

School Plan

GUY BERRY INTERMEDIATE SCHOOL
1001 SOUTH MAIN STREET MOUNTAIN HOME, AR 72653

Arkansas Comprehensive School Improvement Plan

2009-2010

We at Guy Berry Intermediate School believe that students and staff working together can achieve real success and inspire lifelong learning.

S.T.A.R.S.
Students/Staff
Together
Achieve
Real
Success

Grade Span: 4

Title I: Title I Schoolwide

School Improvement: MS

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Priority 1: Literacy

Goal: All students will demonstrate an improvement in content passages through open-response applications.

Priority 2: Math

Goal: All students will demonstrate an improvement in all math strands through open response application.

Priority 4: Wellness

Goal: Guy Berry will provide support for students in making healthy lifestyle choices implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 5: ELL

Goal: English Language Learners will demonstrate improvement in reading fluency and comprehension of the English Language.

Priority 1: To Improve Literacy Skills

1. GUY BERRY NEEDS ASSESSMENT: Leadership teams reviewed and analyzed the results from the 2009 4th grade Augmented Benchmark and SAT 10 exams. The results for both the combined population and each of the subpopulations were reviewed and analyzed to determine the main areas of weakness. Also, the three most recent years of summative data as well as attendance rates were studied. Studying the trend data allowed identification of specific areas of need, and allowed alignment of classroom instruction with the curriculum, professional development, and assessments. Our 2009 supporting data statements show the discrepancies in achievement among our populations. Based on our data analysis we came to the conclusion that the following areas reflect our greatest need within the Literacy priority: Reading passages – Reading Content - open response and Writing Domains – content. We will include interventions and coordinate our state and federal funding sources to address these areas of need. Grade level teams meet weekly and the entire faculty meets monthly to review and discuss formative classroom data to ensure that the direction and focus of classroom instruction is meeting the needs of students.
2. GRADE 4 LITERACY PRIORITY: Combined population: Grade 4 Augmented/Benchmark Exam: In 2009 82% scored proficient or advanced. In 2008, 78% scored proficient or advanced. In 2007, 73% scored proficient or advanced. The 3-year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is open response, reading content. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.
3. Students with disabilities: Grade 4 Augmented/Benchmark Exam: In 2009 21% scored proficient or advanced. In 2008, 28% scored proficient or advanced. In 2007, 28% scored proficient or advanced. The 3-year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is

open response, reading content. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.

Supporting Data:

4. Economically disadvantaged: Grade 4 Augmented/Benchmark Exam: In 2009 74% scored proficient or advanced. In 2008, 68% scored proficient or advanced. In 2007, 64% scored proficient or advanced. The 3-year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is open response, reading content. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.
5. Caucasian: Grade 4 Augmented/Benchmark Exam: In 2009 83% scored proficient or advanced. In 2008, 78% scored proficient or advanced. In 2007, 74% scored proficient or advanced. The 3-year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is open response, reading content. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.
6. English language learners: In our building during the 2009, 2008, and 2007 school years, there were fewer than 10 English language learners tested. African-American: In our building during the 2009, 2008, and 2007 school years, there were fewer than 10 African-American students tested. Hispanic: In our building during the 2009, 2008, and 2007 school years, there were fewer than 10 Hispanic students tested.
7. GRADE 4 LITERACY PRIORITY, NRT: ITBS (2007), SAT10 (2008, 2009): In 2009, 71% of the combined population had an NPR score of 50 or above in reading comprehension. In 2008, 71% of the combined population had an NPR score of 50 or above in reading comprehension. In 2007, 81% of the combined population had an NPR score of 50 or above in reading comprehension.
8. Attendance Rate: In 2009 the attendance rate was 95.5%. In 2008 the attendance rate was 95.3%. In 2007 the attendance rate was 95.8%.
9. Technology Data: All students have access to Accelerated Reader and JEDI.

Goal

All students will demonstrate an improvement in content passages through open-response applications.

Benchmark

Current AYP is 82.1%. It is expected that Guy Berry Intermediate School will meet or exceed the 2009-2010 AYP proficiency benchmark of 71.2%.

Intervention: Writing Across the Curriculum				
Scientific Based Research: Reeves, D. (2004). Accountability for Learning: How Teachers and School Leaders Can Take Charge. Association for Supervision and Curriculum Design. Reeves, Douglas B. (2001). Making Standards Work, 3rd Edition: How to Implement Standards-Based Assessments in the Classroom, School, and District. Advanced Learning Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students receive help with reading and writing skills from parents or community volunteers (PIE). Action Type: AIP/IRI Action Type: Parental Engagement	Allyson Dewey-Parent Facilitator	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> ● Teaching Aids 	ACTION BUDGET: \$
Teachers collaborate, develop, and use open-response, open-ended, and performance based assessment items related to literacy and across the curriculum. Action Type: Alignment Action Type: Collaboration	Allyson Dewey-Literacy Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> ● Performance Assessments ● Teaching Aids 	ACTION BUDGET: \$
Teachers (including Special Education and GATE) will use released items to practice Benchmark reading and writing. Action Type: AIP/IRI Action Type: Special Education	Laura Strider-Literacy Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> ● Performance Assessments ● Teaching Aids 	ACTION BUDGET: \$
Writing portfolios will be maintained by the literacy teachers for each student. Action Type: AIP/IRI	Pam Estes-Remediation Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> ● Performance Assessments ● Teaching Aids 	ACTION BUDGET: \$
"Weekly Reader" will be purchased	Cathy Beckham-	Start:	<ul style="list-style-type: none"> ● Performance 	Title I -

for all students to use for guided reading and writing during science and social studies. Constructed response and open response questions may be developed from these each month.	ACSIP Chairperson	08/18/2009 End: 06/01/2010	Assessments ● Teaching Aids	Materials & Supplies: \$1450.00 ACTION BUDGET: \$1450
Classroom teachers will administer and score locally developed pre and post tests to evaluate students' progress in literacy. Success of this intervention will be measured using these results. Data from 2008-2009 revealed that fourth grade students averaged 51% on the pre-test and 65.5% on the post-test. Action Type: Program Evaluation	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	● Performance Assessments	ACTION BUDGET: \$
"National Geographic Explorer" will be purchased for all students to use for guided reading and writing during science and social studies. Constructed response and open response questions may be developed from these each month.	Cathy Beckham-ACSIP Chairperson	Start: 08/18/2009 End: 06/01/2010	● Performance Assessments ● Teaching Aids	Title I - Materials & Supplies: \$900.00 ACTION BUDGET: \$900
Maps and other materials will be purchased to further supplement the social studies curriculum. Action Type: Equity	Barbara Penrose-Science/Social Studies Teacher	Start: 08/18/2009 End: 06/01/2010	● Teachers ● Teaching Aids	Title I - Materials & Supplies: \$2300.00 ACTION BUDGET: \$2300
Total Budget:				\$4650

Intervention: Curriculum Alignment

Scientific Based Research: Jacobs, H. (2004). Getting Results With Curriculum Mapping. Association for Supervision and Curriculum Development. Jacobs, Heidi Hayes. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12. Association for Supervision and Curriculum Development.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Literacy teachers across grade levels vertically aligned the Language Arts curriculum to the Arkansas Frameworks. A quarterly pacing guide that reflects those skills to be taught was developed. These teachers will meet regularly throughout the school year to continue working on alignment issues. The literacy curriculum will also be reviewed periodically and monitored during classroom observations/visits. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Merlina McCullough-Literacy Facilitator	Start: 08/18/2009 End: 06/01/2010	● Outside Consultants ● Performance Assessments ● Teaching Aids	ACTION BUDGET: \$
IEP goals and objectives in Literacy correlate with curriculum alignment and the Arkansas Frameworks. Action Type: Alignment	Julie Carter-Special Education Teacher	Start: 08/18/2009 End: 06/01/2010	● Performance Assessments ● Teaching Aids	ACTION BUDGET: \$

Action Type: Special Education				
Special education students receive Direct Instruction from the special education teacher. All goals and objectives are directly correlated with the Arkansas Frameworks. Action Type: Alignment Action Type: Special Education	Julie Carter-Special Education Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Performance Assessments • Teaching Aids 	ACTION BUDGET: \$
Student writing (including Special Education and GATE) will be assessed at the beginning and end of each year through the administration of a pre and post writing assessment.	Merlina McCullough-Literacy Facilitator	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Performance Assessments • Teaching Aids 	ACTION BUDGET: \$
The District Assessment will be given in October, December, and March. A pre-test will be given in September and a post-test will be given in May. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Merlina McCullough-Literacy Facilitator	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teaching Aids 	ACTION BUDGET: \$
Five teachers will attend the Arkansas Reading Association Conference in Little Rock, November 19th & 20th. Substitute salaries (\$60 per day) and benefits (\$14 per day) will be paid. Registration-\$750 Mileage-\$343 Hotel-\$750 Meals-\$300 Action Type: Professional Development	Cathy Beckham-ACSIP Chairperson	Start: 11/19/2009 End: 11/20/2009	<ul style="list-style-type: none"> • Outside Consultants 	Title II-A - Purchased \$2143.00 Services: Title II-A - Employee \$600.00 Salaries: Title II-A - Employee \$140.00 Benefits: ACTION BUDGET: \$2883
Literacy teachers (including Special Education and GATE) have binders containing a simplified Frameworks outline. The binders also contain copies of Released Items to be utilized with students throughout the year. Action Type: Alignment Action Type: Special Education	Merlina McCullough-Literacy Facilitator	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Performance Assessments • Teaching Aids 	ACTION BUDGET: \$
Most teachers will be grouped in teams composed of three teachers. One teacher will teach literacy, one will teach math, and one will teach science/social studies. Some teachers will be grouped in teams composed of two teachers. One teacher will teach math/social studies and one will teach literacy/science. Another team will be composed of two teachers where one will teach math/science and the other will teach literacy/social studies. This will occur in instructional blocks of ninety minutes each, rotating all three/four subject areas daily. Action Type: Collaboration	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Performance Assessments 	ACTION BUDGET: \$
TRANSITION: Guy Berry houses the ABC preschool and the OOI Headstart programs. Breakfast and lunch is provided in our cafeteria for these	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • None 	ACTION BUDGET: \$

students. In May of each year, students are given a tour of the kindergarten. Action Type: Title I Schoolwide				
Guy Berry Intermediate School is an approved schoolwide project and therefore meets the following attributes: (1) needs assessment, (2) alignment, (3) instruction by highly qualified teachers, (4) professional development, (5) recruiting and maintaining of highly qualified teachers, (6) parent involvement, (7) transition activities, (8) measures to include teachers in decisions, (9) point-in-time remediation, and (10) coordination and integration of programs. Action Type: Title I Schoolwide	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
TEACHERS INVOLVED IN DECISION MAKING: Team meetings will be held each month. One teacher from each of the five academic teams will be present in addition to one teacher who will represent the special area teachers. The team leaders will act as liaisons between the principal and the teachers. Action Type: Collaboration Action Type: Title I Schoolwide	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Science teachers will meet to discuss their curriculum for a half day once during each semester. Salaries (\$30 per half day) and benefits (\$7 per half day) will be paid for substitutes from district funds. Action Type: Alignment Action Type: Collaboration	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Literacy teachers will meet for a half day once during each semester to discuss their curriculum. Salaries (\$30 per half day) and benefits (\$7 per half day) will be paid for substitutes from district funds. Action Type: Alignment Action Type: Collaboration	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Social studies teachers will meet to discuss their curriculum for a half day once during each semester. Salaries (\$30 per half day) and benefits (\$7 per half day) will be paid for substitutes from district funds. Action Type: Alignment Action Type: Collaboration	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
All literacy teachers, one special education teacher, and one remediation teacher have updated pacing guides, a literacy curriculum that is vertically aligned, and literacy binders with specific skills listed to be taught each quarter. Action Type: Alignment Action Type: Collaboration	Merlina McCullough-Literacy Facilitator	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

Classroom teachers will administer and score locally developed pre and post tests to evaluate students' progress in literacy. Success of this intervention will be measured using these results. Data from 2008-2009 revealed that fourth grade students averaged 51% on the pre-test and 65.5% on the post-test. Action Type: Program Evaluation	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Performance Assessments 	_____ ACTION BUDGET: \$
NEEDS ASSESSMENT: Leadership teams reviewed and analyzed the results from the 2009 4th grade Augmented Benchmark and SAT 10 exams. The results for both the combined population and each of the subpopulations were reviewed and analyzed to determine the main areas of weakness. Also, the three most recent years of summative data as well as attendance rates were studied. Studying the trend data allowed identification of specific areas of need, and allowed alignment of classroom instruction with the curriculum, professional development, and assessments. Our 2009 supporting data statements show the discrepancies in achievement among our populations. Based on our data analysis we came to the conclusion that the following areas reflect our greatest need within the Literacy priority: Reading passages – Reading Content - open response and Writing Domains – content. We will include interventions and coordinate our state and federal funding sources to address these areas of need. Grade level teams meet weekly and the entire faculty meets monthly to review and discuss formative classroom data to ensure that the direction and focus of classroom instruction is meeting the needs of students. Action Type: Title I Schoolwide	Sondra Monger, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	_____ ACTION BUDGET: \$
Total Budget:				\$2883
Intervention: The Writing Academy				
Scientific Based Research: Biancarosa, G., Snow, C.E. (2004). Reading Next-A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers (including Special Education and GATE) implement "The Writing Academy" within the curriculum through modeling, writing, and assessment strategies. Action Type: Alignment Action Type: Special Education	Barbara Horton-Literacy Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Performance Assessments • Teaching Aids 	_____ ACTION BUDGET: \$
Literacy teachers provide open-response questions/items with	Laura Strider-	Start: 08/18/2009	<ul style="list-style-type: none"> • Performance Assessments 	_____

Literacy skills several times each quarter using rubrics to assess. Action Type: Alignment	Literacy Teacher	End: 06/01/2010	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
Teachers communicate ideas and strategies in grade level and subject area meetings (as well as outside grade level) concerning writing prompts and grading rubrics. Action Type: Collaboration	Allyson Dewey-Literacy Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Performance Assessments Teaching Aids 	ACTION BUDGET: \$
Teachers compare and document student progress through pre and post assessments, journal entries, and portfolios. Action Type: Collaboration	Melissa Green-Literacy Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Performance Assessments Teaching Aids 	ACTION BUDGET: \$
Two teachers will attend The Writing Academy in Little Rock in May of 2010. Substitute salaries (\$60 per day) and benefits (\$14 per day) will be paid. Registration-\$500 Mileage-\$172 Hotel-\$250 Meals-\$120 Action Type: Professional Development	Sondra Monger-Principal	Start: 05/01/2010 End: 05/31/2010	<ul style="list-style-type: none"> Outside Consultants 	Title II-A - Purchased Services: \$1042.00 Title II-A - Employee Salaries: \$240.00 Title II-A - Employee Benefits: \$56.00 ACTION BUDGET: \$1338
SCHOOLWIDE REFORM STRATEGIES: Cubbies have been created for use by all teachers. These cubbies contain activities/lessons to be used for every reading and writing SLE. Books and reference materials may be purchased to add to these cubbies. This is a work in progress that will be added to throughout the year. Action Type: Alignment Action Type: Title I Schoolwide	Pam Estes-Remediation Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Classroom teachers will administer and score locally developed pre and post tests to evaluate students' progress in literacy. Success of this intervention will be measured using these results. Data from 2008-2009 revealed that fourth grade students averaged 51% on the pre-test and 65.5% on the post-test. Action Type: Program Evaluation	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
Judy Young, an award-winning author, will visit Guy Berry where she will conduct a poetry workshop for all fourth grade students. She will also present a workshop after school for teachers. Action Type: Professional Development	Kim Benfield-Media Specialist	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Outside Consultants 	Title I - Materials & Supplies: \$600.00 ACTION BUDGET: \$600
Total Budget:				\$1938
Intervention: Accelerated Reader				

Scientific Based Research: Paul, T.D. (2003). Guided Independent Reading: An Examination of the Reading Practice Database and the Scientific Research Supporting Guided Independent Reading As Implemented in Reading Renaissance. Renaissance Learning, Inc.: Madison, WI.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
AR books are purchased using federal and local funds for the media center for all reading levels. (Media specialist labels books for easy identification for students.)	Kim Benfield-Media Specialist	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> School Library 	_____ ACTION BUDGET: \$
Update AR and STAR programs annually. Action Type: Technology Inclusion	Jean Dewey-Computer Lab Manager	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers 	_____ ACTION BUDGET: \$
Staff will continue to receive training from building trainer, Sharon Zink. (Additional training may be provided for new staff and advanced training for current staff.) Action Type: Professional Development Action Type: Technology Inclusion	Sharon Zink-Math Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Outside Consultants 	_____ ACTION BUDGET: \$
Parent volunteers are involved twice yearly with book fairs for students to purchase AR books. Action Type: Collaboration Action Type: Parental Engagement	Kim Benfield-Media Specialist	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> School Library 	_____ ACTION BUDGET: \$
Quarterly assemblies are held to reward students who meet their individual goals each quarter. Action Type: Technology Inclusion	Pam Estes-Remediation Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers School Library 	_____ ACTION BUDGET: \$
The AR program generates monthly, quarterly, and yearly results to assess reading comprehension progress and to evaluate students' percentages, reading levels, and accumulated points. Action Type: AIP/IRI Action Type: Program Evaluation	Sharon Zink-Math Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers Performance Assessments 	_____ ACTION BUDGET: \$
Teachers implement AR and STAR programs to enhance instruction in the classroom and monitor reading growth and progress where students are provided reading practice at their ability level. All students are STAR tested at least three times each year to monitor their reading progress. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Sharon Zink-Math Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers 	_____ ACTION BUDGET: \$
Special Education and GATE teachers require students to read appropriate level AR books for testing. Action Type: Equity Action Type: Special Education	Julie Carter-Special Education Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers School Library 	_____ ACTION BUDGET: \$
AR tests will be purchased using federal and local funds for all reading levels. Action Type: Technology Inclusion	Kim Benfield-Media Specialist	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers School Library 	_____ ACTION BUDGET: \$

Nonfiction books will be purchased for the library to further enhance the science/social studies curriculum and the math curriculum.	Kim Benfield-Media Specialist	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> School Library 	ACTION BUDGET: \$
Lower level nonfiction books will be purchased. These books will be used to teach science/social studies skills to special education students. These books will also help further develop the reading skills of these students. Action Type: Equity Action Type: Special Education	Pam Estes-Remediation Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teaching Aids 	Title I - Materials & Supplies: \$1000.00 ACTION BUDGET: \$1000
AR tests will be purchased to be used with the Charlie May Simon award winning books. Action Type: Technology Inclusion	Kim Benfield-Media Specialist	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers School Library 	Title I - Materials & Supplies: \$40.00 ACTION BUDGET: \$40
Materials will be purchased to enable the remediation teacher to conduct science experiments with special education students in small groups. Action Type: Equity Action Type: Special Education	Pam Estes-Remediation Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teachers Teaching Aids 	Title I - Materials & Supplies: \$500.00 ACTION BUDGET: \$500
One media specialist will attend the Librarians' Conference in Little Rock for two days sometime in the Spring of 2010. Substitute salaries (\$60 per day) and benefits (\$14 per day) will be paid. Registration-\$75 Mileage-\$172 Hotel-\$250 Meals-\$60 Action Type: Professional Development	Sondra Monger-Principal	Start: 03/01/2010 End: 05/31/2010	<ul style="list-style-type: none"> Outside Consultants 	PD (State-223) - Employee Salaries: \$120.00 PD (State-223) - Employee Benefits: \$28.00 PD (State-223) - Purchased Services: \$557.00 ACTION BUDGET: \$705
Total Budget:				\$2245
Intervention: After School Tutoring				
Scientific Based Research: Reeves, D. (2004). Accountability for Learning: How Teachers and School Leaders Can Take Charge. Association for Supervision and Curriculum Design.Reeves, Douglas B. (2001). Making Standards Work, 3rd Edition: How to Implement Standards-Based Assessments in the Classroom, School, and District. Advanced Learning Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Student progress in after school tutoring is determined by a comparison of pre and post test scores using STAR Reading scores. Action Type: AIP/IRI Action Type: Program Evaluation	Barbara Horton-Literacy Teacher	Start: 09/02/2009 End: 05/07/2010	<ul style="list-style-type: none"> Performance Assessments Teaching Aids 	ACTION BUDGET: \$
At-risk students are given the	Pam Estes-	Start:	<ul style="list-style-type: none"> Performance 	

<p>opportunity to receive after school tutoring. They are selected based on their needs, availability, and teacher recommendation. Classroom teachers, special education, and remediation teachers meet with after school tutoring staff to identify students with greatest need with priority being given to those students who scored Basic or Below Basic on the third grade Benchmark exam. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Remediation Teacher</p>	<p>09/02/2009 End: 05/07/2010</p>	<p>Assessments</p>	<p>ACTION BUDGET: \$</p>
<p>Contact is maintained with teachers and parents of students in tutoring program concerning progress through conferences, phone calls, and E-mail. Action Type: Parental Engagement</p>	<p>Pam Estes-Remediation Teacher</p>	<p>Start: 09/02/2009 End: 05/07/2010</p>	<ul style="list-style-type: none"> ● Performance Assessments ● Teachers ● Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Academic improvement plans are developed for each student scoring basic or below basic on the third grade Benchmark exam. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement</p>	<p>Cathy Beckham-ACSIP Chairperson</p>	<p>Start: 08/18/2009 End: 06/01/2010</p>	<ul style="list-style-type: none"> ● Performance Assessments 	<p>ACTION BUDGET: \$</p>
<p>COORDINATION/INTEGRATION OF STATE AND FEDERAL FUNDS: Title I and NSLA funds will be used to purchase materials to supplement the after school tutoring program. Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Cathy Beckham-ACSIP Chairperson</p>	<p>Start: 09/02/2009 End: 05/07/2010</p>	<ul style="list-style-type: none"> ● Teaching Aids 	<p>Title I - Materials \$725.00 & Supplies: NSLA (State- 281) - \$1000.00 Materials & Supplies: <hr/> ACTION BUDGET: \$1725</p>
<p>After school tutors are available for those students qualifying for the program. Salaries (\$45 per hour) and benefits will be paid for those teachers who participate in after school tutoring. Action Type: Equity</p>	<p>Sondra Monger-Principal</p>	<p>Start: 09/02/2009 End: 05/07/2010</p>	<ul style="list-style-type: none"> ● Performance Assessments ● Teachers ● Teaching Aids 	<p>NSLA (State- 281) - \$1732.00 Employee Benefits: NSLA (State- 281) - \$7875.00 Employee Salaries: <hr/> ACTION BUDGET: \$9607</p>
<p>Guy Berry will host a Benchmark Bootcamp for students in the spring before the Benchmark exam. This after school program will focus on Benchmark preparation. Salaries (\$45 per hour) and benefits will be paid for those teachers who participate in</p>	<p>Sondra Monger-Principal</p>	<p>Start: 03/30/2010 End: 04/09/2010</p>	<ul style="list-style-type: none"> ● Performance Assessments ● Teachers ● Teaching Aids 	<p>NSLA (State- 281) - \$418.00 Employee Benefits: NSLA</p>

Benchmark Bootcamp. Action Type: Alignment Action Type: Collaboration Action Type: Special Education				(State-281) - Employee Salaries: \$1900.00 ACTION BUDGET: \$2318
Guy Berry will offer several days of late school throughout the year. The students here will be tutored in all areas of instruction. Salaries (\$45 per hour) and benefits will be paid. Action Type: Equity	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	NSLA (State-281) - Employee Benefits: \$49.00 NSLA (State-281) - Employee Salaries: \$225.00 ACTION BUDGET: \$274
Picture books will be used during after school tutoring and remediation. Action Type: Equity	Pam Estes-Remediation Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$13924

Intervention: JEDI

Scientific Based Research: Kohler, P., Reese, J. (2005). JEdI: A Powerful Source in Arkansas Schools. Counterpoint.

Actions	Person Responsible	Timeline	Resources	Source of Funds
INVOLVE TEACHERS IN DECISION MAKING: Teachers participate in the decision making process through membership on the ACSIP committees. All teachers will influence the Title I program by having input concerning changes in the ACSIP plan. We survey all faculty to assess the validity of each Professional Development that is provided. Those results are used to make decisions about what future PD will be offered. All highly qualified teachers and principals will receive additional training in all areas of emphasis within the building ACSIP plan. This is in accordance with the No Child Left Behind Law. The ACSIP plan will also be evaluated annually to set future goals. Action Type: Professional Development Action Type: Title I Schoolwide	Cathy Beckham-ACSIP Chairperson	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
A paraprofessional (1.00 FTE), working under the supervision of classroom teachers, will manage the computer lab full-time. The employee will receive additional	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Computers • Performance Assessments 	Title I - Employee Salaries: \$22092.00 Title I -

technology training as needed. Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion				Employee Benefits: \$7942.84 ACTION BUDGET: \$30034.84
Students will utilize the Jedi program in computer lab as a remediation tool. Action Type: AIP/IRI Action Type: Technology Inclusion	Pam Estes-Remediation Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers Performance Assessments 	ACTION BUDGET: \$
Some students may use the Jedi program during remediation or after school tutoring. Action Type: AIP/IRI Action Type: Technology Inclusion	Pam Estes-Remediation Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers Performance Assessments 	ACTION BUDGET: \$
Reports will be generated to track students' progress on the Jedi program and the success of the intervention. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Technology Inclusion	Pam Estes-Remediation Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers Performance Assessments 	ACTION BUDGET: \$
Students may access the Jedi program from home. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Technology Inclusion	Pam Estes-Remediation Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers Performance Assessments 	ACTION BUDGET: \$
Total Budget:				\$30034.84

Intervention: Pathwise Mentoring

Scientific Based Research: Moir, E. (2003) Launching the Next Generation of Teachers Through Quality Induction. National Commission on Teaching and America's Future. Mills, H., Moore, D., & Keane, W. G. (2001). Addressing the Teacher Shortage: A Study of Successful Mentoring Programs in Oakland County, Michigan. Clearing House, v74 n3.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Three certified teachers are trained as Pathwise Mentors to work with first-year teachers. Action Type: Collaboration Action Type: Professional Development	Merlina McCullough-Pathwise Mentoring Supervisor	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
One science/social studies teacher will be mentored this year as a first year classroom teacher. A certified teacher will be the mentor. Action Type: Collaboration Action Type: Professional Development	Merlina McCullough-Pathwise Mentoring Supervisor	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Success of the mentoring program will be determined by the retention of those highly qualified teachers completing the program in the building. Action Type: Program Evaluation	Merlina McCullough-Pathwise Mentoring Supervisor	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Three Pathwise Mentors participated in Pathwise Mentoring Recalibration training on either July 10th or July 27th.	Merlina McCullough-Pathwise Mentoring	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Professional Development	Supervisor			
INSTRUCTION BY HIGHLY QUALIFIED TEACHERS/STRATEGIES: Guy Berry has insured that all students are instructed by highly qualified teachers. GB recruits highly qualified teachers by advertising through job fairs and posting open positions on the school website. Trained mentors are utilized to maximize new teacher effectiveness and encourage retention of highly qualified teachers. Action Type: Title I Schoolwide	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Computers 	ACTION BUDGET: \$
A guidance counselor will be available for all students. Materials and supplies-\$600 Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> District Staff 	NSLA (State-281) - \$600.00 Materials & Supplies: ACTION BUDGET: \$600
One music teacher will attend the All-State Music Convention in Hot Springs sometime in the month of February. Substitute salaries (\$60 per day) and benefits (\$14 per day) will be paid. Meals-\$60 Action Type: Professional Development	Sondra Monger-Principal	Start: 02/01/2010 End: 02/28/2010	<ul style="list-style-type: none"> Outside Consultants 	Title II-A - Purchased \$60.00 Services: Title II-A - Employee \$120.00 Salaries: Title II-A - Employee \$28.00 Benefits: ACTION BUDGET: \$208
One guidance counselor will attend the Counselors' Convention in Little Rock for two days sometime during the Fall of 2009. Registration-\$75 Mileage-\$172 Hotel-\$250 Meals-\$60 Action Type: Professional Development	Sondra Monger-Principal	Start: 09/01/2009 End: 11/30/2010	<ul style="list-style-type: none"> Outside Consultants 	PD (State-223) - Purchased \$557.00 Services: ACTION BUDGET: \$557
One building principal will attend various Principals' Meetings in Melbourne throughout the year. Mileage-\$203 Meals-\$36 Action Type: Professional Development	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Outside Consultants 	PD (State-223) - Purchased \$239.00 Services: ACTION BUDGET: \$239
One building principal attended the Administrators' Conference in Melbourne in June. Mileage-\$203 Meals-\$36 Action Type: Professional Development	Sondra Monger-Principal	Start: 06/01/2009 End: 06/30/2009	<ul style="list-style-type: none"> Outside Consultants 	PD (State-223) - Purchased \$239.00 Services: ACTION BUDGET: \$239

Total Budget:				\$1843
Intervention: Remediation				
Scientific Based Research: Shumow, Lee. (2002). Academic Effects of After-School Programs. ERIC Digest.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A certified teacher (1.00 FTE) is employed by the district for remediation in the areas of math and literacy. Salary (\$51,948) and benefits (\$14,540) are paid with NSLA funds. Action Type: Collaboration Action Type: Equity	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Performance Assessments Teachers 	NSLA (State-281) - Employee \$51948.00 Salaries: NSLA (State-281) - Employee \$14540.00 Benefits: <hr/> ACTION BUDGET: \$66488
PROFESSIONAL DEVELOPMENT: In order to meet state standards, selected teachers will participate in professional development activities throughout the year. Substitute salaries (\$60 per day) and benefits (\$14 per day), travel, meals, mileage and registration will be paid with building PD funds. Action Type: Professional Development Action Type: Title I Schoolwide	Sondra Monger - Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Outside Consultants 	PD (State-223) - Purchased Services: \$1380.00 PD (State-223) - Employee Benefits: \$112.00 PD (State-223) - Employee Salaries: \$480.00 <hr/> ACTION BUDGET: \$1972
An alternative learning environment will be provided for those students having difficulty learning in a regular classroom setting. The ALE will be at either Pinkston Middle School or Nelson Wilks Herron. Alternative transportation will be provided. Action Type: Equity	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> District Staff 	ALE (State-275) - Purchased Services: \$3500.00 <hr/> ACTION BUDGET: \$3500
POINT IN TIME REMEDIATION: Thirty minutes of remediation is built into all classroom schedules for "point-in-time" remediation. Teachers will remediate those students that scored Basic or Below Basic on the third grade Benchmark exam during this time. Action Type: AIP/IRI Action Type: Title I Schoolwide	Pam Estes-Remediation Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers Performance Assessments Teaching Aids 	<hr/> ACTION BUDGET: \$
Students may work on the Jedi program in the computer lab during their remediation time. Reports may be printed to track their progress on this program and determine the success of the intervention. Action Type: AIP/IRI	Pam Estes-Remediation Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers Performance Assessments 	<hr/> ACTION BUDGET: \$

Action Type: Program Evaluation Action Type: Technology Inclusion				
The Reading Triumphs program will be used by literacy teachers during remediation each day. This program will be utilized to increase the reading levels and test scores of those students who were not proficient or advanced on the benchmark.	Pam Estes-Remediation	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Nintendo Wii game consoles and games will be purchased for teachers to utilize in their classrooms to further enhance their instruction in all subject areas. Action Type: Technology Inclusion	Kim Benfield-Media Specialist	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
The Kids College software program will be purchased by the district. Students will be able to access this software which will allow them to review basic skills in literacy and math in a game-like setting. Action Type: Technology Inclusion	Kim Benfield-Media Specialist	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	ACTION BUDGET: \$
An additional set of classroom responders will be purchased for teachers to utilize in their classrooms. These responders will provide the classroom teacher with immediate feedback during the lesson as the students enter their answers using these responders. Action Type: Technology Inclusion	Kim Benfield-Media Specialist	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$71960
Intervention: Literacy Lab				
Scientific Based Research: Jetton, T., Dole, J. (2004). Adolescent Literacy Research and Practice (Solving Problems in Teaching of Literacy). New York, NY: Guilford Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Three literacy teachers, one remediation teacher, and one special education teacher are trained in Literacy Lab. Action Type: Professional Development	Merlina McCullough-Literacy Facilitator	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
Fluency checks will be done with some students during the fall and spring. Results will be used to increase fluency levels of students. Action Type: AIP/IRI	Pam Estes-Remediation Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Literacy teachers will purchase sets of Charlie May Simon award winning books to utilize with their literacy classes throughout the year. Action Type: Equity Action Type: Parental Engagement	Allyson Dewey-Literacy Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> School Library Teachers 	Title I - Materials & Supplies: \$1400.00 ACTION BUDGET: \$1400
A book nook area is available for	Pam Estes-	Start:	<ul style="list-style-type: none"> Teaching Aids 	

students in the cafeteria. This is a place where students may self-select a book to read once they are finished with their breakfast or lunch. Action Type: Equity	Remediation Teacher	Start: 08/18/2009 End: 06/01/2010		ACTION BUDGET: \$
Literature units were developed by the literacy teachers during the summer. All literacy classes will focus on one novel unit per quarter. Spelling words, vocabulary words, and writing activities will all focus around these literature units. Action Type: Alignment Action Type: Collaboration	Pam Estes-Remediation Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Classroom teachers will administer and score locally developed pre and post tests to evaluate students' progress in literacy. Success of this intervention will be measured using these results. Data from 2008-2009 revealed that fourth grade students averaged 51% on the pre-test and 65.5% on the post-test. Action Type: Program Evaluation	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Performance Assessments 	ACTION BUDGET: \$
One literacy teacher and one remediation teacher attended Literacy Lab Revisited in Searcy on July 15th and 16th. Workshop salaries (\$100 per day) and benefits (\$23 per day) were paid. Registration-\$40 Mileage-\$148 Hotel-\$250 Meals-\$120 Action Type: Professional Development	Sondra Monger-Principal	Start: 07/15/2009 End: 07/16/2009	<ul style="list-style-type: none"> • Outside Consultants 	Title II-A - Employee \$92.00 Benefits: Title II-A - Employee \$400.00 Salaries: Title II-A - Purchased \$558.00 Services: <hr/> ACTION BUDGET: \$1050
Some literacy teachers will be purchasing portable CD players and books on CD to be utilized in their classrooms. These players will enable students to listen to several different book titles on CD. Action Type: Technology Inclusion	Allyson Dewey-Literacy Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Teaching Aids 	Title I - Materials & Supplies: \$360.00 <hr/> ACTION BUDGET: \$360
Total Budget:				\$2810

Priority 2: To Improve Math Skills

1. GUY BERRY MATH NEEDS ASSESSMENT: Leadership teams reviewed and analyzed the results from the 2009 4th grade Augmented Benchmark and SAT 10 exams. The results for both the combined population and each of the subpopulations were reviewed and analyzed to determine the main areas of weakness. Also, the three most recent years of summative data as well as attendance rates were studied. Studying the trend data allowed identification of specific areas of need, and allowed alignment of classroom instruction with the curriculum, professional development, and assessments. Our 2009 supporting data statements show the discrepancies in achievement among our populations. Based on our data analysis we came to the conclusion that the following areas reflect our greatest need within the Math priority: Measurement - open-response and multiple choice. We will include interventions and coordinate our state and federal funding sources to address these areas of need. Grade level teams meet weekly and the entire faculty meets monthly to review and discuss formative classroom data to ensure that the direction and focus of classroom instruction is meeting the needs of students.

- Supporting Data:
2. GRADE 4 MATHEMATICS PRIORITY: Combined population: Grade 4 Augmented/Benchmark Exam: In 2009, 86% scored proficient or advanced. In 2008, 85% scored proficient or advanced. In 2007, 79% scored proficient or advanced. The 3-year trend analysis of the open response questions in the five mathematics strands revealed that the lowest identified area is measurement, open response. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is measurement.
 3. Students with disabilities: Grade 4 Augmented/Benchmark Exam: In 2009, 38% scored proficient or advanced. In 2008, 40% scored proficient or advanced. In 2007, 28% scored proficient or advanced. The 3-year trend analysis of the open response questions in the five mathematics strands revealed that the lowest identified area is measurement open response. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is measurement.
 4. Economically disadvantaged: Grade 4 Augmented/Benchmark Exam: In 2009, 79% scored proficient or advanced. In 2008, 79% scored proficient or advanced. In 2007, 69% scored proficient or advanced. The 3-year trend analysis of the open response questions in the five mathematics strands revealed that the lowest identified area is measurement open response. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is measurement.
 5. Caucasian: Grade 4 Augmented/Benchmark Exam: In 2009, 87% scored proficient or advanced. In 2008, 85% scored proficient or advanced. In 2007, 79% scored proficient or advanced. The 3-year trend analysis of the open response questions in the five mathematics strands revealed that the lowest identified area is measurement open response. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is measurement.
 6. English language learners: In our building during the 2009, 2008, and 2007 school years, there were fewer than 10 English language learners tested. African-American: In our building during the 2009, 2008, and 2007 school years, there were fewer than 10 African-American students tested. Hispanic: In our building during the 2009, 2008, and 2007 school years, there were fewer than 10 Hispanic students tested.
 7. GRADE 4 MATHEMATICS PRIORITY, NRT ITBS (2007), SAT10 (2008, 2009): In 2009, 74% of the combined population had an NPR score of 50 or above in total mathematics. In 2008, 81% of the combined population had an NPR score of 50 or above in total mathematics. In 2007, 78% of the combined population had an NPR score of 50 or above in total mathematics.
 8. Attendance Rate: In 2008 the attendance rate was 95.5%. In 2007 the attendance rate was 95.3%. In 2006 the attendance rate was 95.8%.
 9. Technology Data: All students have access to Accelerated Math and JEDI.
- Goal: All students will demonstrate an improvement in all math strands through open response application.
- Benchmark: Current AYP is 86.1%. It is expected that Guy Berry Intermediate School will meet or exceed the 2009-2010 AYP proficiency benchmark of 70%.

Intervention: Curriculum Alignment				
Scientific Based Research: Jacobs, H. (2004). Getting Results With Curriculum Mapping. Association for Supervision and Curriculum Development. Jacobs, H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12. Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Math teachers across grade levels vertically aligned the Math curriculum to the Arkansas Frameworks. A common monthly pacing guide that reflects those skills to be taught each month was developed. These teachers will meet regularly throughout the school year to continue working on alignment issues. The math curriculum will also be reviewed periodically and monitored during classroom observations/visits. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Cathy Beckham-Math Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> ● Outside Consultants ● Performance Assessments ● Teaching Aids 	ACTION BUDGET: \$

Action Type: Title I Schoolwide				
IEP goals and objectives in math correlate with curriculum alignment and the Arkansas Frameworks. Action Type: Alignment Action Type: Special Education	Julie Carter-Special Education Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Performance Assessments • Teaching Aids 	_____ ACTION BUDGET: \$
Special education students are taught the Math Investigations Curriculum from the special education teacher. All goals and objectives are directly correlated with the Arkansas Frameworks. Action Type: Alignment Action Type: Special Education	Julie Carter-Special Education Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Performance Assessments • Teaching Aids 	_____ ACTION BUDGET: \$
Most teachers will be grouped in teams composed of three teachers. One teacher will teach literacy, one will teach math, and one will teach science/social studies. Some teachers will be grouped in teams composed of two teachers. One teacher will teach math/social studies and one will teach literacy/science. Another team will be composed of two teachers where one will teach math/science and the other will teach literacy/social studies. This will occur in instructional blocks of ninety minutes each, rotating all three/four subject areas daily. Action Type: Collaboration	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Performance Assessments 	_____ ACTION BUDGET: \$
Math teachers will meet for a half day each semester to discuss the Investigations curriculum. Salaries (\$30 per half day) and benefits (\$7 per half day) will be paid for substitutes from district funds. Action Type: Alignment Action Type: Collaboration	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Teachers 	_____ ACTION BUDGET: \$
Six teachers will attend the Arkansas Curriculum Conference in Little Rock, November 5th & 6th. Substitute salaries (\$60 per day) and benefits (\$14 per day) will be paid. Registration-\$450 Mileage-\$343 Hotel-\$750 Meals-\$360 Action Type: Professional Development	Sondra Monger-Principal	Start: 11/05/2009 End: 11/06/2009	<ul style="list-style-type: none"> • Outside Consultants 	Title II-A - Employee \$112.00 Benefits: Title II-A - Employee \$480.00 Salaries: Title II-A - Purchased \$1903.00 Services: _____ ACTION BUDGET: \$2495
Classroom teachers will administer and score locally developed pre and post tests to evaluate students' progress in mathematics. Success of this intervention will be measured using these results. Data from 2008-2009 revealed that fourth grade students averaged 53.2% on the pre-test and 73.9% on the post-test. Action Type: Program Evaluation	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Performance Assessments 	_____ ACTION BUDGET: \$
Two teachers attended Tuning Protocol	Sondra	Start:	<ul style="list-style-type: none"> • Outside 	

training in August. Workshop salaries and benefits were paid for with district funds. Action Type: Professional Development	Monger-Principal	08/01/2009 End: 08/31/2009	Consultants	ACTION BUDGET: \$
NEEDS ASSESSMENT: Leadership teams reviewed and analyzed the results from the 2009 4th grade Augmented Benchmark and SAT 10 exams. The results for both the combined population and each of the subpopulations were reviewed and analyzed to determine the main areas of weakness. Also, the three most recent years of summative data as well as attendance rates were studied. Studying the trend data allowed identification of specific areas of need, and allowed alignment of classroom instruction with the curriculum, professional development, and assessments. Our 2009 supporting data statements show the discrepancies in achievement among our populations. Based on our data analysis we came to the conclusion that the following areas reflect our greatest need within the Math priority: Measurement - open-response and multiple choice. We will include interventions and coordinate our state and federal funding sources to address these areas of need. Grade level teams meet weekly and the entire faculty meets monthly to review and discuss formative classroom data to ensure that the direction and focus of classroom instruction is meeting the needs of students. Action Type: Title I Schoolwide	Sondra Monger, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$2495
Intervention: After School Tutoring				
Scientific Based Research: Reeves, D. (2004). Accountability for Learning: How Teachers and School Leaders Can Take Charge. Association for Supervision and Curriculum Design. Reeves, Douglas B. (2001). Making Standards Work, 3rd Edition: How to Implement Standards-Based Assessments in the Classroom, School, and District. Advanced Learning Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
At-risk students are given the opportunity to receive after school tutoring. They are selected based on their needs, availability, and teacher recommendation. Classroom teachers, special education, and remediation teachers meet with after school tutoring staff to identify students with greatest need. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Pam Estes-Remediation Teacher	Start: 09/02/2009 End: 05/07/2010	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
Student progress in after school tutoring is determined by a	Sharon Zink-Math Teacher	Start: 09/02/2009	<ul style="list-style-type: none"> Performance Assessments 	

comparison of pre and post test scores using STAR Math scores. Data from 2008-2009 revealed that fourth grade students had a grade level equivalency of 3.9 on the STAR math test at the beginning of the year compared to a grade level equivalency of 5.3 on that same test at the end of the year. Action Type: AIP/IRI Action Type: Program Evaluation		End: 05/07/2010	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
Contact is maintained with teachers and parents of students in tutoring program concerning progress through conferences, phone calls, E-mail, and progress notes. Action Type: Parental Engagement	Pam Estes-Remediation Teacher	Start: 09/02/2009 End: 05/07/2010	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Academic improvement plans are developed for each student scoring basic or below basic on the third grade Benchmark exam. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement	Cathy Beckham-ACSIP Chairperson	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
COORDINATE/INTEGRATE STATE AND FEDEREL PROGRAMS: materials will be purchased to supplement the after school tutoring program. Action Type: Equity Action Type: Title I Schoolwide	Cathy Beckham-ACSIP Chairperson	Start: 09/02/2009 End: 05/07/2010	<ul style="list-style-type: none"> Teaching Aids 	Title I - Materials & Supplies: \$725.00 NSLA (State-281) - Materials & Supplies: \$1000.00 ACTION BUDGET: \$1725
After school tutors are available for those students qualifying for the program. Salaries (\$45 per hour) and benefits will be paid for those teachers who participate in after school tutoring. Action Type: Equity	Sondra Monger-Principal	Start: 09/02/2009 End: 05/07/2010	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids 	NSLA (State-281) - Employee Benefits: \$1733.00 NSLA (State-281) - Employee Salaries: \$7875.00 ACTION BUDGET: \$9608
Materials will be purchased for the science lab at Guy Berry. Action Type: Equity	Barbara Penrose-Science/Social Studies Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teachers Teaching Aids 	Title I - Materials & Supplies: \$1500.00 ACTION BUDGET: \$1500
Guy Berry will host a Benchmark	Sondra	Start:	<ul style="list-style-type: none"> Performance 	NSLA

<p>Bootcamp for students in the spring before the Benchmark exam. This after school program will focus on Benchmark preparation. Salaries (\$45 per hour) and benefits will be paid for those teachers who participate in Benchmark Bootcamp. Action Type: Alignment Action Type: Collaboration Action Type: Special Education</p>	<p>Monger-Principal</p>	<p>03/30/2010 End: 04/09/2010</p>	<p>Assessments ● Teachers ● Teaching Aids</p>	<p>(State-281) - Employee \$418.00 Benefits: NSLA (State-281) - Employee Salaries: \$1900.00 <hr/> ACTION BUDGET: \$2318</p>
<p>Guy Berry will offer several days of late school throughout the year. The students here will be tutored in all areas of instruction. Salaries (\$45 per hour) and benefits will be paid. Action Type: Equity</p>	<p>Sondra Monger-Principal</p>	<p>Start: 08/18/2009 End: 06/01/2010</p>	<p>● Teachers ● Teaching Aids</p>	<p>NSLA (State-281) - Employee Benefits: \$50.00 NSLA (State-281) - Employee Salaries: \$225.00 <hr/> ACTION BUDGET: \$275</p>
<p>Total Budget:</p>				<p>\$15426</p>

<p>Intervention: Accelerated Math</p>				
<p>Scientific Based Research: Ysseldyke, J., Spicuzza, R., Kosciolk, S., Boys, C. (2003). Effects of a Learning Information System on Mathematics Achievement and Classroom Structure. Journal of Education Research.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Additional scanners, printers, and software will be purchased to extend the program and training will be done as needed. Action Type: Technology Inclusion</p>	<p>Cathy Beckham-ACSIP Chairperson</p>	<p>Start: 08/18/2009 End: 06/01/2010</p>	<p>● Computers ● Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>Students are provided math practice at their ability level. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Sharon Zink-Math Teacher</p>	<p>Start: 08/18/2009 End: 06/01/2010</p>	<p>● Computers ● Teaching Aids</p>	<p>ACTION BUDGET: \$</p>
<p>Math teachers will continue to receive training in STAR Math and Accelerated Math as needed. Additional training will be provided for new staff and advanced training for current staff. Action Type: Professional Development</p>	<p>Sharon Zink-Math Teacher</p>	<p>Start: 08/18/2009 End: 06/01/2010</p>	<p>● Computers</p>	<p>ACTION BUDGET: \$</p>
<p>Students, teachers, and parents use the TOPS Report to discuss and monitor progress. Mastered skills are recorded for each student. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Becca Martin-Math Teacher</p>	<p>Start: 08/18/2009 End: 06/01/2010</p>	<p>● Computers ● Teaching Aids</p>	<p>ACTION BUDGET: \$</p>
<p>Students receive help with math skills from parents or community volunteers (PIE).</p>	<p>Allyson Dewey-Parent</p>	<p>Start: 08/18/2009 End:</p>	<p>● Computers ● Performance Assessments</p>	<p>ACTION BUDGET: \$</p>

Action Type: Collaboration Action Type: Parental Engagement	Facilitator	06/01/2010	<ul style="list-style-type: none"> Teaching Aids 	
Math teachers utilize Math Facts in a Flash software, Power Lessons, and Extended Response Libraries as part of Accelerated Math. Action Type: Technology Inclusion	Cathy Beckham-Math Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers Teaching Aids 	ACTION BUDGET: \$
T1-15 Explorer calculators are utilized by all students during math instruction. Additional calculators will be purchased as needed. Action Type: Technology Inclusion	Cathy Beckham-ACSIP Chairperson	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teaching Aids 	Title I - Materials \$500.00 & Supplies: ACTION BUDGET: \$500
All students are STAR tested at least three times throughout the year to monitor their math progress. Data from 2008-2009 revealed that fourth grade students had a grade level equivalency of 3.9 on the STAR math test at the beginning of the year compared to a grade level equivalency of 5.3 on that same test at the end of the year. Action Type: AIP/IRI Action Type: Program Evaluation	Becca Martin-Math Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers Performance Assessments 	ACTION BUDGET: \$
Total Budget:				\$500
Intervention: Remediation				
Scientific Based Research: Shumow, Lee. (2001). Academic Effects of After-School Programs. ERIC Digest.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A certified teacher (1.00 FTE) is employed for remediation in the areas of math and literacy. Salary and benefits are paid with NSLA funds. Action Type: Collaboration Action Type: Equity	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Selected teachers will attend professional development workshops throughout the year as needed. Substitute salaries (\$60 per day) and benefits (\$14 per day), travel, meals, mileage, and registration will be paid with building PD funds. Action Type: Professional Development	Sondra Monger-Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Outside Consultants Teachers 	PD (State-223) - Employee Benefits: \$56.00 PD (State-223) - Employee Salaries: \$240.00 PD (State-223) - Purchased Services: \$742.00 ACTION BUDGET: \$1038
POINT IN TIME REMEDIATION: Thirty minutes of remediation is built into all classroom schedules for "point-in-time" remediation.	Pam Estes-Remediation Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers Performance Assessments Teaching Aids 	ACTION BUDGET: \$

Teachers will remediate those students that scored Basic or Below Basic on the third grade Benchmark exam during this time. Action Type: AIP/IRI Action Type: Title I Schoolwide				
Students may work on the Jedi program during their remediation time. Reports may be printed to track their progress on this program and determine success of the intervention. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Technology Inclusion	Pam Estes-Remediation Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Computers • Performance Assessments 	ACTION BUDGET: \$
Nintendo Wii game consoles and games will be purchased for teachers to utilize in their classrooms to further enhance their instruction in all subject areas. Action Type: Technology Inclusion	Kim Benfield-Media Specialist	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Teaching Aids 	Title I - Materials & Supplies: \$350.00 ACTION BUDGET: \$350
Arkansas Daily SLEs Practice and Test Prep math workbooks will be purchased for teachers to use during their remediation time each day. These workbooks may also be used during after school tutoring.	Cathy Beckham-ACSIP Chairperson	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	Title I - Materials & Supplies: \$150.00 ACTION BUDGET: \$150
The Kids College software program will be purchased by the district. Students will be able to access this software which will allow them to review basic skills in literacy and math in a game-like setting. Action Type: Technology Inclusion	Kim Benfield-Media Specialist	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
An additional set of classroom responders will be purchased for teachers to utilize in their classrooms. These responders will provide the classroom teacher with immediate feedback during the lesson as the students enter their answers using these responders. Action Type: Technology Inclusion	Kim Benfield-Media Specialist	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$1538
Intervention: Standards Based Math				
Scientific Based Research: Sconiers, S. Director, COMAP. (2002). "The ARC Center Tri-State student Achievement Study." Consortium for Mathematics and Its Applications.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Math manipulatives and literature have been purchased to supplement the Investigations math curriculum. Action Type: Alignment	Darla Rea-Math Facilitator	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Teaching Aids 	ACTION BUDGET: \$
Pacing guides are updated to incorporate the Investigations math curriculum. Math teachers will continue to horizontally and vertically align the Investigations curriculum to	Cathy Beckham-Math Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$

the Arkansas Frameworks. Action Type: Alignment				
The District Assessment will be given in October, December, and March. A pre-test will be given in September and a post-test will be given in May. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Darla Rea-Math Facilitator	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> District Staff Performance Assessments Teaching Aids 	<hr/> ACTION BUDGET: \$
Teachers will assess students at the end of each unit utilizing tests that contain both open response items and enhanced multiple choice questions. Action Type: AIP/IRI Action Type: Alignment	Cathy Beckham-Math Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Two teachers will attend Math Coaches Training in Melbourne, June 29th-July 2nd, September 3rd, October 8th, November 4th, December 3rd, January 7th, February 4th, March 2nd, & May 6th. Workshop salaries (\$75 per day) and benefits (\$17 per day) will be paid. Substitute salaries (\$60 per day) and benefits (\$14 per day) will be paid. Registration-\$60 Mileage-\$607 Meals-\$216 Action Type: Professional Development	Darla Rea-Math Facilitator	Start: 06/29/2009 End: 05/06/2010	<ul style="list-style-type: none"> Outside Consultants 	Title II-A - Purchased Services: \$883.00 Title II-A - Employee Salaries: \$1560.00 Title II-A - Employee Benefits: \$360.00 <hr/> ACTION BUDGET: \$2803
Vocabulary Cards are used as supplemental materials for the Standards Based Curriculum. Cards will be used with all students, including GATE students and special education classes. Partner Games and Calendar Math are two additional supplemental items that were purchased to further enhance the Investigations curriculum. Some math teachers may use Math 4 Today or Problem of the Day as a supplement to the Standards Based Curriculum. Action Type: Collaboration Action Type: Special Education	Cathy Beckham-ACSIP Chairperson	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Classroom teachers will administer and score locally developed pre and post tests to evaluate students' progress in mathematics. Success of this intervention will be measured using these results. Data from 2008-2009 revealed that fourth grade students averaged 53.2% on the pre-test and 73.9% on the post-test. Action Type: Program Evaluation	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Performance Assessments 	<hr/> ACTION BUDGET: \$
Math teachers utilize the math brain buster bulletin board each week. All students have the opportunity to solve a different open response type math problem weekly. Action Type: AIP/IRI	Pam Estes-Remediation	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$

Action Type: Special Education				
Total Budget:				\$2803
Intervention: Parent Involvement				
Scientific Based Research: Henderson, A.T., Mapp, K.L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connection on Student Achievement. Southwest Educational Development Library.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
INFORMATIONAL PACKETS will be created to be sent home with all students. Action Type: Parental Engagement	Kristyn Goodwin-Guidance Counselor	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
PARENT/TEACHER CONFERENCES; COMPACTS: Parent/Teacher Conferences will be held in the fall and spring of each school year and a Parent/Student/Teacher/Principal contract will be signed. These contracts will be kept in alphabetical order in the guidance counselor's office. Action Type: AIP/IRI Action Type: Parental Engagement	Kristyn Goodwin-Guidance Counselor	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Performance Assessments 	<hr/> ACTION BUDGET: \$
INFORMATION IN UNDERSTANDABLE LANGUAGE: Parenting tips will be published weekly in the school newsletter to go home with all students on Thursdays. Action Type: Parental Engagement	Jackie Barnes-Secretary	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers 	<hr/> ACTION BUDGET: \$
PARENT MATERIALS; OTHER ACTIVITIES AND SUPPORT: A Parent Center is located at Nelson Wilks Herron. Materials are available for parents to use and check out. Action Type: Parental Engagement	John Calaway-District ELL Coordinator	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teaching Aids 	<hr/> ACTION BUDGET: \$
RESOLVING PARENTAL CONCERNS: The school's process for resolving parental concerns as well as the district's commitment to parental involvement may be found in the Guy Berry student handbook sent home with all students at the beginning of the year. Action Type: Parental Engagement	Kristyn Goodwin-Guidance Counselor	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
PARTNERS IN EDUCATION (PIE); VOLUNTEER RESOURCE BOOK: Through PIE (Partners in Education) organization parents will be surveyed as to their interests in volunteering for the school throughout the year. A list of available parent volunteers will be compiled and sent to each staff member. Action Type: Parental Engagement	Allyson Dewey-Parent Facilitator	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
PARENTAL ASSISTANCE - MONITORING CHILD'S PROGRESS: Parents will have access to grades/assignments for their children through the use of Edline. Edline codes will be sent home with students or through mail the first week of school. Action Type: Parental Engagement	Kristyn Goodwin-Guidance Counselor	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers 	<hr/> ACTION BUDGET: \$
Parent volunteers will be utilized by	Allyson	Start:	<ul style="list-style-type: none"> Teaching Aids 	

teachers throughout the building for various tasks. A sign-in sheet will be kept in the office and volunteer hours will be recorded each month. Action Type: Parental Engagement	Dewey-Parent Facilitator	08/18/2009 End: 06/01/2010		ACTION BUDGET: \$
Parents will be made aware of their children's grades throughout the year through the use of progress reports and report cards issued quarterly. Action Type: Parental Engagement	Kristyn Goodwin-Guidance Counselor	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Performance Assessments • Teaching Aids 	ACTION BUDGET: \$
PARENT INVOLVEMENT MEETINGS; COORDINATION/INTEGRATION PROGRAMS AND ACTIVITIES: A Parent Involvement Meeting will be planned for the fall to give parents an overview of what they should expect concerning the Benchmark test and fourth grade. Parents will also participate in math, science, and literacy activities throughout the evening. Materials for parents will be purchased with Title I funds for this event. These funds are in addition to state required funds for parent involvement. Action Type: Parental Engagement Action Type: Title I Schoolwide	Kristyn Goodwin-Guidance Counselor	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Performance Assessments 	Title I - Materials \$1000.00 & Supplies: ACTION BUDGET: \$1000
PROVIDE INSTRUCTION AND MATERIALS TO HELP PARENTS WORK WITH THEIR CHILDREN: Parenting materials will be available through the library/counselor for parents to borrow. Parenting tips from these materials will be sent home to parents in the weekly school newsletter. Action Type: Parental Engagement	Kristyn Goodwin-Guidance Counselor	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • School Library 	Title I - Materials \$2000.00 & Supplies: ACTION BUDGET: \$2000
PARENT FACILITATOR: A certified teacher will serve as parent facilitator for the building. Action Type: Parental Engagement	Allyson Dewey-Parent Facilitator	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
The Mountain Home Education Foundation acts as an alumni advisory committee to the school district. Action Type: Parental Engagement	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Community Leaders 	ACTION BUDGET: \$
Surveys go home with all 4th grade students at the end of the year to gain information from the parents as to the success of their child's school year and to determine success of the intervention. (Surveys include areas of academics, environment, and safety.) Action Type: Parental Engagement Action Type: Program Evaluation	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Guy Berry Intermediate School will comply with all requirements of ACT 307 of 2007 (Parental Engagement) 1. Informational Packets; 2. Parent Involvement Meetings; 3. Volunteer Resource Book; 4. School's process for resolving parental concerns in handbook; 5. Enable formation of PTA/PTO; 6. Parent Facilitator; 7. Two Parent/Teacher conferences each school	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

year. Action Type: Parental Engagement				
PROFESSIONAL DEVELOPMENT: The parent coordinator, teachers and administrators will receive training on how to encourage parent participation and involvement in the educational process as well as setting expectations and creating a climate conducive to parental participation. (a) Two hours of professional development, which may be included in the 60 required hours of professional development, will be provided, (b) Three hours of professional development opportunities will be provided for administrators, in addition to the 60 hours of required professional development. Action Type: Parental Engagement	Sondra Monger, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$3000

Intervention: JEDI				
Scientific Based Research: Kohler, P., Reese, J. (2005). JEdI: A Powerful Source in Arkansas Schools. Counterpoint.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will utilize the Jedi program in computer lab as a remediation tool. Action Type: AIP/IRI Action Type: Technology Inclusion	Pam Estes-Remediation Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers Performance Assessments 	ACTION BUDGET: \$
Some students may use the Jedi program during remediation or during after school tutoring. Action Type: AIP/IRI Action Type: Technology Inclusion	Pam Estes-Remediation Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers Performance Assessments 	ACTION BUDGET: \$
Reports will be generated to track students' progress on the Jedi program and determine success of the intervention. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Technology Inclusion	Pam Estes-Remediation Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers Performance Assessments 	ACTION BUDGET: \$
Students may access the Jedi program from home. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Technology Inclusion	Pam Estes-Remediation Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers Performance Assessments 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: To Improve Student Health and Wellness

- The Guy Berry Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance. Body Mass Index Data for school year 2006-2007: Of the entire student population, 285 students were assessed. The Guy Berry data indicates that 43.2% of males and 42.3% of females were at risk for overweight or overweight. Body Mass Index Data for school year 2007-2008: Of the 274 students assessed, data indicates that 41.8% of males and 35.3% of females were at risk of overweight or overweight. Body Mass Index Data for school year 2008-2009: Of the 264 students assessed, data indicates that 33.6% of males and 28.8% of females were at risk of overweight or overweight.
- The School Health Index Module 1: School Health and Safety Policies and Environment indicated the following: Restrict access to other foods of low nutritive value. The School Health Index Module 2: Health Education indicated the following: Sequential health education

Supporting

Data: curriculum consistent with standards. The School Health Index Module 3: Physical Education and Other Physical Activity indicated the following: 150 minutes of physical education per week. The School Health Index Module 4: Nutrition Services indicated the following: Sites outside the cafeteria that offer appealing, low-fat items. The School Health Index Module 5: School Health Services indicated the following: No weaknesses noted. The School Health Index Module 6: School Counseling, Psychological, and Social Services indicated the following: Counseling those who witness violence at home. The School Health Index Module 7: Health Promotion for Staff indicated the following: Stress management programs for staff. The School Health Index Module 8: Family and Community Involvement indicated the following: Promoting safety and preventing unintentional injuries.

3. Free and Reduced Price Meal Eligibility for Guy Berry for school years 2008 -2009 and 2007-2008 was 50% and for 2006-2007 & 2005-06 was 52% free/reduced.

Goal Guy Berry will provide support for students in making healthy lifestyle choices implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark By the 2009-2010 school year there will be a decrease of the average Body Mass Index for students by 1/2% as evaluated by the annual Body Mass Index screening.

Intervention: School Support for Wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Guy Berry will ensure that they provide a pleasant environment and monitor schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be used to evaluate district and school effectiveness. Action Type: Collaboration Action Type: Wellness	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	<hr/> ACTION BUDGET: \$
The school will align and implement the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to staff to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Professional Development Action Type: Wellness	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	<hr/> ACTION BUDGET: \$
The school will make physical activity and healthy foods widely available and encourage students to make healthy behavior choices outside the school. Action Type: Wellness	Kristyn Goodwin-Guidance Counselor	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Community Leaders Teachers 	<hr/> ACTION BUDGET: \$
Guy Berry will involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise student's ability to perform academically. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Wellness				
The School Health Index Module results will be monitored yearly to evaluate the effectiveness of the Wellness Program in the school. Results will be shared with staff and modifications will be made as needed. Action Type: Program Evaluation Action Type: Wellness	Shirley Rohr-Nurse	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	————— ACTION BUDGET: \$
Guy Berry will host a student health and wellness fitness day in May at Bomber Stadium. Students will participate in a variety of activities that encourage physical fitness. Teachers and parent volunteers will supervise activities on this day. Action Type: Parental Engagement Action Type: Wellness	Jean Dewey-Computer Lab Manager	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Teachers 	————— ACTION BUDGET: \$
Guy Berry will host the Body Walk Program sometime during the fall. Take 10 activities will be used in classrooms to incorporate physical activity into academics. Local Junior Auxiliary members may teach some of these lessons to students. Action Type: Wellness	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Community Leaders • Teachers • Teaching Aids 	————— ACTION BUDGET: \$
A parent newsletter is sent home with all students every Thursday. Guidelines for snacks at school and safety information is a part of this newsletter each week. Action Type: Parental Engagement Action Type: Wellness	Jackie Barnes-Secretary	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Computers 	————— ACTION BUDGET: \$
Students receive 150 minutes or more of physical activity per week. Action Type: Wellness	Carl Owens-Physical Education Teacher	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Teachers 	————— ACTION BUDGET: \$
Counseling services are available for all students from school guidance counselor Kristyn Goodwin. Action Type: Wellness	Kristyn Goodwin-Guidance Counselor	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Teachers 	————— ACTION BUDGET: \$
Students are encouraged to bring fruits, vegetables, or other healthy foods from home as a snack. Action Type: Wellness	Sondra Monger-Principal	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Teachers 	————— ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: English Language Learners

1. ENGLISH LANGUAGE DEVELOPMENT ASSESSMENT (ELDA) Of the 25 students tested: LISTENING - 48% were Fully English Proficient, 20% were Advanced, 20% were Intermediate, 8% were Beginning, and 4% were Pre-functional. SPEAKING - 68% were Fully English Proficient, 20% were Advanced, 8% were Intermediate, and 4% were Beginning. READING - 28% were Fully English Proficient, 20% were Advanced, 32% were Intermediate, 8% were Beginning, and 12% were Pre-functional. WRITING - 20% were Fully English Proficient, 32% were Advanced, 48% were Intermediate, 16% were Beginning, and 4% were Pre-functional. COMPREHENSION (a combination of listening and reading)- 28% were Fully English Proficient, 20% were Advanced, 44% were Intermediate, 4% were Beginning, and 12% were Pre-functional. COMPOSITE (a combination of all four language domains)- 8% were Fully English Proficient, 24% were Advanced, 48% were Intermediate, 8% were Beginning, and 12% were Pre-functional.

Supporting Data:

Goal English Language Learners will demonstrate improvement in reading fluency and comprehension of the English Language.

Benchmark The percentage of ELL students scoring FEP on the ELDA will increase.

Intervention: Provide intensive instruction and opportunities for practice in phonological awareness, decoding

skills, vocabulary, comprehension strategies, and analyzing narrative and expository text.				
Scientific Based Research: Frances, D., Rivera, M., Lesaux, N. Kieffer, M., & Rivera, H. (2006). Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Instruction and Academic Interventions. (Under cooperative agreement grant S283B050034 for U.S. Department of Education). Portsmouth, NH: RMC Research Corporation, Center on Instruction.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Mountain Home School District shall employ an English Language Learner teacher whose duties shall include: assessing ELL students, conferencing with students and parents, providing services for those students needing them, providing classroom teachers with training and resources, and ensuring ELL frameworks are followed.	John Calaway	Start: 07/01/2009 End: 06/30/2009	<ul style="list-style-type: none"> Performance Assessments 	<hr/> ACTION BUDGET: \$
The ELL teacher shall attend appropriate professional development such as curriculum and instructional strategies training and assessment training. Action Type: Professional Development	John Calaway	Start: 07/01/2009 End: 06/30/2009	<ul style="list-style-type: none"> Outside Consultants 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

● Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Allyson Dewey	Literacy/Parent Facilitator	Literacy
Classroom Teacher	Barbara Horton	Literacy/Social Studies	Literacy
Classroom Teacher	Barbara Penrose	Science/Social Studies	Math
Classroom Teacher	Becca Martin	Math	Math
Classroom Teacher	Caren Photides	Science/Social Studies	Math
Classroom Teacher	Carl Owens	Physical Education	Math
Classroom Teacher	Cathy Beckham	Math/ACSIP Chairperson	Math
Classroom Teacher	Donna Maxwell	Music	Literacy
Classroom Teacher	Joyce Wiseman	Math/Social Studies	Math
Classroom Teacher	Julie Carter	Special Education	Math
Classroom Teacher	Kara Morris	Art	Math
Classroom Teacher	Kim Benfield	Media Specialist	Literacy
Classroom Teacher	Laura Strider	Literacy	Literacy
Classroom Teacher	Lindsay Kincade	Science/Social Studies	Math
Classroom Teacher	Melissa Green	Literacy/Science	Literacy
Classroom Teacher	Pam Estes	Remediation	Literacy
Classroom Teacher	Sharon Belk	Literacy	Literacy
Classroom Teacher	Sharon Zink	Math/Science	Math
Classroom Teacher	Sherry Mohler	Literacy/Math Enrichment (GATE)	Literacy
Classroom Teacher	Teresa Madison	Math	Math
Community Representative	Joanne Ward	Community Representative	Literacy
Non-Classroom Professional Staff	Angie Wilhite	Secretary	Math
Non-Classroom Professional Staff	Jackie Barnes	Secretary	Literacy
Non-Classroom Professional Staff	Jean Dewey	Computer Lab Manager	Literacy
Non-Classroom Professional Staff	Kristyn Goodwin	Guidance Counselor/District Testing Coordinator	Math
Non-Classroom Professional Staff	Shirley Rohr	Nurse	Math
Non-Classroom Professional Staff	Susan Allen	Speech Pathologist	Literacy
Parent	Becca Persenaire	Parent	Literacy
Parent	Judy Lawrence	Parent	Math

Parent
Principal

Marla Avants Parent/PIE Coordinator
Sondra Monger Principal

Literacy
Math/Literacy