



School Plan

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CROSSETT MIDDLE SCHOOL

Arkansas Comprehensive School Improvement Plan

2009-2010

District:

MISSION.

The mission of the Crossett School District is to promote a 'Tradition of Excellence' by providing quality education and by preparing students to succeed in a global society.

VISION.

The vision of the Crossett School District is to provide a safe, caring, and mutually respectful environment where each individual values education, is motivated, is accountable, and is focused on achieving excellence.

CORE BELIEFS.

We believe:

- Students deserve quality work that is engaging, challenging, and satisfying.
- Students deserve teachers, administrators, and support staff who are caring, competent, and knowledgeable.
- All schools will provide a safe, caring, and orderly environment that is conducive to learning.
- The success of our district will be measured by the ability of our students to be successful in a global community.
- Education is the foundation on which we build the future.
- Education is a privilege and responsibility shared by teachers, students, parents, and community members.
- Effective communication is essential to engage all stakeholders in an effort to support the teaching/learning process.
- Education is a lifelong process of acquiring and applying knowledge.
- Our district should be a community of learning, where the classroom is a cooperative, interactive environment.

Crossett Middle School.

The mission of Norman Middle School is to educate every student to be a responsible, productive citizen by improving all academic and social skills with an emphasis on literacy and math.

Grade Span: 5-8

Title I: Title I Schoolwide

School Improvement: SI_1

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Priority 1: Literacy

Goal: Every student will improve in all areas of literacy across the curriculum with emphasis on improving open response and multiple choice questions in reading with literary, content, and practical applications, and in writing with multiple choice writing, content, and style.

Priority 2: Math

Goal: Every student will improve in all areas of math with an emphasis on open response and multiple choice questions in Number and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability.

Priority 4: Wellness

Goal: Students participating in the BMI activity show a need to improve in their cardiovascular, muscular strength/endurance, and flexibility activity. In its effort to improve the school nutrition environment, promote student health, and reduce childhood obesity, the district will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in the Crossett School District.

Priority 5: ELL Services

Goal: Provide services and support for the acquisition of English for students identified and qualified as English Language Learners in order to increase achievement for these students.

Priority 1: Every student will improve their Literacy Skills.

1. 5th Grade Benchmark Data. (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

5th	# Students	1	2	3	4	
2007	166		40	29	53	29
2008	163		47	33	56	34
2009	142		55	39	67	42

(1) In 2007, the lowest identified areas for the combined population were in reading with literary, content and practical applications, and in writing with multiple choice writing, content and style. The lowest identified areas for African Americans were in reading with literary, content and practical applications, and in writing with multiple choice writing, content and style. The lowest identified areas for Caucasians were in reading with literary, content and practical applications, and in writing with multiple choice writing, content and style. The lowest identified areas for socio-economically disadvantaged were in reading with literary, content and practical applications, and in writing with multiple choice writing, content and style.

Supporting Data:

(2) In 2008, the lowest identified areas for the combined population were in open response reading passages in content, literary, and practical applications. The lowest identified areas for African Americans were in open response reading passages in content, literary, and practical applications. The lowest identified areas for Caucasians were in open response reading passages in content, literary, and practical applications. The lowest identified areas for socio-economically disadvantaged were in open response reading passages in content, literary, and practical applications.

(3) In 2009, the lowest identified areas for the combined population were in multiple choice and writing in practical, content and literary applications; and in writing style and content. The lowest identified areas for African Americans were in multiple choice and writing in practical, content and literary applications; and in multiple choice writing, style and content. The lowest identified areas for Caucasians were in multiple choice and writing in practical, content applications, writing in the literary application; and in writing style and content. The lowest identified areas for socio-economically disadvantaged were in multiple choice and writing in practical, content and literary

applications; and in multiple choice writing, style and content.

1. **6th Grade Benchmark Data.** (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

6th	# Students	1	2	3	4	
2007	159		48	30	55	38
2008	154		49	41	56	36
2009	149		51	37	59	39

(1) In 2007, the lowest identified areas for the combined population were in reading with literary and practical applications, and in writing with multiple choice writing, content and style. The lowest identified areas for African Americans were in reading with literary and practical applications, and in writing with multiple choice writing, content and style. The lowest identified areas for Caucasians were in reading with literary and practical applications, and in writing with multiple choice writing, content and style. The lowest identified areas for socio-economically disadvantaged were in reading with literary and practical applications, and writing with multiple choice writing, content and style.

(2) In 2008, the lowest identified areas for the combined population was on the open response reading passage in the content application. The lowest identified areas for African Americans were in open response reading passages in content and practical applications. The lowest identified areas for Caucasians was on the open response reading passage in the content application. The lowest identified areas for socio-economically disadvantaged were in open response reading passages in content and practical applications.

(3) In 2009, the lowest identified areas for the combined population were in multiple choice and writing in content and practical applications, writing in the literary application; and in multiple choice writing, style and content. The lowest identified areas for African Americans were in multiple choice and writing in content, literary and practical applications; and in multiple choice writing, style, content, sentence formation and usage. The lowest identified areas for Caucasians were in multiple choice and writing in content application and writing in the literary application; and in multiple choice writing, style and content. The lowest identified areas for socio-economically disadvantaged students were in multiple choice and writing in content and practical applications, writing in the literary application; and in multiple choice writing, content, style, mechanics, sentence formation and usage.

1. **7th Grade Benchmark Data.** (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

7th	# Students	1	2	3	4	
2007	166		43	32	51	31
2008	161		36	15	47	22
2009	141		39	33	46	29

(1) In 2007, the lowest identified areas for African Americans were as previously stated. The lowest identified areas for Caucasians were: the

literary, content, and writing multiple choice sections; and the writing domains. The lowest identified areas for socio-economically disadvantaged were: the literary, content, and practical multiple choice sections; the practical open response section; and the writing domains.

(2) In 2008, the lowest identified areas for the combined population were in open response reading passages in practical and content applications and multiple choice questions on the practical passage. The lowest identified areas for African Americans were in open response reading passages in practical and content applications and multiple choice questions on the practical passage. The lowest identified areas for Caucasians were in open response reading passages in practical and content applications and multiple choice questions on the practical passage. The lowest identified areas for socio-economically disadvantaged were in open response reading passages in practical, and content applications and multiple choice questions on the practical passage.

(3) In 2009, the lowest identified areas for the combined population were in multiple choice and writing in content, practical and literary applications; and in multiple choice writing, style and content. The lowest identified areas for African Americans were in multiple choice and writing in content, practical and literary applications; and in multiple choice writing, style and content. The lowest identified areas for Caucasians were in multiple choice and writing in content, practical and literary applications; and in multiple choice writing, style and content. The lowest identified areas for socio-economically disadvantaged were in multiple choice and writing in content, practical and literary applications; and in multiple choice writing, content and style.

1. **8th Grade Benchmark Data.** (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

8th	# Students	1	2	3	4	
2007	165		40	23	52	31
2008	167		58	45	70	48
2009	155		57	41	67	41

(1) In 2007, the lowest identified areas for the combined population were: the literary and practical open response sections; the writing multiple choice section; and the writing domains. The lowest identified areas for African Americans were: content open response section; the writing multiple choice section; and the writing domains (content and style). The lowest identified areas for Caucasians were the same as stated for the African-American population. The lowest identified areas for Socio-Economically Disadvantaged were: the literary, content and practical multiple choice sections; the practical open response section; and the writing domains (content and style).

(2) In 2008, the lowest identified areas for the combined population were the open response reading passages in the literary application and the multiple choice questions on the content passage. The lowest identified areas for African Americans were the open response reading passages in the practical and literary applications, and the multiple choice questions on the content reading prompt; and the content and style areas in the writing passages. The lowest identified areas for Caucasians were open response reading passages in the literary application and the

multiple choice questions on the content passage; and content and style areas in the writing passages. The lowest identified areas for socio-economically disadvantaged were open response reading passages in the literary and practical applications and the multiple choice questions on the content passage; and content and style areas in the writing passages.

(3) In 2009, the lowest identified areas for the combined population were in multiple choice and writing in literary, practical and content applications; and in multiple choice writing, style and content. The lowest identified areas for African Americans were in multiple choice and writing in literary, practical and content applications; and in multiple choice writing, style and content. The lowest identified areas for Caucasians were in multiple choice and writing in practical and content applications, writing in the literary application; and in multiple choice writing, style and content. The lowest identified areas for Socio-Economically Disadvantaged were in multiple choice and writing in literary, practical and content applications; and in multiple choice writing, style and content.

1. **Fifth Grade NRT.**

Iowa Test of Basic Skills Exam: (1) In 2007, 163 students were tested on the Iowa Basic Skills Exam. 51.3% scored above the 50th percentile in Reading, and 67.9% scored above the 50th percentile in Language. An overview showed a weakness in the area of comprehension.
Stanford 10 Achievement Test: (2) In 2008, 163 students were tested. 43% scored above the 50th percentile on Reading Comprehension, and 27% scored above the 50th percentile on Comprehensive Language. (3) In 2009, 142 students were tested. 50.69% scored above the 50th percentile in Reading Comprehension; and 34.72% scored above the 50th percentile in Comprehensive Language.

2. **Sixth Grade NRT.**

Iowa Test of Basic Skills Exam: (1) In 2007, 163 students were tested on the Iowa Test of Basic Skills Exam. 38.6% scored above the 50th percentile in Reading, and 55.3% scored above the 50th percentile in Language. An overview showed weaknesses in the areas of vocabulary, comprehension, and punctuation.
Stanford 10 Achievement Test: (2) In 2008, 154 students were tested. 38% scored above the 50th percentile on Reading Comprehension, and 36% scored above the 50th percentile on Comprehensive Language. (3) In 2009, 149 students were tested. 32.67% scored above the 50th percentile in Reading Comprehension; and 34.00% scored above the 50th percentile in Comprehensive Language.

3. **Seventh Grade NRT.**

Iowa Test of Basic Skills Exam: (1) In 2007, 46% of combined students scored at or above the 50th percentile on the Iowa Test of Basic Skills: Reading Comprehension. The lowest identified areas for the combined population were: organization of ideas; noun and pronoun usage; and over capitalization.
Stanford 10 Achievement Test: (2) In 2008, 161 students were tested. 41% scored above the 50th percentile on Reading Comprehension, and 33% scored above the 50th percentile on Comprehensive Language. (3) In 2009, 141 students were tested. 31.91% scored above the 50th percentile in Reading Comprehension; and 31.91% scored above the 50th percentile in Comprehensive Language.

4. Eighth Grade NRT.

Iowa Test of Basic Skills Exam: (1) In 2007, 42% of combined students scored at or above the 50th percentile on the Iowa Test of Basic Skills: Reading Comprehension. The lowest identified areas for the combined population were: use of apostrophe/quotation/colon/semi-colon; organization of ideas; and over capitalization.

Stanford 10 Achievement Test: (2) In 2008, 167 students were tested. 45% scored above the 50th percentile on Reading Comprehension, and 35% scored above the 50th percentile on Comprehensive Language. (3) In 2009, 155 students were tested. 40.38% scored above the 50th percentile in Reading Comprehension; and 24.36% scored above the 50th percentile in Comprehensive Language.

5. 5th Grade Literacy Trend Analysis Statement. The Grade 5

Benchmark Literacy three-year-trend analysis shows weaknesses in open response in all areas: literary, content and practical applications as well as the writing strand. Item analysis indicates the greatest weaknesses in (1) Comprehension: Students shall apply a variety of strategies to read and comprehend printed material. Specifically, (a) Use such comprehension strategies as establishing purpose, inferring, and summarizing to determine essential information. (b) Summarize information including main idea and significant supporting details. (c) Compare/contrast the actions, motives and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot. (d) Classify and organize text information by level of importance in a variety of ways, including timelines and graphic organizers, to support and explain ideas. (e) Evaluate a character's decision/action. (f) Distinguish among facts and inferences supported by evidence and opinions in text. (2) Variety of texts: Students shall read, examine, and respond to a wide range of texts for a variety of purposes. Specifically, (a) Locate information to support opinions, predictions and conclusions. Identify cause/effect and problem/solution relationships. (b) Read a variety of literature, including historical fiction, biography, and realistic fiction. (3) Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently. Specifically, (a) Read a variety of literature, including historical fiction, biography, and realistic fiction. (4) Writing Conventions: Students shall apply knowledge of Standard English conventions in written work. Specifically, (a) Define and identify the parts of speech to construct effective sentences. (b) Apply conventional rules of punctuation in writing. (c) Apply conventional rules of capitalization in writing.

6. 6th Grade Literacy Trend Analysis Statement. The Grade 6

Benchmark Literacy three-year-trend analysis shows weaknesses in open response in all areas: literary, content and practical applications as well as the writing strand. Item analysis indicates the greatest weaknesses in (1) Comprehension: Students shall apply a variety of strategies to read and comprehend printed material. Specifically, (a) Use knowledge of text structure(s) to enhance understanding with emphasis on cause/effect and compare/contrast. (b) Analyze information from the text, based on purpose and/or level of importance. (c) Analyze literary elements of character, plot and setting. (d) Use text features to recall information. (2) Variety of texts: Students shall read, examine, and respond to a wide range of texts for a variety of purposes. Specifically (a) Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials. (3) Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently. Specifically, (a) Use context clues to select appropriate dictionary definition. (4)

Students will employ a wide range of strategies as they write. Specifically, (a) Edit individually or in groups for appropriate grade-level conventions for Sentence Formation.

7. **7th Grade Literacy Trend Analysis Statement.** The Grade 7 Benchmark Literacy three-year-trend analysis shows weaknesses in open response in all areas: literary, content and practical applications as well as the writing strand. Item analysis indicates the greatest weaknesses in (1) Comprehension: Students shall apply a variety of strategies to read and comprehend printed material. Specifically, (a) Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text. (b) Distinguish among stated fact, reasoned judgment, and opinion in text. (c) Identify main ideas and supporting evidence in short stories and novels. (d) Infer a character's impact on plot development. (e) Evaluate personal, social, and political issues as presented in text. (f) Analyze literary elements of fiction with emphasis on plot development, including conflict, rising action, climax, falling action and resolution. (2) Variety of texts: Students shall read, examine, and respond to a wide range of texts for a variety of purposes. Specifically, (a) Read a variety of literature, including short stories, science fiction, legends, and myths. (b) Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently. (a) Use context to determine meaning of multiple meaning words. (4) Students will employ a wide range of strategies as they write. Specifically, (a) Write to develop narrative, expository, descriptive and persuasive pieces. (b) Write effective sentences by embedding clauses, prepositional and appositive phrases, and all compound elements.
8. **8th Grade Literacy Trend Analysis Statement.** The Grade 8 Benchmark Literacy three-year-trend analysis shows weaknesses in open response in all areas: literary, content and practical applications as well as the writing strand. Item analysis indicates the greatest weaknesses in (1) Comprehension: Students shall apply a variety of strategies to read and comprehend printed material. Specifically, (a) Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text. (b) Evaluate conflicts, motivations, points of view, and changes that affect the plot or theme. (c) Use literary elements and historical context to infer author's intent. (d) Identify main ideas and supporting evidence in short stories and novels. (e) Evaluate the interrelation of text and world issues events by applying connection strategies. (f) Use text features to locate and recall information, with emphasis on text organizers. (2) Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently. Specifically, (a) Identify and explains similes, metaphors, personification, hyperboles and analogies to infer the literal and figurative meanings of phrases. (b) Determine useful and relevant words. (3) Students will employ a wide range of strategies as they write. Specifically, (a) Create an effective lead paragraph by using quotes, description, or questions with the last sentence as the thesis. (b) Select a focus and an organizational structure based on purpose, audience, length, and required format.
9. **Attendance.**
DIS: In 2006-2007, the attendance rate was 94%. In 2007-2008, the attendance rate was 95.2%.
NJHS: In 2006-2007, the attendance rate was 93%. In 2007-2008, the attendance rate was 94.4%.

CMS: In 2008-2009, the attendance rate was 95%.

Goal Every student will improve in all areas of literacy across the curriculum with emphasis on improving open response and multiple choice questions in reading with literary, content, and practical applications, and in writing with multiple choice writing, content, and style.

Benchmark Daniels Intermediate School (DIS) and Norman Junior High School (NJHS) were reorganized into Crossett Middle School (CMS) and were in a "Hold Harmless" situation for SY 2008-2009. The CMS Combined population did not meet standards scoring 50.77% proficient/advanced in 2009 and must score 67.60% proficient in 2010 or attain safe harbor (55.693). CMS is Whole School Improvement-Year 1 (WSI_1). The African-American population did not meet standards scoring 36.87% proficient/advanced in 2009 and must score 67.60% proficient in 2010 or attain safe harbor (43.183). The Caucasian population met standards scoring 61.16 % proficient/advanced in 2009 and must score 67.60% proficient in 2010. The Economically Disadvantaged population failed to meet standards scoring 38.05% proficient/advanced in 2009 and must score 67.60% proficient in 2010 or attain safe harbor (44.245).

Intervention: Provide a standards-based, student-centered literacy curriculum.				
Scientific Based Research: 1) Fountas, I. and Pinnell, G. (2001). Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy. Heinemann Publishing Company. 2) Goudevis, A. and Harvey, S. (2007). Strategies that Work. Teaching Comprehension for Understanding and Engagment. Pembroke Publishers. 3) Rasinski, Timothy V. (2003). The Fluent Reader, Oral Strategies for Building Word Recognition, Fluency, and Comprehension. Scholastic Professional Books.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Smart Step Literacy Lab.</p> <p>1) The Arkansas Smart Step Comprehensive Literacy Lab program will be implemented in the 5th-8th grade.</p> <p>2) Literacy teachers will receive 14 days (7 days/Year-1 & 7 days/Year-2) of professional development over a two year period from Ken Stamatis, Director, Graduate Reading Programs, at Harding University. NSLA funds will be used to pay teachers at their daily rate of pay for attending Literacy Lab Training on off-contract days. NSLA funds will be used to cover all travel expenses (meals, mileage and hotel room) for Literacy Lab. NSLA funds will be used to pay Harding University(Purchased Services) for the Literacy Lab training. NSLA funds will be used to purchase training materials and supplies.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide</p>	Linda Goodwin, Assistant Superintendent; Jim Lucas, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	NSLA (State-281) - Employee Benefits: \$1150.00 NSLA (State-281) - Employee Salaries: \$5000.00 <hr/> ACTION BUDGET: \$6150
<p>Literacy Lab. Title I funds will be used to purchase Literacy Lab materials above and beyond what the program requires for classroom libraries (\$600)for eleven (11) classroom literacy teachers to implement the program (\$6,600). NSLA funds will be used to provide the basic classroom libraries (\$2,400).</p> <p>Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide</p>	Linda Goodwin, Assitant Superintendent; Jim Lucas, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	Title I - Materials & Supplies: \$6600.00 NSLA (State-281) - Materials & Supplies: \$2400.00 <hr/> ACTION BUDGET: \$9000
<p>Literacy Lab Class. To ensure that each student experiences a rigorous Literacy curriculum aligned to the Arkansas Curriculum Frameworks the ADE approved Smart Start Literacy Lab Program will be implemented for all students. (WSI_1 #1)</p> <p>1) All 5th-8th grade students will be scheduled into a year long Literacy Lab class.</p> <p>2) Teachers will conduct Reader's Workshops teaching students to read</p>	Jim Lucas, Principal; Literacy IFs; CMS Literacy Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Public Library School Library Teachers 	<hr/> ACTION BUDGET: \$

<p>independently. These workshops will focus on comprehension by creating engaged, fluent, self-monitoring, and critical readers. Students will be allowed to read books of their own choosing approximately 80% of time selected from teacher libraries, the school library and/or the public library. 3) Teachers will conduct Writer's Workshops teaching students to write critically emphasizing content, style, grammar, sentence formation, grammar, mechanics and usage. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>				
<p>Instructional Facilitators. Two district-level Literacy Instructional Facilitators (K-6 & 7-12) will be hired and trained using Title II-A funds, and utilized by CMS. These funds will be allocated in the district plan. 1) The Literacy Instructional Facilitators will provide professional development, mentoring services and assistance to teachers. Mentoring will include classroom visits, presentations of model lessons, and assistance for teachers in planning lessons which follow the literacy frameworks and emphasize high-yield strategies to improve student achievement and prepare students for the benchmark exams. 2) The Instructional Facilitators will chair the weekly Professional Learning Community (PLC) meetings for 5th/6th literacy/social studies teachers and the 7th/8th literacy and social studies teachers to evaluate and discuss instruction and performance assessments used in the classroom. 3) The Instructional facilitators will supervise and provide on-going professional development in the Smart Start Literacy Lab classes for the Literacy Teachers in grades 5-8. 4) The Literacy Instructional Facilitators will serve as a mentors to Literacy Teachers in grades 5-8. (Patsy Roberts - FTE .50)(Lea Culp - FTE .50) Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Linda Goodwin, Asisstant Superintendent; Patsy Roberts & Lea Culp, Literacy IFs</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Extended Lit Lab Classes. 1) Implement extended classes for the 5th and 6th grade Literacy Lab classes increasing the time for literacy instruction to 95 minutes daily or 475 minutes a week. 2) Implement extended literacy blocks for 7th and 8th grade Literacy Lab classes increasing the time for literacy instruction from 45 minutes a day to 72 minutes a day or 360 minutes a week. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Jim Lucas, Principal; CMS Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Target Tests. NSLA funds will be used to pay the Southeast Arkansas Coop for providing Target Testing to NMS students. 1) Students will be given a pre-test, three "Target Tests", and a post-test in literacy. These exams will enable teachers and administrators to monitor student achievement, focus on the strengths and weaknesses of students, determine specific instructional gaps, and determine remediation needs for individual students. 2) Professional development will be provided on scoring open response questions and analyzing and using data on D2SC (Data Driven Software</p>	<p>Linda Goodwin, Assistant Superintendent; Jim Lucas, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Performance Assessments • Teachers 	<p>NSLA (State-281) - Purchased Services: \$3840.00 ACTION BUDGET: \$3840</p>

<p>Corportation) from the "Target Tests." Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>Pre-AP Training. Send 5th-8th grade teachers from each core subject area to AP/Pre-AP training workshops to support increased rigor in the curriculum and the AAIMS grant. State Professional Development funds will be used to pay teachers for non-contract days to attend this training, and will pay for training fees and travel. Action Type: Equity Action Type: Professional Development</p>	<p>Jim Lucas, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>PD (State-223) - Employee Salaries: \$7671.00 PD (State-223) - Employee Benefits: \$1764.00 PD (State-223) - Purchased Services: \$4282.00 <hr/> ACTION BUDGET: \$13717</p>
<p>Collaboration. 1) Special Education teachers will meet with regular classroom teachers to make appropriate modifications for special needs students. 2) Staff will meet as necessary to address pre-referrals or early interventions for students in need. 3) Due process committee will meet as needs arise to discuss the Individual Education Plans for disruptive students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Jim Lucas, Principal; Special Education Teachers, CMS Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>PLCs. Professional Learning Community (PLC) meetings will be held on a weekly basis. On Monday-5th & 6th grade math/science teachers, on Tuesday-5th & 6th grade literacy/social studies teachers, on Wednesday-7th & 8th grade math and science teachers, on Thursday-7th & 8th grade literacy and social studies teachers, and on Friday-teachers new to the building. PLC topics include: 1) align grade-level curriculum maps and pacing guides, 2) develop scope and sequences of literacy skills for each grade level, 3) plan, discuss and evaluate performance assessments used in the classroom, 4) analyze data, 5) reflect, exchange ideas and discuss best practices, and 6) collectively develop interventions that provide all students with additional time and support when they experience initial difficulty in their learning. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Jim Lucas, Principal; Literacy IFs; CMS Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>Systemic Improvement Process. NSLA and Professional Development funds will be used to:</p> <p>1) Train teachers in the curriculum mapping and alignment process. NSLA funds will be used to support curriculum alignment and evaluation of student achievement across the district. Faculty and staff will be paid to attend meetings during off-contract time and materials and supplies will be provided.</p> <p>2) Use curriculum maps to develop activities which stress strategies students use to solve the open response questions on the Benchmark exam.</p> <p>3) Provide administrators and instructional facilitators with the training and tools used in the process which includes: Sytemic Performance Rubric; School Leadership Rubric; School/Teacher Performance Rubric; Student Engagement; Building Walk-Through Form; and Classroom Observation Form.</p> <p>4) Use CMS Leadership Team meetings, Departmental Meetings and Professional learning Communities (PLCs) to horizontally and vertically align the literacy curriculum within and between each grade level.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Jim Lucas, Principal; District Literacy Coaches, CMS Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<p>NSLA (State -281) - Employee Salaries: \$12160.00</p> <p>NSLA (State -281) - Employee Benefits: \$2797.00</p> <p>NSLA (State -281) - Materials & Supplies: \$1000.00</p> <hr/> <p>ACTION BUDGET: \$15957</p>
<p>Four-Square Literacy. Provide training for 5th and 6th grade Literacy Teachers on strategies to improve student's proficiency in expository and narrative writing using the Four-Square literacy model.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Lea Culp, K-6 Literacy Coach, CMS Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Larry Bell's 12 Powerful Words.</p> <p>1) Teachers, paraprofessionals, and administrators will continue to use strategies from Larry Bell's "Closing the Achievement Gap" training workshop.</p> <p>2) Larry Bell's book, "12 Powerful Words", was purchased for administrators and teachers to use in the implementation of the professional development they attended "Closing the Achievement Gap."</p> <p><u>Schoolwide #3-Instruction From Highly Qualified Teachers and #4-Professional Development</u></p> <p>Action Type: Alignment Action Type: Equity Action Type: Professional Development</p>	<p>Janice Warren, Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Diagnostic Reading Assessments.</p> <p>1) The STAR diagnostic reading test will be used as a formative evaluation instrument during the fall semester and as a summative assessment in the Spring.</p> <p>The Developmental Reading Assessment will be used in the spring as a formative evaluation instrument to determine students reading levels for scheduling puoses. [Star Reading cost for NMS = \$1100.00]</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation</p>	<p>Jim Lucas, Principal; Deena Jarrett, CMS Librarian; CMS Literacy Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • School Library • Teachers 	<p>Title I SIP04 - Materials & Supplies: \$1100.00</p> <hr/> <p>ACTION BUDGET: \$1100</p>
<p>Accelerated Reader. Provide Accelerated Reader to supplement Literacy Lab Program for 5th-8th grade students and to encourage reading in other classes as appropriate. [AR cost for NMS = \$2,900.00]</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Jim Lucas, Principal; Deena Jarrett & Emma Cornelius, CMS Librarians; CMS Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • School Library 	<p>Title I - Materials & Supplies: \$2900.00</p> <hr/>

			<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$2900
<p>Promote Social Responsibility. Consultant from Applebaum Training Institute will be hired to:</p> <p>1) Train administrators, counselors and teachers on effective strategies to use with disruptive, disinterested & defiant students using State PD funds.(Cost = \$4500)</p> <p>2) Purchased materials (Project Wisdom) will be used to incorporate character lessons into daily announcements. Journal topics are provided to teachers to incorporate character education & development across the curriculum.</p> <p>3) Promote appropriate social skills by having counselor discuss "word of the month" during announcements, post in the halls and each classroom and have teachers follow up with classroom discussions.</p> <p>4) Teachers will discuss classroom rules and expectations, and character education.</p> <p>5) Counselors will schedule classes to promote social, problem solving, and conflict resolution skills and prevent aggressive and disruptive behavior in the classroom.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide</p>	Jim Lucas, Principal; Becky Rhodes & Charlotte Burgess, CMS Counselors; CMS Teachers & Staff	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	PD (State-223) - Purchased Services: \$4500.00 <hr/> ACTION BUDGET: \$4500
<p>Co-Teaching.</p> <p>1) Co-teaching teams will participate in training sessions highlighting teaching strategies which foster effective "inclusion" of special education students in the regular classrooms.</p> <p>2) Co-teaching classes will be developed for 5th & 7th grade literacy classes to provide additional support and preparation for the Benchmark exam. The classes will contain both resource students and general education students.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>	Special Education Supervisor; Linda Goodwin, Assistant Superintendent; Jim Lucas, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
<p>Lit Lab Program Evaluation.</p> <p>1) The standards based literacy curriculum will be evaluated through documented classroom walk-through (CWT) observations (WSI-1 #9), formal classroom observations, collection of lesson plans, use of released items and open response questions, display of student work, evaluation of assessments and results from Target Tests, Benchmark and Stanford 10 exams.</p> <p>2) Teachers will document frameworks, student learning expectations (SLEs), objectives, class-starters, and strategies in lesson plans and submit to the Principal on a weekly basis. Assessments will be prepared and available for review prior to instruction.</p> <p>3) Five professional development days will be scheduled during the school year to allow administrators and staff to review policies, procedures and practices that may present barriers to all students' achievement. (WSI_1 #13)</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	Jim Lucas, Principal; Jeff Mock & Barbara Garners, Assistant Principals; Patsy Roberts & Lea Culp, Literacy IFs; CMS Tea	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
<p>Title I School.</p> <p>1) CMS is a certified schoolwide Title I school by meeting the 40% poverty criterion. Meetings including all of the school staff and administrators are held annually to discuss the continuation of annual school wide program planning.</p>	Jim Lucas, Principal, CMS Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$

<p>2) Technical assistance including schoolwide assistance will be provided by the ACSIP Supervisor annually. (<u>Schoolwide #8 - Collaboration</u>) Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>				
<p>Arkansas History In-service. District Social Studies teachers are provided two hours of in-service training in Arkansas History each school year incorporated with literacy high yield strategies. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Owen Johnson, District Social Studies Chair; Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Student Assessment. 1) Teachers will assess student learning frequently with standards-based assessments. (WSI_1 #5) 2) Teachers will evaluate student's progress using data from Target tests, Benchmark test, and the Stanford 10. 3) Teachers will disaggregate data from these tests, emphasizing all subgroups, to target areas of weakness and plan strategies for interventions as they relate to individual AIPs. (<u>Schoolwide #1 - Needs Assessment and Schoolwide #2 - Reform Strategies</u>) Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Jim Lucas, Principal; CMS Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Coordination of Funds. Federal, state, and local funds will be used to coordinate and integrate services to improve instruction and increase student achievement. (<u>Schoolwide #10 - Coordination and integration of programs.</u>) Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Linda Goodwin, Assistant Superintendent and Federal Programs Director</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Paraprofessionals. Title I funds will be used to hire 3.0 FTE highly qualified paraprofessionals to work with students in research based models of instruction and under the direction of certified staff.(6501-1591-008-00000/61120) Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Linda Goodwin, Federal Programs Director</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>Title I - Employee Salaries: \$38033.00 Title I - Employee Benefits: \$9128.00 <hr/> ACTION BUDGET: \$47161</p>
<p>NSLA Paraprofessionals NSLA funds will be used to hire 0.50 FTE highly qualified paraprofessionals to work with students in research based models of instructional and under the direction of certified staff. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Linda Goodwin, Assistant Superintendent</p>	<p>Start: 07/10/2009 End: 06/30/2010</p>		<p>NSLA (State-281) - Employee Benefits: \$1950.00 NSLA (State-281) - \$8479.00</p>

				Employee Salaries: ACTION BUDGET: \$10429
Yearbook Class. Continue CMS Yearbook class as an 8th grade elective to prepare the 2009-2010 Yearbook using previously purchased computers to prepare/edit copy, design page-layouts, and electronically submit all data to Jostens. Action Type: Collaboration Action Type: Technology Inclusion	Linda Goodwin, Assistant Superintendent; Jim Lucas, Principal; Jackie Porter, Technology Coordinator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$
Pathwise Training. Mentor teachers will receive Pathwise Training from SE Ark Service Cooperative. Teachers will be paid with NSLA funds to attend training on off-contract days. Action Type: Professional Development Action Type: Title I Schoolwide	Linda Goodwin, Assistant Superintendent; Jim Lucas, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	PD (State-223) - Employee Salaries: \$1438.00 PD (State-223) - Employee Benefits: \$331.00 ACTION BUDGET: \$1769
ASCD Conference. Administrators and Instructional Facilitators will attend the annual Arkansas Supervision and Curriculum Development (ASCD) Conference in Hot Springs. Action Type: Collaboration Action Type: Professional Development	Janice Warren, Superintendent; Linda Goodwin, Assistant Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Classroom Management. NSLA and Professional Development funds will be used to: 1) Provide training in Harry Wong's "First Days of School" classroom management system for selected individuals who will serve as District Trainers during staff development days, 2) Purchase Harry Wong's "First Days of School" video-tape series to use during staff development, and 3) Purchase a copy of Harry Wong's "First Days of School" book for new teachers who received the classroom management training. (17 books @ \$29.41 = \$500.00 State Professional Development funds) Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Linda Goodwin, Assistant Superintendent; Jim Lucas, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers Teaching Aids 	PD (State-223) - Materials & Supplies: \$500.00 ACTION BUDGET: \$500
Total Budget:				\$117023
Intervention: Implement a remediation program to provide targeted supplemental instruction and enrichment to increase literacy proficiency.				
Scientific Based Research: 1) Knight, Jim. (2007). Instructional Coaching: A Partnership Approach to Improving Instruction. Corwin Press. 2) Walker, B. (2008) Adjusting Instruction to meet Student Needs. Reading Today, 25. 3)Mid-continent Research for Education and Learning. (2004) "The Effectiveness of Out-of-School-Time Strategies in Assisting Low-achieving Students in Reading and Mathematics: A Research Synthesis." (Publication Contract #ED-01-CO-006). 4) Melton, C., et. al. (2004). A study of the effects of the accelerated reader program on fifth grade students' reading achievement growth. Reading Improvement, 41. 5) Thernstrom, Abigail and Thernstrom, Stephan. (2003). No Excuses: Closing the Racial Gap in Learning. Simon & Schuster Paperbacks.				

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>In-school Remediation. Provide a remedial literacy program (supplemental during the school day) for 5th-8th grade students scoring less than proficient on the Benchmark exam with special emphasis on economically disadvantaged students and African-American male students. <u>schoolwide #9 - Point-in-time Remediation</u></p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	Jim Lucas, Principal; CMS Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
<p>Data Analysis & AIPs.</p> <p>1) Teachers will participate in professional development on how to analyze and effectively use data using MS Excel. (WSI_1 #8D)</p> <p>2) Conduct strand and item-by-item analysis to determine student deficiencies by sub-population to inform instruction in the remediation program. 3) Teachers will receive AIPs for each student scoring below basic and basic in literacy on the Benchmark exam for the purpose of identifying weak skills and documenting support services and progress of learning strategies.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Jim Lucas, Principal; CMS Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	ACTION BUDGET: \$
<p>Jedi Training.</p> <p>1) A JEDI coordinator will be trained to implement the JEDI AIP program.</p> <p>2) Teachers will receive training on JEDI software.</p> <p>3) The JEDI software will be used in classrooms and at home to reinforce targeted literacy skills.</p> <p>4) 7th & 8th grades students who scored less than proficient on the benchmark exam will be given an AIP and will use JEDI to master identified literacy deficiencies.</p> <p>5) Students will be given pretests at the beginning of the year to determine placement and periodically thereafter to determine student progress.</p> <p>6) Test results are provided to the teachers by subject and class automatically.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Linda Goodwin, Assistant Superintendent; Jim Lucas, Principal; CMS Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Computers District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
<p>Literacy PD. Teachers will utilize training received through Harding University, the SE Arkansas Educational Service Cooperative and Professional Learning Communities (PLCs) on the use of fluency and comprehension strategies to reinforce and remediate literacy concepts.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>	Jim Lucas, Principal; CMS Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
<p>Literacy Remediation.</p> <p>1) The Literacy Coaches and Literacy Lab teachers will provide a list of identified areas of weakness in reading and writing skills to all teachers and staff based on strand and item-by-item analysis.</p> <p>2) Students will receive remediation in literacy daily based on implementation of</p>	Patsy Roberts and Lea Culp, Literacy Coaches; CMS Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

targeted, research-based best practices that address the specific needs of each student identified as less than proficient. **(WSI_1 #4)**
 3) Students will receive remedial services in reading using materials modeled after the Benchmark exam.
 4) Students will receive remedial services in writing with an emphasis on open-ended responses items modeled after the Benchmark exam.
 Action Type: AIP/IRI
 Action Type: Alignment
 Action Type: Equity

Remediation Program Evaluation. The remediation program will be evaluated using the following tools:
 1) Monitoring of lesson plans,
 2) Classroom Walk-Throughs (CWT) Observations,
 3) Classroom Observations/Post Conferences with the Principal/Assistant Principal,
 4) District Instructional Facilitators,
 5) SE Arkansas Educational Service Cooperative Instrcutional Facilitators, and
 6) Data Analysis. Differences in literacy remediation rates from 2008 to 2009 for specific grades and subpopulations follow:

	2008	2009	% Change
5th Comb	53	45	-8%
5th AA	67	61	-6%
5th Cau	44	33	-11%
5th ED	66	58	-8%
	2008	2009	% Change
6th Comb	51	49	-2%
6th AA	59	63	+4%
6th Cau	44	41	-3%
6th ED	64	61	-3%
	2008	2009	% Change
7th Comb	64	61	-3%
7th AA	85	67	-17%
7th Cau	53	54	+1%
7th ED	78	71	-7%
	2008	2009	% Change
8th Comb	42	43	+1%
8th AA	55	59	+4%
8th Cau	30	33	+3%
8th ED	52	59	+7%

Action Type: AIP/IRI
 Action Type: Alignment
 Action Type: Collaboration
 Action Type: Equity
 Action Type: Professional Development
 Action Type: Program Evaluation

Jim Lucas, Principal;
 CMS Teachers

Start:
 07/01/2009
 End:
 06/30/2010

- District Staff
- Outside Consultants
- Teachers

ACTION BUDGET: \$

AIPs. Develop an AIP for every student who did not score proficient/advanced on the 4th, 5th, 6th and 7th grade benchmark test. Parents were provided copies of their student's AIP on the Septemebr 1st Parent Night and September 15th Parent-Teachers Conferences.
 1) Following strand and item analysis, 5th & 6th grade students will be grouped by identified weakness and will be scheduled into remediation duiring the last period of

Jim Lucas, Principal;
 CMS Counselors; CMS Teachers

Start:
 07/01/2009
 End:
 06/30/2010

- Performance Assessments
- Teachers

ACTION BUDGET: \$

each school day.
 2) Following strand and item analysis, 7th & 8th grade students will take a pretest on the web-based JEDI system and will be allowed to complete their personal remediation plan in the computer lab before school, during lunch or after school.
(Schoolwide #9 - Point-in-time Remediation)
 Action Type: AIP/IRI
 Action Type: Collaboration
 Action Type: Equity

SCHOOL CHOICE/SCHOOL IMPROVEMENT OPTIONS Documentation is maintained and continues to be maintained in the school's Title I file for the current School year. The following may be found: 1-Parents are notified through parent letters and media releases of the identification status; 2-Adequately publicized choice options are provided to parents through written notices/letters and media releases; 3 -Reasonable time is allowed for parental response; and 4-The District has only one building per grade level; therefore, the 20% set aside is utilized for other eligible Title I expenditures such as listed below:
Extended Day Literacy Program. Title I funds will be used to support an Extended Day Literacy Program providing instruction for economically disadvantaged students under the School Choice options.
 1) Twelve (12) tutors will be hired to provide one hour of instruction per day after school, twice a week for twenty (20) weeks (Sal-\$16,800 Benf-\$4,032 Benefits.
 2) Snacks will be provided and instructional materials purchased (\$3,000).
 3) Purchased services will be paid to the Crossett School District for providing **School Choice Transportation.** home for students in the extended day program (\$6,000).
 4) Title I funds will be used to purchase the **Buckle-Down Series** (aligned with the Arkansas frameworks) and manipulatives to support the remediation program as listed below:
Buckle Down Literacy. Title 1 funds will be used to purchase the Buckle Down Publishing's Literacy (Reading & Writing) Series (aligned with the Arkansas frameworks) to provide remediation efforts for grades 5-8. [Literacy cost = \$6,472.80] [Shipping cost = \$ 647.27] [Total Literacy cost = \$7,120.07]
Buckle Down Math & Science. Title 1 funds will be used to purchase the Buckle Down Publishing's Math & Science Series (aligned with the Arkansas frameworks) to supplement classroom instruction and remediation efforts for grades 5-8. [Math cost = \$5663.70] [Shipping cost = \$566.38] [Total cost = \$6,230.08]
Brain-based Consultation Services.
 1) Title I funds (\$22,400) will be used to provide teachers with on-going training from Dr. Fritz Mengert on neurocognitive brain studies in order to best meet the needs of each individual student.
 2) Teachers will be taught to identify the diversity of student developmental stages based on gender and differentiate instruction accordingly.
Smart Camp
 1) A five-week Smart Camp program will be offered during summer months of 2010. (8 highly qualified teachers X 5 hours X 22 days X \$35/hr)Sal-\$30,800, Benf-\$7,392
 2) Teachers will be trained in Smart Camp strategies for three full days (8 highly qualified teachers X 5 hours X 3 days X \$35/hr)Sal-\$4,200; Benf-\$1,008
 3) Transportation will be provided to and from Smart Camp through purchased services with Crossett School District (\$13,000)
 4) Meals will be provided for students each day of Smart Camp (\$10,518)
 5) JBHM will be contracted to provide struggling learner specialists to train and guide teachers in the planning and implementation process. (\$15,500)
 Action Type: AIP/IRI
 Action Type: Alignment
 Action Type: Collaboration

Linda Goodwin,
 Assistant
 Superintendent; Elaine
 Simpson, District
 Social Worker; Jim
 Lucas, Principal; CMS
 Literacy Tuto

Start:
 07/01/2009
 End:
 06/30/2010

- Central Office
- District Staff
- Teachers

Title I -
 Purchased Services: \$67418.00
 Title I -
 Materials & Supplies: \$16350.00
 Title I -
 Employee Salaries: \$51800.00
 Title I -
 Employee Benefits: \$12432.00

 ACTION BUDGET: \$148000

Action Type: Equity				
Action Type: Title I Schoolwide				
Total Budget:				\$148000
Intervention: Parental engagement and advocacy for the facilitation of student growth.				
Scientific Based Research: 1) Colvin, Geoff. (2009). Managing Noncompliance and Defiance in the Classroom: A Road Map for Teachers, Specialists, and Behavior Support Teams. Corwin Press. 2) Darling, S. (2008). Family must be a part of the solution in closing the achievement gap. The Clearing House, 81. 3) Plevyak, L. (2003). Parental involvement in education: Who decides? Education Digest, 69. 4) Comer, J. P. (2005). The rewards of parent participation. Educational Leadership, 62 (6), 38-42. 5) Barton, A., Drake, C., Perez, J., St. Louis, K., & George, M. (2004). Ecologies of parental engagement in urban education. Educational Researcher, 33 (4), p. 3-12.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Social Worker. NSLA funds will be used to hire a district level social worker (Elaine Simpson, FTE .34) and utilized by CMS to work with students and parents to ensure that medical services and/or materials, supplies, clothing, and transportation will be provided. NSLA funds will be used to provide training and travel for the Social Worker to attend professional development.</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Janice Warren, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff 	NSLA (State-281) - Employee Salaries: \$14423.00 NSLA (State-281) - Employee Benefits: \$3317.00 NSLA (State-281) - Purchased Services: \$400.00 <hr/> ACTION BUDGET: \$18140
<p>Parent Facilitator. The CMS principal will designate one certified staff member to serve as a parent facilitator to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. The parent facilitator will organize and meet with an alumni advisory committee. (ACT 307 & ACT 397, #G)</p> <p>Action Type: Parental Engagement</p>	Jim Lucas, Principal; Charlotte Burgess, Parent Facilitator	Start: 07/01/2009 End: 06/30/2010		<hr/> ACTION BUDGET: \$
<p>TIPS Center. The TIPS Center will be staffed with a District Parent Coordinator (FTE .50) to oversee parental engagement activities. (This goes beyond the requirements of Act 307 - 95% of 1% Set aside rule for parental engagement.)</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Janice Warren, Superintendent	Start: 07/01/2009 End: 06/30/2010		Title I - Employee Benefits: \$1941.00 Title I - Employee Salaries: \$8437.00 <hr/> ACTION BUDGET: \$10378
<p>CAPS Formation. Principal and teachers will enable formation of CMS CAPS - Caring About Parents and Students is the name of the PTA/PTO Organization in Crossett Schools. The CAPS Organization will meet to plan and organize activities for CMS students and to inform parents of upcoming events(ACT 307 & ACT 397, #F) (Schoolwide # 6 - Parental Involvement)</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Jim Lucas, Principal; CMS Teachers	Start: 07/01/2009 End: 06/30/2010		<hr/> ACTION BUDGET: \$

<p>Parent Center. 1) The CMS principal will designate an area to be used as the Parent Center. Informational Packets, parenting books, magazines and other informative material regarding responsible parenting will be available as for parents to borrow or review. This service will be advertised on the school website. <u>(ACT 307 & ACT 397, #A)</u> 2) Set up a parent computer station so all parents can have access to EDLINE. Action Type: Equity Action Type: Parental Engagement</p>	Jim Lucas, Principal; Charlotte Burgess, Parent Facilitator	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
<p>Parent Involvement Meetings. Parent Involvement Meetings will be held throughout the year to discuss what students will be expected to learn, how they will be assessed, and how parents can assist to make a difference in his or her child's education. The school's process for resolving parental concerns will be discussed at these meetings. <u>(ACT 307 & ACT 397, #B) (Schoolwide #6 - Parental Involvement)</u> Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Jim Lucas, Principal; Charlotte Burgess, Parent Facilitator; CMS Teachers	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
<p>Volunteer Resource Book Parents will be informed of opportunities to interact with the school as volunteers through a volunteer drive during Orientation/Open House and the first few weeks of school. The school will compile a Volunteer Resource Book from the parent interest forms and make available to school staff and update yearly. Parents will be encouraged to support and become involved with classroom projects. <u>(ACT 307 & ACT 397, #C)</u> Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Jim Lucas, Principal; Cassa Bilbo, Principal's Secretary	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
<p>CAPS Flyers. CMS will develop fliers that include: information on the school's commitment to parent involvement, the process for resolving parent concerns (as found in the student handbook), and tips for how parents can foster their child's success. School personnel will distribute the fliers to parents of all students in the school at Orientation/Open House and Parent Teacher Conferences. The fliers will also be displayed in the Parent Center and the office. <u>(ACT 307 & ACT 397, #D)</u> Action Type: Equity Action Type: Parental Engagement</p>	Jim Lucas, Principal; Charlotte Burgess, Parent Facilitator	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
<p>Informed Parental Decisions. 1) Parents will be informed of the district parent center, provided with the Promotion Guidelines, and introduced to the TIPS Center and the programs offered there to foster their child's success. <u>(ACT 307 & ACT 397, #E)</u> 2) For every 8th grader, utilize STEPS (spring student registration conferences) program to meet with parents and discuss the student's performance on state/national assessments, the student's schedule for their 9th grade year, and inform parents of opportunities to remain involved in the decision-making process of their high school student. <u>(ACT 307 & ACT 397, #E)</u> Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Jim Lucas, Principal; Charlotte Burgess, Parent Facilitator	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$

<p>Wednesday Folders. Title I funds will be used to support the purchase of "Eagle Folders" to communicate weekly grades, and information about events at school. Eagle Folders will also give the parents an opportunity to communicate concerns they have about their children's school experience. Teachers will send weekly newsletters with homework assignments and other classroom information. <u>(This goes above the requirements of Act 307 of 2007 - 95% of 1% set aside rule for parental engagement)</u> Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Linda Goodwin, Assistant Superintendent; Jim Lucas, Principal;</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>Title I - Materials & Supplies: \$1200.00</p> <hr/> <p>ACTION BUDGET: \$1200</p>
<p>Transition Activities. 1)Class visits: 4th grade students from Anderson Elementay will visit CMS in May to help make the transition to 5th grade. <u>(Schoolwide #7 - Transition)</u> 2)Hold Orientation/Open House sessions for incoming 5th-8th graders to obtain schedules, meet teachers, and obtain class supply lists. <u>(Schoolwide #6 - Parental Involvement)</u> Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Jim Lucas, Principal, CMS Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>ACTION BUDGET: \$</p>
<p>School Improvement Status. CMS is in Whole School Improvement Year_1 (WSI-1)and the following may be found: 1) Parents were notified through mailed written notices (letters dated 7/31/09) and media releases that CMS is in Year I School Improvement; (WSI_1 #12) 2) Adequately publicized option to parents through media releases; and (WSI_1 #7A) 3) Parents declined school choice services in the CMS due to one building being available per grade level. Parents made no response to the mailed written notices about CMS School Improvement Status. Action Type: Equity Action Type: Parental Engagement</p>	<p>Jim Lucas, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>ACTION BUDGET: \$</p>
<p>Parental Involvement PD. Administrators will receive three hours of training on parental engagement. Teachers will receive two hours of training on parental engagement to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Jim Lucas, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>EDLINE. 1)Implement EDLINE to allow parents to track student progress, homework, assignments and activities from home computer. 2)Principal and APSCN Secretary attended training in the use of EDLINE and GradeQuick Web, an electronic gradebook and student reporting software. 3) Teachers will receive professional development training on GradeQuick and Edline to enhance communication with parents regarding student progress. 4)Host an "Introduction to EDLINE" night to provide parents with knowledge/skills to use EDLINE to monitor student grades and assignments. Documentation will be maintained. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Jim Lucas, Principal; Stacy Johnson, APSCN Secretary</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Parent-Teacher Conferences. Four Parent/Teacher conferences are scheduled in the District calendar for 2009-2010. A three-hour Parent/Teacher Conference will be held each of the four 9-week grading period. This is equivalent to the required two Parent/Teacher Conferences. <u>(ACT 307 of 2007 - amended ACT 603)</u></p>	<p>Janice Warren, Superintendent</p>	<p>Start: 07/01/2009</p>		<p>ACTION BUDGET: \$</p>

<p>of 2003 & ACT 397, #H) Action Type: Equity Action Type: Parental Engagement</p>		<p>End: 06/30/2010</p>		
<p>CMS Website. CMS web site will provide information for parents concerning school events and classroom assignments to assist them with fostering their child's success. Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Janice Warren, Superintendent; Jim Lucas, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>Parent-Teacher Conference. 1) Teachers will share Performance Assessments with parents at the Parent/Teacher conferences. 2) Counselors will provide parents with explanations of their child's individual report from the ACTAAP exam during Parent/Teacher conferences. (ACT 307 & ACT 397, #H) Action Type: Equity Action Type: Parental Engagement</p>	<p>Jim Lucas, Principal, CMS Counselors and Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Translation Services. Information and forms will be translated into Spanish for ESL families. (ACT 307 & ACT 397, #J) Action Type: Equity Action Type: Parental Engagement</p>	<p>Mrs. Nimmo, ESL teacher</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • District Staff 	<p>ACTION BUDGET: \$</p>
<p>Parental Engagement Program Evaluation. The parental engagement intervention will be evaluated through sign in sheets, documentation of the use of the Edline web site, weekly Eagle folders, agendas, Parent/Teacher conference attendance, Volunteer Resource Book, Phone Messenger reports, and documentation of the CAPS Program. Action Type: Equity Action Type: Parental Engagement</p>	<p>Jim Lucas, Principal; Charlotte Burgess, Parent Facilitator</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>ACTION BUDGET: \$</p>
<p>Monthly Newsletter. The Eagle's Nest, a monthly newsletter will be written and distributed through Wednesday folders. (ACT 307 & ACT 397, #J) The newsletter will provide: 1) A letter from the principal. 2) Word of the month and character education information. 3) A 30-day event forecast. 4) Parenting tips for middle school students. 5) Instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment. (ACT 307 & ACT 397, #I) 6) Student and staff recognition. Action Type: Equity Action Type: Parental Engagement</p>	<p>Jim Lucas, Principal; Becky Rhodes & Charlotte Burgess, CMS Counselors</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Watch D.O.G.S. Crossett Middle School will be participating in the School Watch D.O.G.S. (Dads of Great Students) program. A fall recruitment drive will be held, an orientation meeting, and daily schedules will be created to encourage fathers to participate in their children's educational opportunities. Title IV-A funds will be used to support this program through the purchase of materials and supplies, and will be allocated in the district plan. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Jim Lucas, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$29718</p>
<p>Intervention: Implement a Literacy and Mathematics Efficiency Intervention addressing Leadership, Organization/Resources, and an Improved Planning Process.</p>				

Scientific Based Research: 1) Carter, Lisa. (2007). Total Instructional Alignment. From Standards to Student Success. Solution Tree. 2) Creighton, Theodore B., (2007). Schools and Data: The Educator's guide for Using Data to Improve Decision Making. Corwin Press. 3) City, Elizabeth A. and Murname, Richard J., (2008). Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning. Harvard Education Press. 4) Schlechty, Phillip C. (2002). Working On the Work: An Action Plan for Teachers, Principals, and Superintendents. Jossey-Bass. 5) York-Barr, Jennifer et al. ((2001). Reflexive Practice To Improve Schools: An Action Guide for Educators. Corwin Press.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Highly Qualified Teachers. NSLA funds will be used to support professional development of new teachers in becoming highly qualified. Non-traditional and MAT fees will be paid by NSLA funds. (<u>Schoolwide #5 - Recruiting and Maintaining of Highly Qualified Teachers</u>) Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	Linda Goodwin, Assistant Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	ACTION BUDGET: \$
<p>Increased Salaries Funds will be used to increase salaries above the minimum salary schedule required by ACA 6-17-2403 as an incentive to hire and retain "highly qualified" teaching Staff. (<u>Schoolwide #5 - Recruiting and Maintaining of Highly Qualified Teachers</u>) Action Type: Alignment</p>	Janice Warren, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
<p>ACSIP Peer Review. Prior to submitting the school's ACSIP Plan to the ADE School Improvement Supervisor, an ACSIP Peer Review Meeting will be held to approve the ACSIP Plan. Representatives from each building will attend. Stipends will be paid to the representatives for attending the meeting on off-contract time. The ACSIP plans will be returned to the schools to make any needed corrections or changes discussed at the ACSIP Peer Review Meeting. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	Jim Lucas, Principal; Jeff Mock & Barbara Garner, Assistant Principals; Cynthia Ford, ACSIP Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
<p>ACSIP Supervisor. The assigned ACSIP School Improvement Supervisor for CMS will be contacted annually to discuss on-going schoolwide activities. (<u>Schoolwide #8 - Collaboration</u>) Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide</p>	Jim Lucas, Principal	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
<p>ACSIP Approval Process. The ACSIP Approval Process shall be followed at each school: Prior to submitting the ACSIP Plans to the District, the principal will set up a faculty meeting to share the ACSIP Plan with faculty and staff. Each ACSIP Chairperson will be responsible for sharing his/her priority at the meeting. All input, concerns, questions, recommendations, corrections, etc.) shall be discussed and recorded in the minutes. Any needed changes discussed are to be made prior submission to the District. An agenda, sign-in sheet and minutes will be kept for documentation. A copy of the documentation will be sent to the Asst. Superintendent. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Jim Lucas, Principal; Cynthia Ford, ACSIP Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
<p>ACSIP Evaluation. 1) A meeting will be conducted annually of the ACSIP Committee (Schoolwide) to evaluate the schoolwide program and organize the planning process. 2) Literacy teachers will meet with the Principal and Literacy Co-Chairs to evaluate plan, analyze data, consider and select scientifically based research interventions</p>	Jim Lucas, Principal; Cynthia Ford, ACSIP Chair, CMS Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

<p>and align goals. Documentation will include agendas, sign-in sheets and minutes of meetings. <u>Schoolwide #8 - Collaboration</u> 3) ACSIP Literacy committee will evaluate the effectiveness of the ACSIP Plan on a quarterly basis. 3) Principal will report school improvement plan progress to the superintendent quarterly, so she in turn report progress to the school board. (WSI_1 #11) Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>Data Analysis. Administrators and teachers will analyze test data and secondary indicators to determine school improvement plans.(WSI-1 #2) This includes: 1) Conduct strand and item-by-item analysis to determine student deficiencies by sub-population to inform instruction in the classroom and remediation program. 2) Develop an Excel database that includes demographics and CRT & NRT assessment results. 3) Develop a virtual Literacy Assessment Data Wall to identify content, subpopulations and secondary indicators to be continually monitored for student growth; 4) Use the literacy "Assessment Wall" to track grade level, classroom and student growth. (WSI_1 # 3) Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Jim Lucas, Principal; Jeff Mock & Brabara Garner, Assisnat Principals: CMS Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> Teachers 	<p>ACTION BUDGET: \$</p>
<p>Resource Allocation.Principal will conduct an audit of time resource allocation for the purpose of increasing the amount of time allocated for instructional leadership. (WSI_1 #10) 1) Principal and Assistant Principals will be trained on the Classroom Walk Though (CWT) Observation process and will conduct classroom observations as part of the school leadership team. 2) Instructional Facilitators will be trained on the Classroom Walk Though (CWT) Observation process and will conduct classroom observations to assist teachers in the implementation of research-based best practices that address the specific need of the students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	<p>Jim Lucas, Principal; Jeff Mock & Barbara Garner, Assistant Principals; Instructional Facilitators</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> District Staff 	<p>ACTION BUDGET: \$</p>
<p>Mobile Smartboard. ARRA ESEA Title I funds will be used to purchase a mobile interactive smartboard to support professional development during the school year including Professional Learning Communities (PLCs). [Mobile Smartboard w/projector and floor stand cost = \$4197.47] Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Linda Goodwin, Assistant Superintendent; Jim Lucas, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> Central Office Teachers Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Promethean Whiteboard. Title VI funds will be used to purchase a Promethean Interactive Whiteboard to support the 5th-8th grade Gifted and Talented Program, including Quiz Bowl, for the eighty (80) students being served in the program. The teacher will receive professional development/training on the functionality and use</p>	<p>Linda Goodwin, Assistant Superintendent: Jim Lucas, Principal; Jan Sellers, CMS GT Teacher</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> Computers District Staff 	<p>Title VI State - Capital Outlay: \$6127.00</p>

of the Promethean system. (\$6,127) Action Type: Professional Development Action Type: Technology Inclusion			• Teachers	ACTION BUDGET: \$6127
Quarterly Leadership Seminars Instructional Facilitators and Administrators will attend the instructional leadership seminars (supported by State Professional Development funds). Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Janice Warren, Supt. ; Linda Goodwin, Asst. Supt.	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • District Staff • Outside Consultants	PD (State-223) - Employee Benefits: \$966.00 PD (State-223) - Employee Salaries: \$4200.00 ACTION BUDGET: \$5166
Efficiency Intervention Program Evaluation. 1) Administrators, Instructional Facilitators and teachers will use CWT data to determine implementation of research-based best practices that address the specific student needs. 2) Administrators and teachers will analyze test data and secondary indicators to success of current programs and determine future school improvement plans.(WSI -1 #2) 3) Quarterly Leadership Seminars will be held for Administrators and Instructional Facilitators to evaluate instructional programs and strategies 4) Five professional development days will be scheduled during the school year to allow administrators and staff to review policies, procedures and practices that may present barriers to all students' achievement. Agendas, sign-in sheets and minutes will be maintained. 5) This is the first year for the Efficiency Intervention , and subsequent years will contain evaluation data. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Jim Lucas, Principal; Jeff Mock & Barbara Garner, Assistant Principals; Instructional Facilitators; CMS Teachers	Start: 07/01/2009 End: 06/30/2010	• District Staff • Teachers	ACTION BUDGET: \$
Total Budget:				\$11293

Priority 2: Every student will improve their math skills.

1. **5th Grade Benchmark Data.** (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

% Proficient & Advanced		1	2	3	4	
5th	# Students					
2007	166		38	32	47	29
2008	163		46	23	59	32
2009	142		66	52	75	55

Supporting Data:

(1) In 2007, the lowest identified areas for the combined population were open response questions in numbers and operations, algebra, geometry, measurement, and data analysis & probability; multiple choice questions in measurement and data analysis and probability. The lowest identified areas for African Americans were multiple choice and open response questions across the board with an emphasis on algebra, geometry, measurement, and data analysis & probability. The lowest identified areas for Caucasians were multiple choice and open response questions across the board with an emphasis on algebra, geometry, measurement, and data analysis &

probability. The lowest identified areas for socio-economically disadvantaged were multiple choice and open response questions across the board with an emphasis on algebra, geometry, measurement, and data analysis & probability.

(2) In 2008, the lowest identified areas for the combined population were open response questions in data analysis and probability, geometry, measurement and Algebra; and multiple choice questions in measurement, and number and operations. The lowest identified areas for African Americans were all open response questions. The lowest scores were in order: data analysis and probability, geometry, measurement, Algebra, and number and operations; and multiple choice questions in measurement, and number and operations. The lowest identified areas for Caucasians were open response questions in data analysis and probability, Algebra, geometry, and measurement; and multiple choice questions in measurement, and number and operations. The lowest identified areas for socio-economically disadvantaged were all open response questions. The lowest scores were in order: data analysis and probability, geometry, measurement, Algebra, and number and operations; and multiple choice questions in measurement, and number and operations.

(3) In 2009, the lowest identified areas for the combined population were open response questions in data analysis & probability and geometry; and multiple choice and open response questions in measurement, algebra and number systems & operations. The lowest identified areas for African Americans were open response questions in data analysis & probability; and multiple choice and open response questions in measurement, geometry, algebra and number systems & operations. The lowest identified areas for Caucasians were open response questions in data analysis & probability and geometry and algebra; and multiple choice and open response questions in measurement and data analysis & probability. The lowest identified areas for socio-economically disadvantaged were response questions in data analysis & probability; and multiple choice and open response questions in measurement, algebra, geometry, and number systems & operations.

1. **6th Grade Benchmark Data.** (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

% Proficient & Advanced						
6th	# Students	1	2	3	4	
2007	159		52	30	63	42
2008	154		62	56	69	54
2009	149		76	64	82	67

(1) In 2007, the lowest identified areas for the combined population were multiple choice and open response questions across the board with an emphasis on algebra, geometry, and data analysis and probability. The lowest identified areas for African Americans were multiple choice and open response questions across the board with an emphasis on algebra, geometry, and data analysis and probability. The lowest identified areas for Caucasians were multiple choice and open response questions across the board with an emphasis on algebra, geometry, data analysis and probability. The lowest identified areas for socio-economically disadvantaged students were multiple choice and open response questions across the board with an emphasis on algebra, geometry, and data analysis and probability.

(2) In 2008, the lowest identified areas for the combined population were open response questions in number and operations, geometry, and data analysis and probability; and multiple choice questions in number and operations. The lowest identified areas for African Americans were open response questions in number and operations, geometry, data analysis and probability, and Algebra; and multiple choice questions in number and operations. The lowest identified areas for Caucasians were open response questions in geometry, number and operations, and data analysis and probability; and multiple choice questions in number and operations. The lowest identified areas for socio-economically disadvantaged were open response questions in number and operations, data analysis and probability, geometry, and Algebra; and multiple choice questions in number and operations.

(3) In 2009, the lowest identified areas for the combined population were open response questions in measurement; multiple choice questions in data analysis & probability; and multiple choice and open response questions in geometry, algebra and number systems & operations. The lowest identified areas for African Americans were multiple choice and open response questions in measurement, algebra, geometry, number systems & operations and data analysis & probability. The lowest identified areas for Caucasians were open response questions in measurement and algebra; multiple choice questions in data analysis & probability and number systems & operations; and multiple choice and open response questions in geometry. The lowest identified socio-economically disadvantaged were multiple choice and open response questions in measurement, algebra, geometry, number systems & operations and data analysis & probability.

1. **7th Grade Benchmark Data.** (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

% Proficient & Advanced						
7th	# Students	1	2	3	4	
2007	166		34	15	47	24
2008	161		46	21	58	34
2009	141		48	41	58	41

(1) In 2007, the lowest identified areas for the combined population were: patterns, algebra, and functions; data analysis and probability open-response strands. The lowest identified areas for African Americans were the same. The lowest identified areas for Caucasians were the same. The lowest identified areas for socio-economically disadvantaged were the same.

(2) In 2008, the lowest identified areas for the combined population were all open response questions. The lowest scores were in order: number and operations, measurement, geometry, data analysis and probability, and Algebra; and multiple choice questions in measurement, and number and operations. The lowest identified areas for African Americans were in all areas in both open response and multiple choice questions. The lowest scores were in order: number and operations, measurement, geometry, Algebra, and data analysis and probability; and in multiple choice questions in measurement, number and operations, Algebra, and data analysis and probability, and geometry. The lowest identified areas for

Caucasians were all open response questions. The lowest scores were in order: number and operations, measurement, geometry, data analysis and probability, and Algebra; and multiple choice questions in number and operations, and measurement. The lowest identified areas for socio-economically disadvantaged students were all open response questions. The lowest scores were in order: number and operations, measurement, geometry, data analysis and probability, and Algebra; and multiple choice questions in measurement, number and operations, data analysis and probability, and Algebra.

(3) In 2009, the lowest identified areas for the combined population were multiple choice and open response questions in number systems & operations, measurement, geometry, algebra and data analysis & probability. The lowest identified areas for African Americans were multiple choice and open response questions in number systems & operations, geometry, measurement, algebra and data analysis & probability. The lowest identified areas for Caucasians were multiple choice and open response questions in number systems & operations, measurement, geometry, algebra and data analysis & probability. The lowest identified areas for socio-economically disadvantaged were multiple choice and open response questions in number systems & operations, measurement, geometry, algebra and data analysis & probability.

1. **8th Grade Benchmark Data.** (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

% Proficient & Advanced					
8th	# Students	1	2	3	4
2007	165		16	0	25
2008	167		37	20	52
2009	155		51	27	61

(1) In 2007, the lowest identified areas for the combined population were: the numbers and operations, geometry, and the measurement strands. The lowest identified areas for African Americans were the same. The lowest identified areas for Caucasians were the same. The lowest identified areas for socio-economically disadvantaged were the same.

(2) In 2008, the lowest identified areas for the combined population were all open response questions. The lowest scores were in order: measurement, number and operations, geometry, data analysis and probability, and algebra; and multiple choice questions in number and operations, measurement, and geometry. The lowest identified areas for African Americans were all open response questions. The lowest scores were in order: measurement, number and operations, geometry, data analysis and probability, and algebra; and multiple choice questions in number and operations, measurement, geometry, and algebra. The lowest identified areas for Caucasians were all open response questions. The lowest scores were in order: measurement, geometry, number and operations, data analysis and probability, and algebra; and multiple choice questions in number and operations, measurement, and geometry. The lowest identified areas for socio-economically disadvantaged students were all open response questions. The lowest scores were in order: measurement, number and operations, geometry, data analysis and probability, and algebra; and multiple choice questions in number and operations, measurement, and geometry.

(3) In 2009, the lowest identified areas for the combined population were multiple choice and open response questions in geometry, number systems & operations, measurement, algebra and data analysis & probability. The lowest identified areas for African Americans were multiple choice and open response questions in geometry, number systems & operations, measurement, algebra and data analysis & probability. The lowest identified areas for Caucasians were multiple choice and open response questions in geometry, number systems & operations, measurement, algebra and data analysis & probability. The lowest identified areas for socio-economically disadvantaged were multiple choice and open response questions in geometry, number systems & operations, measurement, algebra and data analysis & probability.

1. **Fifth Grade NRT.**

Iowa Test of Basic Skills Exam: (1) In 2006, 163 students were tested on the Iowa Test of Basic Skills Exam. 42% scored above the 50th percentile in Math. An analysis of the data showed weaknesses in probability and statistics, concepts and estimation, single step and multiple-step problem solving, and subtraction of whole numbers, multiplication of whole numbers, division of whole numbers, and addition and subtraction of decimals in computation.

Stanford10 Achievement Test: (2) In 2008, 163 students were tested. 50% scored above the 50th percentile on Mathematics-Problem Solving. (3) In 2009, 142 students were tested. 60.42% scored above the 50th percentile in Math Problem Solving.

2. **Sixth Grade NRT.**

Iowa Test of Basic Skills Exam: (1) In 2007, 163 students were tested on the Iowa Test of Basic Skills Exam. 36% scored above the 50th percentile in Math. An overview showed weaknesses with measurement in concepts and estimation, multiple-step, and approaches and procedures in problem solving, and multiplication with whole numbers, division with whole numbers, subtraction with decimals, and multiplication/division with decimals in computation.

Stanford10 Achievement Test: (2) In 2008, 154 students were tested. 59% scored above the 50th percentile on Mathematics-Problem Solving. (3) In 2009, 149 students were tested. 59.33% scored above the 50th percentile in Math Problem Solving.

3. **Seventh Grade NRT.**

Iowa Test of Basic Skills Exam: (1) In 2007, 45% of combined students scored at or above the 50th percentile on the ITBS: Mathematics Concepts and Estimation. The lowest identified areas for the combined population were: number properties and operations; and estimation; 48% of combined students scored at or above the 50th percentile on the ITBS: Mathematics Problem Solving and Data Interpretation. The lowest identified areas for the combined population were: problem solving: multiple-step and problem solving: approaches/procedures; 46% of combined students scored at or above the 50th percentile on the ITBS: Mathematics Computation. The lowest identified areas for the combined population were: add or subtract with fractions, multiply/divide fractions, and multiply/divide with decimals.

Stanford10 Achievement Test: (2) In 2008, 161 students were tested. 36% scored above the 50th percentile on Mathematics-Problem Solving. (3) In 2009, 141 students were tested. 37.59% scored above the 50th percentile in Math Problem Solving.

4. Eighth Grade NRT.

Iowa Test of Basic Skills Exam: (1) In 2007, 33% of combined students scored at or above the 50th percentile on the ITBS: Mathematics Concepts and Estimation. The lowest identified areas for the combined population were: number properties and operations; measurement, and estimation; 40% of combined students scored at or above the 50th percentile on the ITBS: Mathematics Problem Solving and Data Interpretation. The lowest identified areas for the combined population were: problem solving: multiple-step; and problem solving: approaches and procedures: 28% of combined students scored at or above the 50th percentile on the ITBS: Mathematics Computation. The lowest identified areas for the combined population were: add or subtract with fractions, multiply/divide fractions, and multiply/divide with decimals.

Stanford10 Achievement Test: (2) In 2008, 167 students were tested. 49% scored above the 50th percentile on Mathematics-Problem Solving. (3) In 2009, 155 students were tested. 50.64% scored above the 50th percentile in Math Problem Solving.

- 5. Algebra 1 EOC Exam:** (1) In 2007, 80 students were tested on End-Of-Course Algebra I Exam. 56% of combined students scored proficient or above on the End-Of-Course Algebra Exam. The lowest identified areas for the combined population were: data interpretation and probability, the language of Algebra, and solving non-linear functions. The lowest identified areas for African Americans were: data interpretation and probability, solving equations and inequalities, and solving non-linear functions. The lowest identified areas for Caucasians were: data interpretation and probability, the language of Algebra, and solving non-linear functions. The lowest identified areas for Socio-Economically Disadvantaged were: data interpretation and probability, and solving equations and inequalities. (2) In 2008, 113 students were tested on End-Of-Course Algebra I Exam. 63% of combined students scored proficient or above on the End-Of-Course Algebra Exam. The lowest identified areas for the combined population were: the Polynomial Operations Goal. The lowest identified areas for African Americans were: the Language of Algebra and Polynomial Operations strands. The lowest identified areas for Caucasians were: the graphs and tables and polynomial operations strands. The lowest identified areas for Socio-Economically Disadvantaged were: the polynomial operations strands. (3) In 2009, 21 students were tested on End-Of-Course Algebra I Exam. 100% of combined students scored at or above proficient on the End-Of-Course Algebra I Exam.

- 6. 5th Grade Math Trend Analysis Statement.** The Grade 5 Mathematics three-year-trend analysis shows continued weakness in open response in all areas: numbers and operations, algebra, geometry, measurement and data analysis & probability. Item analysis shows the greatest weaknesses in the strand Numbers and Operations in the following areas: (1) Use factors of numbers to introduce exponents, to find common factors, and to simplify fractions to the lowest terms. (2) Use models of fractions and their equivalent forms to analyze the size of fractions, to determine that simplification does not change the value of the fraction and to convert between mixed numbers and improper fractions. (3) Develop and use a variety of algorithms to perform whole number operations using addition and subtraction, multiplication and division, and interpret remainders. Algebra in the following areas: (1) Use relations and functions to interpret and write a rule for a one operation function table. (2) Model and describe quantities that change using real world situations. Geometry in the following area: (1) Identify and draw congruent, adjacent, obtuse, acute, right, and straight angles and label parts of an angle. Measurement in the following areas: (1) Solve real

world problems involving elapsed time, counting forward (calendar and clock). (2) Develop and use strategies to solve real world problems involving perimeter and area of rectangles. Data Analysis and Probability in the following areas: (1) Interpret graphs such as line graphs, double bar graphs, and circle graphs. (2) Make predictions and justify conclusions based on data.

7. **6th Grade Math Trend Analysis Statement.** The Grade 6 Mathematics three-year-trend analysis shows weaknesses in open response in all areas: numbers and operations, algebra, geometry, measurement, and data analysis & probability. Item analysis shows the greatest weaknesses in the strand Numbers and Operations in the following areas: (1) Use divisibility rules to determine if a number is a factor of another number. (2) Use proportional reasoning and ratios to represent problem situations and determine the reasonableness of solutions with and without appropriate technology. Algebra in the following area: (1) Evaluate algebraic expressions with one variable using appropriate properties and operations. Geometry in the following areas: (1) Identify and describe line and rotational symmetry in two dimensional shapes, patterns and designs. (2) Use ordered pairs to plot points in Quadrant I. Measurement in the following areas: (1) Find the distance between two points on a number line. (2) Use estimation to check the reasonableness of measurements obtained from the use of various instruments. Data Analysis and Probability in the following areas: (1) Distinguish between theoretical and experimental probability. (2) Compare and interpret information provided by measures of central tendencies (mean, median, mode) and measures of spread (range).
8. **7th Grade Math Trend Analysis Statement.** The Grade 7 Mathematics three-year-trend analysis shows weaknesses in open response in all areas: numbers and operations, algebra, geometry, measurement, and data analysis & probability. Item analysis shows the greatest weaknesses in the strand Numbers and Operations in the following area: (1) Solve, with and without technology, real world percent problems. Algebra in the following areas: (1) Create and complete a function table using a given rule with two operations. (2) Write and evaluate algebraic expressions using positive rational numbers. Geometry in the following areas: (1) Examine the congruence, similarity, and line or rotational symmetry of objects using transformations. (2) Investigate geometric properties and their relationships in one-, two-, and three-dimensional models, including convex and concave polygons. (3) Identify, draw, classify and compare geometric figures using models and real world examples. Measurement in the following areas: (1) Draw and measure distance to the nearest mm and 1/16 inch. (2) Develop and use strategies to solve problems involving area of a trapezoid and circumference and area of a circle. (3) Solve real world problems involving two or more elapsed times, counting forward and backward (calendar & clock). (4) Estimate and compute the area of more complex or irregular two-dimensional shapes by dividing them into more basic shapes. Data Analysis and Probability in the following areas: (1) Analyze, with and without technology, a set of data by using and comparing measures of central tendencies (mean, median, mode) and measures of spread (range, quartile, interquartile range). (2) Construct and interpret circle graphs, box-and-whisker plots, histograms, scatter plots and double line graphs, with and without appropriate technology.
9. **8th Grade Math Trend Analysis Statement.** The Grade 8 Mathematics three-year-trend analysis shows weaknesses in open response in

all areas: numbers and operations, algebra, geometry, measurement, and data analysis & probability. Item analysis shows the greatest weaknesses in the strand Numbers and Operations in the following areas: (1) Model and develop addition, subtraction, multiplication and division of rational numbers. (2) Use estimation to solve problems involving rational numbers; including ratio, proportion, percent and then judge the reasonableness of the solution. (3) Apply factorization to find LCM and GCF of algebraic expressions. Algebra in the following areas: (1) Interpret and represent a two operation function as an algebraic expression. (2) Describe, with and without technology, the relationship between the graph of a line and its equation, including the slope and y-intercept in real world problems. (3) Solve and graph linear equations (in the form $y=mx+b$). Geometry in the following areas: (1) Form generalizations and validate conclusions about properties of geometric shapes. (2) Determine appropriate application of geometric ideas and relationships, such as congruence, similarity, and the Pythagorean theorem, with and without appropriate technology. Measurement in the following areas: (1) Describe and apply equivalent measures using a variety of units within the same system of measurement. (2) Estimate and compute the area of irregular two-dimensional shapes. (3) Solve problems involving volume and surface area of pyramids, cones and composite figures, with and without appropriate technology. (2) Apply proportional reasoning to solve problems involving indirect measurements, scale drawings or rates. Data Analysis and Probability in the following areas: (1) Given at least one of the measures of central tendency, create a data set. (2) Make predictions based on theoretical probabilities, design and conduct an experiment to test the predictions, compare actual results to predict results, and explain differences. (3) Interpret or solve real world problems using data from charts, line-plots, stem-and-leaf plots, double-bar graphs, line graphs, box-and-whisker plots, scatter plots, frequency tables or double line graphs. (4) Compute, with and without appropriate technology, probabilities of compound events, using organized lists, tree diagrams and logic grid.

10. **Attendance.**

DIS: In 2006–2007, the attendance rate was 94%. In 2007–2008, the attendance rate was 95.2%.

NJHS: In 2006–2007, the attendance rate was 93%. In 2007–2008, the attendance rate was 94.4%.

CMS: In 2008–2009, the attendance rate was 95%.

Goal Every student will improve in all areas of math with an emphasis on open response and multiple choice questions in Number and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability.

Benchmark Daniels Intermediate School (DIS) and Norman Junior High School (NJHS) were reorganized into Crossett Middle School (CMS) and are in a "Hold Harmless" situation for SY 2008-2009. The CMS Combined population met standards (MS) scoring 59.97% proficient/advanced in 2009 and must score 64.55% proficient in 2010. The African-American population met standards (SI_M)(safe harbor) scoring 55.25% proficient/advanced in 2009 and must score 64.55% proficient in 2010 or obtain safe harbor. The Caucasian population met standards (MS) scoring 77.85% proficient/advanced in 2009 and must score 64.55% proficient in 2010. The Economically Disadvantaged population met standards (MS) scoring 59.86% proficient/advanced in 2009 and must score 64.55% proficient in 2010 or obtain safe harbor. The Algebra I EOC combined population scored 100% proficient/advanced in 2009 and will continue to meet or exceed AYP.

Intervention: Provide a standards-based, student-centered math curriculum.

Scientific Based Research: Scientific Based Research: 1) Morse, Amy. (2009). Cultivating a Math Coaching Practice: A Guide for K-8 Math Educators. Corwin Press. 2) Stone, Randi and Cuper, Pru. (2006). Best Practices for Teacher Leadership: What Award Winning Teachers Do for Their Professional Learning Communities. Corwin Press. 3) Stronge, James H. (2007). Qualities of Effective Teachers. Association for Curriculum Development, Alexandria, Virginia. 4) District Administration. (2004). The benefits of curriculum alignment. District Administration, 40. 5) Lewis, D.M., Haug, C. A. (2005) Aligning Policy and Methodology to Achieve Consistent Across-Grade Performance Standards. "Applied Measurement in Education," 18 (1), 11-34. 6) Rivette, K., Grant, Y., Ludema, H., & Rickard, A. (2003). "Connected Mathematics Project Research and

Evaluation Summary." New Jersey: Pearson Prentice Hall. 7) Baker, S.; et. al. (2006) The sustained use of research-based instructional practice: A case study of peer-assisted learning strategies in mathematics. Remedial and Special Education, 25.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Systemic Improvement Process. NSLA and Professional Development funds will be used to:</p> <ol style="list-style-type: none"> 1) Train teachers in the curriculum mapping and alignment process. 2) Use curriculum maps to develop activities which stress strategies students use to solve the open response questions on the Benchmark exam. 3) Provide administrators and instructional facilitators with the training and tools used in the process which includes: Sytemic Performance Rubric; School Leadership Rubric; School/Teacher Performance Rubric; Student Engagement; Building Walk-Through Form; and Classroom Observation Form. 4) Use CMS Leadership Team meetings, Departmental Meetings and Professional learning Communities (PLCs) to horizontally and vertically align the math curriculum within and between each grade level. <p>Action Type: Alignment Action Type: Professional Development</p>	<p>Jim Lucas, Principal; Vicki Dodd & Tammy Embry, 7-12 & K-6 Math IFs, CMS Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Teacher Conference Periods. Teacher conference periods for 5th-8th grade teachers will be scheduled to allow for departmental meetings to plan curriculum, lesson plans, and monitor student progress.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	<p>Jim Lucas, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Student Assessment.</p> <ol style="list-style-type: none"> 1) Teachers will assess student learning frequently with standards-based assessments. (WSI_1 #5) 2) Teachers will evaluate student's progress using data from Target tests, Benchmark test, and the Stanford 10. 3) Teachers will disaggregate data from these tests, emphasizing all subgroups, to target areas of weakness and plan strategies for interventions as they relate to individual AIPs. (<u>Schoolwide #1 - Needs Assessment</u> and <u>Schoolwide #2 - Reform Strategies</u>) 4) Teachers in grades 5-8 will use a variety of assessment activities including open-response questions modeled after Benchmark test items. <p>Action Type: Alignment Action Type: Collaboration</p>	<p>Jim Lucas, Principal; CMS Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Science Instructional Facilitator. A district level science Instructional Facilitator will be trained and utilized by CMS to provide professional development and assistance to teachers. The science IF will work directly with the math IFs and serve as a mentor to science teachers. Science lesson plans will follow the science frameworks and emphasize high-yield science strategies to improve student achievement and prepare students for the science benchmark exams in grade 5 and 7.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Linda Goodwin, Assistant Superintendent; Charre Todd, District Science Coach; CMS Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Target Tests. NSLA funds will be used to pay the Southeast Arkansas Coop for providing Target Testing to NMS students.</p> <ol style="list-style-type: none"> 1) Students will be given a pre-test, three "Target Tests", and a post-test in math. These exams will enable teachers and administrators to monitor student achievement, focus on the strengths and weaknesses of students, determine specific instructional gaps, and determine remediation needs for individual students. 2) Professional development will be provided on scoring open response 	<p>Linda Goodwin, Assistant Superintendent; Jim Lucas, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>

<p>questions and analyzing and using data on D2SC (Data Driven Software Corporation) from the "Target Tests." Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>Extended Math Classes. 1) Implement extended math classes for the 5th and 6th grade Everyday Math classes increasing the time for math instruction to 95 minutes daily or 475 minutes a week. 2) Implement extended math/literacy blocks for 7th and 8th grade Connected Math classes increasing the instruction time from 45 minutes daily to 72 minutes daily or 360 minutes a week. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Jim Lucas, Principal; CMS Math Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Instructional Facilitators. 1) Two district level Math Instructional Facilitators (K-6 & 7-12) will be hired and used by CMS to provide professional development, mentoring services and assistance to teachers. Mentoring will include classroom visits, presentations of model lessons, and assistance for teachers in planning lessons which follow the math frameworks and emphasize high-yield strategies to improve student achievement and prepare students for the benchmark exams. The K-6 Math Instructional Facilitator will be employed using ARRA ESEA Title I funding. The 7-12 Math Instructional Facilitator will be employed using NSLA funding, and be allocated in the district plan. 2) The Instructional Facilitators will chair the weekly Professional Learning Community (PLC) meetings for 5th/6th math/science teachers and the 7th/8th math and science teachers to evaluate and discuss instruction and performance assessments used in the classroom. 3) The Instructional facilitators will supervise and provide on-going professional development in the Everyday Math & Connected Math classes for the Mathematics Teachers in grades 5-8. 4) The Math Instructional Facilitators will serve as a mentor to Math Teachers in grades 5-8. (Vicki Dodd - FTE .50)(Tammy Embry - FTE .50) Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Linda Goodwin, Assistant Superintendent; Vicki Dodd, 7-12 Math IF; Tammy Embry, K-6 Math IF</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>PLCs. Professional Learning Community (PLC) meetings will be held on a weekly basis. On Monday-5th & 6th grade math/science teachers, on Tuesday-5th & 6th grade literacy/social studies teachers, on Wednesday-7th & 8th grade math and science teachers, on Thursday-7th & 8th grade literacy and social studies teachers, and on Friday-teachers new to the building. PLC topics include: 1) align grade-level curriculum maps and pacing guides, 2) develop scope and sequences of literacy skills for each grade level, 3) plan, discuss and evaluate performance assessments used in the classroom, 4) analyze data, 5) reflect, exchange ideas and discuss best practices, and 6) collectively develop interventions that provide all students with additional time and support when they experience initial difficulty in their learning. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Jim Lucas, Principal; Vicki Dodd & Tammy Embry, District Math IFs; CMS Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide				
<p>Co-Teaching.</p> <p>1) Special Education teachers will meet with regular classroom teachers to align the math curriculum and make appropriate modifications for special needs students.</p> <p>2) Staff will meet as necessary to address pre-referrals or early interventions for students in need.</p> <p>3) Due process committee will meet as needs arise to discuss the Individual Education Plans for disruptive students.</p> <p>4) Co-teaching teams will participate in training sessions highlighting teaching strategies which foster effective "inclusion" of special education students in the regular classrooms.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide</p>	Jim Lucas, Principal; Special Education Teachers, CMS Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
<p>Math Consultant.</p> <p>1) Title I funds will be used to contract through purchase services an Everyday Math/Connected Math consultant, Bev Ross, who will support and mentor math teachers as well as provide additional training onsite in differentiated instruction.</p> <p>2) Math teachers will receive training to implement Everyday Math and Connected Math programs.</p> <p>3) Everyday Math/Connected materials will be purchased to help implement the program.</p> <p>4) Teachers will be paid to attend math content training provided by Beverly Ross, Consultant on off-contract time. Grade level trainings will be held after school. This goes beyond what is required to implement the math curriculum/program. (Note: This is the 10% set aside for Prof Dev required for <u>SI status.</u>)</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>	Linda Goodwin, Assistant Superintendent; Jim Lucas, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	<hr/> Title I - Purchased Services: \$50000.00 <hr/> ACTION BUDGET: \$50000
<p>Math Curriculum Program Evaluation.</p> <p>1) The standards based math curriculum will be evaluated through documented classroom walk-through (CWT) observations (WSI-1 #9), formal classroom observations, collection of lesson plans, use of released items and open response questions, display of student work, evaluation of assessments and results from Target Tests, Benchmark and Stanford 10 exams.</p> <p>2) Teachers will document frameworks, student learning expectations (SLEs), objectives, class-starters, and strategies in lesson plans and submit to the Principal on a weekly basis. Assessments will be prepared and available for review prior to instruction.</p> <p>3) Five professional development days will be scheduled during the school year to allow administrators and staff to review policies, procedures and practices that may present barriers to all students' achievement. (WSI_1 #13)</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	Jim Lucas, Principal; Jeff Mock & Barbara Garner, Assistant Principals; Vicki Dodd & Tammy Embry, Math IFS, CMS Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$

<p>Pre-AP Training. Send teachers from each core subject area in grades 5-8 to AP or Pre-AP training workshops in support of curriculum and AAIMS grant. Action Type: Equity Action Type: Professional Development</p>	<p>Jim Lucas, Principal; Romona Sawyer, AAIMS Grant Coordinator</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Elmos. Title VI-State funds will be used to purchase five (5) Elmo P10 Visual Presenters which will facilitate the use of technology in the 7th & 8th grade mathematics classrooms and allow presentation of a variety of documents and media in support of the connected math curriculum. (P10 cost is \$1700 each; total cost = \$8,500.00). Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Linda Goodwin, Assistant Superintendent; Jim Lucas, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>Title VI State - Capital \$8500.00 Outlay: ACTION BUDGET: \$8500</p>
<p>Math Curriculum. To ensure that each student experiences a rigorous Mathematics curriculum aligned to the Arkansas Curriculum Frameworks the: Everyday Math Program will be implemented for all 5th and 6th grade students, Connected Math Program will be implemented for all 7th and those 8th grade students in regular math classes, and Algebra 1 for 8th grade Pre-AP math classes. (WSI_1 #1) Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Jim Lucas, Principal; Math IFs; CMS Math Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Buckle Down Math & Science. Title 1 funds will be used to purchase the Buckle Down Publishing's Math & Science Series (aligned with the Arkansas frameworks) to supplement classroom instruction and remediation efforts for grades 5-8. [Math cost = \$5663.70] [Shipping cost = \$566.38] [Total cost = \$6,230.08] NOTE: Funding for this action is allocated under School Choice Options in the Literacy Priority. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Linda Goodwin, Assistant Superintendent; Jim Lucas, Principal; CMS Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Central Office • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Promethean Whiteboard. Title VI funds will be used to purchase a Promethean Interactive Whiteboard to support the 7th-8th grade Extreme Science (X-lab) and Engineering Lab (E-Lab) electives that were added to the curriculum for the fall semester 2009-10. The teacher will receive professional development/training on the functionality and use of the Promethean system. (\$6,127) Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Linda Goodwin, Assistant Superintendent; Jim Lucas, Principal; Charre Todd, K-12 Science IF</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	<p>Title VI State - Capital \$6127.00 Outlay: ACTION BUDGET: \$6127</p>
<p>Total Budget:</p>				<p>\$64627</p>

Intervention: Implement a remediation program to provide targeted supplemental instruction and enrichment to increase math proficiency.

Scientific Based Research: Scientific Based Research: 1) Denstaedt, Linda et al. (2009). Winning Strategies for Test Taking Grades 3-8: A Practical Guide for Teaching Test Preparation. Corwin Press. 2) Miller, Jeffrey and Desberg, Peter. (2009). Understanding and Engaging Adolescents. Corwin Press. 3) Fogarty, Robin. (2009). Brain Compatible Classrooms. Corwin Press. 4) Tileston, Donna W. and Darling, Sandra, K., (2009) Closing the Poverty & Culture Gap: Strategies to Reach Every Student. Corwin Press. 5) Jones, D. (2003). Early grade preparation yields success in high school. New York Amsterdam News, 94. 6) Howley, C.B., Howley, A.A., & Huber, D.S.

(2005). "Prescriptions for rural mathemaitcs instruction: Analysis of the rhetorical literature." Journal of Research in Rural Education, 20(7). 7) McNamee, G., Chen, J.
 (2005). Dissolving the line between assessment and teaching. Educational Leadership, 94.

Actions	Person Responsible	Timeline	Resources	Source of Funds																																																																											
<p>Math Remediation. 1) Provide a remedial math program (supplemental during the school day) for 5th-6th grade students scoring less than proficient on the Benchmark exam with special emphasis on low socio-economic students and African-American male students. 2) Provide a remedial math program for 7th-8th grade students using the web-based JEDI software program thereby allowing students the option of working before school, at lunch, after school or at home. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Jim Lucas, Principal, CMS Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>																																																																											
<p>AIP Data Analysis. 1) Teachers will participate in professional development on how to analyze and effectively use data using MS Excel. (WSI_1 #8D) 2) Conduct strand and item-by-item analysis to determine student deficiencies by sub-population to inform instruction in the remediation program. 2) Teachers will receive AIPs for each student scoring below basic and basic in math on the Benchmark exam for the purpose of identifying weak skills and documenting support services and progress of learning strategies. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Jim Lucas, Principal; CMS Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>																																																																											
<p>Remediation Program Evaluation. The remediation program will be evaluated using the following tools: 1)Monitoring of lesson plans, 2)Classroom Walk-Throughs (CWTs), 3)Classroom Observations/Post Conferences with the Principal/Assistant Principal, 4)District Level Instructional Facilitators, 5)SE Arkansas Educational Service Cooperative IFs, 6)Everyday Math/Connected Math Consultant, and 7)Data. Differences in math remediation rates from 2008 to 2009 for specific grades and subpopulations follow:</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 10%;">2008</th> <th style="width: 10%;">2009</th> <th style="width: 10%;">%</th> <th style="width: 10%;">Change</th> </tr> </thead> <tbody> <tr> <td>5th Comb</td> <td>54</td> <td>34</td> <td>-20%</td> <td></td> </tr> <tr> <td>5th AA</td> <td>77</td> <td>48</td> <td>-29%</td> <td></td> </tr> <tr> <td>5th Cau</td> <td>41</td> <td>25</td> <td>-16%</td> <td></td> </tr> <tr> <td>5th ED</td> <td>68</td> <td>45</td> <td>-23%</td> <td></td> </tr> <tr> <td colspan="5"> </td> </tr> <tr> <td></td> <td>2008</td> <td>2009</td> <td>%</td> <td>Change</td> </tr> <tr> <td>6th Comb</td> <td>38</td> <td>24</td> <td>-14%</td> <td></td> </tr> <tr> <td>6th AA</td> <td>44</td> <td>36</td> <td>-8%</td> <td></td> </tr> <tr> <td>6th Cau</td> <td>31</td> <td>18</td> <td>-13%</td> <td></td> </tr> <tr> <td>6th ED</td> <td>46</td> <td>33</td> <td>-13%</td> <td></td> </tr> <tr> <td colspan="5"> </td> </tr> <tr> <td></td> <td>2008</td> <td>2009</td> <td>%</td> <td>Change</td> </tr> <tr> <td>7th Comb</td> <td>54</td> <td>52</td> <td>-2%</td> <td></td> </tr> <tr> <td>7th AA</td> <td>79</td> <td>59</td> <td>-20%</td> <td></td> </tr> </tbody> </table>		2008	2009	%	Change	5th Comb	54	34	-20%		5th AA	77	48	-29%		5th Cau	41	25	-16%		5th ED	68	45	-23%								2008	2009	%	Change	6th Comb	38	24	-14%		6th AA	44	36	-8%		6th Cau	31	18	-13%		6th ED	46	33	-13%								2008	2009	%	Change	7th Comb	54	52	-2%		7th AA	79	59	-20%		<p>Linda Goodwin, Assistant Superintendent; Jim Lucas, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • District Staff 	<p>ACTION BUDGET: \$</p>
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<p>7th Cau 42 42 NC 7th ED 66 59 -7%</p> <p>2008 2009 % Change 8th Comb 63 49 -14% 8th AA 80 73 -7% 8th Cau 48 39 -9% 8th ED 72 59 -13%</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>Student Evaluation. The progress of students being served by remedial services will be assessed by analyzing the results of their: 1) Everyday Math/Connected Math assessments, 2) Target Tests, 3) JEDI assignments & post-tests, and 4) the state-mandated Augmented Benchmark Exam. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	<p>Jim Lucas, Principal; CMS Math Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>JEDI. 1)Teachers will receive training on JEDI software. 2)The JEDI software will be used in classrooms and at home to reinforce targeted math skills. 3)Students will be given pretests at the beginning of the year to determine placement and periodically thereafter to determine student progress. 4)Test results are provided to the teachers by subject and class automatically. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Linda Goodwin, Assistant Superintendent; Jim Lucas, Principal; CMS Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>JEDI Coordinator. Title I funds will be used to hire a highly qualified paraprofessional to serve as the JEDI Coordinator to work with students before school, at lunch, and after school on the completion of their Academic Improvemnt Plans (AIPs). Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Linda goodwin, Assistant Superintendent; Jim Lucas, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers 	<p>Title I - Employee \$8000.00 Salaries: Title I - Employee \$1839.47 Benefits: ACTION BUDGET: \$9839.47</p>
<p>AIPs. Develop an AIP for every student who did not score proficient/advanced on the 4th, 5th, 6th and 7th grade benchmark test. Parents were provided copies of their student's AIP on the Septemebr 1st Parent Night and September</p>	<p>JimLucas, Principal; CMS Counselors; CMS Teachers</p>	<p>Start: 07/01/2009</p>	<ul style="list-style-type: none"> • Performance Assessments 	<p>ACTION BUDGET: \$</p>

<p>15th Parent-Teacher Conferences. 1) Following strand and item analysis, 5th & 6th grade students will be grouped by identified weakness and will be scheduled into remediation during the last period of each school day. 2) Following strand and item analysis, 7th & 8th grade students will take a pretest on the web-based JEDI system and will be allowed to complete their personal remediation plan in the computer lab before school, during lunch or after school. (Schoolwide #9 - Point-in-time Remediation) Action Type: AIP/IRI</p>		End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	
Total Budget:				\$9839.47

Intervention: Parental Engagement.
 Scientific Based Research: 1) Barton, A., Drake, C., Perez, J., St. Louis, K., & Geoge, M. (2004). Ecologies of parental engagement in urban education. Educational Researcher, 33 (4), 3-12. 2) Downey, D. B. (2002) Parent and Family Involvement in Education. In Molnar, A. (Ed.), "School Reform Proposals: The Research Evidence. Connecticut: Information Age Publishing. 3) Wong, Harry and Wong, Rosemary T., (2005). The First Days of School: How To Be An Effective Teacher. Harry K. Wong Publications.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Family Nights. Hold family math and science nights periodically each year. Recruit teachers and student helpers, use automated call-out system, send letters to parents, and have teachers contact parents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Jim Lucas, Pricipal; Vicki Dodd & Tammy Embry, District Math IFs; Charre Todd, District Science IF; CMS Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
<p>Everyday Math/Connected Math Consultant. Bev Ross, Everyday Math/Connected Math consultant, will provide training sessions for parents to explain different areas of the curriculum and what actions/strategies parents can take to help their students succeed in the Everyday Math/Connected Math curriculum. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Linda Goodwin, Asst. Superintendent; Jim Lucas, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
<p>Parental Contact. 1)Strong parent communication involving weekly EDLINE reports and Eagle folders to parents of 5th through 8th grade students, phone calls, conferences, and classroom invitations will be maintained and documented throughout the school year. 2)A family letter will be sent home at the beginning of each Every Day math unit detailing unit objectives and vocabulary. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Jim Lucas, Principal; CMS Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
<p>Parent Teacher Conferences. Teachers will share Performance Assessments in math with parents at the four scheduled Parent/Teacher conferences. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	CMS Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
<p>Parental Involvement in Math. The parental engagement intervention in Math will be evaluated through documentation of the weekly Edline and Eagle folders; agendas, sign-in sheets and minutes; Parent/Teacher conference attendance; Everyday Math/Connected Math meeting attendance; and documentation of communication with parents through Phone Messenger reports and letters. Action Type: Parental Engagement</p>	Jim Lucas, Principal; Beth Callaway, Attendance Secretary; CMS Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

Action Type: Program Evaluation Action Type: Title I Schoolwide				
Parent Support. Actively recruit parents to help with clubs and enrichment activities such as Quiz Bowl, Chess Club, Girls Engaged in Engineering (GEE), etc. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Jim Lucas, Principal; CMS Teachers	Start: 07/01/2009 End: 06/30/2010	• Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: Daniels Intermediate School (DIS) and Norman Junior High School (NJHS) were reorganized into Crossett Middle School (CMS) in June 2008. CMS continues to recognize the need to create a culture in our school that consistently promotes good nutrition and physical activity, and helps to reduce childhood obesity. Our goal is to help every child develop the skills to become responsible, healthy citizens.

1. **DIS Males:**

- 1) In 2006-2007, BMI results for DIS indicated that 49.7% of the student male population was at risk of being overweight or were overweight. This is a increase of 8.1% indicated from the 2005-2006 BMI screening.
- 2) In 2007-2008, BMI results for DIS indicated that 54.7% of the 6th grade male population was at risk of being overweight or were overweight. This is a increase of 5.0% indicated from the 2006-2007 BMI screening.

2. **DIS Females:**

- 1) In 2006-2007, BMI results for DIS indicated that 39.1% of the student female population was at risk of being overweight or were overweight. This is a increase of 2.2% indicated from the 2005-2006 BMI screening.
- 2) In 2007-2008, BMI results for DIS indicated that 46.6% of the 6th grade female population was at risk of being overweight or were overweight. This is a increase of 7.5% indicated from the 2006-2007 BMI screening.

3. **NJHS Males:** In 2006-2007, BMI results for NJH indicated that 42.2% of the student male population was at risk of being overweight or were overweight. This is a decrease of 1.5% indicated from the 2005-2006 BMI screening.

- 2) In 2007-2008, BMI results for NJH indicated that 32.8% of the 8th grade male population was at risk of being overweight or were overweight. This is a decrease of 9.4% indicated from the 2006-2007 BMI screening.

4. **NJHS Females:**

- 1) In 2006-2007, BMI results for NJH indicated that 37.2% of the student female population was at risk of being overweight or were overweight. This is a decrease of 3.7% indicated from the 2005-2006 BMI screening.
- 2) In 2007-2008, BMI results for NJH indicated that 31.6% of the 8th grade female population was at risk of being overweight or were overweight. This is a decrease of 5.6% indicated from the 2006-2007 BMI screening.

5. **CMS Males:**

Supporting Data: In 2008-2009, BMI results indicated that 42.7% of the 6th & 8th grade male population was at risk of being overweight or obese. This is the first time this subset of the CMS male population has been examined so no indication of an increase or decrease may be determined.

6. **CMS Females:**

In 2008-2009, BMI results indicated that 38.5% of the 6th & 8th grade female population was at risk of being overweight or obese. This is the first time this subset of the CMS female population has been examined so no indication of an increase or decrease may be determined.

7. **Physical Activity/Education.**

- 1) During the 2006-2007 school year, all 7th through 9th grade students did receive 150 minutes of physical activity per week, as related by the School Health Index report.
- 2) ACT 317 of 2007 amended the required time for physical activity in public school. During the 2007-2008 school year, all 7th through 9th grade students did receive 60 minutes of Physical Education activity per week, as required by law.
- 3) During the 2008-2009 school year, all 5th through 8th grade students did receive 60 minutes of Physical Education activity per week, as required by law.

8. **Vending Machine Access.**

- 1) During the 2006-2007 and 2007-2008 school year, all 7th through 9th grade students access to beverage vending was restricted in time and selection was limited to water and juice, as related by the School Health Index report for 2006.
- 2) During the 2008-2009 school year, all 5th through 8th grade students access to beverage vending was restricted in time and selection was limited to water and juice.

9. **DIS 2006-07 BMI Data:**

(Column defintion: 1=# Males, 2=Healthy and Underweight/Males, 3=Risk of Overweight/Males, 4=Overweight/Males, 5=# Females, 6=Healthy and Underweight/Females, 7=Risk of Overweight/Females, 8=Overweight/Females)

	1	2	3	4	5	6	7	8
5	79	55.7%	16.5%	27.8%	95	64.2%	15.8%	20.0%

6	89	55.0%	20.2%	24.7%	83	47.0%	21.7%	31.3%
Total	168	55.4%	18.5%	26.2%	178	56.2%	18.5%	25.3%

1. **DIS 2007-08 BMI Data:**

(Column defintion: 1=# Males, 2=Healthy and Underweight/Males, 3=Risk of Overweight/Males, 4=Overweight/Males, 5=# Females, 6=Healthy and Underweight/Females, 7=Risk of Overweight/Females, 8=Overweight/Females)

	1	2	3	4	5	6	7	8
5	0		NA		0		NA	
6	75	45.3%	25.3%	29.3%	58	53.4%	17.2%	29.3%
Total	75	45.3%	25.3%	29.3%	58	53.4%	17.2%	29.3%

1. **NJHS 2006-07 BMI Data:**

(Column defintion: 1=# Males, 2=Healthy and Underweight/Males, 3=Risk of Overweight/Males, 4=Overweight/Males, 5=# Females, 6=Healthy and Underweight/Females, 7=Risk of Overweight/Females, 8=Overweight/Females)

	1	2	3	4	5	6	7	8
7	60	60.0%	11.7%	28.3%	60	71.7%	16.7%	11.7%
8	71	62.0%	16.9%	21.1%	71	53.5%	12.7%	33.8%
9	68	51.5%	20.6%	25.6%	76	64.2%	11.8%	23.7%
Total	199	57.8%	16.6%	25.6%	207	62.8%	13.5%	23.7%

1. **NJHS 2007-08 BMI Data:**

(Column defintion: 1=# Males, 2=Healthy and Underweight/Males, 3=Risk of Overweight/Males, 4=Overweight/Males, 5=# Females, 6=Healthy and Underweight/Females, 7=Risk of Overweight/Females, 8=Overweight/Females)

	1	2	3	4	5	6	7	8
7	0		NA		0		NA	
8	61	67.2%	9.8%	23.0%	79	68.4%	17.7%	13.9%
9	0		NA		0		NA	
Total	61	67.2%	9.8%	23.0%	79	68.4%	17.7%	13.9%

1. **CMS 2008-09 BMI Data:**

(Column defintion: 1=# Males, 2=Healthy and Underweight/Males, 3=Overweight or Obese/Males, 4=# Females, 5=Healthy and Underweight/Females, 6=Overweight or Obese/Females)

	1	2	3	4	5	6
5	0	0	NA	0	0	NA
6	72	52.8%	47.2%	56	46.4%	53.6%
7	0	0	NA	0	0	NA
8	71	62.0%	38.0%	61	75.4%	24.6%
Total	143	57.3%	42.7%	117	61.5%	38.5%

1. **Attendance.**

DIS: In 2006-2007, the attendance rate was 94%. In 2007-2008, the attendance rate was 95.2%.
NJHS: In 2006-2007, the attendance rate was 93%. In 2007-2008, the attendance rate was 94.4%.
CMS: In 2008-2009, the attendance rate was 95%.

Goal Students participating in the BMI activity show a need to improve in their cardiovascular, muscular strength/endurance, and flexibility activity. In its effort to improve the school nutrition environment, promote student health, and reduce childhood obesity, the district will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in the Crossett School District.

Benchmark Healthier BMI results will be evident by June 30, 2010. There will be a 10% increase in the 2008-2009 BMI results indicating healthier lifestyles are being practiced.

Intervention: Crossett School District will encourage strategies and activities through policy and resources that encourage a non-sedentary, healthier lifestyle.				
Scientific Based Research: Guidelines for School Health Programs to "Promote Lifelong Healthy Eating," and to "Promote Lifelong Physical Activity." Morbidity and Mortality Weekly Report, Vol 45, No. RR9; 34, 1. Department of Health & Human Services, Centers for Disease Control and Prevention. Carlson, Susan A., et al. (2008). Vail, K. (2004). The obesity epidemic. American School Board Journal, 191, AN12445844.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Health and Nutrition In-Service. Staff and parents will be provided inservice on the ADE requirements for health and nutrition. Progress made in improving the health and fitness of our students will be measured by analyzing data from activities and BMI, SHI, and attendance improvements. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	Martha Pennington, Food Service Director	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	ACTION BUDGET: \$
<p>District Wellness Policy. District Wellness Policy will be followed by all administrators, staffs, and students. 5.29 - Wellness Policy The health and physical well-being of our students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and diabetes. The increased risk carries forward into their adulthood. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be magically changed overnight, but at the same time, the Board of Directors believes it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity. The problem of obesity and inactivity is a public health issue. The Board is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the Department of Education, but with the community and its residents, organizations and agencies. Therefore, the District shall enlist the support of the larger community to find solutions which improve the health and physical activity of our students. Goals: In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the District will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. Adhering to these rules will include, but it is not limited to district efforts to:</p> <ol style="list-style-type: none"> 1) Appoint a district school health coordinator who shall be responsible for ensuring that each school fulfills the requirements of this policy; 2) Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum; 3) Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity; 4) Strive to improve the quality of physical education curricula and increase the training of physical education teachers; 5) Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12; 6) Not use food or beverages as rewards for academic, classroom, or sports performances; 7) Ensure that drinking water is available without charge to all students; 8) Establish class schedules, and bus routes that don't directly or indirectly restrict meal access; 9) Provide students with ample time to eat their meals in pleasant cafeteria and dining areas; 10) Establish no more than nine (9) school wide events which permit exceptions to the food and 	Janice Warren, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

<p>beverage limitations established by Rule. The schedule of the events shall be by school, and approved by the Principal;</p> <p>11) Abide by the current allowable food and beverage portion standards;</p> <p>12) Meet the more stringent of Arkansas' or the U.S. Department of Agriculture's Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria;</p> <p>13) Restrict access to vended foods, competitive foods, and foods of minimal nutritional value (FMNV) as required by law and Rule; Crossett High School will restrict access to vending machines when current contract expires in 2009. All other schools are in compliance;</p> <p>14) Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of FMNV;</p> <p>15) Provide professional development to all district staff on the topics of nutrition and/or physical activity;</p> <p>16) Utilize the School Health Index available from the Center for Disease Control (CDC) to access how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students;</p> <p>17) Utilize an Advisory Committee to enhance the district's efforts to improve the health of our students, School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed. It shall be structured in a way that ensures age-appropriate recommendations are made which correlate to our district's grade configurations. The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule. The overarching goal of the committee shall be to promote student wellness by monitoring how well the district is doing at implementing this policy. The SNPAAC shall use modules 1,2,3,4, and 8 of the CDC's School Health Index as a basis for assessing each school's progress toward meeting the requirements of this policy. The results of the annual assessment shall be included in each school's ACSIP, provided to each school's principal, and reported to the board. Legal References: Richard B. Russell National School Lunch Act 42 U.S.C. sec. 1751 et seq. Child Nutrition Act of 1966 42 U.S.C. sec. 1771 et seq. A.C.A. sec. 20-17-133, 134, & 135 ADE Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools Allowable Competitive Foods/Beverages - Maximum Portion Size List for Middle, Junior High, and High School Nutrition Standards for Arkansas Public Schools (Commissioner's Memo FIN-06-106) Date Adopted: April 17, 2006.</p> <p>Action Type: Collaboration Action Type: Wellness</p>				
<p>Extra-Curricular Programs. Implement and encourage participation in extra-curricular programs that support physical activities, i.e. walking challenge, personal fitness classes, aerobics.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	<p>Building Principals</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff 	<p>————— ACTION BUDGET: \$</p>
<p>Health Index Survey. Conduct School Health Index survey and use the results to guide Health and Safety, Physical Education, Nutrition Services, and Family Involvement Activities to promote overall healthier life-style for all students.</p> <p>Action Type: Parental Engagement Action Type: Wellness</p>	<p>Building Principals</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>SPARK. Implement SPARK (Sports, Play and Recreation for Kids) program in grades 5 through 8 incorporating developmentally appropriate physical activities for all students.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness</p>	<p>Jim Lucas, Principal; CMS PE Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Community Leaders • Teachers 	<p>————— ACTION BUDGET: \$</p>

<p>SPARK In-Service. Provide training for all Physical Education and Health teachers on SPARK (Sports, Play and Active Recreation for Kids) Program. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Wellness</p>	Jim Lucas, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: The school will provide a quality education program emphasizing the acquisition of English for students qualified as English Language Learners with support from the district.

1.

ELDA Crossett School District 2009					
Levels for Mean of Student Scores per Test					
Grade	# of Students	Listening	Speaking	Reading	Writing
Kg	2	Intermediate	Intermediate	Intermediate	Beginning
1	4	Intermediate	Intermediate	Intermediate	Intermediate
2	4	Advanced	Intermediate	Intermediate	Beginning
3	4	FEP	FEP	Beginning	Beginning
4	3	FEP	FEP	FEP	Advanced
5	3	FEP	Advanced	Advanced	Advanced
6	2	FEP	FEP	Advanced	Advanced
7	3	Advanced	FEP	Intermediate	Intermediate
8	1	FEP	FEP	Intermediate	Advanced

Supporting Data:

2.

ELDA Crossett School District 2009							
Mean Scores per Grade and Per Test							
Grade	#Students	Listening	Speaking	Reading	Writing	Comprehension	Composite
Kg	2	160	164	155	131	158	153
1	4	164	156	142	143	153	151
2	4	181	144	165	138	173	157
3	4	749	882	575	577	662	696
4	3	796	886	832	685	814	800
5	3	769	756	779	786	774	773
6	2	817	921	790	752	804	820
7	3	783	865	626	718	704	748
8	1	872	934	687	827	780	830

3.

ELDA Crossett School District 2008

Levels for Mean of Student Scores per Test					
Grade	# of Students	Listening	Speaking	Reading	Writing
Kg	1	Advanced	Advanced	Intermediate	<i>Beginning</i>
1	6	Intermediate	Intermediate	Intermediate	<i>Beginning</i>
2	3	Advanced	Advanced	Advanced	Advanced
3	3	FEP	FEP	Advanced	Intermediate
4	2	Intermediate	FEP	Advanced	Advanced
5	3	FEP	FEP	Advanced	Intermediate
6	1	Advanced	Advanced	<i>Beginning</i>	<i>Beginning</i>
7	1	Advanced	FEP	Intermediate	Intermediate
10	1	Advanced	Advanced	<i>Beginning</i>	<i>Beginning</i>

4.

ELDA Crossett School District 2008							
Mean Scores per Grade and Per Test							
Grade	#Students	Listening	Speaking	Reading	Writing	Comprehension	Composite
Kg	4	184	176	154	134	169	163
1	4	172	151	142	136	157	150
2	4	191	176	177	164	185	177
3	3	766	920	703	659	734	762
4	3	632	937	764	752	698	771
5	2	746	860	717	597	732	731
6	3	738	814	576	654	657	696
7	1	845	936	675	726	760	796
10	1	789	855	594	617	692	714

5.

ELDA Crossett School District 2007					
Levels for Mean of Student Scores per Test					
Grade	# of Students	Listening	Speaking	Reading	Writing
Kg	2	FEP	FEP	FEP	FEP
1	6	<i>Beginning</i>	Intermediate	<i>Beginning</i>	<i>Beginning</i>
2	3	FEP	FEP	FEP	Advanced
3	3	Advanced	FEP	Intermediate	Intermediate
4	2	Advanced	Advanced	Intermediate	Intermediate
5	3	Advanced	Advanced	<i>Beginning</i>	<i>Beginning</i>
6	1	FEP	Advanced	<i>Beginning</i>	Intermediate
9	1	Intermediate	Advanced	<i>Beginning</i>	<i>Beginning</i>
10	1	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>

6.

ELDA Crossett School District 2007					
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Mean Scores per Grade and Per Test							
Grade	#Students	Listening	Speaking	Reading	Writing	Comprehension	Composite
Kg	1	215	222	196	211	208	211
1	6	142	151	135	132	139	140
2	3	212	217	224	197	218	213
3	3	674	916	636	635	656	715
4	2	679	851	642	614	661	696
5	3	675	726	587	571	631	640
6	1	884	776	616	693	750	742
9	1	692	844	521	568	607	656
10	1	569	621	403	403	486	499

7.

LMS - Language Minority Students Enrolled
LEP - Limited English Proficient
ASSESSMENTS
LAS / MACII / ELDA
Benchmark - Augmented Benchmark Exam 3-8 and
EOC Literacy Grade 11
NRT - Norm Referenced Test

DISTRICT Home Language Survey Report			
Year	2006-07	2007-08	2008-09
Total Lang Minority Students	45	61	67
K-5 Lang Minority Students	27	32	33
6-12 Lang Minority Students	18	29	34
K-5 Limited Eng Proficient	15	20	22
K-5 Limited Eng Prof PCT	55.5%	62.5%	66.6%
6-12 Limited Eng Proficient	3	6	7
6-12 Limited Eng Prof Pct	16.6%	20.6%	20.6%
Retained K-6	0	0	2
Retained 7-12	0	0	0
Title I Program Eligible	16	23	28
Title I Prog Elig Pct	88.8%	88.5%	96.5%
Migrant	0	0	2
LAS/MACII/ELDA Assessments	20	26	29
Benchmark Assessments	9	9	20
NRT Assessments	13	18	8

1.

BENCHMARK Results for LEP Crossett School District 2008-2009					
Level	Subject	Below Basic	Basic	Proficient	Advanced
High School	Algebra	no students	no students	no students	no students
High School	Geometry	no students	no students	no students	no students

High School	Gr 11 Literacy	no students	no students	no students	no students
3rd Grade	Math	0	1	2	1
	Literacy	0	2	2	0
4th Grade	Math	0	0	0	3
	Literacy	0	0	2	1
5th Grade	Math	0	1	1	1
	Literacy	0	3	0	0
	Science	0	2	1	0
6th Grade	Math	0	0	2	0
	Literacy	0	2	0	0
7th Grade	Math	2	0	1	0
	Literacy	1	1	1	0
	Science	1	2	0	0
8th Grade	Math	0	0	1	0
	Literacy	1	0	0	0

2.

BENCHMARK Results for LEP Crossett School District 2007-2008					
Level	Subject	Below Basic	Basic	Proficient	Advanced
3rd Grade	Math	0	0	1	2
	Literacy	0	1	0	2
4th Grade	Math	1	1	1	0
	Literacy	0	1	2	0
5th Grade	Math	1	1	0	0
	Literacy	1	1	0	0
6th Grade	Math	1	0	1	1
	Literacy	1	1	1	0
7th Grade	Math	0	0	1	0
	Literacy	0	1	0	0
8th Grade	Math	1	0	0	0
	Literacy	1	0	0	0

1.

BENCHMARK Results for LEP Crossett School District 2006-2007					
Level	Subject	Below Basic	Basic	Proficient	Advanced
High School	Algebra	no students	no students	no students	no students
High School	Geometry	no students	no students	no students	no students
High School	Gr 11 Literacy	no students	no students	no students	no students
3rd Grade	Math	0	1	1	1
	Literacy	0	3	0	0
4th Grade	Math	1	1	0	0

	Literacy	0	2	0	0
5th Grade	Math	2	1	0	0
	Literacy	1	2	0	0
6th Grade	Math	0	1	0	0
	Literacy	0	1	0	0
7th Grade	Math	no students	no students	no students	no students
	Literacy	no students	no students	no students	no students
8th Grade	Math	no students	no students	no students	no students
	Literacy	no students	no students	no students	no students

Goal Provide services and support for the acquisition of English for students identified and qualified as English Language Learners in order to increase achievement for these students.

Benchmark The composite score will increase for Limited English Proficient (LEP) students scoring proficient or above on the state mandated tests to meet the state's 2009 -2010 AYP rate of K-5 Math-70.00, K-5 Literacy-71.20, 6-8 Math-64.55, 6-8 Literacy- 67.60, 9-12 Math-64.60, 9-12 Literacy 67.75 or achieve the 10 percent increase to make Safe Harbor for the 09-10 school year.

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 coordination and instruction utilizing professional services with Title I funding. An ELL assistant will be contracted through Title I Purchase Services (allocated in the district plan) to address the tutoring needs of English Language Learners for regular programs. The ELL Assistant will be under the supervision of a certified teacher and will help ELL students with academics and socialization. The ELL Assistant will serve as a liaison between the school and the ESL parents. State categorical ELL funds will be used to provide services for after-school, and summer programs including transportation services. On-going assessment of LEP student progress will be reviewed through achievement test data and student progress reports. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Linda Goodwin, Asst. Supt.; Jim Lucas, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	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. Results of ELDA will determine if students move out of ELL status and become designated as English learners. Ensure the intervention is implemented as designed and that monies allocated were expended as intended. Provide evidence of the impact of 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 2010-2011. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Linda Goodwin, Asst. Supt.; Jim Lucas, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
Provide assessments and instructional materials for ELL program to enhance effectiveness of the intervention. Provide training for staff of ELL students. Select and purchase age-appropriate materials for ELL students and purchase assessment activities, if needed, which will identify learning needs. Action Type: Equity Action Type: Title I Schoolwide	Linda Goodwin, Asst. Supt.; Jim Lucas, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Adcock, James	Member	Math
Classroom Teacher	Baker, Tasha	Member	Math
Classroom Teacher	Britting, Elizabeth	Member	Literacy
Classroom Teacher	Brown, Penny	Member	Math
Classroom Teacher	Buffington, Linda	Member	Literacy
Classroom Teacher	Chapman, Jennifer	Member	Math
Classroom Teacher	Cotton, Sherry	Math Co-Chair	Math Coordinating
Classroom Teacher	Dickson, Pam	Literacy Co-Chair	Literacy Coordinating
Classroom Teacher	Elliott, Alvin	Member	Math
Classroom Teacher	Elliott, Crystal	Member	Math
Classroom Teacher	Evans, Grace	Member	Literacy
Classroom Teacher	Forbess, Linsey	Member	Literacy
Classroom Teacher	Ford, Cynthia	ACSIP Chair	Math Coordinating
Classroom Teacher	Garner, Kim	Member	Math
Classroom Teacher	Gibson, Sue	Member	Literacy
Classroom Teacher	Goodwin, Jesse	Member	Math
Classroom Teacher	Haynes, Rose	Member	Math
Classroom Teacher	Hicks, Stephanie	Member	Literacy
Classroom Teacher	Hoover, John	Member	Literacy
Classroom Teacher	Hoover, Mike	Member	Literacy
Classroom Teacher	Johnson, Judy	Member	Math
Classroom Teacher	Jones, Pam	Member	Math
Classroom Teacher	Lawson, Rodney	Member	Literacy
Classroom Teacher	Malloy, Codie	Member	Math
Classroom Teacher	Martar, Melissa	Member	Literacy
Classroom Teacher	McLaren, John	Member	Math
Classroom Teacher	McMahen, Vickie	Member	Math
Classroom Teacher	Millican, Janis	Member	Literacy
Classroom Teacher	Morrison, Aubrey	Member	Math
Classroom Teacher	Neel, Belinda	Member	Literacy
Classroom Teacher	Newman, Linda	Member	Math
Classroom Teacher	Nolen, Elizabeth	Member	Math
Classroom Teacher	Parker, Lynn	Literacy Co-Chair	Literacy Coordinating
Classroom Teacher	Rice, Nicole	Member	Literacy
Classroom Teacher	Rowe, Kathy	Member	Literacy
Classroom Teacher	Sellers, Jan	Member	Literacy
Classroom Teacher	Simmons, Jordan	Member	Literacy
Classroom Teacher	Smith, Lucille	Member	Math
Classroom Teacher	Stephenson, Kristy	Math Co-Chair	Math Coordinating
Classroom Teacher	Stroud, Brenda	Member	Literacy
Classroom Teacher	Sullivan, Shavon	Member	Literacy

Classroom Teacher	Todd, Charre	Special Asst to ACSIP Chair	Coordinating
Classroom Teacher	White, Elizabeth	Member	Math
Classroom Teacher	White, Jennifer	Member	Literacy
Classroom Teacher	Wilson, Rachel	Member	Literacy
Classroom Teacher	Zorn, Bob	Member	Math
Community Representative	Ferguson, Pam	Advisor, Chamber of Commerce	Coordinating
District-Level Professional	Dodd, Vicki	District 7-12 Math Instructional Facilitator	Coordinating
District-Level Professional	Embry, Tammy	District K-6 Math Instructional Facilitator	Math
District-Level Professional	Goodwin, Linda	Federal Coordinator	Federal Programs Advisory Committee
District-Level Professional	Lea Culp	District K-6 Literacy Instructional Facilitator	Coordinating
Non-Classroom Professional Staff	Allen, Jenny	Federal Program Data Clerk	Federal Programs Advisory Committee
Non-Classroom Professional Staff	Burgess, Charlotte	Counselor	Literacy
Non-Classroom Professional Staff	Jarrett, Deena	Librarian	Literacy
Non-Classroom Professional Staff	Patsy Roberts	District 7-12 Literacy Instructional Facilitator	Coordinating
Non-Classroom Professional Staff	Rhodes, Becky	Counselor	Math
Non-Classroom Professional Staff	Scott, Shirley	Parent Coordinator	District K-8 Parent Coordinator
Parent	Brockwell, Gina	Member	Math
Parent	Brockwell, Gina	Member	Literacy
Parent	Head, Melissa	Member	Math
Parent	Hodge, Regina	Member	Literacy
Principal	Garner, Barbara	NMS Asst Principal	Literacy
Principal	Lucas, Jim	NMS Principal	Coordinating
Principal	Mock, Jeff	NMS Asst Principal	Math