



# 2008-2009 ARCHIVE

## School Plan

[Print Version](#)

### LANGSTON MAGNET SCHOOL

### Arkansas Comprehensive School Improvement Plan

### 2008-2009

Approved:

Our mission is to educate all children in both literacy and mathematics to their fullest potential by creating independent and successful citizens. We stress integrated, thematic, and rigorous instruction as children learn in an environment that promotes self-respect, builds character, and enhances learning styles.

Failure is Not An Option!

Grade Span: K-5

Title I: Title I Schoolwide

School Improvement: SI\_M

### Table of Contents

**Priority 1:** Improve Student Literacy Skills

**Goal:** To improve literacy skills for all students with an emphasis on open response reading content passages.

**Priority 2:** Improve Mathematics Achievement

**Goal:** To improve mathematics skills for all students with emphasis on data analysis and probability and measurement.

**Priority 3:** Improve Overall Wellness

**Goal:** Langston Students will become increasingly aware of health education, prevention of unhealthy behaviors and their need for physical activity.

Priority 1: Improve Student Literacy Skills

1. Arkansas Comprehensive School Improvement Data Source for LANGSTON MAGNET  
NORM REFERENCED TEST -- Report Completed: Sep 17, 2008  
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:0

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 90 89 N/A

% At/Above 50th NPR In:

Reading Comprehension 61.1% 55.1% N/A%

Math Problem Solving 48.9% 64.8% N/A%

AFRICAN AMERICAN POPULATION Grade:0

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 60 44 N/A

% At/Above 50th NPR In:

Reading Comprehension 56.7% 56.8% N/A%

Math Problem Solving 38.3% 58.1% N/A%

Supporting  
Data:

HISPANIC POPULATION Grade: 0  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 8 8 N/A  
% At/Above 50th NPR In:  
Reading Comprehension 62.5% 37.5% N/A%  
Math Problem Solving 62.5% 37.5% N/A%  
CAUCASIAN POPULATION Grade: 0  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 19 27 N/A  
% At/Above 50th NPR In:  
Reading Comprehension 68.4% 59.3% N/A%  
Math Problem Solving 73.7% 77.8% N/A%  
ECONOMICALLY DISADVANTAGED Grade: 0  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 86 87 N/A  
% At/Above 50th NPR In:  
Reading Comprehension 59.3% 55.2% N/A%  
Math Problem Solving 46.5% 64.0% N/A%  
LIMITED ENGLISH PROFICIENT Grade: 0  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 2 7 N/A  
% At/Above 50th NPR In:  
Reading Comprehension 50.0% 57.1% N/A%  
Math Problem Solving 100.0% 42.9% N/A%  
STUDENTS WITH DISABILITIES Grade: 0  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 11 12 N/A  
% At/Above 50th NPR In:  
Reading Comprehension 36.4% 25.0% N/A%  
Math Problem Solving 18.2% 41.7% N/A%  
Arkansas Comprehensive School Improvement Data Source for  
LANGSTON MAGNET SCHOOL  
NORM REFERENCED TEST -- Report Completed: Sep 17, 2008  
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 1  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 75 82 76  
% At/Above 50th NPR In:  
Reading Comprehension 64.0% 63.4% 35.5%  
Math Problem Solving 54.7% 68.3% 50.0%  
AFRICAN AMERICAN POPULATION Grade: 1  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 39 47 35  
% At/Above 50th NPR In:  
Reading Comprehension 69.2% 59.6% 22.9%  
Math Problem Solving 46.2% 57.4% 45.7%  
HISPANIC POPULATION Grade: 1  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 6 12 16  
% At/Above 50th NPR In:  
Reading Comprehension 83.3% 58.3% 25.0%  
Math Problem Solving 83.3% 83.3% 43.8%  
CAUCASIAN POPULATION Grade: 1  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 28 20 24  
% At/Above 50th NPR In:  
Reading Comprehension 53.6% 70.0% 58.3%  
Math Problem Solving 57.1% 80.0% 58.3%  
ECONOMICALLY DISADVANTAGED Grade: 1

ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 73 62 76  
% At/Above 50th NPR In:  
Reading Comprehension 63.0% 59.7% 35.5%  
Math Problem Solving 54.8% 66.1% 50.0%  
LIMITED ENGLISH PROFICIENT Grade: 1  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 0 10 14  
% At/Above 50th NPR In:  
Reading Comprehension N/A% 50.0% 21.4%  
Math Problem Solving N/A% 90.0% 42.9%  
STUDENTS WITH DISABILITIES Grade: 1  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 8 9 13  
% At/Above 50th NPR In:  
Reading Comprehension 25.0% 33.3% 23.1%  
Math Problem Solving 37.5% 22.2% 23.1%  
Arkansas Comprehensive School Improvement Data Source for  
LANGSTON MAGNET SCHOOL  
NORM REFERENCED TEST -- Report Completed: Sep 17, 2008  
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 2  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 61 67 61  
% At/Above 50th NPR In:  
Reading Comprehension 68.9% 50.7% 23.0%  
Math Problem Solving 83.6% 50.7% 37.7%  
AFRICAN AMERICAN POPULATION Grade: 2  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 37 33 34  
% At/Above 50th NPR In:  
Reading Comprehension 64.9% 51.5% 20.6%  
Math Problem Solving 78.4% 39.4% 32.4%  
HISPANIC POPULATION Grade: 2  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 5 11 12  
% At/Above 50th NPR In:  
Reading Comprehension 40.0% 45.5% 25.0%  
Math Problem Solving 100.0% 45.5% 33.3%  
CAUCASIAN POPULATION Grade: 2  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 18 18 15  
% At/Above 50th NPR In:  
Reading Comprehension 88.9% 50.0% 26.7%  
Math Problem Solving 88.9% 77.8% 53.3%  
ECONOMICALLY DISADVANTAGED Grade: 2  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 61 23 59  
% At/Above 50th NPR In:  
Reading Comprehension 68.9% 60.9% 23.7%  
Math Problem Solving 83.6% 56.5% 37.3%  
LIMITED ENGLISH PROFICIENT Grade: 2  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 0 10 11  
% At/Above 50th NPR In:  
Reading Comprehension N/A% 50.0% 18.2%  
Math Problem Solving N/A% 40.0% 27.3%  
STUDENTS WITH DISABILITIES Grade: 2  
ITBS ITBS SAT10

Year 2006 2007 2008  
Number Tested 5 9 6  
% At/Above 50th NPR In:  
Reading Comprehension 20.0% 11.1% 16.7%  
Math Problem Solving 20.0% 33.3% 0.0%  
Arkansas Comprehensive School Improvement Data Source for  
LANGSTON MAGNET SCHOOL  
NORM REFERENCED TEST -- Report Completed: Sep 17, 2008  
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 3

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 63 55 52

% At/Above 50th NPR In:

Reading Comprehension 34.9% 32.7% 34.6%

Math Problem Solving 44.4% 38.9% 59.6%

AFRICAN AMERICAN POPULATION Grade: 3

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 41 30 24

% At/Above 50th NPR In:

Reading Comprehension 14.6% 20.0% 33.3%

Math Problem Solving 26.8% 34.5% 45.8%

HISPANIC POPULATION Grade: 3

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 3 7 6

% At/Above 50th NPR In:

Reading Comprehension 100.0% 42.9% 16.7%

Math Problem Solving 66.7% 57.1% 100.0%

CAUCASIAN POPULATION Grade: 3

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 19 16 21

% At/Above 50th NPR In:

Reading Comprehension 68.4% 43.8% 42.9%

Math Problem Solving 78.9% 31.3% 61.9%

ECONOMICALLY DISADVANTAGED Grade: 3

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 62 54 51

% At/Above 50th NPR In:

Reading Comprehension 33.9% 33.3% 33.3%

Math Problem Solving 43.5% 39.6% 58.8%

LIMITED ENGLISH PROFICIENT Grade: 3

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 0 5 5

% At/Above 50th NPR In:

Reading Comprehension N/A% 40.0% 20.0%

Math Problem Solving N/A% 40.0% 100.0%

STUDENTS WITH DISABILITIES Grade: 3

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 8 7 9

% At/Above 50th NPR In:

Reading Comprehension 25.0% 28.6% 11.1%

Math Problem Solving 25.0% 0.0% 22.2%

Arkansas Comprehensive School Improvement Data Source for  
LANGSTON MAGNET SCHOOL

NORM REFERENCED TEST -- Report Completed: Sep 17, 2008

Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 4

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 52 55 54

% At/Above 50th NPR In:

Reading Comprehension 32.7% 43.6% 50.0%  
Math Problem Solving 56.9% 52.7% 55.6%  
AFRICAN AMERICAN POPULATION Grade: 4  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 36 31 27  
% At/Above 50th NPR In:  
Reading Comprehension 25.0% 22.6% 37.0%  
Math Problem Solving 54.3% 32.3% 48.1%  
HISPANIC POPULATION Grade: 4  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 3 7 5  
% At/Above 50th NPR In:  
Reading Comprehension 66.7% 42.9% 60.0%  
Math Problem Solving 66.7% 71.4% 80.0%  
CAUCASIAN POPULATION Grade: 4  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 13 16 18  
% At/Above 50th NPR In:  
Reading Comprehension 46.2% 81.3% 61.1%  
Math Problem Solving 61.5% 87.5% 55.6%  
ECONOMICALLY DISADVANTAGED Grade: 4  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 48 50 53  
% At/Above 50th NPR In:  
Reading Comprehension 29.2% 42.0% 49.1%  
Math Problem Solving 55.3% 52.0% 54.7%  
LIMITED ENGLISH PROFICIENT Grade: 4  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 4 7 4  
% At/Above 50th NPR In:  
Reading Comprehension 50.0% 42.9% 50.0%  
Math Problem Solving 50.0% 57.1% 75.0%  
STUDENTS WITH DISABILITIES Grade: 4  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 4 6 11  
% At/Above 50th NPR In:  
Reading Comprehension 0.0% 33.3% 27.3%  
Math Problem Solving 0.0% 16.7% 18.2%  
Arkansas Comprehensive School Improvement Data Source for  
LANGSTON MAGNET SCHOOL  
NORM REFERENCED TEST -- Report Completed: Sep 17, 2008  
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 5  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 51 42 50  
% At/Above 50th NPR In:  
Reading Comprehension 47.1% 42.9% 50.0%  
Math Problem Solving 51.0% 69.0% 58.0%  
AFRICAN AMERICAN POPULATION Grade: 5  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 27 25 32  
% At/Above 50th NPR In:  
Reading Comprehension 33.3% 32.0% 28.1%  
Math Problem Solving 40.7% 60.0% 43.8%  
HISPANIC POPULATION Grade: 5  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 2 4 3  
% At/Above 50th NPR In:  
Reading Comprehension 50.0% 25.0% 33.3%

Math Problem Solving 50.0% 100.0% 33.3%  
 CAUCASIAN POPULATION Grade:5  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 19 12 13  
 % At/Above 50th NPR In:  
 Reading Comprehension 57.9% 66.7% 100.0%  
 Math Problem Solving 57.9% 75.0% 92.3%  
 ECONOMICALLY DISADVANTAGED Grade:5  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 45 39 47  
 % At/Above 50th NPR In:  
 Reading Comprehension 46.7% 41.0% 46.8%  
 Math Problem Solving 51.1% 66.7% 55.3%  
 LIMITED ENGLISH PROFICIENT Grade:5  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 0 5 4  
 % At/Above 50th NPR In:  
 Reading Comprehension N/A% 40.0% 50.0%  
 Math Problem Solving N/A% 80.0% 50.0%  
 STUDENTS WITH DISABILITIES Grade:5  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 9 6 7  
 % At/Above 50th NPR In:  
 Reading Comprehension 0.0% 16.7% 14.3%  
 Math Problem Solving 0.0% 33.3% 57.1%

2. ACSIP CRT Data Source for LANGSTON MAGNET SCHOOL

Benchmark-3rd Grade Literacy Exam  
 Report Created: Sep 17, 2008  
 2006-# Tested & Percent of Students Scoring Proficient/Advanced:  
 63 Students: 38.1% of Combined Students  
 39 Students: 20.5% of African American Students  
 4 Students: 75% of Hispanic Students  
 18 Students: 61.1% of Caucasian Students  
 62 Students: 37.1% of Econ. Disadvantaged Students  
 4 Students: 75% of LEP Students  
 13 Students: 38.5% of Students with Disabilities  
 2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
 53 Students: 52.8% of Combined Students  
 27 Students: 44.4% of African American Students  
 7 Students: 71.4% of Hispanic Students  
 17 Students: 52.9% of Caucasian Students  
 52 Students: 51.9% of Econ. Disadvantaged Students  
 8 Students: 75% of LEP Students  
 11 Students: 36.4% of Students with Disabilities  
 2008-# Tested & Percent of Students Scoring Proficient/Advanced:  
 46 Students: 58.7% of Combined Students  
 22 Students: 68.2% of African American Students  
 6 Students: 50% of Hispanic Students  
 17 Students: 52.9% of Caucasian Students  
 45 Students: 57.8% of Econ. Disadvantaged Students  
 5 Students: 40% of LEP Students  
 9 Students: 33.3% of Students with Disabilities

The lowest identified areas for the combined population were: content passage and literary passage  
 The lowest identified areas for African Americans were: content passage OR and literary passage OR  
 The lowest identified areas for Hispanic were: literary passage OR and content passage OR  
 The lowest identified areas for Caucasian were: content passage and style  
 The lowest identified areas for Econ. Disadvantaged students were: content passage and literary passage  
 The lowest identified areas for LEP students were: literary passage and content passage  
 ACSIP CRT Data Source for LANGSTON MAGNET SCHOOL

Benchmark-3rd Grade Mathematics Exam  
 Report Created: Sep 17, 2008  
 2006-# Tested & Percent of Students Scoring Proficient/Advanced:  
 63 Students: 47.6% of Combined Students  
 39 Students: 33.3% of African American Students  
 4 Students: 50% of Hispanic Students  
 18 Students: 72.2% of Caucasian Students

62 Students: 46.8% of Econ. Disadvantaged Students  
4 Students: 75% of LEP Students  
13 Students: 53.8% of Students with Disabilities  
2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
53 Students: 69.8% of Combined Students  
27 Students: 55.6% of African American Students  
7 Students: 85.7% of Hispanic Students  
17 Students: 82.4% of Caucasian Students  
52 Students: 69.2% of Econ. Disadvantaged Students  
8 Students: 87.5% of LEP Students  
11 Students: 72.7% of Students with Disabilities

2008-# Tested & Percent of Students Scoring Proficient/Advanced:  
46 Students: 71.7% of Combined Students  
22 Students: 63.6% of African American Students  
6 Students: 100% of Hispanic Students  
17 Students: 70.6% of Caucasian Students  
45 Students: 71.1% of Econ. Disadvantaged Students  
5 Students: 100% of LEP Students  
9 Students: 44.4% of Students with Disabilities

The lowest identified areas for the combined population were: Geometry and Measurement The lowest identified areas for African Americans were: Geometry and Measurement The lowest identified areas for Hispanic were: Geometry and Measurement The lowest identified areas for Caucasian were: Geometry and Measurement The lowest identified areas for Econ. Disadvantaged students were: Geometry and Measurement The lowest identified areas for LEP students were: Geometry and Measurement ACSIP CRT Data Source for LANGSTON MAGNET SCHOOL

Benchmark-4th Grade Literacy Exam

Report Created: Sep 17, 2008

2006-# Tested & Percent of Students Scoring Proficient/Advanced:  
52 Students: 26.9% of Combined Students  
34 Students: 14.7% of African American Students  
4 Students: 25% of Hispanic Students  
14 Students: 57.1% of Caucasian Students  
47 Students: 23.4% of Econ. Disadvantaged Students  
5 Students: 40% of LEP Students

6 Students: 16.7% of Students with Disabilities  
2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
51 Students: 41.2% of Combined Students  
28 Students: 21.4% of African American Students  
7 Students: 42.9% of Hispanic Students  
15 Students: 73.3% of Caucasian Students  
47 Students: 38.3% of Econ. Disadvantaged Students  
7 Students: 57.1% of LEP Students

5 Students: 40% of Students with Disabilities  
2008-# Tested & Percent of Students Scoring Proficient/Advanced:  
46 Students: 43.5% of Combined Students  
23 Students: 39.1% of African American Students  
5 Students: 60% of Hispanic Students  
15 Students: 40% of Caucasian Students  
45 Students: 42.2% of Econ. Disadvantaged Students  
4 Students: 50% of LEP Students  
11 Students: 9.1% of Students with Disabilities

The lowest identified areas for the combined population were: Content and Practical The lowest identified areas for African Americans were: Content and Practical Passages The lowest identified areas for Hispanic were: Content and Style The lowest identified areas for Caucasian were: Content and Practical The lowest identified areas for Econ. Disadvantaged students were: Content and Practical The lowest identified areas for LEP students were: Content, Style, Mechanics ACSIP CRT Data Source for LANGSTON MAGNET SCHOOL Benchmark-4th Grade Mathematics Exam

Report Created: Sep 17, 2008

2006-# Tested & Percent of Students Scoring Proficient/Advanced:  
52 Students: 50% of Combined Students  
34 Students: 47.1% of African American Students  
4 Students: 25% of Hispanic Students  
14 Students: 64.3% of Caucasian Students  
47 Students: 46.8% of Econ. Disadvantaged Students  
5 Students: 20% of LEP Students  
6 Students: 33.3% of Students with Disabilities

2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
51 Students: 60.8% of Combined Students  
28 Students: 50% of African American Students

7 Students: 42.9% of Hispanic Students  
15 Students: 86.7% of Caucasian Students  
47 Students: 59.6% of Econ. Disadvantaged Students  
7 Students: 57.1% of LEP Students  
5 Students: 60% of Students with Disabilities  
2008-# Tested & Percent of Students Scoring Proficient/Advanced:  
46 Students: 63% of Combined Students  
23 Students: 52.2% of African American Students  
5 Students: 80% of Hispanic Students  
15 Students: 73.3% of Caucasian Students  
45 Students: 62.2% of Econ. Disadvantaged Students  
4 Students: 75% of LEP Students  
11 Students: 54.5% of Students with Disabilities

The lowest identified areas for the combined population were: Measurement, Geometry The lowest identified areas for African Americans were: Measurement, Geometry The lowest identified areas for Hispanic were: Measurement, Geometry The lowest identified areas for Caucasian were: Measurement, Geometry The lowest identified areas for Econ. Disadvantaged students were: Measurement, Geometry The lowest identified areas for LEP students were: Measurement, Geometry ACSIP CRT Data Source for LANGSTON MAGNET SCHOOL

Benchmark-5th Grade Literacy Exam

Report Created: Sep 17, 2008

2006-# Tested & Percent of Students Scoring Proficient/Advanced:  
47 Students: 53.2% of Combined Students  
25 Students: 40% of African American Students  
4 Students: 50% of Hispanic Students  
15 Students: 66.7% of Caucasian Students  
41 Students: 53.7% of Econ. Disadvantaged Students  
3 Students: 66.7% of LEP Students  
10 Students: 20% of Students with Disabilities

2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
46 Students: 39.1% of Combined Students  
26 Students: 34.6% of African American Students  
7 Students: 28.6% of Hispanic Students  
13 Students: 53.8% of Caucasian Students  
43 Students: 39.5% of Econ. Disadvantaged Students  
8 Students: 25% of LEP Students  
8 Students: 12.5% of Students with Disabilities

2008-# Tested & Percent of Students Scoring Proficient/Advanced:  
46 Students: 45.7% of Combined Students  
29 Students: 20.7% of African American Students  
3 Students: 66.7% of Hispanic Students  
12 Students: 91.7% of Caucasian Students  
43 Students: 41.9% of Econ. Disadvantaged Students  
4 Students: 75% of LEP Students  
9 Students: 22.2% of Students with Disabilities

the lowest identified areas for the combined population were: Literary, Content the lowest identified areas for African Americans were: Literary, Content the lowest identified areas for Hispanic were: Literary, Practical the lowest identified areas for Caucasian were: Content, Style The lowest identified areas for Econ. Disadvantaged students were: Literary, Content The lowest identified areas for LEP students were: Practical, Literary ACSIP CRT Data Source for LANGSTON MAGNET SCHOOL

Benchmark-5th Grade Mathematics Exam

Report Created: Sep 17, 2008

2006-# Tested & Percent of Students Scoring Proficient/Advanced:  
47 Students: 55.3% of Combined Students  
25 Students: 44% of African American Students  
4 Students: 100% of Hispanic Students  
15 Students: 60% of Caucasian Students  
41 Students: 56.1% of Econ. Disadvantaged Students  
3 Students: 100% of LEP Students  
10 Students: 30% of Students with Disabilities

2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
46 Students: 67.4% of Combined Students  
26 Students: 57.7% of African American Students  
7 Students: 85.7% of Hispanic Students  
13 Students: 76.9% of Caucasian Students  
43 Students: 65.1% of Econ. Disadvantaged Students  
8 Students: 75% of LEP Students  
8 Students: 50% of Students with Disabilities

2008-# Tested & Percent of Students Scoring Proficient/Advanced:

- 46 Students: 71.7% of Combined Students
- 29 Students: 58.6% of African American Students
- 3 Students: 100% of Hispanic Students
- 12 Students: 91.7% of Caucasian Students
- 43 Students: 69.8% of Econ. Disadvantaged Students
- 4 Students: 100% of LEP Students
- 9 Students: 77.8% of Students with Disabilities

The lowest identified areas for the combined population were: Number Operations, Measurement The lowest identified areas for African Americans were: Number Operations, Measurement The lowest identified areas for Hispanic were: Number Operations, Measurement The lowest identified areas for Caucasian were: Number Operations, Measurement The lowest identified areas for Econ. Disadvantaged students were: Measurement and Data Analysis The lowest identified areas for LEP students were: Number Operations, Measurement

- 3. We met the 2007-2008 attendance goal of 94.4%.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Goal To improve literacy skills for all students with an emphasis on open response reading content passages.

Benchmark By spring 2008 the combined population and each subgroup, specifically African-Americans, will increase the percent of students scoring proficient/advanced to at least 64.0% on the Literacy Primary Benchmark Exam.

Intervention: Langston Magnet School will align and map the curriculum in each grade level with the State Frameworks and scientifically based reading research to increase student achievement in literacy.				
Scientific Based Research: Core Books used for Literacy Instruction Dorn, Linda, and Carla Soffos. 2005. Teaching for Deep Comprehension. Portland ME: Stenhouse. Dorn, Linda, and Carla Soffos. 2001. Shaping Literate Minds. Portland ME: Stenhouse. Dorn, Linda, and Carla Soffos. 2001. Scaffolding Young Writers. Portland ME: Stenhouse. Dorn, Linda, and Carla Soffos. 1998. Apprenticeship In Literacy. Portland ME: Stenhouse. Fletcher, Ralph. 2001. Writing Workshop: The Essential Guide. Portsmouth, NH: Heinemann. Miller. Debbie. 2002. Reading with Meaning. Portland ME: Stenhouse.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Phonemic awareness, phonics instruction, vocabulary, fluency, and word study/spelling are aligned with the ELA Framework Standards 8 and 11. Comprehension instruction is aligned with the ELA Framework Standards 9 and 10. All students will participate in Reader's Workshop to improve comprehension instruction. All teachers have access to a copy of the Arkansas Frameworks. A pacing guide, which is reviewed annually, is in place to identify benchmarks at each literacy module in grades K-5 and will be tested by using the district interim assessments. Teachers in K-5 will utilize the explicit teaching procedure, as noted Core Books used for Literacy Instruction in planning their lesson plans according to their grade level specific SLE's. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	JoLynn Stoker	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
School-wide reform strategies are explored each year. All teachers will continually explore research-based methods that will increase the quality of instruction for all students. Curriculum is aligned to the Arkansas frameworks, there is increased time for struggling students, and there are efforts to eliminate the achievement gap. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Debbie Kopf	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION BUDGET: \$

<p>Title I funds will be used to employ an 1.0 FTE certified staff person, Lana Shewmaker, to serve as a School Wide Instructional Facilitator to work with all staff members to align curriculum and to coordinate the Langston before school and summer school programs. Langston Magnet School students will engage in a variety of literacy activities that have been aligned with the Arkansas Literacy Frameworks. This person will also be responsible for assisting with teacher preparation, mentoring, selecting instructional or curriculum materials, and monitoring and assessing student achievement. This person will ensure that each classroom is equipped and supported with literacy materials and supplies as needed, such as chart paper, literacy log notebooks, paper, pencils, erasers, markers, highlighters, and other necessary items.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Lana Shewmaker</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<p>Title I - Employee Salaries: \$43821.00</p> <p>Title I - Employee Benefits: \$10957.96</p> <hr/> <p>ACTION BUDGET: \$54778.96</p>
<p>NSLA Funds will be made available to employ a 1.0 FTE certified science specialist, Bernice Lowery, to work with staff and students on science curriculum, achievement, and literacy activities integrated with the Langston theme of aerospace and environmental studies. Students will report on theme-related literacy activities during the daily in-house news broadcast, at parent activities, and during special events planned throughout the school year. Title 1 funds that exceed Act 603 will be made available to promote science related family activities, especially for African-American families. Title 1 funds will be made available for travel, meals and registration for professional development for staff members to attend training to enhance the integration of Science and Literacy. (see district plan for NSLA SOF)</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Debbie Kopf</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<p>Title I - Purchased Services: \$3000.00</p> <p>Title I - Employee Salaries: \$43770.00</p> <p>Title I - Employee Benefits: \$10942.00</p> <hr/> <p>ACTION BUDGET: \$57712</p>
<p>Title I funds will be used to purchase materials and supplies such as additional Renaissance Place stations, scanners, books, and quizzes. In addition, other funds will be used for upgrading software in the library. Renaissance Place and STAR Reading Assessment software programs will be used as a supplement to the Comprehensive Literacy Approach to comprehension instruction to increase student achievement in literacy and to provide for daily independent silent reading. Renaissance Place and STAR programs are computer based programs that students have access to in their classrooms, the media center, and the computer labs. Student achievement in Renaissance Place will be evaluated three times during the school year utilizing the STAR Reading Assessment Software. Student progress in the Renaissance Place program</p>	<p>Jan Hodges</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Computers</li> <li>• District Staff</li> <li>• Public Library</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Purchased Services: \$1000.00</p> <p>Title I - Materials &amp; Supplies: \$8000.00</p> <hr/> <p>ACTION BUDGET: \$9000</p>

<p>will be monitored weekly using diagnostic reports generated by the Renaissance Place program. Student achievement in the program will be assessed at the end of each nine weeks.</p> <p>Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>Title I will provide funds for teachers to attend professional development within the district. Vicki Wallace, the district School Improvement Office literacy specialist, will provide this professional development through classroom visits, after school workshops, and summer workshops in an effort to address the weaknesses in our literacy program.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Vicki Wallace	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>Title I - Employee Salaries: \$2000.00</p> <p>Title I - Employee Benefits: \$500.00</p> <hr/> <p>ACTION BUDGET: \$2500</p>
<p>Title 1 funds will be made available to pay for salaries and benefits and provide materials to align curriculum. Materials will include notebooks, markers, easels, chartboard paper, and Post Its. A summer school-wide retreat will be utilized for data disaggregation and curriculum alignment. Teachers will work with the Literacy Focus teacher and the District Literacy Specialist to align curriculum each summer.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>	Debbie Kopf	<p>Start: 07/01/2008 End: 06/30/2009</p>		<p>Title I - Materials &amp; Supplies: \$5000.00</p> <p>Title I - Employee Salaries: \$3200.00</p> <p>Title I - Employee Benefits: \$800.00</p> <hr/> <p>ACTION BUDGET: \$9000</p>
<p>NSLA funds will be used to pay a staff member to have "Early Bird Reading" at Langston. Students will have the opportunity to come to school one hour early to receive extra reading/tutorial time. Interventionists will also work with students on a daily basis. Title 1 funds will be used for any instructional materials, testing materials, or technology needs for the intervention teachers. Title 1 funds will also be used for salaries and benefits for the intervention teachers to disaggregate data and plan for further interventions.</p> <p>Action Type: Equity Action Type: Program Evaluation</p>	Debbie Kopf	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$3000.00</p> <p>Title I - Employee Salaries: \$3200.00</p> <p>Title I - Employee Benefits: \$800.00</p> <p>NSLA (State-281) - Employee Benefits: \$250.00</p> <p>NSLA (State-281) - Employee Salaries: \$1000.00</p> <hr/> <p>ACTION BUDGET: \$8250</p>
<p>Title I funds will be used to purchase equipment such as interactive white boards, projectors, ACTIV Votes, digital cameras, and lap top computers as well as instructional materials needed for literacy instruction. Funds will be used for the annual maintenance fee to update the library's Follett Destiny circulation software yearly. Tape players for listening centers, new technology, and books on tape are just a few</p>	Debbie Kopf	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$21000.00</p> <p>Title I - Capital Outlay: \$40000.00</p> <p>Title I - Purchased Services: \$1200.00</p>

of the items needed to provide differentiated learning. Funds will also be used to provide magazine subscriptions, classroom library additions, and other instructional materials to enhance student engagement. Action Type: Technology Inclusion Action Type: Title I Schoolwide				ACTION BUDGET: \$62200
Title 1 funds will be used to pay for salaries, benefits, and snacks for after-school tutoring. Title 1 funds will also be used to pay for salaries, benefits, and meals for Summer School. Funds will be used to foster relationships between organizations and businesses in the community. National Park Community Colleges, Hot Springs Boys and Girls Club, Mid-America Museums, and the YMCA are some of the organizations. Students will be identified for tutoring and Summer School using their NWEA and intermittent test scores. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide	Debbie Kopf	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$2599.00 Title I - Employee Benefits: \$648.82 Title I - Materials & Supplies: \$1200.00 ACTION BUDGET: \$4447.82
Title I funds will be made available for travel, meals, stipends, and registration for professional development for the media specialist to encourage participation in Renaissance Place. Action Type: Professional Development Action Type: Program Evaluation	Jan Hodges	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>School Library</li> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$1000.00 Title I - Employee Benefits: \$250.00 ACTION BUDGET: \$1250
Total Budget:				\$209138.78

Intervention: Langston Magnet School will utilize the Academic Improvement Plans to increase student achievement in literacy.

Scientific Based Research: Core Books used for Literacy Instruction Dorn, Linda, and Carla Soffos. 2005. Teaching for Deep Comprehension. Portland ME: Stenhouse. Dorn, Linda, and Carla Soffos. 2001. Shaping Literate Minds. Portland ME: Stenhouse. Dorn, Linda, and Carla Soffos. 2001. Scaffolding Young Writers. Portland ME: Stenhouse. Dorn, Linda, and Carla Soffos. 1998. Apprenticeship In Literacy. Portland ME: Stenhouse. Fletcher, Ralph. 2001. Writing Workshop: The Essential Guide. Portsmouth, NH: Heinemann. Miller. Debbie. 2002. Reading with Meaning. Portland ME: Stenhouse.

Actions	Person Responsible	Timeline	Resources	Source of Funds
NLSA funds will be used to provide an 1.0 FTE highly qualified certified teacher, Utana Newborn, to serve as a math coach to provide interventions for students who have an IRI. Students in Grades K-2 who perform at below state averages on the ITBS will need an IRI and will receive additional small group instruction. These students will be given DIBELS assessments as required by the IRI. The instructional assistant will work with students individually and in small groups under the direct supervision of a certified teacher. Students in Grades 3-5 who perform at basic or below basic on the State Benchmark will need an AIP (Academic Improvement Plan) and will receive additional small group instruction. Classroom teachers and resource teachers will collaborate on identified special education students to provide appropriate interventions for identified student's IEP's. Students who have IRI's or AIP's will receive a letter informing the parents of their child's academic plan and risks of possible retention if parent doesn't follow through	Debbie Kopf	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>with the IRI's.(See district plan for SOF.)  Action Type: Equity  Action Type: Title I Schoolwide</p>				
<p>At the beginning of the year, students will be screened with the Developmental Spelling Analysis (DSA) for placement of instruction in word study. The DSA will also be used as an end-of-year outcome assessment. Langston Magnet School will evaluate the word study/spelling program based on student progress made in mechanics in writing on the Benchmark CRT assessment and on the DSA pre and post assessments. All students, including African Americans, will participate in systematic and explicit word study/spelling instruction. This includes teacher explanation and modeling of all word study/spelling skills followed by guided practice and independent practice. The DSA will also be used as an end-of-year outcome assessment. Langston Magnet School will evaluate the word study/spelling program based on student progress made in mechanics in writing on the Benchmark CRT assessment and on the DSA pre and post assessments. Professional Development will be provided to teachers by Vicki Wallace, School Improvement Office to help continue the implementation of a comprehensive word study program.  Action Type: Equity  Action Type: Professional Development  Action Type: Title I Schoolwide</p>	<p>JoLynn Stoker</p>	<p>Start: 07/01/2008  End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers in grades K-5 will utilize the explicit teaching procedure for comprehension instruction in literacy. Langston Magnet School will utilize the Developmental Reading Assessment (DRA) as a placement tool for leveling reading instruction to meet the needs of the students in grades K-5. The DRA will be used to identify students on track for reading success as well as those who may be at risk for reading difficulties. Additional diagnostic assessments will be administered to those students shown to be at risk of reading failure. Progress will be monitored using Running Records monthly. Students identified as not meeting the expectation for success will receive additional comprehension strategy instruction in small groups. Academic Improvement Plans will be developed for students as needed based on assessment data. Classroom teachers and resource teachers will collaborate on identified special education students to provide interventions for IEP's. The Benchmark CRT will be the outcome assessment for reading in grades 3, 4, and 5. The NRT will be the outcome assessment for reading comprehension in grades K-2. The program will be evaluated by the increase in number of students meeting or exceeding student proficiency in reading on the CRT and/or NRT.  Action Type: AIP/IRI  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Professional Development</p>	<p>JoLynn Stoker</p>	<p>Start: 07/01/2008  End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers in grades K-5 will utilize the explicit teaching procedure for writing instruction in literacy and core curriculum classes. Progress in grades K-5 will be monitored each nine-weeks with pacing assessments. Students identified as not meeting the expectation for success will receive additional writing instruction in small groups. Progress will be monitored bi-weekly with classroom observations</p>	<p>Debbie Kopf</p>	<p>Start: 07/01/2008  End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

and assessments until the expectation is met. Academic Improvement Plans (AIP) and Individual Educational Plans (IEP) will be developed for students as needed based on writing assessment data. Classroom teachers and resource teachers will collaborate on identified special education students to provide interventions for IEP's. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education				
No Child Left Behind is to ensure, that along with the Langston staff, students who have difficulty mastering material do not fall behind and are provided with timely assistance. This Point-in-Time remediation ensures that student difficulties are addressed so students can achieve at the advanced levels. Students with IRI's or AIP's will be given the option of attending after school, SES, and/or summer school. Small group remediation will be provided by instructional assistants and our literacy focus teachers. Additional literacy skills may be integrated in literacy centers or as homework. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Debbie Kopf	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$
NSLA funds will be used to provide 2 1.0 FTE highly qualified literacy intervention teachers Donna Smith and Sharon Clark. The Literacy Intervention teachers will work with students who have AIP and IRI plans. See district plan for SOF. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Vicki Wallace	Start: 07/01/2008 End: 06/30/2009		<hr/> <b>ACTION BUDGET:</b> \$
<b>Total Budget:</b>				<b>\$0</b>

Intervention: Langston Magnet School will utilize parental involvement and engagement to increase literacy achievement.

Scientific Based Research: Shartrand, A., Weiss, H., Kreider, H., Lopez, E. (1997). New Skills for New Schools: Preparing Teachers in Family Involvement. Harvard University, Cambridge, MA. Watkins, T. (1997). Teacher Communications, Child Achievement and Parent Traits in Parent Involvement Models. The Journal of Education Research, Vol 91. Retrieved May 14, 2007, from <http://www.questia.com/googleScholar.qst?docId=5001526631>. Desimone. (1999). Linking Parent Involvement with Student Achievement: Do Race and Income Matter. The Journal of Educational Research, Vol 93. Retrieved May 14, 2007, from <http://www.questia.com/googleScholar.qst?docId=5001843978>. Baker, A. & Soden, L. (2001). Parent Involvement in Children's Education: A Critical Assessment of the Knowledge Base. NCJW Center for the Child, New York, NY. Okpala, A., Okpala, C., & Smith, F. (2001). Parental Involvement, Instructional Expenditure Family Socioeconomic Attributes, and Students Achievement. The Journal of Educational Research, Vol 95. Retrieved May 14, 2007, from <http://www.questia.com/googleScholar.qst?docId=5001977534>. Waterman, J. & Zellman, G. (1998). Understanding the Impact of Parent School Involvement on Children's Educational Outcomes. The Journal of Educational Research, Vol 91. Retrieved May 14, 2007 from <http://www.questia.com/googleScholar.qst;jsessionid=GLNHKVS1jQBThR9NznyLT21h1wrbBh7Qdq>.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Langston Magnet School and parents of the students will have open communication. Parents will be informed of student progress at two scheduled parent teacher conferences during the school year, and have access to daily grades through Edline. Progress reports will be sent home in the middle of each nine weeks along with access to their child's grades online. Funds will be available to provide materials and supplies for parents to engage in activities to support the balanced literacy program at scheduled Parent Involvement Meetings. Weekly newsletters will also be sent home to further communicate with parents. These activities will also include Parent Lunches and exceeds what	Lana Shewmaker	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title I - Purchased \$2000.00 Services:  <hr/> <b>ACTION BUDGET:</b> \$2000

<p>is required by law.  Action Type: Equity  Action Type: Parental Engagement  Action Type: Title I Schoolwide</p>				
<p>Langston Magnet School will have a parent meeting at the beginning of the school year to inform parents on the state of the school, Title 1 program implementation, provide an overview of what students will be learning, how students will be assessed, what parents should expect for their child's education, and how parents can assist and make a difference. After informing parents that Langston is on school improvement and how we got there, parents will be given the option of moving their child to another school in the district that is not on school improvement. An annual meeting will be held to explain what it means to be a Title 1 school and distribute the School-Parent Compact. The School-Parent Compact will be included in the Langston School Handbook. At this meeting parents will be involved in planning, reviewing, and improvement of parent programs. Langston Magnet School will also enable the parents and staff to form and Parent/Teacher Organization.  Action Type: Parental Engagement  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>	<p>Lana Shewmaker</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Langston Magnet School is committed to providing a successful transition from home, or pre-kindergarten, into kindergarten. Langston Magnet School and the Hot Springs School District created a "Ready School" committee which created placemats and packets of information on successfully transitioning into kindergarten for all students that have pre-registered for kindergarten. Title I funds will be used to purchase these materials. These packets will include a calendar, the Kindergarten Readiness Indicators Checklist (KRIC), information about registration, and other items to make the transition from home or preschool into kindergarten easier. The placemats and packets will be mailed to entering kindergarten students to aid in the transition process. Parents of students entering kindergarten in the 2008-2009 school year were encouraged to tour the building, meet the kindergarten teachers, and participate in activities to help their children be successful. Students already enrolled in Head Start and other local preschool agencies will participate in Big School Day which is a regular part of our calendar.  Action Type: Equity  Action Type: Parental Engagement  Action Type: Title I Schoolwide</p>	<p>Debbie Kopf</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<p>Title I - Materials &amp; Supplies: \$500.00</p> <hr/> <p>ACTION BUDGET: \$500</p>
<p>Title I funds will be used for the parent facilitator to attend a parent involvement conference. A certified staff member will be designated to serve as a parent facilitator to organize meaningful training for staff and parents and to ensure that parental engagement is recognized as an asset to Langston Magnet School. The parent facilitator will arrange a minimum of 2 hours of professional development on parental</p>	<p>Debbie Kopf</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<p>Title I - Purchased Services: \$200.00</p> <hr/> <p>ACTION BUDGET: \$200</p>

<p>involvement for teachers and staff and a minimum of 3 hours of professional development for administrators.  Action Type: Parental Engagement  Action Type: Professional Development  Action Type: Title I Schoolwide</p>				
<p>Langston Magnet School will designate an area to be used as the Parent Center. Parenting books, magazines and other informative materials regarding responsible parenting will be available for parents to borrow for review. The Langston Library has a shelf designated as a parent section which includes parenting books, magazines, and other materials regarding responsible parenting. The current selection in the library will be advertised in the school newsletter and parents will be made aware of the materials and encouraged to borrow these materials.  Action Type: Parental Engagement  Action Type: Title I Schoolwide</p>	<p>Lana Shewmaker</p>	<p>Start: 07/01/2008  End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• School Library</li> </ul>	<p>Title I - Materials &amp; Supplies: \$500.00</p> <hr/> <p>ACTION BUDGET: \$500</p>
<p>Title I funds will be used to buy materials and supplies to create Parent Information Kits. These Parent Information Kits will be available to all parents that include: *Parental Involvement Plan *Langston Magnet School Handbook *School Calendar *A system encouraging the home and school connection *Tips for parents to ensure school success *Email addresses of school staff *Langston Magnet School Website information *List of web-sites on parenting or other activities that might interest parents. All parents will be invited to attend Open House at the beginning of the 2008-2009 school year. At the Open House the parents will: *Meet their child's teacher *Be Informed about Rules and Procedures specific to each classroom *Review the school's process for resolving parental concerns * Smart Core Curriculum *Become aware of the school's process for disseminating important information to parents about activities and events. Prior to the beginning of the 2008-2009 school year a committee was formed to create two parent surveys to be given out at registration. The committee will be comprised of parents, teachers, and administrators. Parents will have the opportunity to participate in seminars and workshops on topics that promote responsible parenting.  Action Type: Parental Engagement  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>	<p>Lana Shewmaker</p>	<p>Start: 07/01/2008  End: 06/30/2009</p>		<p>Title I - Materials &amp; Supplies: \$500.00</p> <hr/> <p>ACTION BUDGET: \$500</p>
<p>Title I funds will be used to provide light refreshments for volunteers, parents, and grandparents participating in the Foster Grandparent program. Title I funds will also provide supplemental materials and resources to support and enhance the parent program. These funds will exceed ACT 603 requirements. All students, including special education students, may receive *Assistance from the Foster Grandparent Program; *Assistance from Instructional Assistants; and *Assistance from Volunteers.  Action Type: Equity</p>	<p>Lana Shewmaker</p>	<p>Start: 07/01/2008  End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<p>Title I - Materials &amp; Supplies: \$500.00</p> <hr/> <p>ACTION BUDGET: \$500</p>

Action Type: Parental Engagement Action Type: Title I Schoolwide				
Each year Langston will host an annual Literacy Family Night. Families will participate in hands on family activities in the classrooms. Take home packets will also be provided for each grade level to have family activities at home. Title 1 funds will be used for light refreshments and supplies for this event. These funds will exceed ACT 603 requirements. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Melissa Edwards	Start: 07/01/2008 End: 06/30/2009		Title I - Materials & \$500.00 Supplies: <hr/> ACTION BUDGET: \$500
Total Budget:				\$4700

Intervention: Langston Magnet School will implement a comprehensive literacy approach in all classrooms Kindergarten through Grade 5.

Scientific Based Research: Core Books used for Literacy Instruction Dorn, Linda, and Carla Soffos. 2005. Teaching for Deep Comprehension. Portland ME: Stenhouse. Dorn, Linda, and Carla Soffos. 2001. Shaping Literate Minds. Portland ME: Stenhouse. Dorn, Linda, and Carla Soffos. 2001. Scaffolding Young Writers. Portland ME: Stenhouse. Dorn, Linda, and Carla Soffos. 1998. Apprenticeship In Literacy. Portland ME: Stenhouse. Fletcher, Ralph. 2001. Writing Workshop: The Essential Guide. Portsmouth, NH: Heinemann. Miller, Debbie. 2002. Reading with Meaning. Portland ME: Stenhouse.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Langston Magnet School staff will participate in a minimum of 6 hours of professional development in technology to increase student achievement in all areas. Online technology professional development opportunities will be offered throughout the school year for staff members to participate in. All staff will complete 60 total hours of professional development. Administrators must include hours in data analysis, assessment, and fiscal management. Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Debbie Kopf	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Langston Magnet School staff will participate in a minimum of two hours of professional development on Arkansas History. Emphasis will be placed on integrating Arkansas History into the literacy program through Reader's and Writer's Workshops. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Debbie Kopf	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will receive professional development that will focus on helping students to comprehend text-structure in both fiction and non-fiction texts. Teachers will participate in ELLA, Effective Literacy, and Literacy Lab training. A team will attend the Comprehensive Literacy conference, state and regional reading conferences, and the Arkansas Literacy Academy. Title 1 funds will be used for stipends, travel, meals, and registration costs associated with these professional development activities. Administrators and Vicki Wallace (School Improvement Office) will collaborate to decide on any further professional development. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Vicki Wallace	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	Title I - Employee \$2000.00 Benefits: Title I - Employee \$8000.00 Salaries: Title I - Materials & \$5000.00 Supplies: Title I - Purchased \$1000.00 Services: <hr/> ACTION BUDGET: \$16000

<p>Title I funds will be used to provide an 1.0 FTE certified, ESL endorsed teacher, Margaret Dickson, to work with LEP students on literacy activities. Additional funds will be provided for ESL instructional materials through special funds - ELL. Reader's and Writer's workshop will be implemented schoolwide. This includes teacher explanation and modeling of all comprehension strategies, followed by guided practice and independent practice. Emphasis will be placed on monitoring comprehension, using graphic and semantic organizers, answering and generating questions, recognizing story structure, summarizing, making use of prior knowledge and using mental imagery to increase student achievement in literacy in both fiction and non-fiction text.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	Debbie Kopf	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<p>Title I - Employee Salaries: \$44821.00</p> <p>Title I - Employee Benefits: \$11205.25</p> <hr/> <p>ACTION BUDGET: \$56026.25</p>
<p>NSLA funds will be used to provide 1.0 FTE Barbara Cooper, highly qualified non-certified instructional assistant (see district plan for SOF). Title I funds will also be used to provide two additional 1.0 FTE highly qualified, instructional assistants to work with students needing assistance in literacy. Students who score basic or below basic in literacy will be given small group instruction time to provide point-in-time remediation and improve student achievement.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	Debbie Kopf	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>Title I - Employee Salaries: \$40000.00</p> <p>Title I - Employee Benefits: \$10000.00</p> <hr/> <p>ACTION BUDGET: \$50000</p>
<p>Title 1 funds will be used to provide 1.0 certified FTE, JoLynn Stoker. NSLA funds will be used to provide 1.0 FTE Melissa Edwards (see district plan for SOF). Their job responsibilities will include: assisting teachers with the implementation of reader's and writer's workshop, model instructional strategies as needed, facilitating team meetings, and reviewing the assessment wall, all focusing on grades K-5. The Reading Focus teachers will also collect, maintain, and disaggregate data from literacy testing modules. Classroom teachers and support staff will participate in team meetings to help provide support and intervention ideas for all students. An assessment wall will be utilized to look at student progress.</p> <p>Action Type: Professional Development Action Type: Title I Schoolwide</p>	Debbie Kopf	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> </ul>	<p>Title I - Employee Salaries: \$42871.00</p> <p>Title I - Employee Benefits: \$10717.75</p> <hr/> <p>ACTION BUDGET: \$53588.75</p>
<p>Title I funds will provide stipends, and benefits for non-contract teacher hours. Teachers and highly qualified instructional assistants will conduct summer kindergarten screenings. The literacy focus teachers will mentor K-5 teachers by modeling in their classrooms. All new teachers will be assigned a mentor for three years. As part of school improvement, Langston will utilize the expertise of the District Literacy Specialist, Vicki Wallace, from the School Improvement Office, to administer staff development. She will provide on-going professional development in research-based</p>	Debbie Kopf	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>Title I - Employee Salaries: \$2400.00</p> <p>Title I - Employee Benefits: \$600.00</p> <hr/> <p>ACTION BUDGET: \$3000</p>

literacy strategies to promote effective teaching. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide				
Total Budget:				\$178615

Priority 2: Improve Mathematics Achievement

1. Arkansas Comprehensive School Improvement Data Source for LANGSTON MAGNET  
NORM REFERENCED TEST -- Report Completed: Sep 17, 2008  
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:0  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 90 89 N/A  
% At/Above 50th NPR In:  
Reading Comprehension 61.1% 55.1% N/A%  
Math Problem Solving 48.9% 64.8% N/A%  
AFRICAN AMERICAN POPULATION Grade:0  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 60 44 N/A  
% At/Above 50th NPR In:  
Reading Comprehension 56.7% 56.8% N/A%  
Math Problem Solving 38.3% 58.1% N/A%  
HISPANIC POPULATION Grade:0  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 8 8 N/A  
% At/Above 50th NPR In:  
Reading Comprehension 62.5% 37.5% N/A%  
Math Problem Solving 62.5% 37.5% N/A%  
CAUCASIAN POPULATION Grade:0  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 19 27 N/A  
% At/Above 50th NPR In:  
Reading Comprehension 68.4% 59.3% N/A%  
Math Problem Solving 73.7% 77.8% N/A%  
ECONOMICALLY DISADVANTAGED Grade:0  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 86 87 N/A  
% At/Above 50th NPR In:  
Reading Comprehension 59.3% 55.2% N/A%  
Math Problem Solving 46.5% 64.0% N/A%  
LIMITED ENGLISH PROFICIENT Grade:0  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 2 7 N/A  
% At/Above 50th NPR In:  
Reading Comprehension 50.0% 57.1% N/A%  
Math Problem Solving 100.0% 42.9% N/A%  
STUDENTS WITH DISABILITIES Grade:0  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 11 12 N/A  
% At/Above 50th NPR In:  
Reading Comprehension 36.4% 25.0% N/A%  
Math Problem Solving 18.2% 41.7% N/A%  
Arkansas Comprehensive School Improvement Data Source for LANGSTON MAGNET SCHOOL  
NORM REFERENCED TEST -- Report Completed: Sep 17, 2008  
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

Supporting Data:

COMBINED POPULATION Grade: 1

ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 75 82 76  
 % At/Above 50th NPR In:  
 Reading Comprehension 64.0% 63.4% 35.5%  
 Math Problem Solving 54.7% 68.3% 50.0%  
 AFRICAN AMERICAN POPULATION Grade: 1  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 39 47 35  
 % At/Above 50th NPR In:  
 Reading Comprehension 69.2% 59.6% 22.9%  
 Math Problem Solving 46.2% 57.4% 45.7%  
 HISPANIC POPULATION Grade: 1  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 6 12 16  
 % At/Above 50th NPR In:  
 Reading Comprehension 83.3% 58.3% 25.0%  
 Math Problem Solving 83.3% 83.3% 43.8%  
 CAUCASIAN POPULATION Grade: 1  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 28 20 24  
 % At/Above 50th NPR In:  
 Reading Comprehension 53.6% 70.0% 58.3%  
 Math Problem Solving 57.1% 80.0% 58.3%  
 ECONOMICALLY DISADVANTAGED Grade: 1  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 73 62 76  
 % At/Above 50th NPR In:  
 Reading Comprehension 63.0% 59.7% 35.5%  
 Math Problem Solving 54.8% 66.1% 50.0%  
 LIMITED ENGLISH PROFICIENT Grade: 1  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 0 10 14  
 % At/Above 50th NPR In:  
 Reading Comprehension N/A% 50.0% 21.4%  
 Math Problem Solving N/A% 90.0% 42.9%  
 STUDENTS WITH DISABILITIES Grade: 1  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 8 9 13  
 % At/Above 50th NPR In:  
 Reading Comprehension 25.0% 33.3% 23.1%  
 Math Problem Solving 37.5% 22.2% 23.1%  
 Arkansas Comprehensive School Improvement Data Source for  
 LANGSTON MAGNET SCHOOL  
 NORM REFERENCED TEST -- Report Completed: Sep 17, 2008  
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 2  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 61 67 61  
 % At/Above 50th NPR In:  
 Reading Comprehension 68.9% 50.7% 23.0%  
 Math Problem Solving 83.6% 50.7% 37.7%  
 AFRICAN AMERICAN POPULATION Grade: 2  
 ITBS ITBS SAT10  
 Year 2006 2007 2008  
 Number Tested 37 33 34  
 % At/Above 50th NPR In:  
 Reading Comprehension 64.9% 51.5% 20.6%  
 Math Problem Solving 78.4% 39.4% 32.4%  
 HISPANIC POPULATION Grade: 2  
 ITBS ITBS SAT10

Year 2006 2007 2008  
Number Tested 5 11 12  
% At/Above 50th NPR In:  
Reading Comprehension 40.0% 45.5% 25.0%  
Math Problem Solving 100.0% 45.5% 33.3%  
CAUCASIAN POPULATION Grade:2  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 18 18 15  
% At/Above 50th NPR In:  
Reading Comprehension 88.9% 50.0% 26.7%  
Math Problem Solving 88.9% 77.8% 53.3%  
ECONOMICALLY DISADVANTAGED Grade:2  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 61 23 59  
% At/Above 50th NPR In:  
Reading Comprehension 68.9% 60.9% 23.7%  
Math Problem Solving 83.6% 56.5% 37.3%  
LIMITED ENGLISH PROFICIENT Grade:2  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 0 10 11  
% At/Above 50th NPR In:  
Reading Comprehension N/A% 50.0% 18.2%  
Math Problem Solving N/A% 40.0% 27.3%  
STUDENTS WITH DISABILITIES Grade:2  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 5 9 6  
% At/Above 50th NPR In:  
Reading Comprehension 20.0% 11.1% 16.7%  
Math Problem Solving 20.0% 33.3% 0.0%  
Arkansas Comprehensive School Improvement Data Source for  
LANGSTON MAGNET SCHOOL  
NORM REFERENCED TEST -- Report Completed: Sep 17, 2008  
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 3  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 63 55 52  
% At/Above 50th NPR In:  
Reading Comprehension 34.9% 32.7% 34.6%  
Math Problem Solving 44.4% 38.9% 59.6%  
AFRICAN AMERICAN POPULATION Grade:3  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 41 30 24  
% At/Above 50th NPR In:  
Reading Comprehension 14.6% 20.0% 33.3%  
Math Problem Solving 26.8% 34.5% 45.8%  
HISPANIC POPULATION Grade: 3  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 3 7 6  
% At/Above 50th NPR In:  
Reading Comprehension 100.0% 42.9% 16.7%  
Math Problem Solving 66.7% 57.1% 100.0%  
CAUCASIAN POPULATION Grade:3  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 19 16 21  
% At/Above 50th NPR In:  
Reading Comprehension 68.4% 43.8% 42.9%  
Math Problem Solving 78.9% 31.3% 61.9%  
ECONOMICALLY DISADVANTAGED Grade: 3  
ITBS ITBS SAT10  
Year 2006 2007 2008

Number Tested 62 54 51  
% At/Above 50th NPR In:  
Reading Comprehension 33.9% 33.3% 33.3%  
Math Problem Solving 43.5% 39.6% 58.8%  
LIMITED ENGLISH PROFICIENT Grade: 3  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 0 5 5  
% At/Above 50th NPR In:  
Reading Comprehension N/A% 40.0% 20.0%  
Math Problem Solving N/A% 40.0% 100.0%  
STUDENTS WITH DISABILITIES Grade: 3  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 8 7 9  
% At/Above 50th NPR In:  
Reading Comprehension 25.0% 28.6% 11.1%  
Math Problem Solving 25.0% 0.0% 22.2%  
Arkansas Comprehensive School Improvement Data Source for  
LANGSTON MAGNET SCHOOL  
NORM REFERENCED TEST -- Report Completed: Sep 17, 2008  
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 4  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 52 55 54  
% At/Above 50th NPR In:  
Reading Comprehension 32.7% 43.6% 50.0%  
Math Problem Solving 56.9% 52.7% 55.6%  
AFRICAN AMERICAN POPULATION Grade: 4  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 36 31 27  
% At/Above 50th NPR In:  
Reading Comprehension 25.0% 22.6% 37.0%  
Math Problem Solving 54.3% 32.3% 48.1%  
HISPANIC POPULATION Grade: 4  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 3 7 5  
% At/Above 50th NPR In:  
Reading Comprehension 66.7% 42.9% 60.0%  
Math Problem Solving 66.7% 71.4% 80.0%  
CAUCASIAN POPULATION Grade: 4  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 13 16 18  
% At/Above 50th NPR In:  
Reading Comprehension 46.2% 81.3% 61.1%  
Math Problem Solving 61.5% 87.5% 55.6%  
ECONOMICALLY DISADVANTAGED Grade: 4  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 48 50 53  
% At/Above 50th NPR In:  
Reading Comprehension 29.2% 42.0% 49.1%  
Math Problem Solving 55.3% 52.0% 54.7%  
LIMITED ENGLISH PROFICIENT Grade: 4  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 4 7 4  
% At/Above 50th NPR In:  
Reading Comprehension 50.0% 42.9% 50.0%  
Math Problem Solving 50.0% 57.1% 75.0%  
STUDENTS WITH DISABILITIES Grade: 4  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 4 6 11

% At/Above 50th NPR In:  
Reading Comprehension 0.0% 33.3% 27.3%  
Math Problem Solving 0.0% 16.7% 18.2%  
Arkansas Comprehensive School Improvement Data Source for  
LANGSTON MAGNET SCHOOL  
NORM REFERENCED TEST -- Report Completed: Sep 17, 2008  
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 5  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 51 42 50  
% At/Above 50th NPR In:  
Reading Comprehension 47.1% 42.9% 50.0%  
Math Problem Solving 51.0% 69.0% 58.0%

AFRICAN AMERICAN POPULATION Grade: 5  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 27 25 32  
% At/Above 50th NPR In:  
Reading Comprehension 33.3% 32.0% 28.1%  
Math Problem Solving 40.7% 60.0% 43.8%

HISPANIC POPULATION Grade: 5  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 2 4 3  
% At/Above 50th NPR In:  
Reading Comprehension 50.0% 25.0% 33.3%  
Math Problem Solving 50.0% 100.0% 33.3%

CAUCASIAN POPULATION Grade: 5  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 19 12 13  
% At/Above 50th NPR In:  
Reading Comprehension 57.9% 66.7% 100.0%  
Math Problem Solving 57.9% 75.0% 92.3%

ECONOMICALLY DISADVANTAGED Grade: 5  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 45 39 47  
% At/Above 50th NPR In:  
Reading Comprehension 46.7% 41.0% 46.8%  
Math Problem Solving 51.1% 66.7% 55.3%

LIMITED ENGLISH PROFICIENT Grade: 5  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 0 5 4  
% At/Above 50th NPR In:  
Reading Comprehension N/A% 40.0% 50.0%  
Math Problem Solving N/A% 80.0% 50.0%

STUDENTS WITH DISABILITIES Grade: 5  
ITBS ITBS SAT10  
Year 2006 2007 2008  
Number Tested 9 6 7  
% At/Above 50th NPR In:  
Reading Comprehension 0.0% 16.7% 14.3%  
Math Problem Solving 0.0% 33.3% 57.1%

2. ACSIP CRT Data Source for LANGSTON MAGNET SCHOOL  
Benchmark-3rd Grade Literacy Exam  
Report Created: Sep 17, 2008  
2006-# Tested & Percent of Students Scoring Proficient/Advanced:  
63 Students: 38.1% of Combined Students  
39 Students: 20.5% of African American Students  
4 Students: 75% of Hispanic Students  
18 Students: 61.1% of Caucasian Students  
62 Students: 37.1% of Econ. Disadvantaged Students  
4 Students: 75% of LEP Students  
13 Students: 38.5% of Students with Disabilities  
2007-# Tested & Percent of Students Scoring Proficient/Advanced:

53 Students: 52.8% of Combined Students  
27 Students: 44.4% of African American Students  
7 Students: 71.4% of Hispanic Students  
17 Students: 52.9% of Caucasian Students  
52 Students: 51.9% of Econ. Disadvantaged Students  
8 Students: 75% of LEP Students  
11 Students: 36.4% of Students with Disabilities  
2008-# Tested & Percent of Students Scoring Proficient/Advanced:  
46 Students: 58.7% of Combined Students  
22 Students: 68.2% of African American Students  
6 Students: 50% of Hispanic Students  
17 Students: 52.9% of Caucasian Students  
45 Students: 57.8% of Econ. Disadvantaged Students  
5 Students: 40% of LEP Students  
9 Students: 33.3% of Students with Disabilities

The lowest identified areas for the combined population were: content passage and literary passage The lowest identified areas for African Americans were: content passage OR and literary passage OR The lowest identified areas for Hispanic were: literary passage OR and content passage OR The lowest identified areas for Caucasian were: content passage and style The lowest identified areas for Econ. Disadvantaged students were: content passage and literary passage The lowest identified areas for LEP students were: literary passage and content passage ACSIP CRT Data Source for LANGSTON MAGNET SCHOOL  
Benchmark-3rd Grade Mathematics Exam

Report Created: Sep 17, 2008

2006-# Tested & Percent of Students Scoring Proficient/Advanced:  
63 Students: 47.6% of Combined Students  
39 Students: 33.3% of African American Students  
4 Students: 50% of Hispanic Students  
18 Students: 72.2% of Caucasian Students  
62 Students: 46.8% of Econ. Disadvantaged Students  
4 Students: 75% of LEP Students  
13 Students: 53.8% of Students with Disabilities

2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
53 Students: 69.8% of Combined Students  
27 Students: 55.6% of African American Students  
7 Students: 85.7% of Hispanic Students  
17 Students: 82.4% of Caucasian Students  
52 Students: 69.2% of Econ. Disadvantaged Students  
8 Students: 87.5% of LEP Students  
11 Students: 72.7% of Students with Disabilities

2008-# Tested & Percent of Students Scoring Proficient/Advanced:  
46 Students: 71.7% of Combined Students  
22 Students: 63.6% of African American Students  
6 Students: 100% of Hispanic Students  
17 Students: 70.6% of Caucasian Students  
45 Students: 71.1% of Econ. Disadvantaged Students  
5 Students: 100% of LEP Students  
9 Students: 44.4% of Students with Disabilities

The lowest identified areas for the combined population were: Geometry and Measurement The lowest identified areas for African Americans were: Geometry and Measurement The lowest identified areas for Hispanic were: Geometry and Measurement The lowest identified areas for Caucasian were: Geometry and Measurement The lowest identified areas for Econ. Disadvantaged students were: Geometry and Measurement The lowest identified areas for LEP students were: Geometry and Measurement ACSIP CRT Data Source for LANGSTON MAGNET SCHOOL  
Benchmark-4th Grade Literacy Exam

Report Created: Sep 17, 2008

2006-# Tested & Percent of Students Scoring Proficient/Advanced:  
52 Students: 26.9% of Combined Students  
34 Students: 14.7% of African American Students  
4 Students: 25% of Hispanic Students  
14 Students: 57.1% of Caucasian Students  
47 Students: 23.4% of Econ. Disadvantaged Students  
5 Students: 40% of LEP Students  
6 Students: 16.7% of Students with Disabilities

2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
51 Students: 41.2% of Combined Students  
28 Students: 21.4% of African American Students  
7 Students: 42.9% of Hispanic Students  
15 Students: 73.3% of Caucasian Students  
47 Students: 38.3% of Econ. Disadvantaged Students

7 Students: 57.1% of LEP Students  
5 Students: 40% of Students with Disabilities  
2008-# Tested & Percent of Students Scoring Proficient/Advanced:  
46 Students: 43.5% of Combined Students  
23 Students: 39.1% of African American Students  
5 Students: 60% of Hispanic Students  
15 Students: 40% of Caucasian Students  
45 Students: 42.2% of Econ. Disadvantaged Students  
4 Students: 50% of LEP Students  
11 Students: 9.1% of Students with Disabilities

The lowest identified areas for the combined population were: Content and Practical The lowest identified areas for African Americans were: Content and Practical Passages The lowest identified areas for Hispanic were: Content and Style The lowest identified areas for Caucasian were: Content and Practical The lowest identified areas for Econ. Disadvantaged students were: Content and Practical The lowest identified areas for LEP students were: Content, Style, Mechanics ACSIP CRT Data Source for LANGSTON MAGNET SCHOOL

Benchmark-4th Grade Mathematics Exam  
Report Created: Sep 17, 2008

2006-# Tested & Percent of Students Scoring Proficient/Advanced:  
52 Students: 50% of Combined Students  
34 Students: 47.1% of African American Students  
4 Students: 25% of Hispanic Students  
14 Students: 64.3% of Caucasian Students  
47 Students: 46.8% of Econ. Disadvantaged Students  
5 Students: 20% of LEP Students  
6 Students: 33.3% of Students with Disabilities

2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
51 Students: 60.8% of Combined Students  
28 Students: 50% of African American Students  
7 Students: 42.9% of Hispanic Students  
15 Students: 86.7% of Caucasian Students  
47 Students: 59.6% of Econ. Disadvantaged Students  
7 Students: 57.1% of LEP Students  
5 Students: 60% of Students with Disabilities

2008-# Tested & Percent of Students Scoring Proficient/Advanced:  
46 Students: 63% of Combined Students  
23 Students: 52.2% of African American Students  
5 Students: 80% of Hispanic Students  
15 Students: 73.3% of Caucasian Students  
45 Students: 62.2% of Econ. Disadvantaged Students  
4 Students: 75% of LEP Students  
11 Students: 54.5% of Students with Disabilities

The lowest identified areas for the combined population were: Measurement, Geometry The lowest identified areas for African Americans were: Measurement, Geometry The lowest identified areas for Hispanic were: Measurement, Geometry The lowest identified areas for Caucasian were: Measurement, Geometry The lowest identified areas for Econ. Disadvantaged students were: Measurement, Geometry The lowest identified areas for LEP students were: Measurement, Geometry ACSIP CRT Data Source for LANGSTON MAGNET SCHOOL

Benchmark-5th Grade Literacy Exam

Report Created: Sep 17, 2008

2006-# Tested & Percent of Students Scoring Proficient/Advanced:  
47 Students: 53.2% of Combined Students  
25 Students: 40% of African American Students  
4 Students: 50% of Hispanic Students  
15 Students: 66.7% of Caucasian Students  
41 Students: 53.7% of Econ. Disadvantaged Students  
3 Students: 66.7% of LEP Students  
10 Students: 20% of Students with Disabilities

2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
46 Students: 39.1% of Combined Students  
26 Students: 34.6% of African American Students  
7 Students: 28.6% of Hispanic Students  
13 Students: 53.8% of Caucasian Students  
43 Students: 39.5% of Econ. Disadvantaged Students  
8 Students: 25% of LEP Students  
8 Students: 12.5% of Students with Disabilities

2008-# Tested & Percent of Students Scoring Proficient/Advanced:  
46 Students: 45.7% of Combined Students  
29 Students: 20.7% of African American Students  
3 Students: 66.7% of Hispanic Students

12 Students: 91.7% of Caucasian Students  
 43 Students: 41.9% of Econ. Disadvantaged Students  
 4 Students: 75% of LEP Students  
 9 Students: 22.2% of Students with Disabilities  
 the lowest identified areas for the combined population were: Literary, Content the lowest identified areas for African Americans were: Literary, Content the lowest identified areas for Hispanic were: Literary, Practical the lowest identified areas for Caucasian were: Content, Style The lowest identified areas for Econ. Disadvantaged students were: Literary, Content The lowest identified areas for LEP students were: Practical, Literary ACSIP CRT Data Source for LANGSTON MAGNET SCHOOL  
 Benchmark-5th Grade Mathematics Exam  
 Report Created: Sep 17, 2008  
 2006-# Tested & Percent of Students Scoring Proficient/Advanced:  
 47 Students: 55.3% of Combined Students  
 25 Students: 44% of African American Students  
 4 Students: 100% of Hispanic Students  
 15 Students: 60% of Caucasian Students  
 41 Students: 56.1% of Econ. Disadvantaged Students  
 3 Students: 100% of LEP Students  
 10 Students: 30% of Students with Disabilities  
 2007-# Tested & Percent of Students Scoring Proficient/Advanced:  
 46 Students: 67.4% of Combined Students  
 26 Students: 57.7% of African American Students  
 7 Students: 85.7% of Hispanic Students  
 13 Students: 76.9% of Caucasian Students  
 43 Students: 65.1% of Econ. Disadvantaged Students  
 8 Students: 75% of LEP Students  
 8 Students: 50% of Students with Disabilities  
 2008-# Tested & Percent of Students Scoring Proficient/Advanced:  
 46 Students: 71.7% of Combined Students  
 29 Students: 58.6% of African American Students  
 3 Students: 100% of Hispanic Students  
 12 Students: 91.7% of Caucasian Students  
 43 Students: 69.8% of Econ. Disadvantaged Students  
 4 Students: 100% of LEP Students  
 9 Students: 77.8% of Students with Disabilities  
 The lowest identified areas for the combined population were: Number Operations, Measurement The lowest identified areas for African Americans were: Number Operations, Measurement The lowest identified areas for Hispanic were: Number Operations, Measurement The lowest identified areas for Caucasian were: Number Operations, Measurement The lowest identified areas for Econ. Disadvantaged students were: Measurement and Data Analysis The lowest identified areas for LEP students were: Number Operations, Measurement

3. We met the 2007-2008 attendance goal of 94.4%

Goal To improve mathematics skills for all students with emphasis on data analysis and probability and measurement.  
 Benchmark The combined population and all subpopulations will meet the AYP target of 62.5% on the 2008-2009 Benchmark in Mathematics.

Intervention: Langston Magnet School will implement a standards based math model in all classrooms grades K-5.				
Scientific Based Research: Marzano, R. J. (2003). What works in schools (p.106). Alexandria, VA: Association of Supervision and Curriculum Development. Sconiers, S., Isaacs, A., Higgins, T., McBride, J., and Kelso, C. R. (2003). The ARC center tri-state student achievement study (Executive Summary). COMAP, Inc. Cambridge, MA. Stiggins, R. (2001). The unfulfilled promise of classroom assessment. Educational Measurement: Issues and Practice (20) 3.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Title 1 funds will be used to employ a 1.0 FTE Instructional Assistant, Vickie Bulfone, to provide Point in Time remediation. Langston Magnet School will continue implementing Math Investigations and Everyday Counts Calendar Math in grades K-5 which are standards based programs. Each grade level will collaborate during the summer of 2008 to review the alignment of these programs to the revised Arkansas Mathematics Frameworks. Langston Magnet School staff, including special education teachers and instructional assistants, will collaborate by grade level on	Debbie Kopf	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	Title I - Employee Benefits: \$4243.25 Title I - Employee Salaries: \$16973.00 <hr/> ACTION BUDGET: \$21216.25

<p>the implementation of standards based mathematics programs and receive ongoing, site-based professional development on the implementation of standards-based math programs as needed. Langston Magnet School will implement Every Day Counts Calendar Math Program which is standards based in all K-5 classrooms.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>				
<p>Title I funds will be used to provide two 1.0 FTE highly qualified non-certified instructional assistants, Carolyn Boyette and Cynthia Woodard, sick leave and subs., in the Plato computer labs to assist teachers. The Plato Lab instructional assistants, the Math Focus Teacher, and the classroom teachers will collaborate on program implementation to increase student achievement in mathematics. Title I funds will be used to purchase additional Plato software. Langston Magnet School will continue to utilize the Plato Lab software program. The Plato Lab program will be utilized in the computer lab setting and students will work in the program daily alternating literacy and math.</p> <p>Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Debbie Kopf	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> </ul>	<p>Title I - Employee \$8678.75 Benefits: Title I - Employee \$34715.00 Salaries:</p> <hr/> <p>ACTION BUDGET: \$43393.75</p>
<p>Title I funds will provide supplemental materials and supplies to ensure that each classroom can successfully implement a standards-based mathematics instructional program. Students will be provided with necessary supplies. Title I funds will provide manipulative items such as coin sets, fraction circles, counters, number boards, color tiles, headphones, math planners, and other materials or supplies needed for the mathematics instructional program.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide</p>	Debbie Kopf	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$15750.00</p> <hr/> <p>ACTION BUDGET: \$15750</p>
<p>Students will be assessed throughout the school year using Interim Assessments, Plato Lab Reports, and the NWEA computerized assessment. The Arkansas Benchmark Examination will be used to assess student achievement in grades 3, 4, and 5 and the state chosen NRT will be used to assess student achievement in grades K-5. All students will participate in test preparation activities for the Arkansas Benchmark Examination (CRT) and the state chosen(NRT) to ensure that students successfully complete the assessments.</p> <p>Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Donna Mann	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Each year Langston will host an annual Math Family Night. Families will participate in hands on family activities in the classrooms. Take home packets will also be provided for each grade level to encourage family activities at home. Activities will be related to the needs of</p>	Donna Mann	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$500.00</p> <hr/> <p>ACTION \$500</p>

students according to their improvement plans. Title 1 funds will be used for light refreshments and supplies for this event. Action Type: Parental Engagement				BUDGET:
Title I funds will be available to provide for registration, travel, stipends, and benefits for staff to participate in professional development such as Cognitively Guided Instruction (CGI), Dr. Linda Griffith alignment, and the National Council of Teachers of Mathematics (NCTM) conference. Action Type: Alignment Action Type: Professional Development	Debbie Kopf	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	Title I - Purchased Services: \$2000.00 <hr/> ACTION BUDGET: \$2000
Total Budget:				\$82860

Intervention: Langston Magnet School will align and map the curriculum in each grade level with the State Frameworks and scientifically based mathematics research to increase student achievement in mathematics.

Scientific Based Research: Carr, J. F. & Harris, D. E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Arlington, VA: Association of Supervision and Curriculum Development. Marzano, R. J. (2003). What works in schools (p.106). Alexandria, VA: Association of Supervision and Curriculum Development. Sconiers, S., Isaacs, A., Higgins, T., McBride, J., and Kelso, C. R. (2003). The ARC center tri-state student achievement study (Executive Summary). COMAP, Inc. Cambridge, MA. Stiggins, R. (2001). The unfulfilled promise of classroom assessment. Educational Measurement: Issues and Practice (20) 3.

Actions	Person Responsible	Timeline	Resources	Source of Funds
NSLA Funds will be used to provide a 1.0 FTE certified Math Specialist/Focus teacher, Donna Mann, who will: *Identify and target the SLE's that are most frequently tested *Provide professional development for teachers in the areas of mathematics *Model teach standards based mathematics strategies *Research standards- based math programs, initiatives, and strategies *Provide Benchmark Exam preparation in small groups *Facilitate the building grade level Math Chunk *Coordinate and administer NWEA computerized assessments. Hot Springs School District Math Specialist, Math Focus teachers, and classroom teachers will review during the summer and early fall of 2008 the alignment of the math curriculum to the revised Arkansas Mathematics Frameworks (vertically and horizontally). The Arkansas Mathematics Frameworks are available to all staff. This curriculum will be reviewed yearly after receipt of Benchmark scores to identify strengths and weaknesses. (See district plan for SOF.) Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Debbie Kopf	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Title 1 funds will be used for stipends and materials for staff to attend workshops provided by the district Math Specialist. A stipend will be paid to Dr. Linda Griffith for facilitating workshops. Mathematics Interim Assessments will be administered throughout the year based on the Arkansas Mathematics Frameworks at each grade level. The assessments results will also be used plan and coordinate professional development for student remediation and enrichment in the areas of mathematics where students are the weakest. Action Type: Alignment Action Type: Collaboration	Debbie Kopf	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	Title I - Materials & Supplies: \$500.00 Title I - Purchased Services: \$1000.00 <hr/> ACTION BUDGET: \$1500

Action Type: Title I Schoolwide				
Langston Magnet School will fully implement the second edition of Math Investigations standards-based math program in grades K-5, A district math committee will collaborate during the summer of 2008 to review the alignment the Math Investigations standards-based math programs and Every Day Calendar Counts Math, to the Arkansas Mathematics Frameworks. A supplemental math binder will be made for the 2nd edition for each grade level to ensure all SLE's are included in implementing the math curriculum. Langston Magnet School staff, including special education teachers and instructional assistants, will collaborate by grade level on the implementation of standards based mathematics programs and receive ongoing, site-based professional development on the implementation of standards-based math programs as needed. Action Type: Alignment Action Type: Collaboration	Debbie Kopf	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$
Technology will be used in the classrooms to increase student engagement. Title I funds will be used to purchase Elmos to encourage the students to interact with their peers. LCD projectors will make it easier for the teachers to use the internet as well as other software packages in order to differentiate modes of delivery. Network printers will be used to encourage student involvement. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Debbie Kopf	Start: 07/01/2008 End: 06/30/2009		Title I - Materials & \$5000.00 Supplies:  Title I - Capital        \$5000.00 Outlay:  <hr/> <b>ACTION BUDGET:</b> \$10000
Title 1 funds will be made available to pay for stipends to align curriculum. Teachers will work with the Math Focus teacher and the District Math Specialist to align curriculum each summer. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Debbie Kopf	Start: 07/01/2008 End: 06/30/2009		Title I - Employee    \$1200.00 Benefits:  Title I - Employee    \$4800.00 Salaries:  Title I - Materials & \$2000.00 Supplies:  <hr/> <b>ACTION BUDGET:</b> \$8000
<b>Total Budget:</b>				<b>\$19500</b>

**Intervention:** Langston Magnet School will utilize the Academic Improvement Plans to increase student achievement in math.

**Scientific Based Research:** Cromey, A. (2000). Using assessment data: What can we learn from schools? Naperville, IL: North Central Regional Education Laboratory  
 Flowers, J. (1998). A study of proportional reasoning as it relates to development of multiplication concepts. Doctoral Dissertation, University of Michigan, Ann Arbor, MI.  
 Goodrow, A. M. (1998, May). Children's construction of number sense in traditional, constructivists, and mixed classrooms. Doctoral Dissertation, Tufts University, Medford, MA.  
 Mokros, J., Berle-Carman, M., Rubin, A., & Wright, T. (1994, December). Full-year pilot Grades 3 and 4: Investigations in Number, Data, and Space. Cambridge, MA.: TERC.  
 Vermont Department of Education. (2000, Fall). Vermont's framework of standards and learning opportunities. Retrieved April 30, 2007, from <http://www.state.vt.us/educ/new/html/pubs/framework.pdf>.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students with identified needs will participate in the following activities according to their student academic improvement plans (AIP) or their individualized educational plans (IEP): * Individualized instruction *Small group instruction *whole group instruction. Students identified for	Donna Mann	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> <b>ACTION BUDGET:</b> \$

<p>Special Education services or LEP services will receive instruction from a certified resource teacher through either inclusion or a pull out program for remediation. Additional instructional materials and supplies will be provided through special needs funding- ELL or Special Education. Any student in grades K through 5 who did not score advanced or proficient in math on the benchmark, or ITBS will have an AIP. This will used as a tool for retention if a student does not participate in the remediation as outlined in the AIP which includes extra support through small group instruction, after school, SES, and summer school programs.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide</p>				
<p>Act 35(No Child Left Behind) is to ensure, that along with the Langston staff, students who have difficulty mastering material do not fall behind and are provided with timely assistance. This Point-in-Time remediation ensures that student difficulties are addressed so students can achieve at the advanced levels. Students with AIP's will be given the option of attending after school, SES, and summer school. Small group remediation will be provided by certified staff, highly qualified instructional assistants and our math focus teacher.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide</p>	Donna Mann	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Interim Assessments will be administered throughout the year based on the Arkansas Mathematics Frameworks at each grade level. The assessment results will also be used to create student academic improvement plans (AIP) and Individualized Educational Plans (IEP) for student remediation and enrichment in the areas of mathematics.</p> <p>Action Type: AIP/IRI Action Type: Title I Schoolwide</p>	Debbie Kopf	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
Total Budget:				\$0

- Priority 3: Students will demonstrate an increased understanding of physical activity and its relationship to their health.
1. 2004-2005 School Health Index Survey Results revealed a definite lack of physical activity in the school. The need for additional training in prevention programs. The need for more planning in meal preparation. The need for more staff development related to wellness and health. The 2005-2006 revealed the following: A review of the School Index Survey, Module 1 School Health and Safety Policies and Environment, Langston scored a 85%. Scores in the "under development" stage indicated areas of weakness to be: A.2 Professional Development on asthma, S.6 Staff Development on unintentional injuries, violence, and suicide, CC.1 Representative School Health Committee. A review of the School Index Survey, Module 2 Health Education, showed Langston scored a 74%. Scores in the "under development" stage indicated areas of weakness to be: CC.2. Sequential health education curriculum consistent with standards and CC.9 Professional Development in classroom management techniques. A review of the School Index Survey, Module 3 Physical Education and Other Physical Activity Programs, showed Langston scored a 85%. Scores in the "under development" stage indicated areas of weakness to be: PA.1 150 minutes of physical education per week. A review of the School Index Survey, Module 4 Nutrition Services, showed Langston scored a 60%. Scores in the "under development" stage indicated areas of weakness to be: N.10 Collaboration between food service staff and teachers A review of the School Index Survey, Module 8 Nutrition Services, showed Langston scored a 83%. Scores in the "under development" stage indicated areas of weakness to be: N.1 Student and family involvement in planning meals.
  2. 2004-2005 BMI data related the following: Of the 406 students measured, overall BMI classification results for Langston Magnet School show: approximately 21.6 % of all children measured were in the at risk for overweight category, and approximately 24.4 % of all children measured were identified as overweight. 2005-2006 BMI Data revealed the following: Langston's school population showed that 416% of the males were at risk or overweight. Females at risk or overweight were 48.3%
  3. The Arkansas Governor's Initiative Healthy Arkansas related that 55.3% of Arkansas failed to meet recommendations for activity. (<http://www.arkansas.gov/ha/physical>)
- Supporting Data:

4. The Center for Disease Control related- 77% of Arkansas' Youth had not participated in sufficient physical activities during the past 7 days. (<http://www.cdd.gov/HealthyYouth/profiles/index.htm>)

Goal Langston Students will become increasingly aware of health education, prevention of unhealthy behaviors and their need for physical activity.

Benchmark The 2006-2007 BMI results will show an improvement of 5% indicating healthier lifestyles being practiced.

Intervention: Implement instructional strategies to enhance health education and physical activities.				
Scientific Based Research: Ogden CL, Carroll MD, Flegal KM, Epidemiologic trends in overweight and obesity. Endocrinol Metab Clin North Am 2003; 32: 741--60, vii. Whitlock EP, Williams SB, Gold R, Smith PR, Shipman SA. Screening and interventions for childhood overweight: a summary of evidence for the US Preventive Services Task Force. Pediatrics 2005; 116:e125--44. Dietz WH, Gortmaker SL. Preventing obesity in children and adolescents. Annals Rev Pub Health 2001; 22:337--53				
Actions	Person Responsible	Timeline	Resources	Source of Funds
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: Collaboration Action Type: Wellness	Carolyn Smith, District Cafeteria Manager	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
According to Rules Governing Nutrition and Physical Activity Standards, Langston will comply with the standards regarding snacks on the school campus. In addition, notification to parents of snack limitations has been placed in Langston's Handbook. Action Type: Alignment Action Type: Wellness	Debbie Kopf, Principal	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Student to adult ratios in P.E. of 30:1 will be implemented in grades K-5 with a certified or qualified physical education teacher responsible for instruction. Action Type: Alignment Action Type: Wellness	Joyce Craft, Superintendent	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
In accordance with Act 1220 of 2003, no elementary student will have access to vending machines offering food and beverages. Action Type: Alignment Action Type: Wellness	Debbie Kopf, Principal	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
In accordance with the Child Nutrition Act of 2004, Langston is following the district's Wellness Policy that addresses the five requirements of the Reauthorization Act. Action Type: Alignment Action Type: Wellness	Joyce Craft, Superintendent	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	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 certificates. Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Joyce Craft, Superintendent	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
Access to all BMI data will be provided to our school through the Arkansas Center for Health Improvement. P.E. instructors and nurses will attend BMI training. the annual	Debbie Kopf, Principal	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside</li> </ul>	ACTION BUDGET: \$

<p>Nutrition and Physical Activity Conference and Nutrition Standards workshops. Selected staff members will be trained in CPR. Action Type: Alignment Action Type: Professional Development Action Type: Wellness</p>			<ul style="list-style-type: none"> <li>• Consultants</li> <li>• Teachers</li> </ul>	
<p>Langston's counselor will present classroom lessons pertaining to suicide, violence and unintentional injuries. Action Type: Alignment Action Type: Equity Action Type: Wellness</p>	Elrette Watkins, Counselor	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>District nurses and Langston's P.E. instructor will educate students in specifics of choosing healthy foods. Grade appropriate nutrition education through a comprehensive education program will be provided to all students at Langston. Except for school meals, all food and beverages made available to Langston students will follow the maximum portion size restrictions and the specific nutrition standards. Monthly nutrition tips will be given on the Parent Newsletters. NSLA funds will pay 0.5 FTE for a school nurse. Action Type: Alignment Action Type: Parental Engagement Action Type: Wellness</p>	Ben Iverson, P.E. Instructor	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Counselors and staff will target tobacco use as drug related and the reasons students should "Say No." School wide assemblies will be held with known Drug Awareness speakers. Title IV funds will be used to support drug prevention programs. Action Type: Alignment</p>	Elrette Watkins, Counselor	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The American Lung Association will be contacted to present Asthma Awareness information to the staff and students through school wide assemblies. Action Type: Alignment Action Type: Wellness</p>	Elrette Watkins, Counselor	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Langston has established strategies for 150 minutes of physical activity per week. Students will participate in a 45 minute physical education class per week along with a 20 minute per day outside organized activity. Action Type: Alignment Action Type: Wellness</p>	Debbie Kopf, Principal	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>In accordance with ACT 1220, Hot Springs School District convened a School Nutrition and Physical Activity Advisory Committee to assist the school with the implementation of</p>	Lana Shewmaker, Parent Facilitator	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>child nutrition standards, and to provide recommendations and set policy. The Langston Parent Facilitator will be a member of the district advisory committee and will include information from the district advisory committee to the Langston Alumni Advisory Committee to ensure that the Nutrition and Physical Activity guidelines are being implemented at Langston Magnet School. The Langston Parent Survey given at registration will include topics on Nutrition and Physical Activity to assess areas of need for parents. Parental workshops and seminars will be planned based on the results of the Parent Survey in the area of Nutrition and Physical Activity. The Wellness Committee will meet four times per year to determine success and failure of our Wellness priority.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness</p>			<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	
<p>Langston Magnet School will help meet the needs of parents through implementation of the "Schools of the 21st Century" (21C) Grant. A 21C advisory committee will be formed consisting of the 21C Coordinator, Principal, Nurses, Pre-K teachers, 21 CCLC Coordinator, Parent Facilitator, DHS Child Licensing Specialist, and parents to develop a plan for implementation. The 21C grant will be used to fund a health and wellness initiative entitled Wild on Wellness for our three existing Pre-K classrooms. The goals of the program include: *Providing instruction to improve the health and wellness of our students *Envisioning and proactively influencing the health care needs of our students *Providing a support network for parents by sharing information to outside agencies *Impacting adult health and wellness as it relates to physical and mental development of their children A needs assessment will be administered to Pre-K parents to gain information as to what types of parenting classes are needed. Collaboration meetings will be held with the advisory committee to align the health and wellness curriculum to the AR Early Childhood Frameworks. The advisory committee will develop a pre and post student assessment to be administered in August and May. The results of the pre test will indicate areas of concern or need for student instruction. The post test results will be used in the evaluation of the program to determine areas of growth. Professional Development opportunities will be available to program staff through attendance at the 21C National Conference.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness</p>	Debbie Kopf, Principal	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Langston Magnet School is committed to providing a Safe and Drug Free learning environment for all students that supports</p>	Debbie Kopf, Principal	Start: 07/01/2008 End:	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>academic achievement. The Langston school counselor and staff will provide age appropriate and developmentally based activities that address the consequences of violence and illegal drug use to promote a sense of responsibility and to teach students the skills to recognize social and peer pressure so that they may resist drug use. Activities will be incorporated into the curriculum that teach the dangers of drugs while engaging students in the learning process. Langston Magnet School is a school of character and has a strong character education program in place. The character education program includes: *Quarterly character assemblies *Character education resource notebooks provided to each teacher *Character education books and activities in each classroom *Acknowledgement of good character through the Greater Hot Springs Kiwanis Club's "Terrific Kids" program *Instruction in character education provided by the school counselor and school staff Langston Magnet School participates each year in activities to encourage students to stay drug free. Langston Magnet School has a Comprehensive school security plan in place and staff receive professional development each year on the security plan. Title IV-A Funds will be available to purchase additional resource materials for the character education program in place at Langston Magnet School. Materials will include additional books on character education for placement in each classroom and in the library. These funds will also be used to provide materials and supplies for character assemblies. Action Type: Collaboration Action Type: Professional Development</p>		06/30/2009	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Title Teachers</li> </ul>	
<p>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 each school will collaborate to ensure that the needs of these students such as clothing, school supplies, and assistance with needed services are met. Action Type: Equity</p>	Elrette Watkins	<p>Start: 07/01/2008 End: 06/30/2009</p>		<p>Title I - Materials &amp; Supplies: \$1500.00</p> <hr/> <p>ACTION BUDGET: \$1500</p>
Total Budget:				\$1500

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amanda Bean	Member	Wellness
Classroom Teacher	Barbara Crudup	Member	Math
Classroom Teacher	Becky Hatfield	Member	Data Monitoring and Assessment
Classroom Teacher	Becky Hatfield	Member	Professional Development Committee
Classroom Teacher	Becky Murray	Member	Literacy
Classroom Teacher	Betty Telles	Member	Literacy
Classroom Teacher	Carol Gibbs	Member	Data Monitoring and Assessment
Classroom Teacher	Cellena Anderson	Member	Wellness
Classroom Teacher	Cellena Anderson	Member	Professional Development Committee

Classroom Teacher	Chris Holzer	Member	Literacy
Classroom Teacher	Chris Holzer	Member	Parent Involvement Committee
Classroom Teacher	Darlene Shepperd	Member	Parent Involvement Committee
Classroom Teacher	Jenifer Showers	Member	Math
Classroom Teacher	Jill Thompson	Member	Math
Classroom Teacher	Katie Diggs	Member	Math
Classroom Teacher	Katrenia Bledsoe	Member	Literacy
Classroom Teacher	Kim Cox	Member	Literacy
Classroom Teacher	Krystal Mahone	Member	Literacy
Classroom Teacher	Krystal Mayhone	Member	Parent Involvement Committee
Classroom Teacher	Lesley Chapmond	Member	Data Monitoring and Assessment
Classroom Teacher	Lesley Chapmond	Member	Math
Classroom Teacher	Melissa Edwards	Member	Literacy
Classroom Teacher	Rhonda Vaughn	Member	Math
Classroom Teacher	Rhonda Vaughn	Member	Data Monitoring and Assessment
Classroom Teacher	Roger Achor	Member	Literacy
Classroom Teacher	Sarah Wright	Member	Math
Classroom Teacher	Saundra Greene	Member	Math
Classroom Teacher	Tessa Campbell	Member	Math
Community Representative	Carrie Lumpkin	Member	Parent Alumni Advisory Committee
Community Representative	Deasaree Campbell	Member	Parent Alumni Advisory Committee
Community Representative	Jeffery Reynolds	Member	ACSIP Leadership Committee
Community Representative	Mary Harris	Member	Parent Alumni Advisory Committee
District-Level Professional	Anne Gentry	Member	ACSIP Leadership Committee
District-Level Professional	LaDell Looper	Member	Parent Alumni Advisory Committee
Non-Classroom Professional Staff	Ben Iverson	Chairperson	Wellness
Non-Classroom Professional Staff	Chris Crudup	Member	Wellness
Non-Classroom Professional Staff	Debbie Shelman	Member	Literacy
Non-Classroom Professional Staff	Devin Bohannon	Member	Math
Non-Classroom Professional Staff	Donna Mann	Member	ACSIP Leadership Committee
Non-Classroom Professional Staff	Donna Mann	Math Focus	Professional Staff Development
Non-Classroom Professional Staff	Donna Mann	Chairperson	Math
Non-Classroom Professional Staff	Donna Smith	Member	Literacy
Non-Classroom Professional Staff	Donna Smith	Chairperson	Professional Development Committee
Non-Classroom Professional Staff	Elrette Watkins	Chairperson	Parent Alumni Advisory Committee
Non-Classroom Professional Staff	Elrette Watkins	Member	ACSIP Leadership Committee
Non-Classroom Professional Staff	Jan Hodges	Member	Literacy
Non-Classroom Professional Staff	JoLynn Stoker	Member	ACSIP Leadership Committee
Non-Classroom Professional Staff	JoLynn Stoker	Chairperson	Literacy
Non-Classroom Professional Staff	Jules Kirschmann	Member	Math
Non-Classroom Professional Staff	Katrina Swanigan	Member	Wellness
Non-Classroom Professional Staff	Kristi Green	Member	Wellness
Non-Classroom Professional Staff	Lana Shewmaker	Chairperson	Parent Involvement Committee
Non-Classroom Professional Staff	Lana Shewmaker	Member	ACSIP Leadership Committee
Non-Classroom Professional Staff	Lana Shewmaker	Member	Professional Development Committee
Non-Classroom Professional Staff	Margaret Dickson	Member	Literacy
Non-Classroom Professional Staff	Melissa Edwards	Literacy Focus	ACSIP Leadership Committee
Non-Classroom Professional Staff	Melissa Edwards	Literacy Focus	Professional Staff Development
Non-Classroom Professional Staff	Michelle Steele	Member	Wellness
Non-Classroom Professional Staff	Sharon Clark	Member	Professional Development Committee
Non-Classroom Professional Staff	Tina Overton	Member	Data Monitoring and Assessment
Non-Classroom Professional Staff	Tina Seel	Member	Parent Involvement Committee
Non-Classroom Professional Staff	Tina Seel	Member	Literacy
Non-Classroom Professional Staff	Utana Newborn	Chairperson	Data Monitoring and Assessment
Non-Classroom Professional Staff	Utana Newborn	Member	ACSIP Leadership Committee
Parent	Bernice Lowrey	Member	Parent Involvement Committee

Parent	Debbie Thompson	Member	Parent Alumni Advisory Committee
Parent	Devon Bolden	Member	Parent Involvement Committee
Parent	Erika Crudup	Member	Parent Alumni Advisory Committee
Parent	John Miller	Member	Parent Alumni Advisory Committee
Parent	Kim Walker	Member	Parent Alumni Advisory Committee
Principal	Debbie Kopf	Chairperson	ACSIP Leadership Committee
Principal	Debbie Kopf	Member	Professional Development Committee
Principal	Debbie Kopf	Member	Parent Involvement Committee

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