



2008-2009 ARCHIVE

School Plan

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HOT SPRINGS MIDDLE SCHOOL

Arkansas Comprehensive School Improvement Plan

2008-2009

Approved:

At Hot Springs Middle School, we take pride in educating every student academically, emotionally, physically, culturally, and socially to become a contributing citizen in the 21st century.

Grade Span: 6-8

Title I: Title I Schoolwide

School Improvement: SI_5

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Priority 1: Improve Math Scores

Goal: To implement instructional strategies to increase math skills in the weakness areas identified. An academically challenging instructional program with an emphasis on open response questions and the SLE (Student Learning Expectations) that will result in an increase in number of students scoring proficient and advanced on the mathematics section of the ACTAAP Benchmark Exam specifically targeting numbers and operations and measurement. The target for spring 2009 is 55.69. The weaknesses for the Students with Disabilities subgroup that will be targeted are the same as above plus algebra and geometry for the eighth graders. Also the goal is to increase the number of eighth graders who successfully pass the End of Course Algebra and End of Course Geometry Exams.

Priority 2: Improve Literacy Scores

Goal: To present a rich instructional academically challenging program that will result in an increase in the literacy scores on the Benchmark Exam to meet the AYP of 59.50. The subgroup of Students with Disabilities will also meet the AYP. The lowest identified area in the analysis of the multiple choice and open response questions in the three types of reading passages 6th grade Content, 7th grade Practical, and 8th grade Literary and the lowest identified area in the analysis of the five writing domains and multiple choice is the style domain. Students with Disabilities also scored low on the practical and content passages.

Priority 3: Wellness

Goal: To put in place actions that will result in healthier lifestyles for all students.

Priority 1: To improve Mathematics skills to meet the AYP 55.69 on the Mathematics section on the ACTAAP Benchmark exam for the combined population and all the subgroups with a special emphasis on African Americans, Hispanics, and Students with Disabilities.

Supporting Data:

1. MATHEMATICS: In 2007, 71% of combined students scored proficient or above on the 6th Grade Benchmark Exam; 54% of African American students
2. scored proficient or above; 71% of Hispanic students scored proficient or
3. above; 90% of Caucasian students scored proficient or above; 67% of Socio
4. Economic Deprived students scored proficient or above; 79% of LEP students
5. tested. 25% of Students with Disabilities scored proficient or above.
6. All sixth grade students:
7. • Data, Analysis and Probability was the lowest area on multiple
8. choice:
9. 60.2%
10. • Data, Analysis and Probability was the lowest area in open response
11. 45.6%
12. Free and Reduced Lunch students:

13. • Data Analysis and Probability was the lowest overall strand - 50.2%

14. • Data Analysis and Probability was the lowest area for multiple choice
15. 57.4

16. • Data Analysis and Probability was the lowest area in open response

17. 42.8

18. LEP students:

19. • Geometry was the lowest overall area 47.6

20. • Data Analysis and Probability was lowest in multiple choice 50 and

21. Geometry in open response 34.2

22. IEP students:

23. • Data Analysis and Probability was the lowest overall 30.

24. • Data Analysis and Probability was the lowest for multiple choice
35.6

25. and Geometry for open response 19.4.

26. African American students:

27. • Data Analysis and Probability was the lowest overall strand 43.8.

28. • Data Analysis and Probability were the lowest strands for both
multiple
29. choice 53.4 and for open response 34.2.

30. Hispanic Students:

31. • Data Analysis and Probability was the lowest overall strand 49.0.

32. • Data Analysis and Probability was the lowest for multiple choice
49.0.

33. • Geometry was the lowest for open response 39.6.

34. White Students:

35. • Data Analysis and Probability was the lowest overall strand 63.6.

36. • Measurement was the lowest in multiple choice 56.4.

37. • Data Analysis and Probability was the lowest in open response 56.4

38.

39. In 2007, 54% of combined students scored Proficient or Advanced on the
seventh
40. grade Benchmark Exam; 40% of African American students scored Proficient or
41. Advanced; 23% Hispanics scored Proficient or Advanced; 73% Caucasians
scored
42. proficient or advanced; 17% of Students with Disabilities scored proficient
or
43. advanced; 47% of Economically Disadvantaged score proficient or advanced;
and
44. 23% of LEP students scored proficient or advanced.

45.

46. All seventh grade students lowest strand was Algebra at 37.6. Numbers and

47. Operations at 52.2 was the lowest strand in multiple choice and Algebra at
14.4
48. was lowest in open response.

49.

50. Free and reduced Lunch students scored lowest in Algebra at 33.8. and
numbers
51. and operations at 48.4 in multiple choice and Algebra at 11.8 in open
response.

52.

53.

54. For LEP students Algebra at 27.6 was the lowest strand with numbers and
55. operations at 41.4 in multiple choice and Algebra at 8.6 in open response.

56.

57. For IEP students Algebra was the lowest strand at 17.8 and numbers and
58. operations at 32.0 in multiple choice and Algebra at 1.2 in open response.

59.

60. For African Americans Algebra was the lowest strand at 32.4 and numbers and
61. operations at 45.8 in multiple choice and algebra at 10.2 in open response.

62.

63. For Hispanic students Algebra was the lowest strand at 27.0. Numbers and
64. Operations was the lowest in multiple choice and Algebra was 3.2 in open
65. response.

66.

67. For Caucasian students Algebra at 44.6 was the lowest strand. Numbers and
68. operations at 60.2 was the lowest in multiple choice and Algebra at 20 was
the
69. lowest in open response.
70.
71.
72.
73. In 2007, 52% of combined students scored proficient or above on the 8th
Grade
74. Benchmark Exam; 40% of African American students scored proficient or
above;
75. 58% of Hispanic students scored proficient or above; 69% of Caucasian
students
76. scored proficient or above; 47% of Socio Economic Deprived students scored
77. proficient or above; 63% of LEP students scored proficient or above; 0% of
78. Students with Disabilities scored proficient or above.
79. All eighth grade students:
80. • Measurement was the lowest strand overall at 5.6; Algebra was the
81. lowest in multiple choice at 47.2;
82. • Measurement strand was the lowest in open response 19.4.
83. Free and Reduced Lunch Students:
84. • Numbers and operations was the lowest strand 37.6
85. • Measurement was the lowest strand in multiple choice 4.0.
86. • Measurement was the lowest open response 16.8.
87. LEP Students:
88. • Measurement is the overall lowest strand 6.0.
89. • Measurement was the lowest multiple choice 5.0.
90. • Measurement was the lowest open response 21.0.
91. IEP Students:
92. • Measurement was the lowest overall 2.6
93. • Measurement was the lowest multiple choice 2.8.
94. • Measurement was the lowest open response 0.8.
95. African American Students:
96. • Measurement was the lowest overall 6.0.
97. • Measurement was the lowest multiple choice 3.8.
98. • Measurement was the lowest open response 11.4.
99. Hispanic Students:
100. • Measurement was the lowest overall strand 6.0.
101. • Measurement was the lowest multiple choice 5.0.
102. • Measurement was the lowest open response 20.4.
103. White Students:
104. • Measurement was the lowest overall 7.6.
105. • Measurement was the lowest multiple choice 5.6.
106. • Numbers and operations was the lowest open response 32.4.
107.
108. In 2005, 40% of combined students scored proficient or above on the 6th
Grade
109. Benchmark Exam; 26.3% of African American students scored proficient or
above;
110. 35% of Hispanic students scored proficient or above; 58.8% of Caucasian
111. students scored proficient or above; 35.2% Socio Economic Deprived students
112. scored proficient or above; 33.3% of LEP students scored proficient or
above;
113. 24.1% of Students with Disabilities scored proficient or above.
114.
115. All sixth grade students:
116. • Measurement was the overall lowest strand 42.0
117. • Measurement was the lowest strand for multiple choice 46.6
118. • Geometry was the lowest strand for open response 30.6
119. Free and Reduced Students:
120. • Measurement was the lowest strand overall 39.2
121. • Measurement was the lowest multiple choice 43.8
122. • Geometry was the lowest open response 28.8
123. LEP Students:
124. • Measurement was the lowest overall strand 31.8

- 125. • Algebra was the lowest multiple choice 45.4
- 126. • Geometry was the lowest open response 22.8
- 127. IEP Students:
- 128. • Measurement was the lowest overall strand 19
- 129. • Measurement was the lowest multiple choice 22.8
- 130. • Geometry was the lowest open response 12
- 131. African American Students:
- 132. • Measurement was the overall lowest strand 34.4
- 133. • Measurement was the lowest multiple choice 37.6
- 134. • Geometry was the lowest open response strand 26.2
- 135. Hispanic Students:
- 136. • Measurement was the lowest overall strand 39.4
- 137. • Measurement was the lowest multiple choice strand 48.6
- 138. • Geometry was the lowest open response strand 29.4
- 139. White Students:
- 140. • Measurement was the lowest overall strand 52.4
- 141. • Measurement was the lowest multiple choice 58.2
- 142. • Geometry was the lowest open response 36.4
- 143.
- 144. In 2005 , 52.4% of combined students scored proficient or above on the 7th
- 145. Grade Benchmark Exam; 40% of African American students scored proficient or
- 146. above; 53.8% of Hispanic students scored proficient or above; 59.2% of
- 147. Caucasian students scored proficient or above; 48.3% of Socio Economic
- Deprived
- 148. students scored proficient or above; 33.3% of LEP students scored
- proficient or
- 149. above; 20% of Students with Disabilities scored proficient or above.
- 150.
- 151. All seventh grade students:
- 152. • The lowest strand overall was algebra
- 153. • Algebra was the lowest multiple choice 53.8
- 154. • Geometry was the lowest open response 23.2
- 155.
- 156. Free and Reduced Students:
- 157. • Algebra was the lowest overall strand 38.2
- 158. • Numbers and operations was the lowest multiple choice 51.4
- 159. • Geometry was the lowest open response 22
- 160. LEP Students:
- 161. • Algebra was the lowest overall strand 36.2
- 162. • Data analysis and probability was the lowest multiple choice 47.6
- 163. • Geometry was the lowest open response 20
- 164. IEP Students:
- 165. • Numbers and operations and algebra were the lowest strand overall
- 21.4
- 166. • Data analysis and probability and algebra were the lowest multiple
- 167. choice 35
- 168. • Numbers and operations was the lowest open response 7
- 169. African American Students:
- 170. • Geometry was the lowest overall strand 37
- 171. • Measurement was the lowest multiple choice 51.6
- 172. • Geometry was the lowest open response 11.6
- 173. Hispanic Students:
- 174. • Algebra was the lowest overall strand 37.6
- 175. • Algebra was the lowest multiple choice 53.8
- 176. • Algebra was the lowest open response 21.2
- 177. White Students:
- 178. • Algebra was the lowest overall strand 45
- 179. • Algebra was the lowest multiple choice 55.4
- 180. • Geometry was the lowest open response 34
- 181.
- 182. • In 2006, 49.5% of combined students scored proficient or above on
- the
- 183. 6th Grade Benchmark Exam; 33% of African American students score proficient
- of
- 184. above; 36.3% of Hispanic students scored proficient or above; 69.2% of

185. Caucasian students score proficient or above; 43.8% of Socio Economic Deprived

186. students scored proficient or above; 26.6% of LEP students scored proficient or

187. above; 19% of Students with Disabilities scored proficient or above.

188.

189. All Sixth Grade Students:

190. • Numbers and operations was the lowest overall 44.6

191. • Measurement was the lowest multiple choice 48.2

192. • Numbers and operations was the lowest open response 29.4

193. Free and Reduced

194. • Numbers and operations was the lowest overall strand 42.4

195. • Measurement was the lowest multiple choice 44.8

196. • Numbers and operations was the lowest open response 26

197. LEP Students:

198. • Measurement was the lowest overall strand 41.2

199. • Measurement was the lowest multiple choice 40

200. • Numbers and operations was the lowest open response 26.2

201. IEP Students:

202. • Measurement was the lowest overall strand 24.6

203. • Measurement was the lowest multiple choice 30.2

204. • Numbers and operations was the lowest open response 15.4

205. African American Students:

206. • Numbers and operations was the lowest overall strand 36.4

207. • Measurement was the lowest multiple choice 38.6

208. • Numbers and operations was the lowest open response 22.4

209. Hispanic Students:

210. • Numbers and operations was the two lowest strands 40.2

211. • Measurement was the lowest multiple choice 40

212. • Numbers and operations was the lowest open response 23

213. White Students:

214. • Numbers and operations was the lowest overall 53.8

215. • Measurement was the lowest multiple choice 59

216. • Numbers and operations was the lowest open response 37.6

217.

218. In 2006, 53.5% of combined students scored proficient or above on the 7th Grade

219. Benchmark Exam; 51.4% of African American students scored proficient or above;

220. 38.4% Hispanic students scored proficient or above; 59.2% of Caucasian students

221. scored proficient or above ; 60.6% of Students with Disabilities scored

222. proficient or above.

223.

224. All Seventh Grade Students:

225. • Numbers and operations was the lowest overall strand 36.6

226. • Data analysis and probability was the lowest multiple choice 47.4

227. • Numbers and operations was the lowest open response 12

228.

229. Free and Reduced Students:

230. • Numbers and operations was the lowest overall strand 35.8

231. • Data analysis and probability was the lowest multiple choice 47.4

232. • Numbers and operations was the lowest open response 11.2

233. LEP Students:

234. • Numbers and operations was the lowest overall strand 32

235. • Data analysis and probability was the lowest multiple choice 43.2

236. • Numbers and operations was the lowest open response 8.4

237. IEP Students:

238. • Data analysis and probability was the lowest overall strand 17.2

239. • Data analysis and probability was the lowest multiple choice 26.8

240. • Numbers and operations was the lowest open response 2

241. African American Students:

242. • Numbers and operations was the lowest overall strand 36.8

243. • Data analysis and probability was the lowest multiple choice 47

244. • Numbers and operations was the lowest open response 12.6

245. Hispanic Students:

246. • Numbers and operations was the lowest overall strand 30.2

247. • Data analysis and probability was the lowest multiple choice 40.8

248. • Numbers and operations was the lowest open response 7.2

249. White Students:

250. • Numbers and operations was the lowest overall strand 37.4

251. • Data analysis and probability was the lowest multiple choice 49.6

252. • Numbers and operations was the lowest open response 12.2

253.

254. In 2006, 44.9% of combined students scored proficient or above on the 8th

255. Grade Benchmark Exam; 38.4% of African American students scored proficient

or

256. above; 57.1% of Hispanic students scored proficient or above; 50.5%

Caucasian

257. students scored proficient or above; 40.7% of Socio Economic Deprived

students

258. scored proficient or above; 44.4% of LEP students scored proficient or

above;

259. 9.7% of Students with disabilities scored proficient or above.

260.

261. All Eighth Grade Students:

262. • Geometry was the lowest overall strand 30.4

263. • Algebra was the lowest multiple choice 43.2

264. • Geometry was the lowest open response 16.2

265. Free and Reduced Lunch Students:

266. • Geometry was the lowest overall 27.2

267. • Algebra was the lowest multiple choice 39.8

268. • Geometry was the lowest open response 12.8

269. LEP Students:

270. • Geometry was the lowest overall strand 27.8

271. • Algebra was the lowest multiple choice 41.6

272. • Geometry was the lowest open response 10.4

273. IEP Students:

274. • Geometry strand was the lowest overall strand 15.6

275. • Data analysis and probability was the lowest multiple choice 28

276. • Geometry was the lowest open response 4.4

277. African American Students:

278. • Geometry was the lowest strand overall 28.6

279. • Algebra was the lowest multiple choice 40

280. • Geometry was the lowest open response 14

281. Hispanic Students:

282. • Geometry was the lowest overall strand 28.8

283. • Algebra was the lowest multiple choice 45.4

284. • Geometry was the lowest open response 10.2

285. White Students:

286. • Geometry was the overall lowest strand 32.4

287. • Data analysis and probability was the lowest multiple choice 42.8

288. • Geometry was the lowest open response 19.6

289.

290.

291. Iowa Test of Basic Skills (ITBS)/Combined Population (Grade 6)

292. Mathematics Concepts and Estimation:

293. In 2005, 225 students were tested on the Iowa Test of Basic Skills and 42%

294. scored above the 50th percentile.

295. In 2006, 228 students were tested on the Iowa Test of Basic Skills and

51.5%

296. scored above the 50th percentile. The analysis of the Concepts and

Estimation

297. subtest revealed weaknesses in Measurement and in Estimation.

298.

299. Iowa Test of Basic Skills (ITBS)/Combined Population (Grade 6) Mathematics

300. Problem Solving and Data Interpretation:

301. In 2005, 225 students were tested on the Iowa Test of Basic Skills and 50%

302. scored above the 50th percentile.

303. In 2006, 228 students were tested on the Iowa Test of Basic Skills and

48.2%

304. scored above the 50th percentile. The analysis of the Concepts and Estimation

305. subtest revealed weaknesses in Multiple-Step problem solving and Approaches and

306. Procedures. In 2007, 229 students were tested and 45.4% scored at or above the

307. 50th percentile and math computation was the lowest area and Math concepts also

308. was low for the LEP students.

309.

310. Iowa Test of Basic Skills (ITBS)/Combined Population (Grade 7) Mathematics

311. Concepts and Estimation:

312. In 2005, 258 students were tested on the Iowa Test of Basic Skills and 53%

313. scored above the 50th percentile.

314. In 2006, 207 students were tested on the Iowa Test of Basic Skills and 54.7%

315. scored above the 50th percentile. The analysis of the Concepts and Estimation

316. subtest revealed weaknesses in Measurement and in Estimation.

317. In 2007, 217 students were tested and 48.6 scored at or above the 50th

318. percentile and math computation was also the lowest with Problems and Data

319. Interpretation was lowest for LEP students and Math concepts for IEP students.

320.

321.

322. Iowa Test of Basic Skills (ITBS)/Combined Population (Grade 7) Mathematics

323. Problem Solving and Data Interpretation:

324. In 2005, 257 students were tested on the Iowa Test of Basic Skills and 43%

325. scored above the 50th percentile.

326. In 2006, 207 students were tested on the Iowa Test of Basic Skills and 43.2%

327. scored above the 50th percentile. The analysis of the Concepts and Estimation

328. subtest revealed weaknesses in Multiple-Step problem solving and Approaches and

329. Procedures.

330.

331. Iowa Test of Basic Skills (ITBS)/Combined Population (Grade 8) Mathematics

332. Concepts and Estimation:

333. In 2005, 240 students were tested on the Iowa Test of Basic Skills and 52%

334. scored above the 50th percentile.

335. In 2006, 245 students were tested on the Iowa Test of Basic Skills and 60.3%

336. scored above the 50th percentile. The analysis of the Concepts and Estimation

337. subtest revealed weaknesses in Measurement and in Estimation.

338.

339. Iowa Test of Basic Skills (ITBS)/Combined Population (Grade 8) Mathematics

340. Problem Solving and Data Interpretation:

341. In 2005, 240 students were tested on the Iowa Test of Basic Skills and 44%

342. scored above the 50th percentile.

343. In 2006, 245 students were tested on the Iowa Test of Basic Skills and 43.2%

344. scored above the 50th percentile. The analysis of the Concepts and Estimation

345. subtest revealed weaknesses in Multiple-Step problem solving and Approaches and

346. Procedures.

347. In 2007, 177 students were tested and 44.1 scored at or above the 50th

348. percentile. The lowest area was math computation with Problems and Data

349. Interpretation was lowest for LEP and Hispanic, and IEP students.

350.

351.

352.

353. NWEA Measures of Academic Progress
354. The Northwest Evaluation Association's (NWEA) measures of academic progress
355. (MAP) assessment is a computer adaptive test designed to measure student
356. achievement in a way that focuses on ability to interpret the scaled scores
as
357. growth measures over time. Each student is tested in the fall of the
academic
358. year which establishes a baseline for that particular student's academic
359. achievement level. For each grade level for a given fall score there is a
360. growth target established unique to that individual's expected progress
that
361. should be made during the course of the academic year. Once the spring
362. administration of the MAP is conducted we can compare actual student growth
to
363. expected growth for each of the content areas tested to determine whether a
364. student has made the expected amount of progress for each content area over
the
365. course of a year.
366. Mathematics: 6th Grade- 2003-04 school year: Fall Mean RIT score was
212.5.
367. Target growth for the year- 8.2 points. The Spring Mean Rit Score was
218.7.
368. Target growth - 6.2 points. This was 2.0 points less than target. 7th
Grade-
369. Fall RIT- 217.5 with target growth of 7.0 points. Spring RIT - 224.6.
370. of 7.1 points. 8th Grade - Fall RIT - 219.9. Target growth-7.5 points.
Spring
371. RIT - 226.5. Growth of 6.6 points or .9 pts.lower than target.
372.
373.
374.
375.
376. Math Data Analysis Springs 2008 Benchmark:
377. All 6th graders lowest strand was Numbers and Operations at 48.0 and Open
378. Response Numbers and Operations at 36.6.
379. Economically Disadvantaged 6th graders lowest strand was Numbers and
Operations
380. at 40.6 and Open Response Numbers and Operations at 27.2.
381. LEP 6th graders lowest strand was Numbers and Operations at 31.8 and Open
382. Response Numbers and Operations was 27.2.
383. Students with Disabilities Lowest strand was Numbers and Operations at 24.0
384. and Open Response for Numbers and Operations at 6.0.
385. African American 6th graders lowest strand was Numbers and Operations at
40.2
386. and Lowest Open Response was Numbers and Operations at 27.0.
387. Hispanic 6th graders lowest strand was Numbers and Operations at 38.4 and
Open
388. Response Numbers and Operations at 27.8.
389. White 6th graders lowest strand was Numbers and Operations at 55.8 and Open
390. Response Numbers and Operations at 45.6.
391.
392. All 7th graders lowest strand was Numbers and Operations at 28.6 and Open
393. Response Numbers and Operations at 8.0.
394. Economically Disadvantaged 7th grades lowest strand was Numbers and
Operations
395. at 15.0 and Open Response Measurement at 20.6.
396. LEP 7th graders lowest strand was Numbers and Operations at 22.8 and Open
397. Response Numbers and Operations at 1.6.
398. Students with Disabilities 7th graders lowest strand was numbers and
399. Operations at 15.0 and Open Response Numbers and Operations at 3.2.
400. African American 7th graders lowest strand was Numbers and Operations at
23.0
401. and Open Response at 2.8.
402. Hispanic 7th graders lowest strand was Numbers and Operations at 23.0 and
Open

403. Response Numbers and Operations at 0.6.
404. White 7th graders lowest strand was Numbers and Operations at 55.8 and Open
405. Response Numbers and Operations at 34.6.
406.
407. All eighth graders lowest strand was Numbers and Operations at 38.4 and
Open
408. Response Numbers and Operations at 26.8.
409. Economically Disadvantaged 8th graders lowest strand was Numbers and
Operations
410. at 33.8 and Open Response Measurement 19.8.
411. LEP 8th graders lowest strand was Measurement at 24.2 and Open Response
Numbers
412. and Operations at 9.0.
413. Students with Disabilities 8th graders lowest strand was Measurement at
19.6
414. and Open Response Measurement at 5.8
415. African American 8th grades lowest strand was Measurement at 25.8 and Open
416. Response for Measurement at 11.4.
417. Hispanic 8th graders lowest strand was Geometry at 31.8 and Open Response
on
418. Measurement at 15.0.
419. White 8th graders lowest strand was Numbers and Operations at 45.4 and Open
420. Response Numbers and Operations at 34.6.
421.
422. On the criterion referenced 2008 augmented test 65.5% combined 6th graders
423. scored at or above the 50th percentile on math Problem Solving.
424. 57.3 African American 6th graders score at or above the 50th percentile on
math
425. Problem Solving.
426. 58.8% of Hispanic 6th graders scored at or above the 50th percentile on
math
427. Problem Solving.
428. 74.5% of White 6th graders scored at or above the 50th percentile on Math
429. Problem Solving.
430. 56.1% of Economically Disadvantaged 6th graders scored at or above the 50th
431. percentile on Math Problem Solving. 50% of LEP 6th graders scored at or
above
432. the 50th percentile on math Problem Solving.
433. 9.75 of 6th grade Students with Disabilities scored at or above the 50th
434. percentile on math Problem Solving.
435.
436. 49% of combined 7th graders scored at or above the 50th percentile on Math
437. Problem Solving.
438. 37% of African American 7th graders scored at or above the 50th percentile
on
439. Math Problem Solving.
440. 34.8% of Hispanic 7th graders scored at or above the 50th percentile on
Math
441. Problem Solving.
442. 65.3% of white 7th graders scored at or above the 50th percentile on Math
443. Problem Solving.
444. 33.3% of LEP 7th graders scored at or above the 50th percentile on Math
Problem
445. Solving.
446.
447. 66.5% of combined 8th graders scored at or above the 50th percentile on
math
448. Problem Solving.
449. 50% of 8th grade African Americans scored at or above the 50th percentile
on
450. math Problem Solving.
451. 60.9% of 8th Hispanic scored at or above the 50th percentile on Math
Problem
452. Solving.
453. 80.4% of white eighth graders scored at or above the 50th percentile on

Math

454. Problem Solving.

455. 61.6% of Economically Disadvantaged 8th graders score at or above the 50th

456. Percentile on math Problem Solving.

457. 36.4% of LEP 8th graders scored at or above the 50th percentile on Math

Problem

458. Solving.

459. 25% of Students with Disabilities 8th graders scored at or above the 50th

460. percentile on Math Problem Solving.

461.

462.

463.

464.

465.

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469.

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471.

472.

Goal To implement instructional strategies to increase math skills in the weakness areas identified. An academically challenging instructional program with an emphasis on open response questions and the SLE (Student Learning Expectations) that will result in an increase in number of students scoring proficient and advanced on the mathematics section of the ACTAAP Benchmark Exam specifically targeting numbers and operations and measurement. The target for spring 2009 is 55.69. The weaknesses for the Students with Disabilities subgroup that will be targeted are the same as above plus algebra and geometry for the eighth graders. Also the goal is to increase the number of eighth graders who successfully pass the End of Course Algebra and End of Course Geometry Exams.

Benchmark By spring 2009 the combined population and each subgroup will increase the percent of students scoring proficient/advanced to at least 55.69 on the Mathematics section of the Benchmark Exam. The African American students and Hispanic students will meet the 55.69 proficient or advanced and the Students with Disabilities will also meet their goal.

Intervention: Hot Springs Middle School will implement a standards-based mathematics model that provides on grade level instruction, remediation for those who are below grade level, and acceleration for those ready to move forward.

Scientific Based Research: Best Practices for Implementing HSTW and MMGW: "Giving More Students Access to a Rigorous and Relevant Mathematics Core." SREB Southern Regional Education Board, 2006 NSTA National Science Teachers Association Position Statement: "Science Education for Middle Level Students." NSTA, February 2003 NSTA National Science Teachers Association Position Statement: "The Integral Role of Laboratory Investigations in Science Instruction," February 2007 Watts, Jennifer "Study Island Scientific Research Bas," July 15, 2008 Watt, Jennifer "Case Study Research Summaries of Study Island, October 1, 2008 School zone educational intelligence evaluation of Brain Pop, <http://www.schoolzone.co.uk/evaluation.asp?evalID=5042>.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Title I funds will be used to staff a team: Jule Grant (1.0 FTE) Title I Instructional Facilitator (person responsible for carrying out Title I activities); Pam Sadler (1.0 FTE) literacy focus teacher; Kip Spainhour (1.0 FTE) School-Wide Instructional Coach for Literacy, and Lloyd Jackson (.5 FTE) coach for schoolwide learning and accountability with a specialization in math. Also, two instructional aides - Clarice Martin and Carolyn Thacker (both 1.0 FTE) will be paid with Title I funds. Title I funds will be used to provide staff development activities, registration, consultants, and travel. Special emphasis will be placed on providing more time on task for all students, but especially the identified subpopulations: students with disabilities, Hispanics, and African American subgroups. Vicki Wallace, Ann Webb, Gloria King and Michelle Williams will be NSLA employees (See District Plan for Source of Funds) and	Kip Spainhour	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Performance Assessments Teachers Teaching Aids 	Title I - Purchased \$0.00 Services: Title I - Employee \$251759.49 Salaries: Title I - Employee \$53940.81 Benefits: <hr/> ACTION BUDGET: \$305700.3

<p>provide services for teachers and students. These teams will help meet the needs of the low-achieving, at-risk students. They will be responsible for assisting teachers, mentoring, selecting instructional materials, and assessing student achievement. With the help of the administration, the staff, and outside consultants, they will guide the implementation of the school improvement plan.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>				
<p>Title I funds will be used to pay salaries and benefits for teachers for professional development. Each year, all staff members summarize their area or areas of greatest need. (Needs Assessment) Staff development is provided in these areas. All staff members will participate in extensive data analysis and assessment training along with other professional development. The ACSIP Mathematics Committee meets to evaluate the success of using hands-on instruction through the Interim Assessments results, the concepts completed in the Math Plato Lab, and any NWEA testing. Focus teachers, instructional coaches, and district specialists will also model lessons for teachers and help with the implementation of specific strategies. Teachers already successful in the efforts to have high percentages of their students pass tests will be observed by the focus teachers and coaches in order to gather information about their practices. They will then train other teachers in these instructional strategies. All staff members participate in extensive data analysis and assessment training along with the other professional development. All math teachers meet at least one hour extra a week in order to provide additional training and examples of exemplary strategies. Linda Griffith will provide additional training in math.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Donna Cochran</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids • Title Teachers 	<p>Title I - Employee Salaries: \$5000.00 Title I - Employee Benefits: \$1250.00</p> <hr/> <p>ACTION BUDGET: \$6250</p>
<p>Title I funds will purchase TI-73 and TI-83 calculators along with batteries and other supplies needed in advanced classes. Students who exhibit the necessary skills and attitudes to be successful in Algebra in the seventh and eighth grades are identified using the NWEA math scores, Benchmark scores on the math portion and teacher recommendations. Parents are notified that their students are enrolled in these advanced classes and may receive high school credit. Students who are successful in the seventh/eighth grade in Algebra then take Geometry in the eighth/ninth grade. All these students take the same exam - Benchmark End of Course - that the high school students take. In order to help sixth and seventh graders prepare for Algebra I, these students are placed in advanced math and pre-algebra.</p> <p>Action Type: Alignment</p>	<p>Lloyd Jackson</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	<p>Title I - Materials & Supplies: \$7950.00</p> <hr/> <p>ACTION BUDGET: \$7950</p>

<p>Action Type: Equity</p> <p>The Middle School conducts a yearly needs' assessment beginning the planning process for the coming year. Data from all sources are gathered: state test scores, national test scores, local test scores, attendance, discipline, teacher needs, parent surveys, etc. After all is analyzed, the previous year's schoolwide plan is evaluated, and a new plan is constructed with input from all.</p> <p>Action Type: Alignment Action Type: Title I Schoolwide</p>	<p>George Wilson</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Title I funds will be used to pay for needed professional development. All professional development is based on the needs of the staff and the school as outlined in the school plan. The entire staff is involved in the decision process. The professional development is high quality (JBHM Struggling Learners) and it is monitored by the administrative staff with a report going to the district's superintendent. All staff members will be involved in the JBHM professional development. Other professional development such as calculator training, manipulative training, math training, etc. will be available. Activities are on-going.</p> <p>Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>George Wilson</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Title Teachers 	<p>Title I - Purchased Services: \$20000.00</p> <hr/> <p>ACTION BUDGET: \$20000</p>
<p>The school and the district are constantly striving to attract and retain highly qualified teachers. Fairs and campuses are visited. Leads are pursued. Efforts are made to mentor new teachers to retain them. Efforts are also made to provide a pleasant atmosphere in order to promote good publicity about the school to attract others.</p> <p>Action Type: Equity Action Type: Title I Schoolwide</p>	<p>George Wilson</p>	<p>Start: 01/20/2009 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Central Office • Community Leaders • District Staff • Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Efforts are made throughout the district to consolidate funds and resources in order to provide the best education for the students. Local, state, and federal sources are used and all schools benefit from the consolidation of the resources.</p> <p>Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>George Wilson</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Title I funds will be used to purchase any additional manipulatives (wiki sticks, tape measures, etc.) and supplemental materials to help the struggling students to be more successful and to provide materials for acceleration. Title I funds will purchase educational software to supplement math materials. Also Title I funds will be used to subscribe to Brain Pop (\$995) and Study Island.com (\$100). The portfolio teachers use Brain Pop in preparing portfolios for their students. To accommodate different learning styles, the math focus teachers present a variety of strategies to the math teachers to aid the students who may be having difficulty with traditional instructional procedures in the standards-based mathematical model. Basic and Below Basic students need more hands-on approaches to learning the math skills.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	<p>Donna Cochran</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<p>Title I - Purchased Services: \$3050.00</p> <p>Title I - Materials & Supplies: \$3000.00</p> <hr/> <p>ACTION BUDGET: \$6050</p>

Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Title I will support professional development through JBHM Education Group Consultants to work with Struggling Learners and pay salaries to the co-teachers when additional planning time is required. Sixth, seventh, and eighth grade classes - one each grade level - are set up as co-teach classes. A regular education teacher and a special education teacher will be trained in inclusion in the mathematics classroom. This will allow for least restrictive mathematics instruction for all students while maintaining high expectations. Students in this classroom will be closely monitored through bi-weekly tests and interim assessments to determine accountability for both the students and the teachers. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Nancy Scott	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments Teachers 	Title I - Employee Salaries: \$4600.00 Title I - Employee Benefits: \$1150.00 <hr/> ACTION BUDGET: \$5750
Title I funds will be used to purchase InSync Bluetooth Writing Tablets for math teachers in order to enhance their teaching skills in the classroom. These provide opportunities for teachers to give individual students attention by moving around the classroom while giving instruction. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Donna Cochran	Start: 07/01/2008 End: 06/30/2009		Title I - Materials & Supplies: \$800.00 <hr/> ACTION BUDGET: \$800
Title I funds will support and pay for technology professional development for staff in order to provide opportunities to learn about different programs, etc. that promote student learning. This includes but is not limited to Plato training, technology conferences, etc. Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	George Wilson	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers Teaching Aids 	Title I - Purchased Services: \$5000.00 <hr/> ACTION BUDGET: \$5000
All students who need additional help on their math skills will be assigned a math Plato lab in addition to their regularly scheduled math class. Action Type: Alignment Action Type: Collaboration	Nancy Scott	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$357500.3

Intervention: Parental involvement is key to the success of middle school students. The middle school is committed to providing the support to assist parents in being actively involved with their students' education.

Scientific Based Research: Best Practices for Implementing HSTW and MMGW: "Guiding Students to Meet Challenging Academic and Career Goals: Involving School Mentors, Parents and Community Leaders." 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents are given information concerning the importance of attendance. It is a major component in the success of students. If students are absent, they miss quality, direct instruction. In the Student/Parent Handbook, parents are directed to call the middle school if their students are absent. For those who do not call, the Parent Involvement Coordinator phones the parents to ascertain the status of the student. Letters are sent home to students who	Cynthia Graves	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	<hr/> ACTION BUDGET: \$

are habitually absent and a FINS (Family In Need of Services) petition may be filed with the Garland County Juvenile Court System. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide				
The principal has designated Jule Grant as the parent facilitator. Meaningful staff development is provided for teachers to ensure that parental participation is recognized as an asset to the school. Teachers keep contact logs outlining parent contacts. Title I funds will be used to help create an atmosphere of congeniality. This exceeds the requirements of Act 603. Action Type: Parental Engagement Action Type: Professional Development	George Wilson	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	Title I - Purchased Services: \$250.00 <hr/> ACTION BUDGET: \$250
Teachers receive two hours of Parental Involvement Training each year and administrators receive three. In addition, administrators must also receive training in data disaggregation, assessment, and fiscal management. Action Type: Parental Engagement Action Type: Professional Development	George Wilson	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Outside Consultants 	<hr/> ACTION BUDGET: \$
A Parent Center has been established in connection with the Student Services area. Parenting booklets, magazines, brochures, videos, and other material regarding responsible parenting are available for parents to have or to borrow. Counselors are available for consultation. Action Type: Equity Action Type: Parental Engagement	George Wilson	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Administrators receive an additional hour of training to enhance their understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation. Action Type: Parental Engagement Action Type: Professional Development	George Wilson	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teaching Aids 	<hr/> ACTION BUDGET: \$
Family kits containing pertinent school information - important school dates, teacher and administrator contact information and the parental involvement plan for the school are given to parents at open houses, conferences, and new registrations. A newsletter is sent to the parents each Monday through the students' advisories. Action Type: Parental Engagement	Kip Spainhour	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
Sixth grade students and parents are invited to a sixth grade orientation on the Tuesday evening before school starts in August. This provides a forum for expectations for the year and for answering questions that parents and students may have. All seventh and eighth grade parents and their students are invited to an Open House Night on the Thursday evening before the school year begins in August. Schedules and other important information are given out at this time. Action Type: Equity Action Type: Parental Engagement	George Wilson	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Administrators, teachers, and parents develop a volunteer resource book including a parent interest survey, an option for parents to designate how frequently they would participate in the program, and include opportunities for	Lloyd Jackson	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	<hr/> ACTION BUDGET: \$

parents to assist from home. Materials connected with the math adoption are available to be sent home with the parents for them to use with their students. Booklets outlining how parents can help with math skills are also available. Action Type: Parental Engagement			<ul style="list-style-type: none"> • Teachers 	
Parent Involvement Meetings are held throughout the year to discuss what students are expected to learn, how they are assessed, and how parents can assist in making a difference in their child's education. Love and Logic for middle school parents will be available for parents. Parent surveys are administered during the second parent conference date. These surveys are tallied and a committee meets to review suggestions. The ELL facilitator meets with ESL students and their parents to describe program, assessment and requirements. GEAR UP provided an opportunity for a parent meeting before the Benchmark testing for all parents, and an additional meeting for the ELL parents was held. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Lloyd Jackson	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Administrators, teachers and parents develop a parental involvement plan addressing the diverse needs of the students and parents to increase the school's ability to provide for the educational success of their children. The plan is reviewed and updated annually. Consultants are available for helping with both the development and the revision of the plan. Action Type: Parental Engagement	Tina House	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers 	ACTION BUDGET: \$
The school develops cards that include the school's commitment to parental involvement, the process for resolving parental concerns, and tips for how parents can foster their child's success. These cards are distributed during the open house, parent conferences and are also available to be given to parents new to the school. Action Type: Equity Action Type: Parental Engagement	Jule Grant	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers • Title Teachers 	ACTION BUDGET: \$
The middle school invites all parents to be part of the ACSIP parent meetings to have an opportunity to input for guidance for school improvement. This group offers assistance in community relations, the volunteer resource book, the parental involvement plan, and other areas of concern. Action Type: Collaboration Action Type: Parental Engagement	Jule Grant	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Teachers • Title Teachers 	ACTION BUDGET: \$
Parent meetings are held periodically. Teachers share what they have been doing and students perform or exhibit work. Parents are given an opportunity to ask general questions about the academic programs. Action Type: Parental Engagement	Jule Grant	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Every effort is made to have only highly qualified teachers in every classroom in the middle school. Paraprofessionals, too, must be highly qualified. Parents are notified if this is not the case. When positions become open, the hiring process focuses on finding teachers who are highly qualified. Action Type: Title I Schoolwide	George Wilson	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$

Student/Parent Handbooks are given to the students each year. Advisory teachers go over these with the students, and then the students take them home to parents. There are different forms for the parents to sign and the students to return to the school. Disciplinary procedures for the school and the district are included in this publication along with processes for resolving parental concerns. The goal in providing this information is to set out behavioral expectations and to create and maintain a positive relationship between parents and school officials in order to correct misbehavior that may be interfering with learning. The Parent Compact is included in the handbook. Action Type: Parental Engagement	Kip Spainhour	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Parent contacts are the primary method of assistance in assuring appropriate student behavior. Teachers keep a log of all communications with parents containing the reason for the contact. These serve as part of the teacher/parent contact documentation as required by the "Standards for Accreditation of Arkansas Public School." Action Type: Parental Engagement	Kip Spainhour	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Edline will be available for parents to check for their students' grades and assignments. All teachers will be required to update their grade quick grade book weekly. Computers will be available in the library for parents who do not access to computers at home. Action Type: Parental Engagement Action Type: Technology Inclusion	Charlene Lampinen	Start: 07/01/2008 End: 06/30/2009		ACTION BUDGET: \$
Title I funds will be used to provide parent meeting refreshments and other food to kick off the middle school's community service projects and provide training through Love and Logic. Students, teachers, and parents will be invited to participate in community Saturday activities in order to connect school, students, and parents to give back to the community. Students participating will be given breakfast and lunch. The students after the activity will reflect on and share their experiences. Twenty of these students along with chaperones will attend two educational activities each semester at Heifer International in Perryville. The need for students to connect was an apparent need in the Making Middle Grades Work survey. Action Type: Parental Engagement	Terry Lawler	Start: 07/01/2008 End: 08/06/2009	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	Title I - Purchased Services: \$2000.00 ACTION BUDGET: \$2000
Total Budget:				\$2250

Intervention: Hot Springs Middle School's administration and teachers continue to work on curriculum alignment and mapping of the math curriculum so they can provide the best instruction for the students.

Scientific Based Research: Carpenter, Kathleen and Bottoms, Gene. "Essential Competencies for Middle Grades Mathematics Teachers." SREB Southern Regional Education Board, 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The district provides technical assistance through the resources and staff of the Learning Institute and the Arkansas State Department in order to revise and strengthen the improvement plan that has been created. The Institute works closely with the HSMS staff on data disaggregation, curriculum alignment, and how to teach to the standards. Anne Webb from the school improvement	George Wilson	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Teachers 	ACTION BUDGET: \$

<p>office works closely with the math department at the middle school. New teachers are provided a mentor at the school who is a member of the math department. Additional training and assistance has been provided through the Arkansas Dept. of Education. The ACSIP Math Committee meets to monitor the data disaggregation and how to connect to the curriculum alignment.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>				
<p>Title I funds pay for salaries and benefits for non-contract hours for the following staff development. Mathematics focus teachers, the special education supervisor, and the school improvement team work during the month of June to review data to determine which strategies worked and which ones need to be revised. The chunking of the curriculum is also reviewed using NWEA results and Benchmark - if available.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	Linda Barrett	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	<p>Title I - Employee Salaries: \$10000.00</p> <p>Title I - Employee Benefits: \$2500.00</p> <hr/> <p>ACTION BUDGET: \$12500</p>
<p>Science Connection: Title I funds will be used to purchase science supplies and consumables used in class and lab situations. Science is required to have a percentage of their instruction to be hands-on. The science frameworks and classroom instruction complements the mathematics strands - numbers and operations, measurement, and data analysis. Consumables include batteries, balloons, flour, salt, baggies, food dye, construction paper, etc. Teachers use preserved specimens in lab situations that reinforces finding similarities and differences, comparing, classifying, and analyzing. The science teachers use triple beam balances, beakers, and cylinders for measurement activities that include finding density of objects. Measuring devices like springs to measure force and density cubes to measure different densities would help with these activities. The goal is to have the students become familiar enough to apply the SI system of measurement. The science teachers also need safety equipment for labs such as goggles.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide</p>	Lynn Strong	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<p>Title I - Materials & Supplies: \$15000.00</p> <hr/> <p>ACTION BUDGET: \$15000</p>
<p>Art Connection: Title I funds will be available for art supplies that foster application of math skills in the art classroom. Math is supported in many ways through most projects. When drawing, the students concentrate on various geometric shapes and creating the illusion of depth, using erasers, pencils and graphite, oil pastels, pastels, watercolors and accessories as well as texts to support the effort. Balance and pattern are addressed in radial designs, where students are to draw, measure, and divide a circle as well as transfer patterns to it. Geometry and symmetry are used in scratchouts, where symmetrical geometric designs are created with rulers, compasses and protractors, then colored with crayon, painted and scratched. Geometric paintings</p>	Candy Logan	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>Title I - Materials & Supplies: \$3324.46</p> <hr/> <p>ACTION BUDGET: \$3324.46</p>

<p>are done with tempera and acrylic paints and their accessories (palettes, cups, etc.) Perspective is covered emphasizing horizontal and vertical lines, vanishing points, etc., and uses watercolor, colored pencils, drawing boards, and tracing paper. Students use sharpies and colored paper to create designs by connecting points plotted on a grid and "stained glass" made with poster board, utility knives, and tissue paper that emphasizes the relationship of shapes to each other. The art teacher strives to connect the arts with as many areas of the total math curriculum as possible, thereby supporting other teacher's efforts to promote both math and literacy. Many special education - even self-contained special education students - are enrolled in the art classes where they can practice their math skills.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide</p>				
<p>Title I funding provides research-based professional development related to math that is likely to improve academic achievement of low performing students to all relevant staff. Some, but not all may include Texas Instruments T3 conference, High Schools That Work (Making Middle Grades Work) conference, Math Coaches Training at Dawson, Geometry Integration with Career/Technology Dawson, ASCD regional conferences, and Exemplary Open Response training in Austin, Texas in the summer.</p> <p>Action Type: Professional Development Action Type: Title I Schoolwide</p>	George Wilson	Start: 07/01/2008 End: 06/30/2009		<p>Title I - Purchased Services: \$2500.00</p> <p>Title I - Employee Salaries: \$10000.00</p> <p>Title I - Employee Benefits: \$2500.00</p> <hr/> <p>ACTION BUDGET: \$15000</p>
<p>A letter was sent to all current parents and students advising them of the status of the middle school being on year five of school improvement. Since there is no other middle school in the district, the option of transferring is not available. The letter advises the parents the steps that the middle school is taking in order to provide additional educational services to the students enrolled in Hot Springs Middle School. One new math teacher and one new special education teacher have been hired. The district School Improvement personnel along with the math and literacy focus teachers remain an integral part of this team.</p> <p>Action Type: Collaboration Action Type: Title I Schoolwide</p>	Anne Gentry	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Title I funds will be used to provide school supplies for students needing them. Also Title I funds will be used to provide help for students identified as Homeless. These students will be enrolled immediately and classified on free lunch status. All extracurricular fees will be waived. The district liaison and counselor designee at the middle school will collaborate to ensure that the needs of these students such as clothing, school supplies, and assistance with needed services are met.</p> <p>Action Type: Equity</p>	Cheryl Stafford	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>Title I - Materials & Supplies: \$1500.00</p> <hr/> <p>ACTION BUDGET: \$1500</p>
Title I funds will be used to promote the	Cheryl	Start:	<ul style="list-style-type: none"> • Administrative 	Title I - \$535.00

<p>Making Middle Grades Work with providing staff development opportunities and to coordinate the careers classes with the mathematics classes. Title I funds will pay for the students to take the Explore test which is an assessment that helps students select courses that pertain to their career interests. A career folder is kept on all eighth graders. Title I funds purchase these career folders. Also, eighth graders take the Kuder Inventory.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Professional Development</p>	Stafford	07/01/2008 End: 06/30/2009	<p>Staff</p> <ul style="list-style-type: none"> • Community Leaders • District Staff • Performance Assessments • Teachers 	<p>Materials & Supplies:</p> <hr/> <p>ACTION BUDGET: \$535</p>
Total Budget:				\$47859.46

Intervention: As mandated, all sixth, seventh and eighth grade students scoring Basic or Below Basic on the mathematics portion of the Benchmark are given an AIP (Academic Improvement Plan) to insure that these students receive remediation.

Scientific Based Research: Best Practices for Implementing HSTW and MMGW: "School's Actions Add Up to Success in Raising Students' Mathematics Achievement," SREB Southern Regional Education Board, 2005.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All math teachers are required to fill out an AIP on each of their students who scored Basic or Below Basic on the mathematics portion of the Benchmark. The special education students' plan must be in compliance with that student's IEP (Individual Education Plan). This AIP provides information on the students' scores on the different areas tested and on the activities involved to remediate these students. Parents are given a copy of this form. After the parents have signed it and understand that if their students do not participate in the remediation activities and do not score proficient on the next Benchmark or make adequate yearly progress, they are informed that those students will be retained.</p> <p>Action Type: AIP/IRI Action Type: Special Education</p>	George Wilson	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Hot Springs Middle School offers many programs to increase the amount of quality instruction time for students. The School Improvement Team at the district office meets with teachers to produce a needs assessment from the information and data using Benchmark scores, NWEA scores, ITBS scores, and interim assessment data. Comparisons are made from year to year in order to evaluate the success of the programs available. Using this data, students are placed in programs - Math Plato Lab, math lab, and summer school programs in order to provide remediation.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation</p>	George Wilson	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Students scoring Below Basic and Basic will have an Academic Improvement Plan. Teachers will monitor the progress of these students using the interim assessment scores (formative) and the NWEA scores (summative) during the school year. One of the two department meetings each month will be dedicated to analysis of this data. Teachers identify specific skill weaknesses and concentrate on remediation of those skills. Open response responses continue to be more troublesome to students than the multiple choice questions. Teachers will keep documentation of skill building with the AIP students.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Title I Schoolwide</p>	Linda Barrett	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>At semester, the ACSIP Mathematics Committee meets to evaluate the progress the AIP students have made by looking at the data results of the Learning Institute's interim assessments, bi-weekly tests, Plato results, and the NWEA scores. This includes the subgroups of Students with Disabilities, Hispanics, and African Americans.</p> <p>Action Type: Alignment Action Type: Program Evaluation</p>	Lloyd Jackson	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
Total Budget:				\$0

- Priority 2: To improve Literacy skills to meet the AYP (51.40) on the Literacy section on the ACTAAP Benchmark exam for the combined population and all the sub groups with a special emphasis on the Students with Disabilities and Hispanics.
1. 1. LITERACY In 2007, 55% of combined students scored proficient
 2. or above on the 6th Grade Benchmark Exam; 44% of African American students
 3. scored proficient or above; 51% of Hispanic students scored proficient or
 4. above; 68% of Caucasian students scored proficient or above; 49% of Socio
 5. Economic Deprived students scored proficient or above; 36% of LEP students
 6. scored proficient or above; 36% of Students with Disabilities scored
 7. proficient or above.
 8. All sixth grade students:
 9. • Writing: Literacy Passage 56.4 and the Content and Style Domains in
 10. the writing area 53.6.
 11. • Reading: Lowest MC was Literary Passage 56.4 and Lowest OR was also
 12. Literary Passage 50.6
 13. Free and Reduced Lunch students:
 14. • Writing: Literary Passage 51.8 and both Content and Style Domains
 15. 68.4.
 16. • Reading: Lowest MC was Literary Passage 55.2 and Lowest OR as the
 17. Literary Passage with 48.4.
 18. LEP students:
 19. • Writing: Literacy Passage 47.4 and Content and Style at 62
 20. • Reading: Lowest MC was Content Passage with 41 and Lowest OR was
 21. Literary Passage 46.4
 22. IEP students:
 23. • Writing: Literary with 27.2 and the Content and Style Domains at 54.6
 24. • Reading: Lowest MC was Literary 33.4 and lowest OR was Literary 21.2.
 25. African American students:
 26. • Writing: Literary at 47.2 and Content and Style at 69.0.
 27. • Reading: Lowest MC was Literary 51.6 and Lowest OR was Literary 42.8.
 28. Hispanic Students:
 29. • Writing: Content 50.8 and Content and Style Domains 66.8
 30. • Reading: Lowest MC was Content 49.4 and lowest OR Literary 50.
 31. White Students:
 32. • Writing: Literary 61.2 and Content and Style Domains 71.4
 33. • Reading: Lowest MC Literary 62.6 and Lowest OR Practical 59.4.
- Supporting Data:

34.
35. In 2007 53% of the combined population of students scored proficient or
36. advanced. 36% of African Americans scored proficient or above; 32%
Hispanics
37. scored proficient or advanced; 73% of Caucasians scored proficient or
38. advanced; 11% of Students with Disabilities scored proficient or advanced;
22%
39. of LEP scored proficient or advanced; and 46% of Economically Deprived
scored
40. proficient or advanced.
41.
42. All seventh grade students:
43.
44. Literary and Content Passages were the lowest with 55.4 and Content and
Style
45. were the lowest with 71.8.
46.
47. Free and Reduced Lunch students lowest was the Literary Passage at 50.2 and
48. Content and Style at 69.4 and 69.6.
49.
50. The lowest area for multiple choice was the writing at 45.6 and OR was
Content
51. at 42.2
52.
53. LEP Students:
54. Literary was the lowest at 36.4 and Content and Style at 61.2
55.
56. Multiple choice was Literary at 31.2 and OR Content at 32.6.
57.
58. IEP students:
59. Content was the lowest area with 27.6 and Content and Style with 53.2
60.
61. Multiple choice was writing at 27.4 and OR Content at 18.8.
62.
63. African American students:
64. Literary passage was 47.6 and Content and Style was 70.6 as the lowest.
65.
66. Multiple choice was writing at 43.8 and OR Content was 39.2.
67.
68. Hispanic students:
69. Content at 41.4 and Content and Style at 63.6 were the lowest.
70.
71. Multiple choice was writing at 35.8 and Content OR at 33.6
72.
73. Caucasian students:
74. Literary at 65.2 and Content and Style at 74.4 were lowest.
75.
76. Multiple choice was writing at 55.2 and OR Content at 58.6.
77.
78.
79.
80. In 2007, 65% of combined students scored proficient or above on the 8th
Grade
81. Benchmark Exam; 61% of African American students scored proficient or
above;
82. 42% of Hispanic students scored proficient or above; 80% of Caucasian
students
83. scored proficient or above; 61% of Socio Economic Deprived students scored
84. proficient or above; 44% of LEP students scored proficient or above; 6% of
85. Students with Disabilities scored proficient or above.
86. All eighth grade students:
87. • Writing: Content Passage at 58.5 and Content and Style Domains at
88. 75.2.
89. • Reading: Lowest MC Writing 51.8 and lowest OR Content 58.4.
90. Free and Reduced Lunch Students:

- 91. • Writing: Content Passage 57.2 and Content and Style Domains 74.0.
- 92. • Reading: Lowest MC Writing 48 and lowest OR Content Passage 40.8.
- 93. LEP Students:
- 94. • Writing: Content Passage 50.4 and Content and Style Domains 65.2.
- 95. • Reading: Lowest MC Literary Passage 46 and lowest OR Content
Passage
- 96. 36.
- 97. IEP Students:
- 98. • Writing: Content 28.8 and Content and Style Domains 50.
- 99. • Reading: Lowest MC Content Passage 27.6 and lowest OR Content
Passage
- 100. 20.
- 101. African American Students:
- 102. • Writing: Content Passage 58 and Content and Style Domains 75.8.
- 103. • Reading: Lowest MC Writing 48.4 and lowest OR Content 40.4.
- 104. Hispanic Students:
- 105. • Writing: Content Passage 51 and Content and Style Domains 65.4.
- 106. • Reading Lowest MC Literary Passage 46 and lowest OR Content Passage
107. 35.6.
- 108. White Students:
- 109. • Writing: Content Passage 62.8 and Content and Style Domains 78.4.
- 110. • Reading: Lowest MC Writing 59.6 and lowest OR Content 45.2.
- 111. In 2006, 46% of combined students scored proficient or above on the
6th
- 112. Grade Benchmark Exam; 33% of African American students score proficient of
- 113. above; 36% of Hispanic students scored proficient or above; 62% of
Caucasian
- 114. students score proficient or above; 42% of Socio Economic Deprived students
- 115. scored proficient or above; 30% of LEP students scored proficient or above;
55
- 116. of Students with Disabilities scored proficient or above.
- 117.
- 118. All Sixth Grade Students:
- 119. • Writing: Literary Passage 59 and Content Domain 71. Writing MC
59.6.
- 120. • Reading: Lowest MC Literary Passage 55.4 and lowest OR Practical
61.2
- 121. Free and Reduced
- 122. • Writing: Literary Passage 56.0 and Content Domain 69.4 Writing MC
- 123. 57.8
- 124. • Reading: Lowest MC Literary Passage 52.2 and lowest OR Practical
59.0.
- 125.
- 126. LEP Students:
- 127. • Writing: Practical Passage 56.2 and Content and Style Domains 71.8.
- 128. Writing MC 57.6.
- 129. • Reading: Lowest MC Literary Passage 51.2 and lowest OR Practical
58.8.
- 130.
- 131. IEP Students:
- 132. • Writing: Literary Passage 27.8 and Content and Style Domains
- 133. 52.4. Writing MC 47.6.
- 134. • Reading: Lowest MC Literary Passage 30.2 and lowest OR Literary
25.4.
- 135. African American Students:
- 136. • Writing: Literary Passage 52.2 and Content Domain 67.4. Writing MC
- 137. 54.2.
- 138. • Reading: Lowest MC Literary 47.4 and lowest OR Practical 56.8.
- 139. Hispanic Students:
- 140. • Writing: Literary Passage 53.4 and Style Domain 70.4. Writing
MC
- 141. 58.4.
- 142. • Reading: Lowest MC Literary Passage 52.0 and lowest OR Literary
54.8.
- 143. White Students:

144. • Writing: Literary 66.8 and Content Domain 74.4. Writing MC 64.8.

145. • Reading: Lowest MC Literary 64.0 and lowest OR Practical 66.0.

146.

147. In 2006, 52% of combined students scored proficient or above on the 7th Grade

148. Benchmark Exam; 50% of African American students scored proficient or above;

149. 36% Hispanic students scored proficient or above; 58% of Caucasian students

150. scored proficient or above ; 0% of Students with Disabilities scored proficient

151. or above.

152.

153. All Seventh Grade Students:

154. • Writing: Content Passage and Content and Style Domains 73.8.

Writing

155. MC 46.4.

156. • Reading: Lowest MC Practical 57.6 and lowest OR Content 44.6.

157.

158. Free and Reduced Students:

159. • Writing: Practical 52.0 and Content Domain 71.8. Writing MC 45.4.

160. • Reading: Lowest MC Practical 56.2 and lowest OR Content 43.4.

161. LEP Students:

162. • Writing: Practical 32.0 and Content Domain 67.4. Writing MC 47.2.

163. • Reading: Lowest MC Practical 41.6 and lowest Practical 22.2.

164. IEP Students:

165. • Writing: Practical Passage 23.4 and Style Domain 54.2. Writing MC

166. 30.2.

167. • Reading: Lowest MC Practical 27.0 and lowest OR Content 18.8.

168. African American Students:

169. • Writing: Content 55.4 and Content Domain 73.0. Writing MC 43.6.

170. • Reading: Lowest MC Practical 58.8 and lowest OR Content 46.8.

171. Hispanic Students:

172. • Writing: Practical 29.2 and Content Domain 67.8. Writing MC 48.0.

173. • Reading: Lowest MC Practical 37.6 and lowest OR Practical 20.8.

174. White Students:

175. • Writing: Practical 56.4 and Style Domain 76. Writing MC 50.6.

176. • Reading: Lowest MC Practical 59.4 and lowest OR Content 45.4

177. •

178. In 2006, 65% of combined students scored proficient or above on the 8th Grade

179. Benchmark Exam; 61% of African American students scored proficient or above;

180. 75% of Hispanic students scored proficient or above; 68% Caucasian students

181. scored proficient or above; 60% of Socio Economic Deprived students scored

182. proficient or above; 83% of LEP students scored proficient or above; 10% of

183. Students with disabilities scored proficient or above.

184.

185. All Eighth Grade Students:

186. • Writing: Content Passage 55.0 and Content and Style Domains 72.2.

187. Writing MC 44.4.

188. • Reading: Lowest MC Content 63.8 and lowest OR Content 46.2.

189. Free and Reduced Lunch Students:

190. • Writing: Content Passage 52.4 and Content Domain 70.4. Writing MC

191. 43.0.

192. • Reading: Lowest MC Content 61.4 and lowest OR Content.

193. LEP Students:

194. • Writing: Content Passage 53.2 and Content and Style Domains 75.0.

195. Writing MC 52.

196. • Reading: Lowest MC Content 58.4 and lowest OR Content 48.

197. IEP Students:

198. • Writing: Content Passage 29.8 and Content Domain 54.4. Writing MC

199. 24.4.

200. • Reading: Lowest MC Content 39.8 and lowest OR 19.6.

201. African American Students:

202. • Writing: Content Passage 54.0 and Content and Style Domains 73.4.

203. Writing MC 43.0.

204. • Reading: Lowest MC Content 63.4 and lowest OR Content 44.4.

205. Hispanic Students:

206. • Writing: Content Passage 56.8 and Content and Style Domains 73.8.

207. Writing MC 50.

208. • Reading: Lowest MC Content 60.2 and lowest OR Content 53.4.

209. White Students:

210. • Writing: Content Passage 56.2 and Content Domain 70.4.

211. • Reading: Lowest MC Content 64.8 and lowest OR Content 47.4.

212.

213.

214. LITERACY: Iowa Test of Basic Skills

215. ITBS Combined Population (Grade 6) Reading Comprehension: In 2005, 225

216. students were tested on the ITBS and 40% scored above the 50th percentile.

In

217. 2006, 228 students were tested and 42% scored above the 50th percentile.

The

218. analysis of the reading subtests revealed weaknesses in factual

understanding,

219. inferencing, and interpretation and analysis and generalization. All

subgroups

220. consistently showed a weakness in vocabulary.

221. In 2007, 229 students were tested and 35.8 scored at or above the 50th

222. percentile. Again all subgroups consistently showed a weakness in

vocabulary.

223. ITBS Combined Population (Grade 7) Reading Comprehension: In 2005, 258

224. students were tested on the ITBS and 47% scored above the 50th percentile.

In

225. 2006, 207 students were tested on ITBS and 43% scored above the 50th

226. percentile. The analysis of the reading subtests revealed weaknesses in

227. factual understanding, and inference and interpretation. All subgroups

showed

228. a weakness in vocabulary. In 2007, 217 students were tested on ITBS and

41%

229. scored at or above the 50th percentile. Again all subgroups scored

230. consistently low on vocabulary.

231. ITBS Combined Population (Grade 8) Reading Comprehension: In 2005, 240

232. students were tested on the ITBS and 39% scored above the 50th percentile.

In

233. 2006, 245 students were tested and 44% scored above the 50th percentile.

The

234. analysis of the reading subtests revealed weaknesses in factual understand

and

235. analysis and generalization. All subgroups showed a weakness in

vocabulary.

236. In 2007, 177 students were tested and 39.5% scored at or above the 50th

237. percentile and vocabulary was again the weakest area.

238.

239. NWEA Measures of Academic Progress

240. READING: 6th Grade- 2003-04 school year: Fall Mean RIT score was 204.7.

Target

241. growth for the year- 5.9 points. The Spring Mean Rit Score was 208.7.

Target

242. growth - 4.0 points. This was 1.8 points less than target. 7th Grade-

Fall

243. RIT- 207.4 with target growth of 5.6 points. Spring RIT - 213. Growth of

5.6

244. points. 8th Grade - Fall RIT - 212.1. Target growth-5.1 points. Spring

RIT -

245. 216.4. Growth of 4.3 points or .7 pts.lower than target.

246.

247. Literacy Data Analysis Springs 2008 Benchmark:

248.

249. Combined 6th graders lowest in Literacy Passage and Writing Domain was

Content

250. Passage at 62.6 and Open Response Content Passage at 53.8.
251. Economically Disadvantaged 6h graders lowest in Literacy Passage and Writing
252. Domain was Content Passage at 56.6 and Open Response Content was 47.8
253. LEP 6th graders lowest Literary Passage and Writing Domain was Content
254. at 45.8 and Open Response was Content at 38.8.
255. Students with Disabilities 6th graders lowest Literary Passage and Writing
256. Domain was Practical Passage at 34.2 and Open Response Practical Passage at
257. 30.6.
258. African American 6th graders lowest Literary Passage and Writing Domain was
259. Content at 57.2 and Open Response Content Passage at 49.4.
260. Hispanic 6th graders lowest Literary Passage and Writing Domain was Content
261. Passage at 52.0 and Open Response Content at 41.6
262. White 6th graders lowest Literary Passage and Writing Domain was Style with
263. 69.0 and Open Response Content with 58.6.
264.
265. Combined 7th graders lowest Literary Passage and Writing Domain was
266. at 47.8 and Multiple Choice Practical at 45.4.
267. Economically Disadvantaged 7th graders lowest Literary Passage and Writing
268. Domain was Practical Passage at 45.8 and Multiple Choice Practical Passage
269. at 42.2.
270. LEP 7th graders lowest Literary Passage and Writing Domain was Style at
271. and Multiple Choice Practical at 32.8
272. Students with Disabilities 7th graders lowest Literary Passage and Writing
273. Domain Practical Passage at 28.4 and Multiple Choice Practical at 27.4.
274. African American 7th graders lowest Literary Passage and Writing Domain
275. Practical Passage at 39.8 and Multiple Choice Practical at 38.6.
276. Hispanic 7th graders lowest Literary Passage and Writing Domain was
277. at 52.4 and Multiple Choice Practical at 41.0.
278. White 7th graders lowest Literary Passage and Writing Domain was Practical
279. at 55.4 and Multiple Choice Practical 53.2.
280.
281. Combined 8th graders lowest Literary Passage and Writing Domain was
282. at 64.8 and Open Response at 59.2.
283. Economically Disadvantaged 8th graders lowest Literary Passage and Writing
284. Domain was Literary 60.4 and Open Response Literary at 53.8.
285. LEP 8th graders lowest Literary Passage and Writing Domain was Content
286. at 34.0 and Open Response Literary at 27.2.
287. Students with Disabilities 8th graders lowest Literary Passage and Writing
288. Domain was Practical Passage at 28.4 and Open Response Practical at 21.8.
289. African American 8th graders lowest Literary Passage and Writing Domain was
290. Literary Passage at 59.0 and Multiple Choice Content at 51.2.
291. Hispanic 8th graders lowest Literary Passage and Writing Domain was
292. at 47.2 and Literary Open Response at 38.8.
293. White 8th graders lowest Literary Passage and Writing Domain was Literary
294. Passage at 73.0 and Literary Open Response at 69.2.
295.
296.
297. Reading Comprehension on the Augmented Criterion Referenced Test:
298. 41.9% of 6th graders combined sixth graders scored at or above the 50th
299. percentile in Reading Comprehension.
300. 27.9% of 6th grade African Americans scored at or above the 50th percentile
301. in
302. Reading Comprehension.
303. 5.9% of 6th grade Hispanics scored at or above the 50th percentile in
304. Reading

303. Comprehension.
304. 59.8% of White 6th graders scored at or above the 50th percentile on Reading
305. Comprehension.
306. 29.7% of Economically Disadvantaged 6th graders scored at or above the 50th
307. percentile on Reading Comprehension.
308. 0% of LEP 6th graders scored at the 50th percentile on Reading
309. Comprehension.
309. 0% of Students with Disabilities 6th graders scored at or above the 50th
310. percentile on Reading Comprehension.
- 311.
312. 51.3% of Combined 7th graders scored at or above the 50th percentile on Reading
313. Comprehension.
314. 40.9% of 7th grade African Americans scored at or above the 50th percentile on
315. Reading Comprehension.
316. 39.1% of 7th grade Hispanics scored at or above the 50th percentile on Reading
317. Comprehension.
318. 65.3% of White 7th graders scored at or above the 50th percentile on Reading
319. Comprehension.
320. 44.4% of Economically Disadvantaged 7th graders scored at or above the 50th
321. percentile on Reading Comprehension.
322. 0% LEP 7th graders scored at or above the 50th percentile on Reading
323. Comprehension.
324. 10.8% of 7th grade Students with Disabilities scored at or above the 50th
325. percentile in Reading Comprehension.
- 326.
327. 50.4 combined 8th graders scored at or above the 50th percentile on Reading
328. Comprehension.
329. 33.3% 8th grade African Americans scored at or above the 50th percentile on
330. Reading Comprehension.
331. 30.4 8th grade Hispanics scored at or above the 50th percentile on Reading
332. Comprehension.
333. 69.2% of white 8th graders scored at or above the 50th percentile on Reading
334. Comprehension.
335. 41.35 of 8th grade Economically Disadvantaged scored at or above the 50th
336. percentile on Reading Comprehension.
337. 9.15 of 8th grade LEP scored at or above the 50th percentile on Reading
338. Comprehension.
339. 6.3% of 8th grade Students with Disabilities scored at or above the 50th
340. percentile on Reading Comprehension.
- 341.
- 342.
- 343.
- 344.
- 345.
- 346.
- 347.
- 348.
- 349.
- 350.
- 351.

Goal To present a rich instructional academically challenging program that will result in an increase in the literacy scores on the Benchmark Exam to meet the AYP of 59.50. The subgroup of Students with Disabilities will also meet the AYP. The lowest identified area in the analysis of the multiple choice and open response questions in the three types of reading passages 6th grade Content, 7th grade Practical, and 8th grade Literary and the lowest identified area in the analysis of the five writing domains and multiple choice is the style domain. Students with Disabilities also scored low on the practical and content passages.

Benchmark By spring 2009 the combined population and each subgroup will increase the percent of students scoring proficient/advanced to at least 59.50 on the Literacy section of the Benchmark Exam.

Intervention: A Balanced Literacy Program is available for all students at Hot Springs Middle School. It includes Read Aloud/Modeled Reading, Shared Reading, Interactive Reading, Guided Reading, Independent Reading, Write Aloud/Modeled Writing, Shared Writing, Interactive Writing, Guided Writing, and Independent Writing. All strands of the Arkansas Language Arts Frameworks are represented in Balanced Literacy: Reading, Writing, Presenting, Listening, Speaking, and Viewing.

Scientific Based Research: Reynolds, Myra Cloer. "Ten Strategies for Creating a Classroom Culture of High Expectations Guide #13." SREB Southern Regional Education Board: Making Middle Grades Work, 2007. JBHM Ed Group. "Raising Expectations Meeting Aspirations," Supporting Teaching, Leading, Learning: Brochures: Which On Would You Give Up On?" A Small Gain Makes a Huge Difference, Struggling Learners A challenge for all schools, 2008 Sopris West Educational Services. "Technical Report Step Up to Writing Implementation Results" 2003. Roblyer, M.D. "Integrating educational technology into teaching," Upper Saddle River, NJ: Mererill Prentice Hall Rock, M., Gregg, M., & Gable, R. REACH: A framework for differentiating classroom instruction," Heldref Publications. 2008 Tucker, M. "Making tough choices," Phi Delta Kappan, v. 88, 10 2007

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Title I funds will be used to purchase materials and supplies for TAGS, a writing program that gives students structure to their writing. All language arts teachers including the special education teachers who teach language and reading and many of the other core and elective teachers receive training on Writing TAGS - Basic Instruction-Activities-Projects-Rubrics - which is a complete tool for teaching writing developed by Patti Shaw and Donna Washburn. This is similar to the Step Up to Writing program, but it doesn't use the colors to designate different sentences. The PowerPoint CD's will supplement the TAGS professional development. This program assists students in answering essay (content) questions similar to those they will experience on the Benchmark Exam. All teachers use the state rubric for writing - content, style, sentence formation, usage, and mechanics. This addresses the weaknesses in the content and style on the writing portion.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Special Education</p>	Pam Sadler	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	<p>Title I - Materials & Supplies: \$600.00</p> <hr/> <p>ACTION BUDGET: \$600</p>
<p>Title I funds will be used to purchase vocabulary materials and salaries and benefits for teachers who participate in training. Language arts and reading teachers use bell ringers or warm-up exercises each day that review past material, including spelling rules (similarities and differences), vocabulary instruction (analogies and metaphors), and editing skills that include spelling and vocabulary corrections. The teachers use ancillary materials from their language arts adoption to formulate the bell ringers and lesson plans. All language arts teachers are required to have a "Word Wall". Special Education reading classrooms use Essential Skills Vocabulary Builder Grade 5 and Vocabulary Builder Grade 6 which are computerized programs to help build strategies, skills and individual word instruction to develop strong language proficiency. Also High Interest, Low Vocabulary Reading Programs for Remedial Students are available through Essential Skills. Students in all subgroups have consistently scored low on the vocabulary portion of ITBS. Teachers receive training through department meetings, additional meetings when they receive stipend pay, and district staff development days. Pam Sadler, the literacy coach provides opportunities to share successful strategies.</p> <p>Action Type: Alignment</p>	Pam Sadler	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids • Title Teachers 	<p>Title I - Materials & Supplies: \$350.00 Title I - Employee Salaries: \$5000.00 Title I - Employee Benefits: \$1250.00</p> <hr/> <p>ACTION BUDGET: \$6600</p>

<p>Action Type: Collaboration Action Type: Special Education</p>				
<p>All middle school teachers - content and elective - are required to implement at least four strategies during the school year to assist students in increasing their literacy skills. For the school year 2008-2009, these strategies include but are not limited to identifying similarities and differences, summarizing and note taking(Cornell notes), reinforcing effort and providing recognition, and homework and practice. Administrators and teachers are trained in these strategies. Teachers' lesson plans include these strategies as part of their lessons each week. As the exemplary instruction team - the assistant principals of learning and the literacy coach - Pam Sadler periodically monitor language arts (including special education classrooms). When appropriate, the focus teacher models literacy strategies. Administrators focus on teachers' use of these strategies during their walk throughs and other evaluation visits. Action Type: Alignment Action Type: Program Evaluation</p>	<p>Kip Spainhour</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The language arts focus teacher plan a Benchmark Camp two weeks before administering the exam. The focus teachers give lesson plans to the language arts teachers to review strategies and content with the students. These specifically focus on the writing content and style, the reading literary with special emphasis on open response in content, practical, and literary areas as these have been identified as weaknesses on the Benchmark. Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Pam Sadler</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Title I funds will purchase various classroom magazine subscriptions. Scholastic magazines along with other magazines -Art, Science World, Que Tal, - are used in classrooms to provide students opportunities to read magazines and use their literacy skills. Highlights magazines and are used in the special education classes and in developing the portfolios for student evaluation. "The Sentinel Record," the Hot Springs local newspaper, delivers 50 papers Mondays, Wednesdays and Fridays. Both language arts and social studies teachers use these papers. The goal is to get students hooked on reading newspapers and magazines. Classroom sets of magazines: Muse Magazine and Time for Kids are provided for the three academies to promote access for all students. Having various types of high interest level reading that supports content areas provides opportunities for students to practice reading articles in the content areas that address weaknesses in the subgroups. Action Type: Alignment Action Type: Equity Action Type: Special Education</p>	<p>Pam Sadler</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids • Title Teachers 	<p>Title I - Materials & Supplies: \$1500.00</p> <hr/> <p>ACTION BUDGET: \$1500</p>
<p>Title I funds will purchase additional printers and printer cartridges for the printers in all language arts classrooms. Neo mini computer labs are used in the language arts classrooms for students writing activities. All teachers</p>	<p>Pam Sadler</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside 	<p>Title I - Materials & Supplies: \$950.00</p> <hr/>

<p>provide all their students opportunities to go beyond just the standard curriculum. Inquiry and project-centered learning gives the students the chance to pursue a particular activity for deeper understanding reaching the higher levels of Blooms. Faster pacing and advanced content allows students to progress at their level of ability. Students may read higher level library books including books by international authors and hone their writing skills through various assignments. These students also have the opportunity to work in collaborative groups where they can share their experiences on specific topics, set goals for themselves and their group, and develop quality products using rubrics for evaluation and reflection. Students being able to print their work as they finish provides more opportunities for peer-editing, self-editing, and teacher-editing of their writing.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>			<ul style="list-style-type: none"> • Consultants • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$950</p>
<p>Title I funds will purchase technology to enhance student learning. The other core and elective teachers provide accelerated activities for their advanced students. Students use technology as a tool in all classes. Blogging through student e mail accounts, Promethean Boards, Excel, Photo Story, power point programs, and movie maker, etc. are avenues students use to present their projects (directly related to the speaking strand in ELA Frameworks). Technology training required by the state is available to all teachers. Other teachers elect to attend more training - INTEL, Movie Maker, etc. All students are exposed to the use of technology in their classrooms. Students compete in regional chess and quiz bowl tournaments at all three levels. The Cicida magazine supplements the literature program for the accelerated classes. This magazine has current and classic stories that can be used in these classes.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion</p>	Charlene Lampinen	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers • Teaching Aids 	<p>Title I - Materials & Supplies: \$7125.00</p> <hr/> <p>ACTION BUDGET: \$7125</p>
<p>GEAR UP funds are used to pay the librarian a stipend for the extra hours the library is open. The librarian opens the library at 7:30 each morning for students to come to the library to check out books, read books, work on computers, or other homework. The computers in the library are for student work, and Plato has been added to give students more time on task.</p> <p>Action Type: Equity Action Type: Technology Inclusion</p>	Dana Gann	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Computers • School Library • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Title I funds will provide notebooks for the students to use as journals and to purchase at least three External CD/DVD players for the classrooms. Every classroom will have a word wall of vocabulary, and each student will have a writing folder or journal. Based on data, additional emphasis will be placed on writing, content and style. Teachers use CD's and DVD's to teach literacy skills. External CD/DVD players for use with a projector in language arts classrooms would allow teachers to use</p>	Nancy Scott	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids • Title Teachers 	<p>Title I - Materials & Supplies: \$495.00</p> <hr/> <p>ACTION BUDGET: \$495</p>

<p>the CD's and DVD's that come with their textbook adoption. Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>Special Education supervisor provides a portion of the portfolio training, and Title VI-B pays part of the registration fees. Staff development will be provided as needed for the special education portfolio teachers and the special education reading teachers. The special ed. designee will work closely with the literacy focus teacher to ensure that each classroom is using good instructional strategies (Balanced Literacy). The students with disabilities lowest area on reading - open response - was the practical area. Easter Seals will provide special training on portfolios. This training is needed to ensure proficiency for the students. Action Type: Professional Development Action Type: Special Education</p>	Nancy Scott	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Through professional book studies, the literacy specialist from the School Improvement Office will help all teachers develop reading strategies that reinforce a Balanced Literacy approach. She will insist that each teacher provide time for additional reading during all classes to support this goal and to provide a more literacy rich environment for our students. Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	Pam Sadler	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers • Teaching Aids • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Title I funds will purchase additional materials such as books like the Bluford series with each Language Arts teacher spending \$500 for a classroom library. Teachers need book tape to help preserve the life of the books and pockets for cards for students to check books out of classroom libraries. The middle school conducts a yearly needs' assessment to begin the planning process for the coming year. Data from all sources are gathered: state test scores (when available), national test scores, local interim assessment scores, attendance, discipline, teacher needs, parent surveys, etc. After all is analyzed, the plan is constructed with input from all. According to our needs' assessment for literacy, classroom management training, training for Literacy Lab Plato teacher, full-time aide in the literacy Plato classroom, additional books for classroom checkout, and Brain Pop, in order to help students be more successful. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	Pam Sadler	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<p>Title I - Materials & Supplies: \$4500.00</p> <hr/> <p>ACTION BUDGET: \$4500</p>
<p>Supplemental information packets for the eighth grade students and teachers are prepared by the IB Coordinator at Hot Springs High School. She meets with the middle school eighth graders in the spring to prepare them for their MYP class requirements in the ninth grade. Those students electing to take the MYP classes at the high school are given a packet at the end of the school year to work on over the summer. The middle school language arts teachers receive a copy of this packet so they can determine what skills the high school</p>	Paula Redding	<p>Start: 07/01/2008 End: 06/30/2009</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>language arts teachers are requiring. The high school counselors come to the middle school in the spring to register the other eighth graders for their high school classes. Action Type: Alignment Action Type: Collaboration</p>				
<p>Social Studies Connection to Literacy: With the new Arkansas Social Studies Frameworks, additional literacy material will need to be purchased by Title Funds in order to support their new curriculum. Social Studies teachers use reading and writing content strategies. These include but are not limited to setting a purpose for reading, use of graphic organizers for identifying similarities and differences and summarizing and note taking, Reader's Theatre, use of primary sources, blogs, media literacy, and participatory citizenship. They also use "A History Fact a Day" for editing purposes for mechanics and usage reinforcement on the grammar writing portion of the Benchmark. Students use technology for gathering information and for presenting projects. The Arkansas Department of Education Social Studies Frameworks have been revised and since the textbook adoption for Social Studies is this year, these may be items that they need to supplement their textbooks. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Dave Simmons	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Computers • School Library • Teachers • Teaching Aids 	<p>Title I - Materials & Supplies: \$495.00</p> <hr/> <p>ACTION BUDGET: \$495</p>
<p>Science Connection to Literacy: Title I funds are used to provide materials and supplies to supplement the hands-on application of literacy skills. The specific skills that are contained in each of the components include descriptive writing, journaling, reading, and following directions. The students are exposed to many practical applications that have been identified as a weakness for some students on the Literacy Benchmark. Students keep process journals of their progress in their projects and also create design briefs that illustrate and explain one or more approaches available to complete the projects. Supplies for these applications include but are not limited to CO2 Dragsters, water bottle rockets, bridge and tower building, etc. Also, students keep science journals where they record their labs and other daily activities. Conclusions will be mastered by using the TAG format. Students also write design briefs and keep process journals of their science projects that they then use to write reports. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>	Lynn Strong	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>Title I - Materials & Supplies: \$1500.00</p> <hr/> <p>ACTION BUDGET: \$1500</p>
<p>Title I will fund the training and researched based professional development to support the literacy area which may include conferences and salaries and benefits. The professional training that is needed to support the literacy portion of the Benchmark and that is likely to improve academic achievement of low performing students includes but is not limited to: JBHM Education Group Literacy consultants, TAGs Writing, ASCD Conference, Balanced Literacy Training, IB Assessment and holistic</p>	Pam Sadler	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<p>Title I - Employee Salaries: \$5000.00</p> <p>Title I - Employee Benefits: \$1250.00</p> <hr/> <p>ACTION BUDGET: \$6250</p>

<p>training, Training on state writing and reading rubrics, Easter Seals Portfolio Special Ed, Cornell Note Taking and Identifying Similarities and Differences Training, Classroom Management, Plato Literacy Training, and Reading in the Content Area Training, Neo Training, Plato Literacy training, Classroom management, curriculum alignment for language arts/reading, science, and social studies.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<p>Physical Education and Health Connection: Title I funds will be used to purchase supplemental reading materials to support literacy. The P.E. and Health classes support the Balanced Literacy Curriculum through supplemental materials such as Current Health I and II, Sports Illustrated for Kids, and Time for Kids. Teachers use these materials to create lessons that are literacy-based lessons. The P.E. classes dedicate one of their classroom days to literacy. Students read their AR books.</p> <p>Action Type: Collaboration Action Type: Title I Schoolwide</p>	Karen Bean	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<p>Title I - Materials & Supplies: \$950.00</p> <hr/> <p>ACTION BUDGET: \$950</p>
<p>Title I funds will purchase books for students to encourage reading at home. All students during their birthday month (June - August in May) will choose a book from a selection of books to take home, read and pass along to other students. Also the reading and language arts teachers will devise a reading contest and students who are selected will choose among available books for their recognition of achievement.</p> <p>Action Type: Equity Action Type: Title I Schoolwide</p>	Dana Gann	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Teachers 	<p>Title I - Materials & Supplies: \$1500.00</p> <hr/> <p>ACTION BUDGET: \$1500</p>
<p>Title I funds will be used to purchase books for the library in order to support the literacy area and to encourage all students to read books. Also, new titles need to be purchased to continue to provide high interest level reading for students. Title I funds will also be used for the annual maintenance fee to update the library's Follett Destiny circulation software and Follett Image Team 3800G Scanners and a laptop.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	Dana Gann	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • School Library • Teachers • Teaching Aids 	<p>Title I - Materials & Supplies: \$20000.00</p> <hr/> <p>ACTION BUDGET: \$20000</p>
<p>Title I funds will be used to support the International Baccalaureate Middle Years Program through professional development and additional supplies for these classes. MYP training for all middle school staff is a top priority.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Professional Development</p>	Jule Grant	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Title I funds will purchase Reading Readiness Centers and PixWriting Programs for the literacy teachers to use with their students.</p> <p>Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	Nancy Scott	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<p>Title I - Materials & Supplies: \$1000.00</p> <hr/> <p>ACTION BUDGET: \$1000</p>

NSLA funds will pay for 1.0 FTE curriculum coordinator. Action Type: Title I Schoolwide	George Wilson	Start: 07/01/2008 End: 06/30/2009	• Administrative Staff	ACTION BUDGET: \$
Title I funds will support the summer school program at the middle school. All students needing remediation will be given the opportunity to participate in the summer school. Plato Literacy after school tutoring programs and SES - Supplemental Education Services are also available. All students are given the NWEA (Northwest Evaluation Association) computerized test two times a year. The results of these are used to monitor the progress of all students. Interim assessments are given four times a year to help monitor student progress. Action Type: Collaboration Action Type: Program Evaluation	George Wilson	Start: 07/01/2008 End: 06/30/2009		Title I - Purchased Services: \$0.00 ACTION BUDGET: \$0
Title I funds will be used to purchase student e mail accounts. This makes possible the use of the student/teacher communication capabilities in Edline. It also gives all students access to Google documents so they will have the use of free web-based spreadsheets, documents, and slideshow programs as well as storage space for their files. It will also give all students access to free blogging and wiki software for curriculum projects organized by a teacher. Students who do not have access to computers at home can use the library and a lab mornings, lunches, and afterschool. These activities improve literacy skills and can incorporate writing in every class. This access will also teach 21st century digital skills and ethics. The major plus is that they will open new lines of communication and collaboration with other students and teachers. All content is scanned and filtered. Action Type: Collaboration Action Type: Technology Inclusion	Charlene Lampinen	Start: 07/01/2008 End: 06/30/2009		Title I - Purchased Services: \$2995.00 ACTION BUDGET: \$2995
Total Budget:				\$56460

Intervention: Hot Springs School District supports teachers and other staff members to work on and revise the curriculum mapping and alignment in order to provide students with the Arkansas State Department of Education Frameworks curriculum.

Scientific Based Research: Making Middle Grades Work: An Enhanced Design to Get All Students to Standards." SREB Southern Regional Education Board, 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
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<p>Title I funds will pay the salaries and benefits to staff involved in the training below that is beyond their contractual obligations. The literacy focus teacher, the special education supervisor and the district's school improvement committee meet during the month of June to analyze the data from the preceding year - NWEA, Interim Assessments, and Benchmark (if available). Revision of curriculum chunks to increase the students' ability to be successful on the skills required is the major goal of this exercise. Plato Lab connections are examined for the students who participated in this program. Teachers meet with department chairs and school Improvement Team to help align curriculum and make other curricular decisions based on Benchmark scores.</p> <p>Action Type: Alignment Action Type: Special Education</p>	Pam Sadler	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	Title I - Employee Salaries: \$3000.00 Title I - Employee Benefits: \$750.00 <hr/> ACTION BUDGET: \$3750
<p>Whenever the School Improvement Team, etc. meet Title I funds will be used to pay salaries and benefits to those who qualify. The School Improvement Team, the focus teachers, and the language arts and reading teachers (regular ed and special ed) plan their daily lessons using the curriculum pacing guides developed in collaboration with all involved. The goal is to insure that all students are being taught the necessary skills to be successful on both norm-referenced and criterion-referenced tests. This team meets twice monthly during the one hour weekly extended contract requirement.</p> <p>Action Type: Alignment Action Type: Special Education Action Type: Title I Schoolwide</p>	Pam Sadler	Start: 07/01/2008 End: 06/30/2009		Title I - Employee Salaries: \$2500.00 Title I - Employee Benefits: \$625.00 <hr/> ACTION BUDGET: \$3125
<p>Title I funds will pay for the per student fee to continue the online Accelerated Reader testing program and the Star Reading tests that set the reading level for students. The focus room provides many books and materials for teachers to check out to use to support the curriculum pacing guide. Students also participate in the Accelerated Reading program through the classroom libraries and the school library. Through Renaissance Learning, the students can access any book's test online that has a test.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>	Pam Sadler	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • School Library • Teachers • Teaching Aids 	Title I - Purchased Services: \$3800.00 <hr/> ACTION BUDGET: \$3800
<p>Title I funds provide salaries and benefits for those hours that extend over contractual time and for professional IB training. The International Baccalaureate teachers work additional hours to prepare the holistic units that support the IB aims and objectives. Also, teachers need to modify the MYP assessment rubrics for levels I - III of the program and to map the areas of interaction over the three years of the program. These areas were identified during the May 2007 evaluation visit. Teachers also attend sanctioned IB training. IBO is always revising and improving documents that are used to implement the program. The new Principles into Practice document will take time for training the teachers in the new additions.</p> <p>Action Type: Alignment</p>	Jule Grant	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Performance Assessments • Teachers 	Title I - Employee Salaries: \$2500.00 Title I - Employee Benefits: \$625.00 <hr/> ACTION BUDGET: \$3125

Action Type: Collaboration Action Type: Professional Development				
Title I funds provide support for professional development. All professional development is based on the needs of the staff and the school as outlined in the school plan. The entire staff has input in this process. The professional development is high quality and is monitored by the administrative staff. Training such as but not limited to ASCD, Making Middle Grades Work, etc. The middle school has only one literacy focus teacher. One new language arts teacher was hired to replace a former teacher. The teacher who moved to the media specialist position who was a former language arts teacher was not replaced. The district School Improvement team works with outside consultants including Arkansas State Department personnel in order to assist the building staff. All new teachers are assigned a mentor and those needing a Pathwise mentor are assigned one of those. Action Type: Equity Action Type: Professional Development	George Wilson	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	Title I - Purchased Services: \$5000.00 <hr/> ACTION BUDGET: \$5000
In order to evaluate how effective the strategies have been, the ACSIP literacy committee will meet to analyze the data from the different assessment sources and provide a written report that will be used to either maintain or to change the literacy strategies in use. Action Type: Program Evaluation Action Type: Title I Schoolwide	Pam Sadler	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Title I funds will support the transitional activities for making a smooth transition from elementary or intermediate to the middle school. This year the 2008-09 fifth graders will already be in the intermediate building. The next year the sixth graders 2009-10 will stay in the middle school as seventh graders. Action Type: Equity Action Type: Title I Schoolwide	Jule Grant	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	Title I - Materials & Supplies: \$250.00 <hr/> ACTION BUDGET: \$250
Title I funds will support Hot Springs Middle School's "Real Academy" with supplies and supplemental materials to teach to the standards. Title I funds will pay for an aide in this classroom. Wendy Fischer 1 FTE teacher and one FTE aide will be paid out of Title I funds. Students have been selected using the ALE standards and who are below basic and have discipline referral problems. Because of their misbehavior they miss classroom instruction. They are placed in the "Real Academy" where they are in a more restrictive environment in a smaller group. Along with the regular curriculum, students have an opportunity to connect their learning to the real world. Field trips, guest speakers, etc. are used to connect their learning. The intent of this program is to create a love of learning by helping students identify their individual passions in life and channel them into their own learning, thus sustaining them academically and socially through middle school and into their high school experience. Action Type: Alignment Action Type: Equity	Wendy Fischer	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids 	Title I - Materials & Supplies: \$1500.00 Title I - Employee Salaries: \$50000.00 Title I - Employee Benefits: \$12500.00 <hr/> ACTION BUDGET: \$64000
Title I funds will purchase computers for the teachers so that they provide learning	Charlene Lampinen	Start: 07/01/2008	<ul style="list-style-type: none"> • Administrative Staff 	Title I - \$16250.00

opportunities for students in literacy. Title I will also purchase Elmos/Projectors for those teachers who do not have access to them. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion		End: 06/30/2009	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	Materials & Supplies: <hr/> ACTION BUDGET: \$16250
Title I funds will support the summer school program for students scoring Basic or Below Basic. At the end of summer school students will be given the NWEA in order to evaluate the success of summer school. Action Type: Equity Action Type: Program Evaluation	George Wilson	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$99300

Intervention: Students scoring Basic or Below Basic on the Benchmark Exam are given an Academic Improvement Plan (AIP).

Scientific Based Research: Best Practices for Implementing HSTW and MMGW: Making Grading and Instructional Changes to Motivate Diverse Groups of Students to Learn." SREB Southern Regional Education Board, 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
All students will continue with Plato and other computer assisted instructional programs as part of their AIP's for scoring Basic or Below Basic on the Benchmark and in accordance with their individual IEP's. They will participate in a skill-targeted improvement plan. Both basic and below basic students will receive one-on-one assistance at first. Then, as progress is observed and measured through formative tests, students will be moved to small group instruction. All instruction will be based on skill deficits, and lesson plans will be aligned to the curriculum map and frameworks. Action Type: AIP/IRI	Nancy Scott	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Parents will be notified periodically - semester and second parent/teacher conferences - of the status of the progress of their students with AIP's. Teachers will report progress in their department meetings and make adjustments to instruction. JBHM consultants will work with the teachers. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Program Evaluation	George Wilson	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Students who are close to being proficient are placed in classes to practice open response activities and to have more time for reading. Targeted eighth graders - close to Proficient, Hispanics, and summer school students are given an extra language arts class - one that concentrates on reading and the other that concentrates on writing. All sixth and seventh graders - except for IB who are Proficient or Advanced - take a full year of reading classes (Extended Reading Time). Teachers' conference with the AIP students in the classrooms - reading and language arts. The teachers will document conferences and skills. The curriculum follows the Arkansas State Frameworks. Action Type: AIP/IRI Action Type: Alignment	Kip Spainhour	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Parental Involvement is key to the success of middle school students. The middle school is committed to providing information to parents in order to help them be actively involved in their students' education.

Scientific Based Research: Kettler, Rondal & Vanentine, Jerry. "NMSA Research Summary # 18: Parent Involvement and Student Achievement at the Middle Level." 2000.

Actions	Person Responsible	Timeline	Resources	Source of Funds
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Parents are invited as volunteer tutors. They also are invited to attend an informational meeting about the plan for additional instructional time and what they can do at home to support these efforts. Parents are asked to fill out a survey at the second parent teacher conference in order to have input into schoolwide decisions. Action Type: Parental Engagement	Tina House	Start: 07/01/2008 End: 06/30/2009		ACTION BUDGET: \$
An additional orientation for incoming sixth graders and their parents is held before the schoolwide open house in August. This provides a forum for expectations for the year and for answering questions that parents and students may have. HSMS will not have any new sixth graders this coming year. They will be attending the new intermediate school. Action Type: Parental Engagement	Kip Spainhour	Start: 07/01/2008 End: 03/08/2007		ACTION BUDGET: \$
Parents are notified that because of the status of school improvement year 5, the middle school is obligated to provide special services. Since there is not another middle school in the district, parents have options to avail themselves and their students to these services. Letters are sent to parents about the status and other letters then are sent outlining the supplemental education services to eligible students in the school. A special team of educators - district personnel, Arkansas State Department of Education personnel, and other outside consultants provide technical assistance to the middle school. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	George Wilson	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Hot Springs Middle School and Hot Springs School District will support all efforts to improve nutrition and promote student health.

1. 2004-2005 BMI Assessments for Hot Springs Middle School has a total
2. of 22.3% of students at risk and 26.3% students overweight. The breakdown for
3. each grade level is - 6th grade 20.7 % At Risk and 24.3% Overweight; 7th grade
4. 24.5% At Risk and 29.1 % Overweight; and eighth grade 22.3% At Risk and 25.5%
5. Overweight.
- 6.
- 7.
8. 2005-2006 BMI Assessments for Hot Springs Middle School has a total
9. of 20.4% at risk and 24.3% overweight. The breakdown for each grade level is -
10. 6th grade males at risk 12.2% and females 17.9% and 6th grade males 29.6%
11. overweight and 26.8% females overweight. 7th grade males - 27.3% at risk and
12. females - 19.8% at risk and 19.5% males overweight and 21.7% females
13. overweight. 8th grade males - 20.8% at risk and females 24.2% at risk and
14. 23.8% males overweight and 24.2% females overweight.
- 15.
- 16.
17. School Health Index - 2004/2005
18. Results from this survey showed that there was a lack of time for scheduled
19. physical activity.
20. It also showed that more time needed to be spent in meal planning.
21. There was a need for more training in prevention programs such as alcohol,
22. drugs, violence, et.
- 23.
- 24.

Supporting Data:

25. School Health Index Results: 2005-2006
26. The Hot Springs Middle School Wellness Committee indicated that for module 1
27. the highest need was asthma training for the staff; for module 2 more active
28. learning strategies and activities in health classes; for Module 3 that not all
29. students receive physical education for at least 225 minutes per week
30. throughout the school year; for module 4 the need to work on variety of choices
31. in vending machines or the removal thereof; and module 8 that there is a need
32. to provide opportunities for families to learn about health and safety topics.
- 33.
34. The 2006-2007 Hot Springs Wellness Committee indicated that actions for Module
35. # 1 should be to continue to involve family and community in the school and to
36. provide a staff development session on unintentional injuries, violence and
37. suicide.
38. For Module # 2 the recommendations for actions included that the health
39. teachers will provide more culturally appropriate activities in classes and
40. continue to dialogue with the administration with the objective of making
41. health education a required course for all 7th and 8th grade students.
42. For Module 33 the recommendations are to increase the number of physical
43. education classes in the schedule and for physical education teachers choose a
44. sample of students to design and implement their own individualized physical
45. activity and fitness plans for the year.
46. For Module #4 the recommendations include displaying more information about
47. quality food choices in the cafeteria and around the building. and to increase
48. the dialogue between food service staff and teachers through surveys and
49. questionnaires.
50. For Module #8 the recommendations include seeking out input from parents and
51. community members concerning school health and safety programs and eliciting
52. parental suggestions concerning school meals and the school meal program.
- 53.
- 54.
55. The Arkansas Governor's Initiative Healthy Arkansas related that
56. 55.3% of Arkansas failed to meet recommendations for activity.
57. (<http://www.arkansas.gov/ha/physical>)
- 58.
- 59.
60. The Center for Disease Control stated that 77% of Arkansas' Youth
61. had not participated in sufficient exercise in the past 7 days.
62. (<http://www.cdc.gov/HealthyYouth/profiles/index.htm>)
63. htm)
- 64.
65. 2007 Health School Index results: The average overall module 1 score was
66. 84%. The strengths was: representatives school health committee in place;
67. written school health and safety policies; HSMS provides a safe physical
68. environment; crisis plan in place and updated each year; and tobacco - use
69. cessation emphasized in health classes. The weaknesses were inadequate
70. outdoor physical activity facilities and lack of staff development on
71. unintentional injuries, violence and suicide. The average overall module

72. score was 87%. The strengths for this module were health education classes

73. taught in all grades; health teachers follow sequential health education

74. curriculum consistent with state and national standards; students earn grades

75. for health education courses; credentialed health education teachers; and

76. strong emphasis on healthy eating, physical activity, tobacco prevention and

77. asthma awareness. The weakness noted was lack of professional development in

78. health education. The average overall module 4 score was 74%. The strengths

79. were nutritious breakfast and lunch program accessible to all students; the

80. school meals include at least one appealing low-fat item; students have adequate

81. time to eat - both lunch and breakfast; cafeteria is clean, safe and bright

82. with plenty of space for students to sit and enjoy their meals; bottled water

83. vending machines are available for student purchase; vending machines (soda)

84. are not available for student purchase until after 3:20; and Grab and Go lunch

85. option was instituted. Weaknesses included lack of sites outside cafeteria

86. which offer appealing low-fat items and preparedness for food emergencies. The

87. average overall module 3 score was 915. The strengths were credentialed

88. physical education teachers; teachers follow a sequential physical education

89. curriculum aligned with state and national standards; students earn grades in

90. physical education classes and the grades carry the same weight as grades for

91. all other subjects; physical education is enjoyed by the majority of students;

92. physical education teachers actively supervise students in classes; students

93. and staff have access to a cardio lab; and HSMS offers a Fit 4 Fun

94. (nutrition/physical activity) class. The weaknesses noted are not all students

95. receive physical education for at least 150 minutes per week through the school year

96. and outdoor playground does not meet safety standards. The average overall

97. module 8 score was 725. The strengths were HSMS newsletters that are sent home

98. weekly provided information to parents about health and safety topics; parents

99. are given information concerning effective parenting strategies through the

100. weekly newsletters; community members have access to and use school facilities

101. for meetings and other activities; parent and community involvement in programs

102. (Fit 4 Fun class, staff/family dinners for families, community fair (agencies)

103. during parent-teacher conferences). The weakness noted was parents do not have

104. the opportunity to provide suggestions for school meals and feedback on the

105. meal program.

106.

107.

108.

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- 113.
- 114.

Goal To put in place actions that will result in healthier lifestyles for all students.

Benchmark There will be a 10% decrease in the 2008-2009 BMI results indicating healthier lifestyles are being practiced by Hot Springs Middle School students.

Intervention: Hot Springs Middle School will develop recommendations and policies to ensure that nutrition and physical activity standards are implemented and to provide students with the skills, opportunities, and encouragement to adopt healthy lifestyles. Karen Bean as chair of this committee provides opportunities for selected staff members to complete the School Health Index Assessment.				
Scientific Based Research: MMWR: Competitive Foods and Beverages Available for Purchase in Secondary Schools - Selected Sites, United States, CDC, 2006.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In accordance with Act 1220, the district convened a School Nutrition and Physical Activity Advisory Committee to assist the schools with the School Health Index Assessment, to assist schools with the implementation of child nutrition standards, and to provide recommendations and set policy. Karen Bean served as the representative from the middle school. Action Type: Alignment Action Type: Wellness	LaDell Looper	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$
With the help of the district nutrition supervisor, the Child Nutrition Standards were implemented at each school in regard to allowable foods, portion sizes, and access to competitive foods and fat or fried foods. Action Type: Alignment Action Type: Wellness	Carolyn Smith	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Central Office • District Staff 	<hr/> ACTION BUDGET: \$
According to the Rules Governing Nutrition and Physical Activity Standards, each school will comply with the standards regarding snacks on the school campus. In addition, notification to parents of snack limitations has been placed in the Hot Springs Middle School Parent and Student Handbook. Action Type: Alignment Action Type: Parental Engagement Action Type: Wellness	George Wilson	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$
Student to adult ratios in P.E. of 30:1 will be implemented in grade 6 with a certified or qualified physical education teacher responsible for instruction. Action Type: Alignment Action Type: Equity Action Type: Wellness	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<hr/> ACTION BUDGET: \$
Hot Springs School District has established strategies for at least 30 minutes of physical activity each day in grades K-12. The parents signed a waiver indicating that they would provide these activities after school for those students who could not be served during the school day. Action Type: Alignment Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Kip Spainhour	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
In accordance with Act 1220 of 2003, students will not have access to vending machines offering food and beverages until 30 minutes after the last lunch. Action Type: Alignment Action Type: Title I Schoolwide	George Wilson	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$

Action Type: Wellness				
In accordance with the Child Nutrition Act of 2004, the district has developed and adopted a Wellness Policy that addresses the five requirements of the Reauthorization Act. Action Type: Alignment Action Type: Wellness	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Teachers 	<hr/> <hr/> ACTION BUDGET: \$
Access to all BMI data will be provided to the school through the Arkansas Center for Health Improvement. Action Type: Collaboration Action Type: Wellness	LaDell Looper	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> <hr/> ACTION BUDGET: \$
Continuing professional development opportunities will be offered to school and district nutrition personnel in order to meet director, manager, and worker level food certifications. Action Type: Professional Development Action Type: Wellness	Carolyn Smith	Start: 07/01/2008 End: 06/30/2009		<hr/> <hr/> ACTION BUDGET: \$
The Physical Education Department recommends the use of CPR Anytime for Family and Friends, Presidential Physical Fitness Awards, and various life long activities and games for students during their physical education classes. Action Type: Alignment Action Type: Wellness	Karen Bean	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Community Leaders Performance Assessments Teachers 	<hr/> <hr/> ACTION BUDGET: \$
Grade appropriate nutrition education is provided through several avenues. The Family Consumer Science courses and the health classes both provide direct instruction in this area. The Physical Education classes address the importance of daily physical activity. The students use a cardio lab through their P.E. classes which contains a Universal Weight Machine, stair steppers, treadmills, and other machines. As the school representative on the Nutrition and Physical Activity committee Karen Bean works with the teachers and students to continue to develop healthy lifestyles for all. Action Type: Alignment Action Type: Wellness	Karen Bean	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	<hr/> <hr/> ACTION BUDGET: \$
The nurses assigned to Hot Springs Middle School are available for information on asthma, diabetes, and other health area concerns. This is so teachers are aware of the symptoms and also the actions they need to take if one of their student displays any of these symptoms. Other professional development sessions on unintentional injuries, violence and suicide should be offered. NSLA funds will be used to pay for 0.5 FTE for a licensed nurse. Action Type: Wellness	Michelle Williams	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> <hr/> ACTION BUDGET: \$
Hot Springs Middle School will restrict access to foods of minimal nutritional value as far as the students are concerned. Teachers will use other rewards besides food. Action Type: Collaboration Action Type: Wellness	George Wilson	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> <hr/> ACTION BUDGET: \$
The Health and Learning and Life Skills classes will use active learning strategies and activities in order to engage the students. Also these teachers will provide more culturally appropriate activities in classes. The long term objective is that health education is a required course for 7th and 8th grade students.	George Wilson	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	<hr/> <hr/> ACTION BUDGET: \$

Action Type: Title I Schoolwide Action Type: Wellness				
Health and P.E. classes will concentrate on prosocial behaviors. Students will design and implement their own individualized physical activity/fitness plans in some of their P.E. classes. Students will have the opportunity to participate in the Presidential Physical Fitness Program. Students also have the opportunity to participate in HSMS's Community Service Programs. Action Type: Wellness	Karen Bean	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Community Leaders Teachers 	<hr/> ACTION BUDGET: \$
The National Child Health Day is early in October. The plan is to organize activities and invite students from First Step to come and enjoy and learn about health issues similar to the activity provided in the past. Packets will be sent home with the students for their parents. Some of the middle school students will act as guides and facilitators with these students. The middle school self-contained special education students will also be invited to attend. The health department and other community agencies will be invited to participate. Action Type: Special Education Action Type: Wellness	Rennea Newborn	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Community Leaders Teachers 	<hr/> ACTION BUDGET: \$
A new class - Fit-4-Fun was added to the schedule last year. Students signed up for this class who were targeted to learn more about how to have and continue to pursue an active life style. In connection with this, community members for fitness clubs and the YMCA met with these students either at the school or at their sites to share their knowledge about active lifestyles. Action Type: Alignment Action Type: Equity Action Type: Wellness	Kip Spainhour	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
In order to give students another healthy choice for lunch, the Grab-N-Go line was instituted. Action Type: Collaboration	Joyce Burroughs	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Central Office District Staff 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
	Amanda Thompson	Instructional Aide	Literacy
	Carolyn Thacker	Instructional Aide	Literacy
	Clarice Martin	Instructional Aide	Literacy
	Glenda Harding	Instructional Aide	Wellness
	Jennifer Eller	Instructional Aide	Literacy
	JoEllen Roberson	Special Ed Aide	Wellness
	Marissa Washington	Instructional Aide	Mathematics
	Nathan Ellis	Instructional Aide	Wellness
	Rennea Newborn	Instructional Aide	Literacy
	Sherry Johnson	Aide	Wellness
	Venicha Horne	Instructional Aide	Mathematics
Classroom Teacher	Adrian Ivory	Technology	Literacy
Classroom Teacher	Adriane Hines	Social Studies Teacher	Literacy
Classroom Teacher	Anne McClay	Language Arts Teacher	Literacy
Classroom Teacher	Barry White	Social Studies Teacher	Wellness
Classroom Teacher	Bob Robinson	Science Teacher	Mathematics
Classroom Teacher	Brontie Richardson	Technology Teacher	Literacy
Classroom Teacher	Candy Logan	Art Teacher	Mathematics

Classroom Teacher	Charles Capps	Science Teacher	Mathematics Committee
Classroom Teacher	Chris Robinson	Music Teacher	Mathematics
Classroom Teacher	Cliff Coleman	Special Ed Math	Wellness
Classroom Teacher	Dana Gann	Language Arts Teacher	Literacy
Classroom Teacher	Darlene Roberts	Drama	Literacy
Classroom Teacher	Dave Simmons	Social Studies Teacher	Literacy
Classroom Teacher	David Ollie	Resource Teacher	Literacy
Classroom Teacher	Debbie Hrvatin	Math Teacher	Mathematics
Classroom Teacher	Debbie Rushing	Technology Teacher	Mathematics
Classroom Teacher	Deborah Clevenger	Resource	Mathematics
Classroom Teacher	Demetria Crossley	7th grade math teacher	Mathematics
Classroom Teacher	Donna Cochran	Math Teacher	Mathematics, Data Monitoring and Assessment Committee
Classroom Teacher	Eloise Adams	Reading Teacher	Literacy
Classroom Teacher	Erica Coleman	Science teacher	Mathematics
Classroom Teacher	Jacquelyn Barrett	Dance	Wellness
Classroom Teacher	Jie Min	Chinese teacher	Literacy
Classroom Teacher	Joseph Dobbins	Language Arts Teacher	Literacy
Classroom Teacher	Karen Bean	P.E. Teacher	Wellness
Classroom Teacher	Karina Miller	Math Teacher	Mathematics
Classroom Teacher	Kathy McConkie	Family Consumer Science Teacher	Wellness
Classroom Teacher	Keith Barrett	P.E. Teacher	Wellness
Classroom Teacher	Kim Walker	Spanish Teacher	Literacy
Classroom Teacher	Koller, Tim	Science	Wellness
Classroom Teacher	Kristen White	Language Arts Teacher	Literacy
Classroom Teacher	Lauren Russell	Band Director	Literacy
Classroom Teacher	Lee Davis	Mathematics teacher	Mathematics
Classroom Teacher	Leslie Miller	Special Education	Mathematics
Classroom Teacher	Lia McCauley	Band Director	Mathematics
Classroom Teacher	Linda Barrett	Math Teacher	Mathematics
Classroom Teacher	Lynn Strong	Science Teacher	Mathematics
Classroom Teacher	Mandy Barker	Language Arts Teacher	Literacy
Classroom Teacher	Mary Wilson	Social Studies Teacher	Wellness
Classroom Teacher	Pam Manzir	Language Arts Teacher	Literacy
Classroom Teacher	Pat Alpe	Reading Teacher	Literacy
Classroom Teacher	Patricia Sharp	Language Arts Teacher	Literacy
Classroom Teacher	Reid Kauffman	PE Teacher	Wellness
Classroom Teacher	Rhonda Fisk	Resource and Spanish	Mathematics
Classroom Teacher	Rhonda Wallace	Social Studies Teacher	Literacy
Classroom Teacher	Ron Franklin	Social Studies Teacher	Literacy
Classroom Teacher	Stacey Jones	Science Teacher	Mathematics
Classroom Teacher	Steve Parkerson	Science Teacher	Mathematics
Classroom Teacher	Steve Parkerson	Science teacher	Mathematics
Classroom Teacher	Sue Langston	Math Teacher	Mathematics
Classroom Teacher	Sue Langston	math teacher	Mathematics
Classroom Teacher	Tony Brock	Careers	Wellness
Classroom Teacher	Tracy Edwards	Special Education Teacher	Wellness
Classroom Teacher	Valerie Tobin	Band Director	Wellness
Classroom Teacher	Vic Barrett	PE Teacher	Wellness
Classroom Teacher	Vickie Benton	Special Education	Literacy
Classroom Teacher	Vicky Harvey	Self Contained Teacher	Wellness
Classroom Teacher	Wendy Fisher	Real Academy	Wellness
District-Level Professional	Joyce Craft	Superintendent	Mathematics
Non-Classroom Professional Staff	Charlene Lampinen	Technology Coordinator	Wellness
Non-Classroom Professional Staff	Cheryl Stafford	Counselor	ACSIP Leadership Committee, Professional Dev.

Non-Classroom Professional Staff	George Wilson	Principal	ACSIP Leadership Committee, Professional Development, Data Monitoring and Assessment Committee
Non-Classroom Professional Staff	Gloria King	Curriculum Specialist	ACSIP Leadership Committee
Non-Classroom Professional Staff	Greg Meggers	Dean of Students	Wellness
Non-Classroom Professional Staff	Jan Hamilton	Literacy Focus Teacher	Literacy
Non-Classroom Professional Staff	Jule Grant	Academy Coordinator	ACSIP Leadership Committee, Data Monitoring and Assessment Committee
Non-Classroom Professional Staff	Kip Spainhour	Dean of Students	Literacy
Non-Classroom Professional Staff	Lloyd Jackson	Assistant Dean of Students	Mathematics
Non-Classroom Professional Staff	Nancy Scott	Special Ed Designee	ACSIP Leadership Committee
Non-Classroom Professional Staff	Pam Sadler	Literacy Focus Teacher	Literacy
Non-Classroom Professional Staff	Sharon Payne	Math Teacher	Mathematics
Non-Classroom Professional Staff	Terry Lawler	Counselor	Wellness ACSIP Leadership Committee
Parent	Alison Carter	Parent	Wellness
Parent	Ann Tillman	parent	Literacy
Parent	Becky Rogers	Parent	Mathematics
Parent	Bill Green	Parent	Wellness
Parent	Carol Brown	parent	Literacy
Parent	Carolyn Ederington	Parent	Literacy
Parent	Chenita Scott	Parent	Wellness
Parent	Cindy Wagstaff	Parent	Mathematics
Parent	Crystal Laxson	Parent	Literacy
Parent	Daniel Mitchell	Parent	Literacy
Parent	Debbie Brenneman	parent	Literacy
Parent	Emma Plummer	Parent	Wellness
Parent	Gail Kalbacher	Parent	Literacy
Parent	Greg Jones	Parent	Wellness
Parent	Jacqueline Roberson	Parent	Literacy
Parent	Kelli Henderson	Parent	Mathematics
Parent	Kim Moore	parent	Wellness
Parent	LaJean Burnett	Parent	Wellness
Parent	Laurie Gulley	parent	Literacy
Parent	Mayumi Staton	Parent	Literacy Committee
Parent	Misty Bondhus	Parent	Mathematics
Parent	Myumi Staton	Parent	Literacy
Parent	Nancy Shaw	Parent	Wellness
Parent	Natalie Mitchell	Parent	Literacy
Parent	Patrick Laxson	Parent	Literacy
Parent	Paula Bettis	Parent	Wellness
Parent	Rosalyn Donson	Parent	Literacy
Parent	Sandra Pepppeprs	Parent	Mathematics
Parent	Shanna Marks	Parent	Wellness
Parent	Tabitha Cox	Parent	Mathematics
Parent	Terri Haydel	Parent	mathematics
Parent	Terrie Newman	Parent	Mathematics
Parent	Willima Staton	Parent	Mathematics