

School Plan

**PINKSTON MIDDLE SCHOOL
1301 SO COLLEGE ST, MOUNTAIN HOME, AR 72653**

Arkansas Comprehensive School Improvement Plan

2009-2010

Pinkston Middle School recognizes that our world is increasingly diverse and technological. We are committed to providing a safe environment in which we prepare students for their roles in society.

We will promote:

- *Success of an academic curriculum focusing on literacy and math
- *Responsible citizenship
- *Appreciation of cultural diversity
- *Resourceful learning habits
- *Physical and emotional well-being
- *Problem solving and higher order thinking skills
- *Technology skills

Grade Span: 5-7

Title I: Title I Schoolwide

School Improvement: A

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Priority 1: Math

Goal: Students will demonstrate an improvement in Geometry and Algebra through open response applications.

Priority 2: Literacy

Goal: Students will demonstrate an improvement in reading content, literary passages, and practical reading through open-response and multiple choice applications

Priority 3: Wellness

Goal: Pinkston Middle School 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 4: ELL

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

Priority 1: Mathematics

1. PINKSTON MIDDLE SCHOOL MATH NEEDS ASSESSMENT: Leadership teams reviewed and analyzed the results from the 2009 5th, 6th, and 7th 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: Grades 5 and 7: Algebra – open response and multiple choice. Grade 6 – Geometry – open response and multiple choice. We will include interventions and coordinate our state and federal funding sources to address these areas of need.
2. GRADE 5 MATHEMATICS PRIORITY: Combined population Grade 5 Augmented/Benchmark Exam: In 2009, 79% scored proficient or advanced. In 2008, 81% scored proficient or advanced. In 2007, 68% 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 algebra open response. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is algebra.
3. Students with disabilities: Grade 5 Augmented/Benchmark Exam: In 2009, 27% scored proficient or advanced. In 2008, 53% scored proficient or advanced. In 2007, 24% scored proficient or advanced. The 3-year trend analysis of the open response questions in the five

Supporting
Data:

- mathematics strands revealed that the lowest identified area is algebra open response. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is algebra. Economically disadvantaged: Grade 5 Augmented/Benchmark Exam: In 2009, 71% scored proficient or advanced. In 2008, 71% scored proficient or advanced. In 2007, 59% 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 algebra open response. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is algebra. Caucasian: Grade 5 Augmented/Benchmark Exam: In 2009, 79% scored proficient or advanced. In 2008, 81% scored proficient or advanced. In 2007, 68% 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 algebra open response. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is algebra. 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.
4. GRADE 6 MATHEMATICS PRIORITY: Combined population: Grade 6 Augmented/Benchmark Exam: In 2009, 92% scored proficient or advanced. In 2008, 83% 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 geometry open response. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is geometry.
 5. Students with disabilities: Grade 6 Augmented/Benchmark Exam: In 2009, 72% scored proficient or advanced. In 2008, 41% scored proficient or advanced. In 2007, 26% 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 geometry open response. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is geometry.
 6. Economically disadvantaged: Grade 6 Augmented/Benchmark Exam: In 2009, 89% scored proficient or advanced. In 2008, 76% scored proficient or advanced. In 2007, 68% 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 geometry open response. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is geometry.
 7. Caucasian: Grade 6 Augmented/Benchmark Exam: In 2009, 92% scored proficient or advanced. In 2008, 82% scored proficient or advanced. In 2007, 80% 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 geometry open response. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is geometry. 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.
 8. GRADE 7 MATHEMATICS PRIORITY: Combined population Grade 7 Augmented/Benchmark Exam: In 2009, 81% scored proficient or advanced. In 2008, 79% scored proficient or advanced. In 2007, 72% 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 algebra open response. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is algebra.
 9. Students with disabilities: Grade 7 Augmented/Benchmark Exam: In 2009, 39% scored proficient or advanced. In 2008, 16% scored proficient or advanced. In 2007, 15% 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 algebra open response. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is algebra.
 10. Economically disadvantaged: Grade 7 Augmented/Benchmark Exam: In 2009, 73% scored proficient or advanced. In 2008, 70% scored proficient or advanced. In 2007, 57% 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 algebra open response. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is algebra.
 11. Caucasian: Grade 7 Augmented/Benchmark Exam: In 2009, 80% scored proficient or advanced. In 2008, 82% scored proficient or advanced. In 2007, 73% scored proficient or advanced.

advanced. The 3-year trend analysis of the open response questions in the five mathematics strands revealed that the lowest identified area is algebra open response. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is algebra. 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.

12. GRADE 5 MATHEMATICS PRIORITY, NRT: ITBS (2007), SAT10 (2008, 2009): In 2009, 76% of the combined population had an NPR score of 50 or above in total mathematics. In 2008, 77% of the combined population had an NPR score of 50 or above in total mathematics. In 2007, 70% of the combined population had an NPR score of 50 or above in total mathematics.
13. GRADE 6 MATHEMATICS PRIORITY, NRT: ITBS (2007), SAT10 (2008, 2009): In 2009, 76% of the combined population had an NPR score of 50 or above in total mathematics. In 2008, 72% of the combined population had an NPR score of 50 or above in total mathematics. In 2007, 69% of the combined population had an NPR score of 50 or above in total mathematics.
14. GRADE 7 MATHEMATICS PRIORITY, NRT: ITBS (2007), SAT10 (2008, 2009): In 2009, 71% of the combined population had an NPR score of 50 or above in total mathematics. In 2008, 76% of the combined population had an NPR score of 50 or above in total mathematics. In 2007, 72% of the combined population had an NPR score of 50 or above in total mathematics.
15. Attendance rate: In 2008 the attendance rate was 94.0%. In 2007 the attendance rate was 94.8%. In 2006 the attendance rate was 94.9%.

Goal Students will demonstrate an improvement in Geometry and Algebra through open response applications.

Benchmark Current AYP is 84.4%. It is expected that Pinkston Middle School will meet or exceed the 2009 AYP proficiency benchmark of 64.55%.

Intervention: Continuation of Computer Lab				
Scientific Based Research: Johnson, D, Maddox, C. (2003). Technology in Education. Haworth Press				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Computer Manager is trained in the usage and implementation of the Computer Lab in order to build upon and improve math skills. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Diane Martin, Technology Coordinator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Central Office ● Computers ● District Staff ● Outside Consultants 	ACTION BUDGET: \$
One paraprofessional (1.00 FTE), working under the supervision of classroom teachers, will staff the computer lab for students at Pinkston Middle School. Action Type: Technology Inclusion	Sylvia Williams, Computer Lab Manager	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Title Teachers 	Title I - Employee \$20100.00 Salaries: Title I - Employee \$7512.00 Benefits: ACTION BUDGET: \$27612
The computer LAB manager works with classroom teachers and Special Education teachers to determine math skills that are reinforced in the lab. Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion	Sylvia Williams, Computer Lab Manager	Start: 08/21/2009 End: 06/01/2010	<ul style="list-style-type: none"> ● Computers ● District Staff ● Teachers 	ACTION BUDGET: \$
The computer lab manager trains all students including Special	Sylvia Williams,	Start: 08/21/2009	<ul style="list-style-type: none"> ● Computers ● District Staff 	

Education students on the usage of the Compass Computer programs. They will also assist students with programs such as Inspiration, Word and the Internet. Action Type: Equity Action Type: Technology Inclusion	Computer Lab Manager, Diane Martin, Technology Coordinator	End: 06/01/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
JEDI computer program will be used as an additional assessment tool for students and to determine effectiveness of the intervention. JEDI data showed that the average score obtained by the combined population for Math A for the lessons was above 80% mastery; pretest showed 72%; post test 75%. Math B showed scores from pretest, lessons, and Posttest to be below the 80% mastery level, however the lessons and posttest scored higher than pretest. The scores seem to indicate learning took place as evidenced by the raising of the Benchmark scores. Action Type: Program Evaluation Action Type: Technology Inclusion	Sylvia Williams, Computer Lab Manager	Start: 08/19/2009 End: 06/02/2010	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$27612

Intervention: Open response 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
Teachers from grades 5-7, including Special Education, G.A.T.E., and ALEC will meet together as teams to develop writing prompts across the curriculum. Student achievement will be monitored through district target testing results. Target Test data, grades 5-7, showed an increase in student achievement in 5th grade from 38.5% pre-test to 57% post-test, 6th grade from 27% pre-test to 61% post-test, and the 7th grade from 18% pre-test to 51% on the post-test. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Ashley Dunavan, ACSIP Co-Chair	Start: 08/21/2009 End: 06/01/2010	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
All teachers across the curriculum including Special Education, G.A.T.E., and ALEC will model open response techniques. Action Type: Collaboration Action Type: Special Education	Ashley Dunavan, ACSIP Co-chair	Start: 08/19/2009 End: 06/02/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Pinkston Middle School teachers will have all students across the curriculum, including Special Education, G.A.T.E., and ALEC, write math related prompts that will incorporate higher level thinking skills and real life experiences. Action Type: Equity	Vanessa Thomas, Assistant Principal	Start: 08/21/2009 End: 06/01/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

Action Type: Professional Development Action Type: Special Education				
Teachers, including Special Education, G.A.T.E. and ALEC teachers, will grade student responses using a general rubric similar to that of the Benchmark exam. Action Type: Special Education	Ashley Dunavan, ACSIP Co-chair	Start: 08/19/2009 End: 06/02/2010	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	_____ \$ ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Tutoring Program				
Scientific Based Research: Shumow, L., (2002). Academic Effects of After-School Programs. ERIC Digest. Shumow, L., (2002). Academic Effects of After-School Programs. ERIC Digest.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
At-risk students are given the opportunity to receive after school tutoring. Action Type: Equity	Marj Rosenkotter, ACSIP Co-Chair	Start: 08/21/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	_____ \$ ACTION BUDGET: \$
Students who need tutoring to improve test scores are identified by the counselor, teachers and through parent recommendation. Action Type: Collaboration Action Type: Parental Engagement	Marj Rosenkotter, ACSIP Co-Chair	Start: 08/21/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	_____ \$ ACTION BUDGET: \$
The benchmark results of the students that participated in the after school tutoring program will be analyzed to determine success. In grades 5-7 the average augmented test scores of 5th grade showed that 79% of the students involved in Math increased their raw scores with one student moving up a performance level. 6th grade showed that 77% of the students involved in Math increased their raw scores with three students moving up a performance level; 7th grade showed 33% of the students involved in Math increased their raw scores. Action Type: Program Evaluation	Marj Rosenkotter, ACSIP Co-Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • District Staff • Performance Assessments 	_____ \$ ACTION BUDGET: \$
Pinkston Middle School works with the local Youth Center to provide a place for students to stay following after school tutoring when needed. Action Type: Collaboration Action Type: Parental Engagement	Linda white, Assistant Principal	Start: 08/21/2009 End: 06/01/2010	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	_____ \$ ACTION BUDGET: \$
Scanners and printers will be provided for the tutoring programs. This equipment will be placed in the library, as funds allow, to provide access for all students throughout the day; as well as before school and after school tutoring. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Marj Rosenkotter, ACSIP Co-Chair	Start: 08/21/2009 End: 05/20/2010	<ul style="list-style-type: none"> • Teachers 	_____ \$ ACTION BUDGET: \$
After School tutors will be used to reinforce math objectives for students with a math AIP. Action Type: AIP/IRI	Marj Rosenkotter, ACSIP Co-Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	_____ \$ ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Accelerated Math Programs and Advantage Learning Systems				

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 Educational Research. Ysseldyke, J., Betts, J., Thill, T., Hannigan E. (2004). Use of an Instructional Management System to Improve Mathematics Skills for Students in Title I Programs. Preventing School Failure.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Math teachers are trained in the usage and implementation of Accelerated Math as needed. Action Type: Professional Development Action Type: Technology Inclusion	Darla Rea, Math Specialist	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Scanner, scanning materials, and laser printers will be purchased, as funds allow, for utilization of the Accelerated Math program. Action Type: Special Education Action Type: Technology Inclusion	Marj Rosenkotter, ACSIP Co-Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Computers School Library Teachers 	ACTION BUDGET: \$
The STARS program will be utilized to assess student needs, to develop an appropriate program for individual students, and evaluate student progress and the effectiveness of the program. STAR Math data showed 77% of the 5th grade students scored at the 50th percentile or above; 74% of the 6th graders scored at the 50th percentile and above; and 64% of the 7th graders scored at the 50th percentile or above. Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Marj Rosenkotter, ACSIP, Co-Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	ACTION BUDGET: \$
Additional libraries for each of the Accelerated programs will be purchased based on number of students enrolled and funds available. Action Type: Technology Inclusion	Diane Martin, Technology Coordinator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Computers District Staff 	ACTION BUDGET: \$
A parent meeting will be provided to inform parents of Accelerated Programs that are used within the classroom. Action Type: Collaboration Action Type: Parental Engagement	Marj Rosenkotter, ACSIP Co-Chair	Start: 08/21/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Students, teachers and parents use the TOPS Report to discuss and monitor progress. Mastery of skills is recorded for each student. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Marj Rosenkotter, ACSIP Co-Chair	Start: 08/21/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Pinkston Middle School will provide calculators for student use in all math classrooms. Calculators will be used for Accelerated Math program and the Benchmark exam. Seventh grade will receive 345 TI-30XA calculators. The fifth and sixth grade will receive 635 TI-15 calculators. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Darla Rea, Math Specialist	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Curriculum Alignment				

Scientific Based Research: Jacobs, Heidi Hayes. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12. Association for Supervision and Curriculum Development. Jacobs, H. (2004). Getting Results With Curriculum Mapping. Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All teachers, including Special Education, G.A.T.E. and ALEC teachers will utilize SAT10 and Benchmark 4th, 5th, 6th, 7th & 8th grade data to determine an academic improvement plan for students. Teachers will evaluate the results of the ADE Benchmark Exam to determine the effectiveness of curriculum alignment. Teachers will continue to implement Arkansas Math Frameworks. Grade 5 Augmented/Benchmark Exam: In 2009, 79% scored proficient or advanced. In 2008, 81% scored proficient or advanced. In 2007, 68% scored proficient or advanced. Grade 6 Augmented/Benchmark Exam: In 2009, 92% scored proficient or advanced. In 2008, 83% scored proficient or advanced. In 2007, 79% scored proficient or advanced. Combined population Grade 7 Augmented/Benchmark Exam: In 2009, 81% scored proficient or advanced. In 2008, 79% scored proficient or advanced. In 2007, 72% 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 algebra open response. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is algebra.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	Darla Rea, Math Specialist	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
<p>SCHOOLWIDE REFORM STRATEGIES: Math teachers, including Special Education, G.A.T.E., and ALEC, will meet twice a year to discuss and evaluate curriculum maps, alignment and pacing guides. Any needed changes or updates will be made at this time.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide</p>	Darla Rea, Math Specialist	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
<p>Teacher(s) will be attending a one day workshop in Little Rock on "ACTAAP Testing Updates" as they are available by the ADE.</p>	Darla Rea, Math Specialist	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Outside Consultants 	Title II-A - Purchased \$401.60 Services:

Action Type: Alignment				Title II-A - Employee Salaries: \$60.00 Title II-A - Employee Benefits: \$15.00 <hr/> ACTION BUDGET: \$476.6
Teacher(s) will attend a curriculum and assessments update workshop. Mileage, hotel cost, meals and subs (\$60 per day) and benefits will be paid. Action Type: Professional Development	Darla Rea, Math Specialist	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
5th grade math teachers will plan and host a Math Parent night to inform parents of the new Investigations Math program. Action Type: Parental Engagement	Marj Rosenkotter, ACSIP, Co-Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
The district will employ a math specialist to mentor and provide assistance to teachers to improve their teaching skills and methods so that students may improve skill mastery and testing skills. Action Type: Collaboration Action Type: Professional Development	Mr. Calaway, Assistant Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Science teachers will attend the Summer Science Institute in Melbourne. Mileage and meals will be paid for each day. Action Type: Professional Development	Lindsey Blevins, ACSIP Co-Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Outside Consultants Teachers 	Title II-A - Purchased Services: \$1156.00 <hr/> ACTION BUDGET: \$1156
Teachers will attend the ACT-ASTA for curriculum development and learning strategies. Mileage, hotel cost, meals, subs (\$60 per day) and benefits will be paid. Action Type: Professional Development	Michele McWilliams, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Outside Consultants Teachers 	Title II-A - Purchased Services: \$1226.60 Title II-A - Employee Salaries: \$540.00 Title II-A - Employee Benefits: \$126.00 <hr/> ACTION BUDGET: \$1892.6
All science teachers will attend a science curriculum workshop. Substitutes (\$60 per day) and benefits will be paid. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Michele McWilliams, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	PD (State-223) - Employee Benefits: \$98.00 PD (State-223) - Employee Salaries: \$420.00 <hr/>

				ACTION BUDGET: \$518
Science teachers will work on pacing guides and aligning with the state standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Lindsey Blevins, ACSIP Co-Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	PD (State-223) - Employee Salaries: \$400.00 PD (State-223) - Employee Benefits: \$133.00 <hr/> ACTION BUDGET: \$533
Three administrators will attend the Leadership Institute. Mileage, travel, and lodging will be paid. Action Type: Professional Development	Michele McWilliams, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff 	PD (State-223) - Purchased Services: \$1095.00 <hr/> ACTION BUDGET: \$1095
One teacher will attend the Arkansas Bandmasters meeting. Registration and travel will be paid. Action Type: Professional Development	Michele McWilliams, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	PD (State-223) - Purchased Services: \$369.16 <hr/> ACTION BUDGET: \$369.16
Two administrators will attend Classroom Walkthrough training in Melbourne. Action Type: Professional Development	Michele McWilliams, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
Two administrators will attend a Classroom Walkthrough workshop in Melbourne. Action Type: Professional Development	Michele McWilliams, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$
NEEDS ASSESSMENT: Leadership teams reviewed and analyzed the results from the 2009 5th, 6th, and 7th 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	Michele McWilliams, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

that the following areas reflect our greatest need within the Math priority: Grades 5 and 7: Algebra – open response and multiple choice. Grade 6 – Geometry – open response and multiple choice. We will include interventions and coordinate our state and federal funding sources to address these areas of need. Action Type: Title I Schoolwide Action Type: Wellness				
Total Budget:				\$6040.36
Intervention: Standards Based Math				
Scientific Based Research: Sconiers, S. Director, COMPA. (2002) "The ARC Center Tri-State Student Achievement Study." Consortium for Mathematics and Its Applications.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Math teachers will attend seven days of Math Coach Training. Three days will be during the summer and four days will be during the school year. Support materials and resources will be purchased for the training. Summer workshop salary (\$75 per day), Subs (\$60 per day) benefits, travel, and meals will be paid. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Lindsey Blevins, ACSIP Co-Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	Title II-A - Employee Benefits: \$214.00 Title II-A - Employee Salaries: \$930.00 Title II-A - Purchased Services: \$408.20 <hr/> ACTION BUDGET: \$1552.2
Teachers will be provided training by building Math Coaches. Action Type: Collaboration Action Type: Professional Development	Darla Rea, Math Specialist	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Outside Consultants 	<hr/> ACTION BUDGET: \$
The district assessment will be administered at regular interval throughout the year to allow teachers to assess students' progress and make any instructional changes needed to ensure skills. The Target Tests showed that in 2009 the 5th grade students improved from the pre to the post-test by 18.5%, the 6th grade by 34% and the 7th grade by 33.6%. In 2008 the 5th grade students improved from the pre to the post-test by 15.3%, the 6th grade by 15.2% and the 7th grade by 22.5%. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Darla Rea, Math Specialist	Start: 07/01/2009 End: 06/30/2010		<hr/> ACTION BUDGET: \$
Pinkston Middle School will utilize Standards Based Math Programs for all students. Action Type: Equity	Darla Rea, Math Specialist	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Special Education				
Math teachers will be provided with summer training in the implementation of the Investigations curriculum. Initial training, as well as update training, will be provided. Action Type: Professional Development	Darla Rea, Math Specialist	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● District Staff ● Outside Consultants ● Teachers 	PD (State-223) - Employee Salaries: \$1500.00 PD (State-223) - Employee Benefits: \$340.00 PD (State-223) - Purchased Services: \$165.00 <hr/> ACTION BUDGET: \$2005
Purchase math manipulatives, as needed, for all classes involved in the Investigations Math Program to enhance the teaching of the math concepts. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Marj Rosenkotter, ACSIP Co-Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● District Staff ● Teachers ● Teaching Aids 	<hr/> ACTION BUDGET: \$
Pinkston will use the school-wide plan. Title I teacher (1.00 FTE) will teach an Enrichment class and run a Learning Lab. 6th & 7th grade Team III Math instructor, Substitute salary and benefits will be paid with Title I funds. Parents will be notified of their child's placement in the Enrichment class. Action Type: Collaboration Action Type: Professional Development	Michele McWilliams, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Performance Assessments ● Teachers ● Title Teachers 	Title I - Employee Salaries: \$51088.00 Title I - Employee Benefits: \$14340.00 <hr/> ACTION BUDGET: \$65428
Pinkston Middle School will purchase appropriate materials and supplies to supplement the math curriculum.	Marj Rosenkotter	Start: 08/18/2009 End: 05/31/2010	<ul style="list-style-type: none"> ● None 	Title I - Materials & Supplies: \$15000.00 <hr/> ACTION BUDGET: \$15000
A special education teacher will attend Math Links training throughout the school year. Action Type: Professional Development Action Type: Special Education	Darla Rae, Math Specialist	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Outside Consultants ● Teachers 	Title II-A - Employee Benefits: \$112.00 Title II-A - Employee Salaries: \$705.00 Title II-A - Purchased Services: \$398.80 <hr/> ACTION BUDGET: \$1215.8
Three math teachers will attend Pre-AP training during the summer. Travel, workshop salary (\$100 per	Darla Rae, Math Specialist	Start: 07/01/2009 End:	<ul style="list-style-type: none"> ● Outside Consultants ● Teachers 	Title II-A - Purchased \$1499.80

day), benefits and meals will be paid. Action Type: Professional Development		06/30/2010		Services: Title II-A - Employee \$600.00 Salaries: Title II-A - Employee \$138.00 Benefits: <hr/> ACTION BUDGET: \$2237.8
Total Budget:				\$87438.8

Priority 2: Literacy

- PINKSTON MIDDLE SCHOOL LITERACY NEEDS ASSESSMENT:** Leadership teams reviewed and analyzed the results from the 2009 5th, 6th, and 7th 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: Grades 5 and 6: Reading passages -- Reading Content - open response and Writing Domains – content. Grade 7: Reading Passages -- Literacy Passages – open response and Writing Domains – Practical Reading – 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.
- GRADE 5 LITERACY PRIORITY:** Combined population: Grade 5 Augmented/Benchmark Exam: In 2009 78% scored proficient or advanced. In 2008, 78% scored proficient or advanced. In 2007, 66% 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.
- Students with disabilities:** Grade 5 Augmented/Benchmark Exam: In 2009 31% scored proficient or advanced. In 2008, 31% scored proficient or advanced. In 2007, 27% 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.
- Economically disadvantaged:** Grade 5 Augmented/Benchmark Exam: In 2009 71% scored proficient or advanced. In 2008, 71% scored proficient or advanced. In 2007, 53% 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.
- Caucasian:** Grade 5 Augmented/Benchmark Exam: In 2009 78% scored proficient or advanced. In 2008, 78% scored proficient or advanced. In 2007, 76% 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. 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.
- GRADE 6 LITERACY PRIORITY:** Combined population: Grade 6 Augmented/Benchmark Exam: In 2009 82% scored proficient or advanced. In 2008, 71% scored proficient or advanced. In 2007, 67% 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, literary passages. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.

7. Students with disabilities: Grade 6 Augmented/Benchmark Exam: In 2009 44% scored proficient or advanced. In 2008, 32% scored proficient or advanced. In 2007, 11% 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, literary passages. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content. Economically disadvantaged: Grade 6 Augmented/Benchmark Exam: In 2009 77% scored proficient or advanced. In 2008, 59% scored proficient or advanced. In 2007, 55% 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, literary passages. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.
8. Caucasian: Grade 6 Augmented/Benchmark Exam: In 2009, 82% scored proficient or advanced. In 2008, 71% scored proficient or advanced. In 2007, 68% 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, literary passages. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content. 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.
9. GRADE 7 LITERACY PRIORITY: Combined population: Grade 7 Augmented/Benchmark Exam: In 2009 71% scored proficient or advanced. In 2008, 71% scored proficient or advanced. In 2007, 67% 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, literary passages. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is multiple-choice, practical reading. Students with disabilities Grade 7 Augmented/Benchmark Exam: In 2009 35% scored proficient or advanced. In 2008, 4% scored proficient or advanced. In 2007, 50% 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, literary passages. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is multiple-choice, practical reading.
10. Economically disadvantaged: Grade 7 Augmented/Benchmark Exam: In 2009 60% scored proficient or advanced. In 2008, 62% scored proficient or advanced. In 2007, 53% 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, literary passages. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is multiple-choice, practical reading.
11. Caucasian: Grade 7 Augmented/Benchmark Exam: In 2009 70% scored proficient or advanced. In 2008, 72% scored proficient or advanced. In 2007, 67% 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, literary passages. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is multiple-choice, practical reading. 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.
12. GRADE 5 LITERACY PRIORITY, NRT: ITBS (2007), SAT10 (2008, 2009): In 2009, 64% of the combined population had an NPR score of 50 or above in reading comprehension. In 2008, 75% of the combined population had an NPR score of 50 or above in reading comprehension. In 2007, 72% of the combined population had an NPR score of 50 or above in reading comprehension.
13. GRADE 6 LITERACY PRIORITY, NRT: ITBS (2007), SAT10 (2008, 2009): In 2009, 53% of the combined population had an NPR score of 50 or above in reading comprehension. In 2008, 50% of the combined population had an NPR score of 50 or above in reading comprehension. In 2007, 60% of the combined population had an NPR score of 50 or above in reading

Supporting
Data:

- comprehension.
- 14. GRADE 7 LITERACY PRIORITY, NRT: ITBS (2007), SAT10 (2008, 2009): In 2009, 61% of the combined population had an NPR score of 50 or above in reading comprehension. In 2008, 69% of the combined population had an NPR score of 50 or above in reading comprehension. In 2007, 70% of the combined population had an NPR score of 50 or above in reading comprehension.
- 15. Attendance rate: In 2008 the attendance rate was 94.0%. In 2007 the attendance rate was 94.8%. In 2006 the attendance rate was 94.9%.

Goal Students will demonstrate an improvement in reading content, literary passages, and practical reading through open-response and multiple choice applications

Benchmark All populations met standards. Current AYP is 77.2%. It is expected that Pinkston Middle School will meet or exceed the 2009 AYP proficiency benchmark of 67.60%.

Intervention: Smart Step Literacy				
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
Two teachers will attend Literacy Lab training 3 days of summer and 4 additional days during the school year. Action Type: Professional Development	Lindsey Blevins, ACSIP Co-Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	Title II-A - Purchased \$4443.00 Services: Title II-A - Employee \$1080.00 Salaries: Title II-A - Employee \$319.00 Benefits: <hr/> ACTION BUDGET: \$5842
Pathwise Mentoring. Trained mentors will be utilized to maximize beginning teachers' effectiveness and assist in the retention of highly qualified teachers. Action Type: Professional Development	Merlina McCullough, Literacy Specialist	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Basic Skills Tutor (1.00 FTE) will provide instruction for students to improve literacy skills, allowing students to reach proficiency.	Michele McWilliams, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Teachers • Title Teachers 	NSLA (State-281) - Employee Benefits: \$10018.00 NSLA (State-281) - Employee Salaries: \$25488.00 <hr/> ACTION BUDGET: \$35506
Language Arts teachers or content area teachers will attend the two day Arkansas State Reading Conference in Little Rock. Registration, travel, subs (\$60 per day) and benefits will be paid. Training materials will be purchased. Action Type: Equity Action Type: Professional	Ashley Dunavan, ACSIP Co-Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	Title II-A - Purchased Services: \$2203.20 Title II-A - Employee Salaries: \$720.00 Title II-A - Employee \$168.00

Development				Benefits: ACTION BUDGET: \$3091.2
Pinkston Middle School will provide opportunities for teachers and staff to attend various professional development trainings and will provide training materials and supplies as needed. Registration, travel, meals, lodging, Workshop salaries (\$100 per day) for summer attendance ,substitutes (\$60 per day), and benefits will be paid. Action Type: Professional Development	Michele McWilliams, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	PD (State-223) - Purchased Services: \$3000.00 ACTION BUDGET: \$3000
Benchmark scores will be reviewed to determine the success of this intervention. The Benchmark scores in the 2009 school year showed 5th Grade Benchmark, 78% of the combined population met or exceeded proficiency according to the state AYP report; 6th Grade, 82% of the combined population met or exceeded proficiency according to the state AYP report; 7th Grade Benchmark, 71% of the combined population met or exceeded proficiency according to the state AYP report. Action Type: Program Evaluation	Michele McWilliams	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
Pinkston Middle School will purchase Math periodicals from Scholastic. These periodicals will complement the math curriculum as well as practical and content reading in literacy.	Michele McWilliams	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Content Reading for Literacy books will be purchased for Social Studies classes.	Michele McWilliams	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
Language Arts teacher(s) will attend a Pre-AP training during the summer. Travel, workshop salary (\$100 per day) and benefits, and meals will be paid. Action Type: Professional Development	Ashley Dunavan, ACSIP Co-Chair	Start: 06/01/2009 End: 07/31/2009	<ul style="list-style-type: none"> • Teachers 	Title II-A - Employee Benefits: \$138.00 Title II-A - Employee Salaries: \$750.00 Title II-A - Purchased Services: \$1277.20 ACTION BUDGET: \$2165.2
Eight literacy teachers will attend a Word Study workshop during the summer at Melbourne. Travel, workshop salary (\$75 per day) and benefits, and meals will be paid. Action Type: Professional	Ashley Dunavan, ACSIP Co-Chair	Start: 06/01/2009 End: 07/31/2010	<ul style="list-style-type: none"> • Teachers 	Title II-A - Purchased Services: \$272.24 Title II-A - Employee \$600.00

Development				Salaries: Title II-A - Employee \$136.00 Benefits: <hr/> ACTION BUDGET: \$1008.24
Pinkston Middle School will purchase appropriate materials and supplies to supplement the literacy program.	Ashley Dunavan	Start: 08/18/2009 End: 05/31/2010	<ul style="list-style-type: none"> None 	Title I - Materials & \$10500.00 Supplies: <hr/> ACTION BUDGET: \$10500
Pinkston will purchase materials and supplies for Author in a Box student/author collaboration. Each team will receive one set of books and Team III will receive 15 of each grade-level title. Action Type: Collaboration	Marj Rosenkotter, ACSIP Co-Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> School Library Teachers Title Teachers 	Title I - Materials & \$1500.00 Supplies: <hr/> ACTION BUDGET: \$1500
Pinkston will provide materials and/or books for the promotion of a visiting author. Action Type: Collaboration	Marj Rosenkotter, ACSIP Co-Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> School Library Teachers Title Teachers 	Title I - Materials & \$3000.00 Supplies: <hr/> ACTION BUDGET: \$3000
A team of teachers will attend the Learning Strategies for Student Success during the summer in Melbourne. Registrations, travel, workshop salaries (\$75 per day) and benefits will be paid. Action Type: Collaboration Action Type: Professional Development	Ashley Dunavan, ACSIP Co-Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	<hr/> <hr/> ACTION BUDGET: \$
Total Budget:				\$65612.64
Intervention: Tutoring Program				
Scientific Based Research: Shumow, L., (2002). Academic Effects of After-School Programs. ERIC Digest. Shumow, L., (2002). Academic Effects of After-School Programs. ERIC Digest.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Identification of students for after school tutoring will be based on teacher, counselor, and parent recommendations. Teachers will complete evaluations of students and monitor progress. Action Type: Collaboration Action Type: Professional Development	Marj Rosenkotter, ACSIP Co-Chair	Start: 08/21/2009 End: 06/01/2010	<ul style="list-style-type: none"> Performance Assessments Teaching Aids Title Teachers 	<hr/> <hr/> ACTION BUDGET: \$
Benchmark scores will be used and objectives will be written for students participating in the after	Marj Rosenkotter, Coordinator	Start: 08/21/2009 End: 06/01/2010	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> <hr/> ACTION BUDGET: \$

<p>school tutoring program. Action Type: AIP/IRI</p>				
<p>Teachers working with students after school will contact parents to report on the progress of the students. This contact will be through conferences, phone calls, e-mails, or progress notes that will be signed by parents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Marj Rosenkotter, Coordinator</p>	<p>Start: 08/21/2009 End: 06/01/2010</p>	<ul style="list-style-type: none"> • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Students identified for after school tutoring will be tested using the S.T.A.R. program during the first session and again when they exit the tutoring program. The data will be analyzed to determine growth. Action Type: Technology Inclusion</p>	<p>Marj Rosenkotter, Coordinator; Tutoring Teachers</p>	<p>Start: 08/21/2009 End: 06/01/2010</p>	<ul style="list-style-type: none"> • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>The benchmark results of the students who participated in the after school tutoring program will be analyzed to determine success of participating students. In grades 5-7 the average augmented test scores of 5th grade showed that 55% of the literacy students increased their raw scores with six students increasing scores enough to raise their performance level; 6th grade showed that 90% of the literacy students increased their raw scores with eight students increasing scores enough to raise their performance level and 3 students raising 2 levels; 7th grade showed that 72% of the literacy students increased their raw scores with 2 students increasing scores enough to raise two performance levels. Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Marj Rosenkotter, Coordinator</p>	<p>Start: 08/21/2009 End: 08/17/2010</p>	<ul style="list-style-type: none"> • Performance Assessments 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Pinkston Middle School works with the local Youth Center to provide a place for students to stay following after school tutoring. Action Type: Collaboration Action Type: Parental</p>	<p>Vanessa Thomas, Assistant Principal</p>	<p>Start: 08/21/2009 End: 06/01/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	<p>_____</p> <p>ACTION BUDGET: \$</p>

Engagement				
COORDINATION OF FUNDING: After school tutors will assist students in reaching the goal of proficiency on the benchmark exam. Salaries (\$45 per hour) and benefits will be paid for tutors. Materials and supplies to enhance the program will be purchased through NSLA funds as well as local funds. Action Type: Collaboration	Michele McWilliams, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Computers Teachers 	NSLA (State-281) - Materials & Supplies: \$9000.00 NSLA (State-281) - Employee Benefits: \$9240.00 NSLA (State-281) - Employee Salaries: \$42000.00 <hr/> ACTION BUDGET: \$60240
All students are given the opportunity to receive Before School Tutoring. Teachers will complete an evaluation regarding the effectiveness of before school tutoring. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Marj Rosenkotter, ACSIP Co-Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
Tutors will reinforce Literacy objectives for students arriving early for school.	Marj Rosenkotter, ACSIP Co-Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
A record of students' attendance and skills addressed will be maintained.	Marj Rosenkotter, ACSIP Co-Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
POINT IN TIME REMEDIATION: Students will be given access to remediation programs such as JEDI to provide point-in-time remediation to help reinforce and remediate skills students are having trouble mastering. Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Linda White, Assistant Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$60240
Intervention: Curriculum Alignment				
Scientific Based Research: Jacobs, Heidi Hayes. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12. Association for Supervision and Curriculum Development. Jacobs, H. (2004). Getting Results With Curriculum Mapping. Association for Supervision and Curriculum Development.				
Actions	Person	Timeline	Resources	Source of Funds

<p>One Smart Step Facilitator and One Principal will attend the Summer Smart Conference. Facilitators will share information with teachers on Benchmark progress and steps to better equip students for Benchmark success. Action Type: Collaboration Action Type: Professional Development</p>	<p>Responsible Ashley Dunavan, ACSIP Co-Chair</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● Outside Consultants ● Teachers 	<p>ACTION BUDGET: \$</p>
<p>All teachers, including Special Ed., G.A.T.E., ALEC, and Title I, will develop Academic Improvement Plan(s) (AIP's) for students scoring below proficient on the 4th, 5th, 6th, 7th and 8th grade Benchmark exam. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Ashley Dunavan, ACSIP Co-Chair</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● District Staff ● Teachers 	<p>ACTION BUDGET: \$</p>
<p>TEACHERS INVOLVED IN DECISION MAKING: All Language Arts teachers 5th-7th grade, including Special Ed. teachers, will meet together to determine any repetitions and omissions in the overall curriculum and to evaluate the Pacing Guide. Action Type: Alignment Action Type: Collaboration Action Type: Special Education</p>	<p>Ashley Dunavan, ACSIP Co-Chair</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● District Staff ● Teachers 	<p>ACTION BUDGET: \$</p>
<p>All teachers, including Special Ed. teachers, G.A.T.E. and ALEC, will collaboratively develop interdisciplinary units with their teams which will encourage the use of higher level thinking skills in real life experiences. Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Ashley Dunavan, ACSIP Co-Chair</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● Teachers 	<p>ACTION BUDGET: \$</p>
<p>Eight teachers and two administrators will attend a three day State Middle Level Conference. Teachers will attend sessions directed toward curriculum alignment with state standards, developing effective academic improvement plans, appropriate interventions, and test taking strategies that improve student achievement. Substitute pay(\$60 per day) and benefits, travel, meals, rooms and mileage will be paid. Action Type: Professional Development</p>	<p>Lindsey Blevins, ACSIP Co-Chair</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● Teachers 	<p>Title II-A - Purchased Services: \$3916.00 Title II-A - Employee Salaries: \$720.00 Title II-A - Employee Benefits: \$168.00 ACTION BUDGET: \$4804</p>
<p>Faculty will review, at end of third quarter, the effectiveness of the intervention in helping students to succeed in improving their literacy skills. In the Grade 5 Augmented/Benchmark Exam: In 2009, 78% scored proficient or</p>	<p>Ashley Dunavan, ACSIP Co-Chair; Michele McWilliams, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● Performance Assessments ● Teachers 	<p>ACTION BUDGET: \$</p>

<p>advanced. In 2008, 78% scored proficient or advanced. In 2007, 66% scored proficient or advanced. The Grade 6 Augmented/Benchmark Exam: In 2009, 82% scored proficient or advanced. In 2008, 71% scored proficient or advanced. In 2007, 67% scored proficient or advanced. The Grade 7 Augmented/Benchmark Exam: In 2009, 71% scored proficient or advanced. In 2008, 71% scored proficient or advanced. In 2007, 67% scored proficient or advanced. Action Type: Collaboration Action Type: Program Evaluation</p>				
<p>Literacy, G.A.T.E., special education and ALEC teachers will continue curriculum mapping. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Ashley Dunavan, ACSIP Co-Chair</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> Teachers 	<p>ACTION BUDGET: \$</p>
<p>Pinkston Middle School will provide an Alternative Learning Education Classroom (Teacher 1.00 FTE) available to all students based on committee decision. Materials and supplies will be purchased to enhance the program. Students may also be served at Baxter County Alternative School. Tuition will be paid for these students. Action Type: Equity</p>	<p>Cassy Fowler, Teacher</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> Performance Assessments 	<p>ALE (State-275) - \$72000.00 Purchased Services: ALE (State-275) - \$1000.00 Materials & Supplies: ALE (State-275) - \$19483.00 Employee Benefits: ALE (State-275) - \$60412.00 Employee Salaries: ACTION BUDGET: \$152895</p>
<p>All teachers will meet with their teams regularly to evaluate the student Academic Improvement Plan written for those students scoring below proficient on the 4th, 5th, 6th, and 7th grade Benchmark exam. Action Type: AIP/IRI Action Type: Collaboration</p>	<p>Vanessa Thomas, Assistant Principal</p>	<p>Start: 08/21/2009 End: 06/01/2010</p>	<ul style="list-style-type: none"> Teachers 	<p>ACTION BUDGET: \$</p>
<p>The district assessment will be administered at regular intervals throughout the year to allow teachers to assess student progress and make any instructional changes needed to ensure mastery of skills. Action Type: Collaboration Action Type: Equity</p>	<p>Linda White, Assistant Principal; Merlina McCullough, District Literacy Specialist</p>	<p>Start: 08/21/2009 End: 06/01/2010</p>	<ul style="list-style-type: none"> Computers District Staff Performance Assessments 	<p>ACTION BUDGET: \$</p>

Action Type: Technology Inclusion				
<p>Teachers will evaluate the results of the ADE Benchmark Exam to determine the effectiveness of curriculum alignment. Grade 5 Augmented/Benchmark Exam: In 2009, 78% scored proficient or advanced. In 2008, 78% scored proficient or advanced. In 2007, 66% 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. Grade 6 Augmented/Benchmark Exam: In 2009, 82% scored proficient or advanced. In 2008, 71% scored proficient or advanced. In 2007, 67% 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, literary passages. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content. In 2008, 71% scored proficient or advanced. In 2007, 67% 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, literary passages. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is multiple choice, practical reading.</p> <p>Action Type: Collaboration Action Type: Program Evaluation</p>	Vanessa Thomas, Assistant Principal	Start: 07/21/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Seven Teachers from across the curriculum will collaborate to develop strategies for Pre-AP courses.</p> <p>Action Type: Collaboration</p>	Linda White, Assistant Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The district will employ a literacy specialist to mentor and provide assistance to teachers to improve their teaching skills and methods so that students may improve skill mastery and testing skills.</p> <p>Action Type: Collaboration Action Type: Professional Development</p>	Mr. Calaway, Assistant Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Pinkston will use the school-wide plan. Two teachers (1.00 FTE each) will teach a study skills class, Enrichment class, and set up a Learning Lab for all students. Parents will be notified of their child's placement in the Enrichment class. Action Type: Collaboration Action Type: Equity	Dorothy Cook, Federal Programs	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers Title Teachers 	Title I - Employee \$83401.00 Salaries: Title I - Employee \$21672.52 Benefits: <hr/> ACTION BUDGET: \$105073.52
Pinkston Middle School is an approved schoolwide project and therefore meets the following attributes: (1) needs assessment, (2) reform strategies, (3) instruction by highly qualified teachers, (4) professional development, (5) strategies implemented to attract 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	Michele McWilliams, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> ACTION BUDGET: \$
Two administrators will attend the AASCD meeting in Hot Springs Action Type: Alignment Action Type: Professional Development	Michele McWilliams, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff 	General Revenue: \$356.60 <hr/> ACTION BUDGET: \$356.6
Seven social studies teachers will attend an Effective Strategies workshop. Sub pay (\$60 per day) and benefits will be paid. Action Type: Alignment Action Type: Professional Development	Ashley Dunavan, ACSIP Co-Chair	Start: 06/01/2009 End: 07/31/2010	<ul style="list-style-type: none"> Teachers 	PD (State-223) - Employee \$98.00 Benefits: PD (State-223) - Employee Salaries: \$420.00 <hr/> ACTION BUDGET: \$518
Administrators will attend a leadership meeting at the Co-op once per quarter. Action Type: Alignment	Michele McWilliams, Principal	Start: 06/01/2009 End: 07/31/2010	<ul style="list-style-type: none"> Administrative Staff 	PD (State-223) - Purchased Services: \$238.40 <hr/> ACTION BUDGET: \$238.4
Two counselors and one administrator will attend the AR Counselors' Conference in Hot Springs. Action Type: Collaboration Action Type: Professional Development	Heather Hatman, Rebekah Cruse; Counselors	Start: 06/01/2009 End: 07/31/2010	<ul style="list-style-type: none"> Administrative Staff 	PD (State-223) - Purchased Services: \$1456.60 <hr/> ACTION BUDGET: \$1456.6
Team Leaders will meet to start the analysis of systemic	Michele McWilliams,	Start: 07/01/2009	<ul style="list-style-type: none"> Administrative Staff 	PD (State-223) -

change/remediation and assessment application. Action Type: Alignment Action Type: Collaboration	Principal	End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	Employee Salaries: \$525.00 PD (State-223) - Employee Benefits: \$119.00 <hr/> ACTION BUDGET: \$644
All literacy teachers will work on effective and meaningful assessment strategies in half day sessions by grade level. Subs (\$60 per day) and benefits will be paid. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Ashley Dunavan, ACSIP Co-Chair	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers Title Teachers 	PD (State-223) - Employee Benefits: \$210.00 PD (State-223) - Employee Salaries: \$900.00 <hr/> ACTION BUDGET: \$1110
Two administrators will attend a School Law Update in Little Rock.	Michele McWilliams, Principal	Start: 07/01/2009 End: 06/30/2010		General Revenue: \$356.60 <hr/> ACTION BUDGET: \$356.6
Three administrators will attend the AAEA annual conference in Little Rock. Action Type: Professional Development	Michele McWilliams, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff 	General Revenue: \$1145.00 <hr/> ACTION BUDGET: \$1145
Eight teachers will attend Tuning Protocol training. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Michele McWilliams, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
HIGHLY QUALIFIED TEACHERS; STRATEGIES: Pinkston Middle School will ensure that all students are instructed by highly qualified teachers. PMS will recruit Highly qualified teachers by advertising through job fairs and posting openings on the district website. Action Type: Title I Schoolwide	Michele McWilliams	Start: 07/01/2009 End: 06/30/2010		<hr/> ACTION BUDGET: \$
NEEDS ASSESSMENT: Leadership teams reviewed and analyzed the results from the 2009 5th, 6th, and 7th 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.	Michele McWilliams, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

<p>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: Grades 5 and 6: Reading passages -- Reading Content - open response and Writing Domains – content. Grade 7: Reading Passages -- Literacy Passages – open response and Writing Domains – Practical Reading – 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</p>				
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Total Budget:	\$268597.72
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Intervention: Continuation of Computer Lab

Scientific Based Research: Johnson, D, Maddox, C. (2003). Technology in Education. Haworth Press.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Computer Lab manager is trained in the usage and implementation of the computer lab in order to build upon and improve Literacy skills. Action Type: Professional Development</p>	Dianne Martin, Technology Coordinator	<p>Start: 08/19/2009 End: 06/02/2010</p>	<ul style="list-style-type: none"> ● Central Office ● Computers ● District Staff ● Outside Consultants 	<p>————— ACTION BUDGET: \$</p>
<p>The Computer Lab manager works with classroom teachers and Special Ed. teachers to determine Literacy skills that will be reinforced in the lab. Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion</p>	Sandy Loftis IMPAC Lab Manager	<p>Start: 08/19/2009 End: 06/02/2010</p>	<ul style="list-style-type: none"> ● Computers ● District Staff ● Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>The Computer Lab manager trains students including Special Ed. students on the usage of the Computer programs and assists students throughout the program. Action Type: Equity Action Type: Technology Inclusion</p>	Sandy Loftis, IMPAC Manager	<p>Start: 08/19/2009 End: 06/02/2010</p>	<ul style="list-style-type: none"> ● Computers ● District Staff ● Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Students will receive scores based on the JEDI activities completed in the lab. The scores will be used to determine the effectiveness of the programs being used. JEDI scores showed that the average score obtained by the combined population for Language Arts A showed mastery level at 80% or above for the</p>	Sandy Loftis, IMPAC Manager	<p>Start: 08/19/2009 End: 06/02/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● District Staff ● Outside Consultants ● Teachers 	<p>————— ACTION BUDGET: \$</p>

lessons; pretests showed 65%; post test 75%; Language Arts B showed mastery level at 79% for the lessons; pretests showed 62%; post test 68%. Reading Comprehension A and B showed scores from pretest, lessons, and Posttest to be below the 80% mastery level; The scores for Reading Vocabulary A and B showed mastery on the lessons above 80%. The scores seem to indicate learning took place as evidenced by the raising of the Benchmark scores. It does however confirm the weaknesses we have in comprehension. Action Type: Program Evaluation Action Type: Technology Inclusion				
Total Budget:				\$0
Intervention: Accelerated Reader and S.T.A.R. Program				
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
Literacy teachers will be trained as needed in the use and management of the Accelerated Reader and S.T.A.R. and other new learning programs. Action Type: Professional Development	Marj Rosenkotter, Program Manager	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Central Office Computers Teachers 	_____ ACTION BUDGET: \$
AR and S.T.A.R. programs are installed on the network so that programs are accessible to each classroom teacher, media center and computer lab. Action Type: Technology Inclusion	Dianne Martin, Technology Coordinator; Dorothy Cook, Federal Programs	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Computers District Staff 	_____ ACTION BUDGET: \$
The school will update Extended Support Plans, Student Capacity and Libraries for each of the Accelerated programs. Action Type: Technology Inclusion	Dianne Martin, Technology Coordinator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Central Office Computers District Staff 	_____ ACTION BUDGET: \$
AR books are provided for students at all reading levels. Action Type: Equity	Vanessa Thomas, Assistant Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> School Library 	_____ ACTION BUDGET: \$
Teachers, including Special Ed., ALEC and G.A.T.E., will implement S.T.A.R. and Accelerated Reading for enrichment and remediation in the classroom. Action Type: AIP/IRI Action Type: Special Education	Ashley Dunavan, ACSIP Co-Chair	Start: 08/19/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers Teachers 	_____ ACTION BUDGET: \$
Special Education, ALEC and G.A.T.E. teachers require students to read appropriate level AR books for testing. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Ashley Dunavan, ACSIP Co-Chair	Start: 08/21/2009 End: 06/01/2010	<ul style="list-style-type: none"> Computers Performance Assessments School Library Teachers 	_____ ACTION BUDGET: \$
Community volunteers are involved twice yearly with book fairs allowing students the opportunity to purchase AR books. Action Type: Collaboration	Jane Ann Knowles; Media Specialist; Parent & Community Volunteers	Start: 08/21/2009 End: 06/01/2010	<ul style="list-style-type: none"> Community Leaders 	_____ ACTION BUDGET: \$
Teachers including Special Ed., ALEC and G.A.T.E. teachers will test students at least	Ashley Dunavan, ACSIP Co-Chair	Start: 08/21/2009	<ul style="list-style-type: none"> Computers Teachers 	_____ ACTION BUDGET: \$

twice a year on S.T.A.R. to determine the effectiveness of the program. The results of the STAR Reading program showed 62% of the 5th grade students scored at the 50th percentile or above; 58% of the 6th graders scored at the 50th percentile and above; and 54% of the 7th graders scored at the 50th percentile or above. Action Type: Program Evaluation Action Type: Technology Inclusion	End: 06/30/2010	ACTION BUDGET: \$
Total Budget:		\$0

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
PARENT FACILITATOR: A Parent Center Coordinator will be employed by the school district to promote positive communication between the home and the school. Pinkston Middle School will also employ a Parent Facilitator paid by the district. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Linda Bauer, Parent Center Coordinator, Jill Chentnik, Parent Facilitator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Central Office District Staff Teachers 	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: 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 sixty hours of professional development, will be provided; (b) Three hours of professional development opportunities will be provided for administrators, in addition to the 60 required hours of professional development. Action Type: Parental Engagement Action Type: Professional Development	Mr. John Calaway, Assistant Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
RESOLVING PARENTAL CONCERNS: Through the distribution of a Student/Parent Handbook at the beginning of the year, parents will be (a) made aware of their responsibilities for their student's academic success; (b) made aware of ways in which parental concerns can be resolved, and (c) made aware of any other important information needed to produce a successful academic year for the student.	Vanessa Thomas, Assistant Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

<p>Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>Two fulltime counselors will work with students, parents, teachers and administrators to meet the needs of individual students and groups. Materials and supplies will be purchased for counselor's use in working with students. Professional development registration, and travel will be provided. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Heather Hatman, Rebekah Cruse, Counselors</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● District Staff 	<p>NSLA (State-281) - Purchased Services: \$850.00 NSLA (State-281) - Materials & Supplies: \$2050.00 <hr/>ACTION BUDGET: \$2900</p>
<p>INFORMATION IN UNDERSTANDABLE LANGUAGE: Notices regarding Parent-Teacher conferences are sent home by classroom notes, put in the Parent Newsletter and in local newspaper as well as announced on the local radio stations. Action Type: Collaboration Action Type: Equity</p>	<p>Vanessa Thomas, Assistant Principal</p>	<p>Start: 01/20/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Community Leaders ● Teachers 	<p><hr/>ACTION BUDGET: \$</p>
<p>PARENT/TEACHER CONFERENCES; COMPACTS: Two Parent Teacher conferences shall be held during the year to discuss individual student progress and needs with parents/guardians. A Parent/Student/Teacher/Principal compact will be signed. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Linda White, Assistant Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p><hr/>ACTION BUDGET: \$</p>
<p>HELP IN MONITORING CHILD'S PROGRESS: Opportunities for parents to become involved in and aware of their child's academic success are made possible through the use of the following communication opportunities: 1. School Web page 2. Ed-Line up dated regularly 3. Progress Reports sent home at the middle of each grading period indicating the student's current grade, identifying strengths and weaknesses and offering insight on ways to help at risk students. Parents are asked to sign and return reports after looking at them. 4. Report Cards are sent home at the end of each grading period 5. Homework Hotline -- assignments and up coming events are listed. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Linda White, Assistant Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● Teachers 	<p><hr/>ACTION BUDGET: \$</p>

<p>PARENT INVOLVEMENT MEETINGS; SUPPORT: Parent Information nights are held to give parents important information concerning their child's academic success. Such nights may be held during Open House, Parent-Teacher Conferences or Special nights. These meetings may consist of mini workshops designed around a central theme (e.g. homework, study habits, subject area, use of Accelerated Reader or Math, Benchmark preparation, etc.) Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Heather Hatman, Counselor</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • School Library • Teachers • Teaching Aids • Title Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>PIE (Partners in Education); VOLUNTEER RESOURCE BOOK: Volunteering parents will be asked to support and assist with activities throughout the school year in various ways. Through PIE (Partners in Education) organization (a) Parents will be surveyed regarding their interests and how often they will be available to volunteer; (b) Parents will be provided the opportunity to assist as home volunteers (making projects for teachers to use their classroom while at home); (c) Parent volunteer interest will be matched to school needs using a parent volunteer resource book. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Jill Chentnik, Parent Facilitator</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>COORDINATE/INTEGRATE PARENT INVOLVEMENT PROGRAMS: Pinkston Middle School will encourage parents to visit the school in the following ways: (a) encourage parents to visit the child's classroom during school events; (b) print, publish, and distribute a statement attesting to school's commitment to parental involvement; (c) recognize parent involvement at the end of the year; (d) post signs in the hallways welcoming parents. Action Type: Parental Engagement</p>	<p>Jill Chentnik, Parent Facilitator</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>MATERIALS/TRAINING/SUPPORT: Materials focusing on parenting success and help parents can give their children in attaining academic success are made available to parents at Parent-Teacher conference times as well as through the Parent Center located in both 5th/6th grade office and 7th grade office. Books, tapes, and magazines may be borrowed by parents from</p>	<p>Heather Hatman, Counselor</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>Title I - Materials & Supplies: \$7500.00</p> <p>_____</p> <p>ACTION BUDGET: \$7500</p>

the Parent Center located in the school offices. Parents will be surveyed to determine areas of interest and needs for the Parenting Library and/or parenting workshops. Action Type: Parental Engagement				
INFORMATION PACKET: Each year an "Information Packet" is developed and distributed to students in 5th-7th grade. The packet includes such items as: 1. A copy of the school's parental involvement plan. 2. The recommended roles of the parents/guardians, student, teachers, and school. 3. Options for the children's educational program. 4. Activities that are planned to encourage parent/guardian involvement 5. A handout defining how to effectively communicate in a meaningful manner with the child's teachers and principals. Action Type: Collaboration Action Type: Parental Engagement	Jill Chentnik, Parent Facilitator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Records will be kept concerning numbers of parents attending parent-teacher conferences and/or volunteering at the school. This information will be studied to determine the success of this intervention. Data from the parent-teacher conferences showed that more than half of the parents were interested in what their children were learning and ways in which to help them succeed to be a life long learner. Action Type: Parental Engagement Action Type: Program Evaluation	Michele McWilliams	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
Pinkston Middle 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 year. Action Type: Parental Engagement	Michele McWilliams	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$10400

Priority 3: To implement nutrition and physical activity strategies.

Supporting Data:

1. The Pinkston Middle School 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 2008-2009: Of the 254 6th grade students assessed, data indicates that 56.5% of males and 40.27% of females were at risk of overweight or overweight. Body Mass Index Data for school year 2007-2008: Of the 234 6th grade students assessed, data indicates that 39.8% of males and 46.6% of females were at risk of overweight or overweight Body Mass Index Data for school year 2006-2007: Of the 847 students assessed, data indicates that 41% of males and 39% of females were at risk of overweight or overweight .

2. The School Health Index Module 4, Physical Education and Other Physical Activity Programs indicated the following: The school is following the Arkansas Department of Education Guidelines of 100 minutes of physical activity a week for each student. Promote community physical activities available to students by placing information on community and school sporting events as well as healthy lifestyles on bulletins boards throughout the building.
3. Free and Reduced Price Meal Eligibility for Pinkston Middle School: 47%

Goal Pinkston Middle School 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 ½ % 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
Pinkston Middle School 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: Wellness	Karen Broederdorf, Nurse	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	_____ 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: Wellness	Cassy Fowler	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Community Leaders • Teachers 	_____ 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	Cassy Fowler	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Community Leaders • Teachers 	_____ ACTION BUDGET: \$
Pinkston Middle School 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: Wellness	Michele McWilliams, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	_____ ACTION BUDGET: \$
The School Health Index Module results will be monitored yearly to	Cassy Fowler	Start: 07/01/2009	<ul style="list-style-type: none"> • Administrative Staff 	_____ ACTION BUDGET: \$

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		End: 06/30/2010	<ul style="list-style-type: none"> Community Leaders Teachers 	
Two physical education teachers will attend the Body Mass Workshop in Melbourne. Action Type: Professional Development Action Type: Wellness	Michele McWilliams, Principal	Start: 10/01/2009 End: 10/31/2009	<ul style="list-style-type: none"> Teachers 	PD (State-223) - Employee Salaries: \$120.00 PD (State-223) - Employee Benefits: \$28.00 PD (State-223) - Purchased Services: \$68.60 <hr/> ACTION BUDGET: \$216.6
Total Budget:				\$216.6

Priority 4: 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. Action Type: Equity	John Calaway	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
The ELL teacher shall attend appropriate professional development such as curriculum	John Calaway	Start: 07/01/2009	<ul style="list-style-type: none"> Central Office Outside 	<hr/>

and instructional strategies training and assessment training. Action Type: Professional Development		End: 06/30/2010	Consultants	ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Anita Davis	7th Grade Keyboarding	Literacy
Classroom Teacher	Ashley Dunavan	6th Grade English/ASCIP Co-Chair	Literacy
Classroom Teacher	Ashley Dunavan	6th Grade English/ACSIP Co-Chair	Title I
Classroom Teacher	Becky Villiger	5th Grade Science	Math
Classroom Teacher	Beverly Harris	5th Grade Math	Math
Classroom Teacher	Beverly Wilhite	5th Grade Language Arts	Literacy
Classroom Teacher	Cassy Fowler	ALEC	Math
Classroom Teacher	Cassy Fowler	ALEC	Wellness
Classroom Teacher	Charlotte Stroud	6th Grade Science	Math
Classroom Teacher	Chris White	6th Grade Math	Math
Classroom Teacher	Connie Ethridge	6th Grade Language Arts	Literacy
Classroom Teacher	David Moore	7th Grade Math	Math
Classroom Teacher	Dixie Mahmud	5th Grade Math	Math
Classroom Teacher	Doyle Heath	5th Grade Science	Literacy
Classroom Teacher	Elise Biggs	7th Grade Science	Math
Classroom Teacher	Everett Middleton	Self-Contained	Literacy
Classroom Teacher	Freddy Penka	P.E.	Wellness
Classroom Teacher	Freddy Pinka	P.E	Math
Classroom Teacher	Gay King	7th Grade Social Studies	Literacy
Classroom Teacher	Glenda Small	6th Grade Math	Math
Classroom Teacher	Jane Ann Knowles	Media Specialist	Literacy
Classroom Teacher	Jennifer Burnley	5th & 6th Grade Special Ed. Math	Math
Classroom Teacher	Jennifer Drewry	7th Grade English	Literacy
Classroom Teacher	Jeri Thomas	6th Grade Reading and English	Literacy
Classroom Teacher	Jill Chentnik	6th & 7th Grade Band Instructor	Literacy
Classroom Teacher	Jill Talburt	7th Grade Social Studies	Literacy
Classroom Teacher	Justine Roper	5th Grade Language Arts	Literacy
Classroom Teacher	Karyn Jones	7th Grade English	Literacy
Classroom Teacher	Kirby Childress	Math Team III	Title I
Classroom Teacher	Kirby Childress	Math Team III	Math
Classroom Teacher	Kristi Majors	Science Team III	Math
Classroom Teacher	Kristi Nelson	Gifted & Talented	Math
Classroom Teacher	LaDonna Carneal	5th Grade Math	Math
Classroom Teacher	LaVon Fairchild	7th Grade Math	Math
Classroom Teacher	Lewis Bishop	7th Grade Health/P.E.	Math
Classroom Teacher	Lewis Bishop	7th grade Health/P.E.	Wellness
Classroom Teacher	Lindsey Blevins	7th Grade Science/ACSIP Co-Chair	Math
Classroom Teacher	Lynette Cooper	5th Grade Language Arts	Literacy
Classroom Teacher	Lynn Kelsh	6th grade Science	Math
Classroom Teacher	Marj Rosenkotter	Title I Reading(& Math)/ ACSIP CO-chair	Title I
Classroom Teacher	Marj Rosenkotter	Title I Reading (& Math)/ACSIP Co-Chair	Literacy
Classroom Teacher	Marsha Lyon	7th Special Ed	Literacy
Classroom Teacher	Marsha Partney	G.A.T.E. Language Arts	Literacy
Classroom Teacher	Melody Adamson	5th Grade Social Studies	Math

Classroom Teacher	Michael Ethridge	Social Studies Team III	Literacy
Classroom Teacher	Mylett Trotter	6th Grade Social Studies	Literacy
Classroom Teacher	Patricia Osburne	5/6 Math Resource	Math
Classroom Teacher	Patti Budolfson	5th Grade Language Arts	Literacy
Classroom Teacher	Rebecca Camp	5/6 Literacy Resource	Literacy
Classroom Teacher	Roddy Patrick	7th Grade P.E./Health	Wellness
Classroom Teacher	Roddy Patrick	7th Grade P.E./Health	Math
Classroom Teacher	Roger Fisher	5th Grade Math	Math
Classroom Teacher	Safronia Martin	5th Grade Social Studies	Literacy
Classroom Teacher	Sandra Thorn	5 & 6 P.E.	Math
Classroom Teacher	Sandra Thorn	5th grade P.E.	Wellness
Classroom Teacher	Steve Hargett	6th & 7th Grade Art	Math
Classroom Teacher	Tamara Smith	7th Grade F.A.C.S.	Literacy
Classroom Teacher	Tammy McDowell	6th Grade Language Arts	Literacy
Classroom Teacher	Tara Rone	6th & 7th Grade Music/Choir	Literacy
Classroom Teacher	Toni Hamby	Language Arts Team III	Literacy
Classroom Teacher	Toni Hamby	Language Arts Team III	Title I
Classroom Teacher	Vonya Schaufler	6th Grade Social Studies	Literacy
Non-Classroom Professional Staff	Eddie Helmert	School Resource Officer	Literacy
Non-Classroom Professional Staff	Heather Hatman	Counselor	Wellness
Non-Classroom Professional Staff	Heather Hatman	Counselor	Title I
Non-Classroom Professional Staff	Heather Hatman	Counselor	Math
Non-Classroom Professional Staff	Jan McManigal	Cook	Wellness
Non-Classroom Professional Staff	Mandy Neal	5th & 6th grade D.A.R.E. Officer	Math
Non-Classroom Professional Staff	Margaret Holland	Secretary	Wellness
Non-Classroom Professional Staff	Nurse	Karen Broederdorf	Wellness
Non-Classroom Professional Staff	Rebekah Cruse	Counselor	Literacy
Principal	Linda White	7th Grade Assistant Principal	Math
Principal	Michele McWilliams	Principal	Wellness
Principal	Michele McWilliams	Principal	Title I
Principal	Michele McWilliams	Principal	Literacy
Principal	Vanessa Thomas	5th/6th Grade Assistant Principal	Literacy