Classroom Teacher	Susan Juillerat	Special Education	Math
Classroom Teacher	Tim Rippy	PE/Health/Coach	Math
Classroom Teacher	Toni Sarratt	Science Teacher	Literacy

Classroom Teacher	Tony Carreira	History	ACSIP Leadership
Classroom Teacher	Trella Yates	Choir Director	Literacy
Classroom Teacher	Wendy Ramsey	Business Teacher	Literacy
District-Level Professional	Daniel Ramsey	Science Teacher	Math
Non-Classroom Professional Staff	Kathy Pipkin	Counselor	Math
Non-Classroom Professional Staff	Martha Hawkins	Parent Facilitator	Parental Involvement
Parent	Erica Williams	Parent Volunteer	Parental Involvement
Parent	Jim Barnes	Parent Volunteer	Parental Involvement
Parent	Pat Barnes	Parent Volunteer	Parental Involvement
Parent	Tammy Singer	Parent Volunteer	Parental Involvement
Principal	Brae Harper	Assistant Principal	Literacy
Principal	Brae Harper	Assistant Principal	Math
Principal	Judy Winslett	Principal	ACSIP Leadership