

School Plan

MELBOURNE SCHOOL DISTRICT
P.O. Box 250 Melbourne, AR 72556

Arkansas Comprehensive School Improvement Plan

2010-2011

The mission of the Melbourne School District is to improve academic achievement in all subject areas for all students, to increase proficiency in math and literacy as stated in the school plans, to utilize Federal Programs as the most beneficial supplement for the students' achievement, to increase parental involvement, and to provide a safe school environment for the health and well-being of each student. It is also the mission of Melbourne School District to provide the students with innovative technology that will further their education to meet the requirements of the ever changing world. We believe learning is a lifelong process in which students are expected to take personal responsibility and that learning must take place in a nurturing, safe environment that recognizes the diversity of individuals while assuring equity for all.

Grade Span:

Title I: Title I Schoolwide

School Improvement:

Table of Contents

Priority 1: Administrative Support Federal & State Funding

Goal: To improve academic achievement in all subject areas for all students, to increase proficiency in math and literacy as stated in the school plans, to utilize Federal Programs as the most beneficial supplement for the students' achievement, to increase parental involvement, and to provide a safe school environment for the health and well-being of each student

Priority 2: Safe & Drug Free School

Goal: Our school district will foster a safe and drug free environment by providing interventions to reduce student drug and alcohol use and the abuse of prescription drugs.

Priority 3: Parental Involvement

Goal: The Melbourne School District will provide a parental involvement program that will enhance the achievement, curriculum, and environment of the students.

Priority 4: Alternative Learning Environment

Goal: To provide a safe and academically structured environment and an effective behavior modification to meet the needs of students who exhibit disruptive behavior

Priority 5: Wellness Policy

Goal: The Melbourne School District will provide support necessary for the students to make Healthy Lifestyle Choices by implementing strategies and actions to aid in decreasing the average BMI on the annual student screening.

Priority 1: To provide administrative support using state and federal funds as the district strives to make adequate yearly progress in both math and literacy

1. MPES: Benchmark - Grade 3 - Literacy - Combined Population: In 2008, 25 students were tested and 92% scored proficient or advanced. In 2009, 25 students were tested and 88% scored proficient or advanced. In 2010, 15 students were tested and 100% scored proficient or advanced. The analysis the open response and the multiple-choice questions for 2008-10 revealed that students scored higher in multiple-choice, which has an average of 82.1%, as compared to 67.1% in open response. The third grade writing strands' average for the three-year data is 81.3%. The area of concern in reading is found in open response in Content Reading, 61.7% and Practical Reading, 67.9%. The areas of concern in the six writing domains are found in Content, 72.9% and Style, 70.4%. MPES: Benchmark - Grade 3 - Mathematics - Combined Population: In 2008, 25 students were tested and 100% scored proficient or advanced. In 2009, 25 students were tested and 100% scored proficient or advanced. In 2010, 15 students were tested and 100% scored proficient or advanced. The analysis the open response and multiple-choice questions in the five mathematics strands reveal that students scored lower in open response during the three years of data, 2008-2010, with an average of 71.5% as compared to an average of 84.6% in multiple-choice. Areas of concern are found in open response for Geometry, 57.1%. MPES: Benchmark - Grade 4 - Literacy - Combined Population: In 2008, 19 students were tested and 95% scored proficient or advanced. In 2009, 21 students were tested and 95% scored proficient or advanced. In 2010, 24 students were tested and 96% scored proficient or

- advanced. The analysis of the open response and multiple-choice questions in the three types of reading passages revealed students scored higher in multiple-choice, 81.5%, than open response, 69.6%. Areas of concern are found in open response in Content Reading, 62.1%, and open response in Literary Reading, 67.5%: MPES: Benchmark – Grade 4 – Mathematics – Combined Population: : In 2008, 19 students were tested and 100% scored proficient or advanced. In 2009, 21 students were tested and 100% scored proficient or advanced. In 2010, 24 students were tested and 92% scored proficient or advanced. The analysis of the open response and the multiple-choice questions of the five mathematics strands revealed that students scored lower in open response, 73.8%, than in multiple-choice, 80.9%. Areas of concern for the three-year data are found in open response in: Geometry, 65.8% and Measurement, 69.2%. MPES: Benchmark - Grade 5 - Literacy - Combined Population: In 2008, 21 students were tested and 90% scored proficient or advanced. In 2009, 21 students were tested and 95% scored proficient or advanced. In 2010, 26 students were tested and 92% scored proficient or advanced. The analysis of the open response and multiple-choice data revealed that students scored lower in open response, 72.4%, than in multiple-choice, 80.4%, during 2008-2010. The areas of concern are found in open response in Literary Reading, 70.8% and Content Reading, 67.1%. Students averaged 82.2% in the six Writing Domains in 2008-2010. The areas of concern in Writing for the three-year data are Multiple-Choice Writing, 75%, Content, 74.2%, and Style, 73.3%. MPES: Benchmark – Grade 5 – Mathematics – Combined Population: In 2008, 21 students were tested and 95% scored proficient or advanced. In 2009, 21 students were tested and 96% scored proficient or advanced. In 2010, 26 students were tested and 96% scored proficient or advanced. The analysis of the open response and the multiple-choice questions of the five mathematics strands revealed students scored lower in open response, 77.6%, than in multiple-choice, 87.1% in 2008-2010. Areas of concern are found in open response in Algebra, 75.4%, and in Geometry, 76.7% for the 3-year period. MPES: Benchmark – Grade 6 – Literacy – Combined Population: In 2008, 31 students were tested and 88% scored proficient or advanced. In 2009, 19 students were tested and 100% scored proficient or advanced. In 2010, 22 students were tested and 86% scored proficient or advanced. The analysis of the open response and multiple-choice in the reading portion of the benchmark shows that students scored lower in open response, 72.4%, than in multiple-choice reading, 80.4%, during the three years of data. The students scored an average of 82.2% in the six areas of the writing benchmark. Areas of concern are found in reading open response in Content Reading, 67.1%, and Literary Reading, 70.8%. Of the six writing domains an area of concern is found in Multiple-Choice Writing, 75%, Content, 74.2%, and Style, 73.3%. MPES: Benchmark – Grade 6 – Mathematics – Combined Population: In 2008, 31 students were tested and 90% scored proficient or advanced. In 2009, 19 students were tested and 100% scored proficient or advanced. In 2010, 22 students were tested and 82% scored proficient or advanced. Data analysis revealed that students scored an average of 83.7% on multiple-choice in 08-10, as compared to an average of 74.1% in open response. Areas of concern for 2008-10 were found in open response in Geometry, 67.9%, and in Measurement, 68.3%.
2. Mt. Pleasant Elementary - ITBS/SAT 10 – Kindergarten – Reading - Combined Population: In 2009, 22 students were tested and 59% scored at or above the 50th percentile. In 2010, 28 students were tested and 77% scored at or above the 50th percentile. Areas of concern are found in: • Word Reading Meaning: Identify the printed word that is related to a given picture. • Identification: Identify the printed word that names a given picture. Mt. Pleasant Elementary Math MAT 8 – Kindergarten – Combined Population: In 2007, 17 students were tested and 88.2% scored above the 50th percentile. The analysis of the subtests revealed areas of concern in Measurement. Students scored 41% on Estimate Measurement and 59% on Using Appropriate Instruments. 12% of the students scored in the low percentage bracket in Problems Solving. In 2009, 22 students were tested and 45% scored at or above the 50th percentile in Mathematics. In 2010, 28 students were tested and 50% scored at or above the 50th percentile. The analysis of the data revealed areas of concern in: • Numbers & Operations: Identify the set with the greatest number of elements (48%) • Numbers & Operations: Computation of subtractions facts (29%) • Numbers & Operations: Computation of addition facts (43%) • Numbers & Operations: Translate pictures to symbolic notation (26%) • Data, Statistics, & Probability: Identify possible or impossible events (27%) • Data, Statistics, & Probability: Use data presented in a pictograph (30%) • Reasoning: Solve problems using logical reasoning (45%) Mt. Pleasant Elementary – 1st Grade – SAT 10 – Reading Comprehension – Combined Population: In 2008, 19 students were tested 68.4% scored above the 50th percentile in Reading Comprehension. In 2009, 26 students were tested and 73% scored above the 50th percentile in Reading Comprehension. In 2010, 28 students were tested and 81% scored at or above the 50th percentile. Areas of concern are found in: • Functional Reading Comprehension • Two-Sentence Stories Mt. Pleasant Elementary – 1st Grade – SAT 10 – Mathematics – Combined Population: In 2008, 19 students were tested and 78.9% scored above the 50th percentile in Mathematics Problem Solving. In 2009, 26 students were tested and 88% scored above the 50th percentile. In 2010, 28 students were tested and 78% scored at or above the 50th percentile in Mathematics Problem Solving. Areas of concern are found in: • Patterns/Algebra/Relationships • Number Sense & Operations • Data, Statistics, and Probability Mt. Pleasant Elementary – 2nd Grade SAT 10 – Reading Comprehension – Combined Population: In 2008, 19 students were tested and 84.2% scored at or above the 50th

percentile in Reading Comprehension. In 2009, 13 students were tested with 100% scoring above the 50th percentile in Reading Comprehension. In 2010, 25 students were tested and 48% scored at or above the 50th percentile in Reading Comprehension. Areas of concern are found in: • Critical Analysis and Strategies • Informational • Literary • Initial Understanding • Functional Mt. Pleasant Elementary – 2nd Grade SAT 10 – Mathematics – Combined Population: In 2008, 19 students were tested and 84.2% scored above the 50th percentile. In 2009, 13 students were tested and 100% scored at or above the 50th percentile. In 2010, 25 students were tested and 83% scored at or above the 50th percentile in Mathematics Problem Solving. Areas of concern are: • Patterns/Relationships/Algebra • Estimation • Geometry and Measurement • Communication and Representation • Reasoning and Problem Solving Mt. Pleasant Elementary – 3rd Grade - SAT 10 – Reading Comprehension – Combined Population: In 2008, 25 students were tested and 88% scored above the 50th percentile in Reading Comprehension. In 2009, 25 students were tested with a NPR of 73% in Reading Comprehension with 68% scoring above the 50th percentile. In 2009, 25 students were tested in Comprehensive Language and scored a NPR of 58%. In 2010, 15 students were tested and scored a NPR of 83% in Comprehension. In 2010, 15 students were tested in Comprehensive Language and scored a NPR of 73%. Areas of concern in Reading Comprehension are found in: • Functional – Selecting an Appropriate Strategy (53.3%) • Literary – Extended Meaning (60.0%) • Functional – Extending Meaning (53.3%) • Informational – Text Characteristics (53.3%) • Informational – Making Inferences (60.0%) Areas of concern in Comprehensive Language are found in: • Punctuation – Narrative Basic Understanding (46.7%, 60.0%) • Prewriting Strategies – Informative Thinking Skills (13.3%) • Revision – Informative Thinking Skills (46.7%) Mt. Pleasant Elementary – 3rd Grade SAT 10 – Mathematics – Combined Population: In 2008, 25 students were tested and 84% scored above the 50th percentile. In 2009, 25 students were tested with a NPR of 72% and 84% above the 50th percentile in Mathematics Problem Solving. In 2010, 15 students were tested with a NPR of 85% in Mathematics Problem Solving. Areas of concern are found in: • Geometry – Mathematical Connections (46.7%) Mt. Pleasant Elementary – 4th Grade - SAT 10 - Reading/Language: In 2008, 19 students were tested and 89.5% scored above the 50th percentile. In 2009, 21 students were tested with a NPR of 69% and 80% of the students scoring above the 50th percentile in Reading Comprehension and a NPR of 48% in Comprehensive Language. In 2010, 24 students were tested and scored a NPR of 83% in Reading Comprehension and a NPR of 53% in Comprehensive Language. Areas of concern in Reading Comprehension are found in: • Literary – Making inferences (62.5%, 66.7%) • Informational – Text characteristics (41.7%) • Functional – Explicit supporting details (66.7%) • Functional – Using Fix-up Strategies (66.7%) • Informational Making Inferences (58.3%) • Functional – Making Inferences (66.7%) Areas of concern in Comprehensive Language are: • Content and Organization – Narrative Thinking Skills (58.3%) • Revision – Narrative Thinking Skills (58.3%) • Punctuation – Narrative Basic Understanding (41.7%) • Correct As Is – Narrative Basic Understanding (58.3%) • Referencing – Informative Basic Understanding (37.5%) • Revision – Informative Thinking Skills (45.8%) Mt. Pleasant Elementary – 4th Grade SAT 10 – Mathematics – Combined Population: In 2008, 19 students were tested and 73.7% scored above the 50th percentile. In 2009, 21 students were tested with an average of 87% in Math Problem Solving and 95% of scoring above the 50th percentile. In 2010, 24 students were tested and scored a NPR of 89% in Mathematics Problem Solving. Areas of concern are found in: • Number Sense – Mathematical connections in problem solving (54.2%) • Number Sense – Communication and Representation Basic Understanding (66.7%) • Geometry – Thinking Skills (58.3%) Mt. Pleasant Elementary – SAT 10 – Grade 5 – Reading/Language: In 2008, 21 students were tested and 85.7% scored above the 50th percentile in Reading Comprehension. In 2009, 21 students were tested with a NPR of 71% with 67% scoring above the 50th percentile in Reading Comprehension and a NPR of 62% in Comprehensive Language. In 2010, 26 students were tested and scored a NPR of 78% in Reading Comprehension and 62% in Comprehensive Language. Areas of concern in Reading Comprehension are found in: • Literary – Author factors and craft (34.6%) • Literary – Selecting an appropriate strategy (53.8%) • Informational – Author factors and craft (57.7%) • Functional – Extending Meaning (61.5%) Areas of concern found in Comprehensive Language are: • Usage – Narrative Basic Understanding (30.8%) • Punctuation – Narrative Basic Understanding (38.5%) • Revision – Informative Thinking Skills (53.8%, 26.9%) • Content and Organization – Informative Thinking Skills (30.8%) • Capitalization – Informative Basic Understanding (57.7%) • Punctuation – Informative Basic Understanding (50.0%) Mt. Pleasant Elementary – SAT 10 – Grade 5 – Mathematics-Combine Population: In 2008, 21 students were tested and 95.2% scored above the 50th percentile in Mathematics Problem Solving. In 2009, 21 students were tested with a NPR average of 85% in Math Problem Solving. In 2010, 26 students were tested and scored a NPR of 88% in Mathematics Problem Solving. Areas of concern are found in: • Number Sense – Mathematical Connections (53.8%) • Operations – Communication and representation of basic understanding (61.5%) • Algebra – Mathematical Connections (69.2%) • Measurement – Estimation (53.8%) • Measurement – Reasoning & Problem Solving (69.2%) Mt. Pleasant Elementary – SAT 10 – Grade 6 - Reading Comprehension/Language – Combined Population: In 2008, 31 students were tested and the national percentile rank was 67.7% for Reading Comprehension. In 2009, 19 students were tested with a NPR of 76% and 78% scoring above the

50th percentile in Reading Comprehension and a NPR of 65% in Comprehensive Language. In 2010, 22 students were tested and scored a NPR of 69% on Reading Comprehension and 57% in Comprehensive Language. Areas of concern in Reading Comprehension are found in: • Literary – Explicit Explanations, Causes, Results and Basic Understanding (54.5%) • Functional – Author Factors & Craft Thinking Skills (40.9%) • Functional – Using Fix-up Strategies (50.0%) • Functional – Explicit Sequence and Actions in Basic Understanding (54.5%) • Informational – Selecting an Appropriate Strategy (40.9%) Areas of concern found in Comprehensive Language are: • Strategies of Developing a Topic (50.0%, 59.1%) • Referencing - Narrative Basic Understanding (40.9%) • Revision - Narrative Thinking Skills (54.5%, 31.8%) • Punctuation (9.1%) • Content and Organization (31.8%) • Punctuation - Informative Basic Understanding (54.5%) • Usage - Informative Basic Understanding (45.5%) Mt. Pleasant Elementary – 6th Grade SAT 10 – Mathematics Problem Solving – Combined Population: In 2008, 31 students were tested and 90.3% scored above the 50th percentile in Mathematics Problem Solving. In 2009, 19 students were tested and averaged 94% in Math Problem Solving. In 2010, 22 students were tested and scored a NPR of 78%. Areas of concern are found in: • Number Sense – Reasoning and Problem Solving (63.6%) • Operations – Reasoning and Problem Solving (63.6%) • Operations – Communication and Representation (4.5%) • Patterns and Relationships – Mathematical Connections (63.6%) • Probability – Mathematical Connections (63.6%)

3. Melbourne Elementary –Grade 3 – Literacy – Combined Population: In 2008, 31 students were tested and 81% scored proficient or advanced. In 2009, 40 students were tested and 70% scored proficient or advanced. In 2010, 47 students were tested and 78% scored proficient or advanced. The analysis of the 2008-2010 open response and multiple-choice questions in the three types of reading passages revealed that students scored lower in open response, 52.3%, than in multiple-choice, 63.6%. The 2008-2010 average for the writing strands is 68.8%. Areas of concern for the three-year data are found in open response for Literary Reading, 58.7%, Content Reading, 47.1%, Practical Reading, 51.2%, and Multiple-Choice Practical Reading, 57.1%. Areas of concern in Writing are Style, 60%, Content, 61.3%, and Multiple-Choice Writing, 64.2%. Melbourne Elementary – Benchmark – Grade 4 – Literacy – Combined Population: In 2008, 41 students were tested and 71% scored proficient or advanced. In 2009, 41 students were tested and 71% scored proficient or advanced. In 2010, 43 students were tested and 75% scored proficient or advanced. The analysis data for the three reading strands for 2008-10 revealed that students averaged scoring lower in Open Response, 55.3%, than in multiple-choice, 66.1%. The 2008-10 average for the writing strands is 73.4%. Areas of concern for the three-year data are found in open response in Content Reading, 50.8%, and Practical Reading, 55.0%. An area of concern in the Writing portion is found in Multiple-Choice Writing, 62.5%, and Style, 68.8%. Melbourne Elementary – Benchmark – Grade 5 – Literacy – Combined Population: In 2008, 46 students were tested and 90% scored proficient or advanced. In 2009, 41 students were tested and 88% scored proficient or advanced. In 2010, 34 students were tested and 79% scored proficient or advanced. The analysis of the 2008-10 data revealed that students averaged scoring lower in open response, 62.3%, than in multiple-choice, 71.2%, in the three reading domains. The 2008-10 average for the writing strands is 81.1%. Areas of concern for the three-year data include open response in Content Reading, 58.3%, and Practical Reading, 57.9%. Areas of concern in Writing are Content and Style, 70.4%. Melbourne Elementary – 6th Grade Benchmark – Literacy – Combined Population: In 2008, 45 students were tested and 80% scored proficient or advanced. In 2009, 43 students were tested and 86% scored proficient or advanced. In 2010, 51 students were tested and 85% scored proficient or advanced. The analysis of the open response and multiple-choice questions in the three types of reading passages for 2008-2010 revealed that students scored 76.7% in multiple-choice and 63.0% in open-response. The average for the writing strands is 76.7%. Areas of concern for the three-year data are found in open response in Reading Content, 51.6%, and in Practical Reading, 66.2%. Areas of concern in the Writing portion of the benchmark are Content and Style, 67%. Melbourne Elementary - Benchmark – Grade 3 – Mathematics – Combined Population: In 2008, 36 students were tested and 97% scored proficient or advanced. In 2009, 40 students were tested and 85% scored proficient or advanced. In 2010, 47 students were tested and 89% scored proficient or advanced. The analysis of the open response and multiple-choice questions for 2008-10 revealed that students scored lower in open response, 56.7%, than in multiple-choice, 70%. Areas of concern for the three-year data include open response in Geometry, 42.1%, Measurement, 52.1%, and Number Sense and Operations, 55.8%. Melbourne Elementary – Benchmark – Grade 4 - Mathematics – Combined Population: In 2008, 41 students were tested and 81% scored proficient or advanced. In 2009, 41 students were tested and 85% scored proficient or advanced. In 2010, 43 students were tested and 80% scored proficient or advanced. The analysis of the 2008-10 test data revealed that students scored lower in open-response 56.0%, than in multiple-choice, 72.7%. Areas of concern for the three-year data include Geometry open-response, 45.0%, Measurement, 56.3%, and Data Analysis open-response, 58.3%. Melbourne Elementary – Benchmark – Grade 5 – Math – Combined Population: In 2008, 46 students were tested and 87% scored proficient or advanced. In 2009, 41 students were tested and 56% scored proficient or advanced. In 2010, 34 students were tested and 91% scored proficient or advanced. The analysis of the 2008-2010 test data revealed that students scored lower in open

response, 52.7%, than in multiple-choice, 70.4%. Areas of concern for the three-year data include Open Response, 43.7%, and Multiple-Choice, 56.7%, in Measurement, Open Response in Algebra, 52.5%, Number Sense, 57.1%, Data Analysis, 43.7%, and Geometry, 57.0%. Melbourne Elementary – Benchmark – Grade 6 – Math – Combined Population: In 2008, 45 students were tested and 89% scored proficient or advanced. In 2009 43 students were tested and 86% scored proficient or advanced. In 2010, 51 students were tested and 76% scored proficient or advanced. The analysis of the open response and multiple-choice questions for 2008-10 revealed that students scored lower in open response, 60.0%, than in multiple-choice, 71.3%. Areas of concern for the three-year data include open response in Numbers and Operations, 51.6%, Geometry, 53.8%, and Measurement, 45.4%.

4. Melbourne Elementary – Kindergarten – Reading/Language – MAT 8: In 2009, 54 students were tested and 60% scored at or above the 50th percentile. In 2010, 94 students were tested in Reading and 70% scored at or above the 50th percentile. The item analysis revealed areas of concern in:
 - Word Reading Meaning: Identify the printed word that is related to a given picture.
 - Identification: Identify the printed word that names a given picture.
 Melbourne Elementary - Grade 1 – Reading/Language - ITBS/SAT 10 - Combined Population: In 2008, 43 students were tested and 84% scored at or above the 50th percentile in Reading. In 2009, 40 students were tested and 68% scored above the 50th percentile in Reading. In 2010, 56 students were tested and 55% scored at or above the 50th percentile. Areas of concern are found in:
 - Explicit Sequence, Actions: Identify explicit sequence (61%)
 - Interpretation-Process Cluster Making Inferences: Draw conclusions based on text (60%)
 - Extending Meaning: Apply ideas from text to new situations (61%)
 - Text Characteristics: Analyze text structure or elements (61%)
 - Functional Content Cluster: Apply ideas from text to new situations (61%)
 Melbourne Elementary - Grade 2 – Reading/Language - ITBS/SAT 10 - Combined Population: In 2008, 39 students were tested and 43.6% scored at or above the 50th percentile in Reading. In 2009, 38 students were tested and 37% scored at or above the 50th percentile in Reading. In 2010, 39 students were tested and 53% scored at or above the 50th percentile. Areas of concern are found in:
 - Extended Meaning: Form hypothesis from ideas in text (46%)
 - Extended Meaning: Make predictions (57%)
 - Author Factors and Craft: Discern speaker's voice (52%)
 - Monitoring Strategies: Use graphics/illustrations to support/verify information (48%)
 - Fix-Up Strategies: Determine unknown words from context (46%)
 Melbourne Elementary - Third Grade – Reading/Language - ITBS/SAT 10 - Combined Population: In 2008, 36 students were tested and 58.3% scored above the 50th percentile in Reading Comprehension. In 2009, 40 students were tested with a NPR of 40% in Reading Comprehension and a NPR of 32% in Comprehensive Language. In 2010, 47 students were tested and score a NPR of 56% and a NPR of 30% in Comprehensive Language. Areas of concern are found in:
 - Informational Thinking Skills - Selecting an appropriate strategy (46.8%)
 - Functional Thinking Skills – Making inferences (44.7%)
 - Functional – Extended Meaning – (46.8%)
 - Informational Thinking Skills – Text characteristics (42.6%)
 - Informational Thinking Skills – Making Inferences (48.9%)
 - Literary Thinking Skills – Author factors and craft (55.3%)
 Melbourne Elementary – Grade 4 – Reading/Language - ITBS/SAT 10 - Combined Population: In 2008, 41 students were tested and 65.9% scored above the 50th percentile in Reading Comprehension. In 2009, 41 students were tested with a NPR of 66% in Reading Comprehension and a NPR of 32% in Comprehensive Language. In 2010, 43 students were tested and scored a NPR of 63% in reading Comprehension and a NPR of 24% in Comprehensive Language. Areas of concern in Reading Comprehension are found in:
 - Informational – Text characteristics (23.3%)
 - Informational – Extended Meaning (44.2%)
 - Functional – Explicit supporting details (44.2%)
 - Informational – Making inferences (46.5%)
 - Functional – Extended Meaning (55.8%)
 Fifth Grade – Reading/Language - ITBS/SAT 10 - Combined Population: In 2008, 46 students were tested and 84% scored above the 50th percentile in Reading Comprehension. In 2009, 41 students were tested in Reading Comprehension with a NPR of 64% in Reading Comprehension and a NPR of 49% in Comprehensive Language. In 2010, 34 students were tested and scored a NPR of 67% in Reading Comprehension and 51% in Comprehensive Language. Areas of concern found in Reading Comprehension are:
 - Literary Thinking Skills – Author Factors and Craft (50.0%)
 - Informational – Using Monitoring Strategies (47.1%)
 - Literary – Author Factors and Craft (50.0%)
 - Functional – Extended meaning in thinking skills (52.9%)
 - Functional – Using fix-up strategies (47.1%)
 Melbourne Elementary - Grade 6 – Reading/Language - ITBS/SAT 10 -Combined Population: In 2008, 45 students were tested and 53.3% scored above the 50th percentile. In 2009, 43 students were tested with a NPR of 57% in Reading Comprehension and a NPR of 65 in Comprehensive Language. In 2010, 51 students were tested and scored a NPR of 49% in Reading Comprehension and 53% in Comprehensive Language. Areas of concern for Reading Comprehension are found in:
 - Literary – Text Characteristics Thinking Skills (37.3%)
 - Functional – Using Fix-up Strategies (56.9%)
 - Functional – Informational Factors (43.1%)
 - Functional – Explicit Sequence, Actions (52.9%)
 - Informational – Selecting an Appropriate Strategy (54.9%)
 - Informational – Making Inferences (45.1%, 29.4%)
 - Informational – Using Monitoring Strategies (51.0%)
 - Informational – Extended Meaning (58.8%)
 - Literary – Making Inferences (54.9%, 52.9%)
 - Literary – Extending Meaning (56.9%)
 Melbourne Elementary – MAT 8 - Kindergarten – Mathematics - Combined Population: In 2009, 54 students were tested and 34% scored at or above the 50th percentile in Mathematics. In

Supporting
Data:

- 2010, 66 students were tested and 49% scored at or above the 50th percentile. Areas of concern are found in: • Numbers & Operations: Identify the set with the greatest number of elements (48%) • Numbers & Operations: Computation of subtraction facts (29%) • Numbers & Operations: Computation of addition facts (43%) • Numbers & Operations: Translate pictures to symbolic notation (26%) • Data, Statistics, & Probability: Identify possible or impossible events (27%) • Data, Statistics, & Probability: Use data presented in a pictograph (30%) • Reasoning: Solve problems using logical reasoning (45%) • Reasoning: Solve problems using numerical reasoning (54%)
- Melbourne Elementary - Grade 1 – Mathematics – ITBS/SAT 10 - Combined Population: In 2008, 42 students were tested and 73.8% scored at or above the 50th percentile. In 2009, 40 students were tested and 63% scored at or above the 50th percentile. In 2010, 56 students were tested and 64% scored at or above the 50th percentile in Mathematics. Areas of concern are found in: • Problem Solving: Compare numbers & sets of 100 (59%) • Problem Solving: Solve problems using numerical reasoning (55%) • Data, Statistics, Probability: Identify likely outcomes (53%)
- Melbourne Elementary - Grade 2 – Mathematics – ITBS/SAT10 - Combined Population: In 2008, 39 students were tested and 76.9% scored at or above the 50th percentile. In 2009, 38 students were tested and 53% scored at or above the 50th percentile. In 2010, 39 students were tested and 66% scored at or above the 50th percentile. Areas of concern are found in: • Problem Solving: Compare numbers and sets up to 100 (62%) • Operations: Identify a number sentence that represents the inverse property of addition (61%) • Measurement: Read or interpret temperature in customary units (51%) • Measurement: Estimate weight using customary or non-standard units (57%) • Mathematical Connections: Read or interpret temperature in customary units (51%)
- Melbourne Elementary - Grade 3 – Mathematics - ITBS/SAT 10 - Combined Population: In 2008, 36 students were tested and 69.4% scored above the 50th percentile in Math. In 2009, 40 students were tested with a NPR of 60% in Mathematics Problem Solving. In 2010, 47 students were tested and scored a NPR of 53%. Areas of concern are found in: • Number Sense – Communication and Representation (57.4%) • Number Sense – Estimation Thinking Skills (57.4%) • Number Sense – Reasoning and Problem Solving (44.7%) • Operations – Reasoning and Problem Solving (46.8%) • Patterns and Relationships – Mathematical Connections (55%) • Geometry – Mathematical Connections Thinking Skills (25.5%) • Measurement – Mathematical Connections (57.4%)
- Melbourne Elementary - Grade 4 – Mathematics - ITBS/SAT 10 - Combined Population: In 2008, 41 students were tested and 80.5% scored above the 50th percentile in Math. In 2009, 41 students were tested with a NPR of 63% in Mathematics Problem Solving. In 2010, 43 students were tested and scored a NPR of 63%. Areas of concern are found in: • Number Sense Problem Solving – Mathematical connections (7.0%) • Number Sense – Reasoning and Problem Solving (58.1%) • Operations – Reasoning and problem solving (44.2%) • Geometry – Mathematical connections (41.9%) • Geometry – Communication and representation basic understanding (27.9%)
- Melbourne Elementary – Grade 5 – Mathematics - ITBS/SAT 10 - Combined Population: In 2008, 46 students were tested and 73.9% scored above the 50th percentile in Math. In 2009, 41 students were tested with a NPR of 57% in Mathematics Problem Solving. In 2010, 34 students were tested and scored a NPR of 69%. Areas of concern are found in: Number Sense – Mathematical connections (29.4%, 38.2%) • Operations – Communication and representation (44.1%) • Patterns and Relationships – Reasoning and problem solving (55.9%) • Measurement – Estimation (52.9%) • Measurement – Reasoning and problem solving (58.8%, 29.4%)
- Melbourne Elementary - Grade 6 – Mathematics - ITBS/SAT 10 - Combined Population: In 2008, 45 students were tested and 84.4% scored above the 50th percentile in Math. In 2009, 43 students were tested with a NPR of 75% in Math Problem Solving. In 2010, 51 students were tested and scored a NPR of 60%. Areas of concern are found in: • Number Sense – Communication and Representation (54.9%) • Number Sense – Reasoning and Problem Solving (58.8%) • Operations – Reasoning and problem solving (35.3%, 52.9%) • Operations – Estimation (39.2%) • Operations – Communication and Representation (27.5%) • Patterns and Relationships – Mathematical Connections (58.8%) • Probability – Estimation (43.1%) • Probability – Mathematical Connections (35.3%) • Measurement – Estimation (56.9%)
5. MHS - Grade 9 – Reading/Language - ITBS/SAT 10 - Combined Population: In 2008, 60 students were tested and 59.3% scored above the 50th percentile in Reading Comprehension. In 2009, 75 students were tested and 63% scored above the 50th percentile in Reading, and 66% scored above the 50th percentile in Language. In 2010, 70 students were tested and 67% scored at or above the 50th percentile in Reading, and 64% scored at or above the 50th percentile in Language. Areas of concern are found in Reading are: • Explicit Sequence, Actions (30%, 44%) • Determine/interpret implicit details, plot, sequence, action (39%) • Determine implicit causes for or effects of actions, events, or ideas (44%, 44%) • Discern and interpret literary devices (38%, 39%) • Identify, differentiate, or analyze characteristics of genre (52%)
- MHS - Grade 8 – Reading/Language - ITBS/SAT 10 - Combined Population: In 2008, 63 students were tested and 71.1% scored above the 50th percentile in Reading Comprehension. In 2009, 88 students were tested and 57% scored above the 50th percentile. In 2010, 68 students were tested with a NPR of 71% in Reading Comprehension and 61% in Comprehensive Language. Areas of concern found in Reading Comprehension are: • Informational – Making inferences/Thinking Skills (42.6%) • Literary – Making inferences (47.1%) • Literary – Extended meaning (50.0%) • Functional – Using fix-up strategies (48.5%)
- MHS - Grade 7

- Reading/Language - ITBS/SAT 10 - Combined Population: In 2008, 77 students were tested and 72.6% scored above the 50th percentile in Reading Comprehension. In 2009, 67 students were tested and 61% scored above the 50th percentile. In 2010, 77 students were tested and scored a NPR of 66% in Reading Comprehension and a NPR of 54% in Comprehensive Language. Areas of concern are found in: • Literary – Author Factors and Craft (44.7%) • Functional – Text Characteristics (57.9%) • Informational – Making Inferences (52.6%) • Informational – Using Monitoring Skills (55.3%) • Informational – Using Fix-Up Strategies (57.9%) MHS - Grade 9 – Mathematics – NRT/SAT 10 - Combined Population: In 2008, 60 students were tested and 72.2% scored above the 50th percentile. In 2009, 75 students were tested and 80% scored above the 50th percentile. In 2010, 70 students were tested and 78% scored above the 50th percentile. Areas of concern are found in: • Number Sense & Operations: Identify and apply understanding of absolute value (39%) • Number Sense & Operations: Identify and apply properties of operations (8%) • Algebra: Solve simple linear equations (44%) • Data Statistics & Probability: Use tables, charts, diagrams or graphs to solve problems (27%) • Measurement: Identify and apply properties of operations (8%) MHS - Grade 7 – Mathematics - SAT 10 - Combined Population: In 2008, 63 students were tested and 87.2% scored above the 50th percentile. In 2009, 87 students were tested and 69% scored above the 50th percentile. In 2010, 68 students were tested and scored a NPR of 70%. Areas of concern are found in: • Operations – Reasoning and Problem Solving (36.8%) • Operations – Communication and Representation (38.2%) • Algebra – Communication and Representation (57.4%) • Data and Statistics – Reasoning and Problem Solving (57.4%) • Data and Statistics – Mathematical Connections (48.5%) • Probability – Estimation (32.4%) • Measurement Estimation (55.9%) • Measurement – Reasoning (51.5%) • Measurement – Mathematical connections (51.5%) MHS - Grade 8 – Mathematics - SAT 10 - Combined Population: In 2008, 74 students were tested and 87.3% scored above the 50th percentile. In 2009, 67 students were tested and 78% scored above the 50th percentile. In 2010, 77 students were tested and scored a NPR of 73% in Mathematics Problem Solving. Areas of concern are found in: • Number Sense – Communication and representation (34.2%) • Number Sense – Reasoning and problem solving (46.1%) • Number Sense – Estimation (52.6%) • Operations – Problem solving (53.3%) • Algebra – Mathematical connections (56.6%, 27.6%, 57.9%) • Geometry – Reasoning and Problem Solving (56.6%) • Probability – Reasoning and Problem Solving (44.7%) • Measurement – Estimation (51.3%)
6. Melbourne High School – Benchmark – Grade 7 – Mathematics – Combined Population: In 2008, 60 students were tested and 83.3% scored proficient or advanced. In 2009, 88 students were tested and 66% scored proficient or advanced. In 2010, 68 students were tested and 74% scored proficient or advanced. The analysis of the open response and multiple-choice questions in the five mathematics strands for 2008-2010 revealed students scored lower in open response, 31.1%, than in multiple-choice, 58.2%. Areas of concern are found in open response in Algebra, 28.7%, Numbers and Operations, 23.7%, Measurement, 34.6%, Data Analysis, 36.6%, and Geometry, 31.7%. Melbourne High School – Benchmark – Grade 8 – Mathematics – Combined Population: In 2008, 69 students were tested and 85.3% scored proficient or advanced. In 2009, 67 students were tested and 70% scored proficient or advanced. In 2010, 77 students were tested and 63% scored proficient or advanced. Analysis of the 08-10 data revealed students scored lower in open response, 35.1%, than in multiple-choice, 54.6%. Areas of concern are found in open response in Algebra, 37.5%, Geometry, 32.1%, Data Analysis, 40.8%, Number Sense, 37.5%, and Measurement, 27.5%. Melbourne High School – Benchmark – EOC Algebra I – Combined Population: In 2008, 70 students were tested and 68% scored proficient or advanced. In 2009, 87 students were tested and 74% scored proficient or advanced. In 2010, 45 students were tested and 78% scored proficient or advanced. The analysis of the 2008-2010 data revealed that students scored lower in open response, 30.0%, than in multiple-choice, 61.7%. Areas of concern are found in open response in Non-Linear Functions, 26.0%, Solve Equations and Inequalities, 28.0%, Linear Functions, 28.4%, Language of Algebra, 30.4%, and Data Interpretation and Probability, 36.2%. Melbourne High School – Benchmark – EOC Geometry – Combined Population: In 2008, 61 students were tested and 85% scored proficient or advanced. In 2009, 77 students were tested and 73% scored proficient or advanced. In 2010, 85 students were tested and 78% scored proficient or advanced. The analysis of five geometry strands for 2008-2010 reveals that students scored lower in open response, 40.0%, than in multiple-choice, 68.2%. Areas of concern are found in open response in Coordinate Geometry and Transformation, 22.7%, Triangles, 31.4%, Measurement, 47.1%, and Relationships between Two/Three Dimensions, 46.3%.
 7. Melbourne High School – Benchmark – Grade 7 – Literacy – Combined Population: In 2008, 60 students were tested and 65% scored proficient or advanced. In 2009, 88 students were tested and 72% scored proficient or advanced. In 2010, 68 students were tested and 78% scored proficient or advanced. The analysis of the open response and multiple-choice questions in the three types of reading domains found that students scored lower in open response, 59.7%, than in multiple-choice, 71.9%. The average for the writing strands was 82.2%. Areas of concern are found in open response in Practical Reading, 57.1%. Areas of concern in writing are found in Multiple-Choice Writing, 70.8%, Style, 72.9%, and Content, 73.8%. Melbourne High School – Benchmark – Grade 8 – Literacy – Combined Population: In 2008, 69 students were tested and 85% scored proficient or advanced. In

2009, 67 students were tested and 84% scored proficient or advanced. In 2010, 77 students were tested and 90% scored proficient or advanced. The analysis of the open-response and multiple-choice questions in the three types of reading passages for 2008-10 revealed that students scored 74.7% in multiple-choice and 74.3% in open-response. The average for the writing strands was 83.5%. Areas of concern for the three-year data are found in open response in Content Reading, 71.3%, and Literary Reading, 72.9%. An area of concern in the Writing portion is found in Multiple-Choice Writing, 64.6%. Melbourne High School – Benchmark – EOC Literacy – Combined Population: In 2008, 47 students were tested and 61% scored proficient or advanced. In 2009, 72 students were tested and 75% scored proficient or advanced. In 2010, 55 students were tested and 80% scored proficient or advanced. The analysis of the open-response and multiple-choice questions in the three types of reading passages for 2008-10 revealed that students scored 72.3% in multiple-choice and 74.8% in open-response. The average for the six Writing domains was 86.2%. Areas of concern for the three-year data are found in Content Reading Open-Response, 72.7%, and Multiple-Choice, 70.7%. Another area of concern in Reading is Literary Multiple-Choice, 71.7%. An area of concern in the Writing Benchmark is Multiple-Choice Writing, 70.0%. The Item-by-Item Analysis indicates that students scored lower in the following: • R.9.11.2: Analyze style and diction to determine author’s purpose. (M.C. 45.5%) • R.9.11.12: Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text. (49.1%) • R.10.11.13: Describe the dramatic conventions or devices used by playwrights to present ideas • R.10.11.14: Analyze an author’s use of dramatic conventions • R.10.11.2: Interpret and use information in practical, informational, and technical texts to: o Follow instructions to perform specific tasks, answer questions, or solve problems o Identify the main ideas and determine the essential elements that support the main ideas o Summarize the texts and explain the relationship of visual components to the texts o Distinguish between a summary and a critique o Interpret and use information in maps, charts, graphs, time lines, tables, and diagrams o Identify interrelationships between and among ideas and concepts within a text o Evaluate information from multiple sources o Draw conclusions based on evidence from texts o Analyze the ways in which a text’s organizational structure supports or confounds its meaning or purpose o Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement in text and explain their effect on the reader o Evaluate information and technical texts for their clarity, simplicity, and coherence and for the appropriateness of their graphics and visual appeal (M.C. 56.4%, 50.9%)

8. Melbourne Elementary School Attendance – AYP - Growth: In 2008, the attendance rate was 94.7%. In 2009, the attendance rate was 94.9%. In 2010, the attendance rate was 93.7%. The combined population of students was 86.1% proficient in Math, and 81.2% proficient in Literacy during 2008-2010. Growth was met by 79% of the students in literacy and 65% in Math in 2010. Melbourne Elementary met standards and the AYP status was “Achieving” for 2008-2010.
9. Melbourne High School Attendance – AYP – Growth - Graduation: In 2008, the attendance rate was 94.9%. In 2009, the attendance rate was 94.8%. In 2010, the attendance rate was 99.0%. The combined population of students was 86.1% proficient in Math, and 81.2% proficient in Literacy during 2008-2010. Growth was met by 81% of the students in literacy and 65% in Math in 2010. Melbourne High School met standards and the AYP status was “Achieving” for 2008-2010. The graduation target of 70% for 9-12 was met, and the graduation goal for grades 7-12 of 85% was met. The Smart Accountability Index was 100%.
10. Mt. Pleasant Elementary School Attendance/AYP: In 2008, the attendance rate was 98.7%, and the attendance goal and AYP were met. In 2009, the attendance rate was 98.7%, and the attendance goal and AYP were met. In 2010, the attendance rate was 98.6%, and the attendance rate and AYP were met. The combined population of students was 96.2% proficient in Math, and 91.9% proficient in Literacy during 2008-2010. Growth was met by 91% of the students in both math and literacy in 2010.
11. Melbourne School District: K-6 Math - Meets Standards - 88.4 of the combined population were proficient or advanced. 71% met growth in K-6 Math in 2010. K-6 Literacy - Meets Standards - 84.8% of the combined population were proficient or advanced. 82% met growth in K-6 Literacy in 2010. 7-12 Math - 72.3% of the students scored proficient or advanced in 9-12 Math and met growth in 2010. 82.6% of the students scored proficient or advanced in 7-12 Literacy and met growth in 2010. Average attendance for the district in 2009 was 95.5%. Melbourne High School met the graduation goal for 2009.

Goal To improve academic achievement in all subject areas for all students, to increase proficiency in math and literacy as stated in the school plans, to utilize Federal Programs as the most beneficial supplement for the students' achievement, to increase parental involvement, and to provide a safe school environment for the health and well-being of each student

Benchmark To meet state AYP targets as indicated in the individual school plans of the Melbourne District and to improve secondary indicators with an emphasis on open response items in Content Reading and Writing in Literacy and in Geometry, Algebra, and Data Analysis in Mathematics

Intervention: Administrative Support: Title I District Set Aside Moneys

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROFESSIONAL DEVELOPMENT & COLLABORATION: Money to be used for speakers, materials, and supplies for staff development for Literacy Lab books and software for participating teachers and parents; Enrichment materials for literacy and math, Content Comprehension Enrichment Materials for Real-Life Experiences Through Arkansas History; Parental Involvement Handbook Updates; Smart Classroom materials and supplies, etc.</p> <p>Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide</p>	Carolyn Blevins/Title I Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers 	<p>Title I - Purchased Services: \$8000.C</p> <p>Title I - Materials & Supplies: \$3405.C</p> <hr/> <p>ACTION BUDGET: \$1140</p>
<p>WELFARE: Money will be used for Welfare/Health/Homeless expenditures as they arise in the Melbourne School District.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide Action Type: Wellness</p>	Carolyn Blevins, Title I Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Central Office • Outside Consultants 	<p>Title I - Materials & Supplies: \$1031.C</p> <hr/> <p>ACTION BUDGET: \$1031.C</p>
<p>MAINTENANCE: Money will be used for materials and supplies for printers and copiers for the Title I Coordinator.</p> <p>Action Type: Collaboration Action Type: Title I Schoolwide</p>	Carolyn Blevins, District Title I Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff 	<p>Title I - Materials & Supplies: \$1000.C</p> <hr/> <p>ACTION BUDGET: \$100</p>
<p>TITLE I FUNDS FOR COORDINATOR: Money to be used for the Melbourne Elementary & Title I Coordinators' Salaries & Benefits: Danny Brightwell (FTE 0.50); Carolyn Blevins, Mt. Pleasant Elementary Coordinator/District Title I Coordinator - (FTE 0.25).</p> <p>Action Type: Alignment Action Type: Title I Schoolwide</p>	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff 	<p>Title I - Employee Salaries: \$41100.C</p> <p>Title I - Employee Benefits: \$12042.C</p> <hr/> <p>ACTION BUDGET: \$5314</p>
<p>TITLE I FUNDS FOR PARENTAL INVOLVEMENT: Title I money to be used to purchase materials and supplies for the Parent/Teacher Center and for Parent Center Meetings.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Carolyn Blevins, Title I Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Central Office 	<p>Title I - Materials & Supplies: \$750.C</p> <hr/> <p>ACTION BUDGET: \$75</p>
<p>NEEDS ASSESSMENT: Plan effectiveness will be evaluated on each campus at the time of staff development of the disaggregation of data for the ACSIP. Staff development for data analysis is scheduled for August 2010, before school begins. Plan effectiveness is also considered an on-going process to be evaluated as the need</p>	Carolyn Blevins, District Title I Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Community Leaders • District Staff 	<hr/> <p>ACTION BUDGET:</p>

arises. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide				
PARENTAL INVOLVEMENT: Money will be allocated in the Mt. Pleasant Elementary plan for highly qualified personnel to conduct two Family Math/Science/Literacy Nights. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Carolyn Blevins, District Title I Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Outside Consultants 	ACTION BUDGET:
COLLABORATION: During 2010-2011, schools of the Melbourne School District will continue the process of upgrading each teacher's classroom to a "Smart" Classroom. Items to be included are: Epson Projector, DVD/VCR Player, Document Camera, Wireless Slate, and components. A portion of the Title I allocation will be utilized to purchase materials to supplement the use of the Smart Classroom. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide	LeeAnna Hoskinds, Tech Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • Teaching Aids 	ACTION BUDGET:
POINT-IN-TIME REMEDIATION: The designated money will be used to employ a teacher's aide for literacy and math in the Melbourne Elementary. Area of greatest need will be determined by the Title I Committee and Mrs. Loggains based on NRT and CRT results. The money will be allocated in the Melbourne Elementary ACSIP. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Lori Loggains, Elementary Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET:
POINT-IN-TIME REMEDIATION: After-school tutoring program for Melbourne Elementary, Mt. Pleasant Elementary, and Melbourne High School will continue to be implemented in order to assist struggling students in literacy and math. Money will be used to pay the teachers a wage of \$25 per hour for services rendered. Money to be allocated in the individual school plans. Action Type: Alignment	Toni Lawrence, District Treasurer	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Performance Assessments • Teaching Aids 	ACTION BUDGET:
PROFESSIONAL DEVELOPMENT DISTRICT & TITLE I: Money allocated is to be utilized for staff development presenters, materials and supplies, food, and other costs incurred. Staff Development for Melbourne School District for 2010-2011 Mapping & Alignment in Language Arts and Math; Improving Open Response in Math and Literacy Through the Incorporation of Real-World Experiences; Data Analysis with Technology: Power Point Presentations; Experiencing Arkansas History; Technology in the "Smart" Classroom; Data Analysis; Parent Involvement; Nutrition and Fitness;	Carolyn Blevins, District Title I Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET:

<p>Impact of Ethics on Educators; Instructional Strategies; Through the Looking Glass; Curriculum Development; Are We Having Fun Yet; Music, Art, Technology, etc. The school district has fulfilled the obligation of the required 60 hours of staff development included in the list mentioned above. Title I funding will be used to pay additional staff development that becomes available for the literacy and math interventions that are included in the individual school plans, such as: Literacy Lab for teachers of Melbourne Elementary and High School; Accelerated Reader & Math trainings offered by Renaissance Learning as the systems are updated each year; Literacy & Writing Across the Curriculum for the Mt. Pleasant Elementary Campus; ELLA & Effective Literacy for Melbourne Elementary; Technology in Math & Science for the high school; Smart Classrooms for all three schools, Meet the Author on the campus of Harding University for Mt. Pleasant Elementary, ELLA and Effective Literacy for Melbourne Elementary, etc. Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>TRANSITION: Mt. Pleasant Elementary and Melbourne Elementary work closely with the preschools and area Headstart programs in order to transition pre-school children into the public school in a positive and successful manner. NAESC, Speech and Resource teachers, the preschool directors, administration, parents, and Kindergarten teachers hold a conference on each child that will be transitioning into the Kindergarten classes in the fall. Recommendations are made by preschool personnel at that time. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Carolyn Blevins, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● District Staff ● Outside Consultants ● Teachers 	<p>ACTION BUDGET:</p>
<p>POINT-IN-TIME REMEDIATION: Teachers and staff are provided with a variety of strategies to help close the gap between those students who are not yet proficient with those that have reached proficiency. These strategies given in a timely manner, (DRA, DIBELS, STAR Math, small group tutoring, computer lab, individual tutoring, extended class time for math and literacy, after school tutoring, etc.) will be used daily, or as needed, with those students to ensure student achievement is on track. Teachers, parents, and students will devise a plan for improvement based on the Benchmark testing results for 2010. They will be placed on an AIP or IRI until proficiency is met. Action Type: AIP/IRI Action Type: Collaboration</p>	<p>Gerald Cooper, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● District Staff ● Performance Assessments 	<p>ACTION BUDGET:</p>

<p>COORDINATION OF STATE/LOCAL/FEDERAL FUNDS: Remediation for students not mastering the state curriculum will be provided through district funded programs and supplemented by the Federal Programs, such as Title I and Title IIA. Title I money will be allocated in the individual school plans. Action Type: AIP/IRI Action Type: Title I Schoolwide</p>	<p>Carolyn Blevins, Federal Programs Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Performance Assessments ● Teachers 	<p>_____</p> <p>ACTION BUDGET:</p>
<p>COORDINATION OF STATE/LOCAL/FEDERAL FUNDS: The coordination and integration of all curriculum programs and services for math and literacy that are provided by the state, federal, or locally will be used to improve instruction for the students and increase student proficiency. Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>Carolyn Blevins, District Federal Programs Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● District Staff 	<p>_____</p> <p>ACTION BUDGET:</p>
<p>Recommendations for strategies for RECRUITING AND RETAINING HIGH QUALIFIED TEACHERS have been addressed in the personnel handbook and will be reviewed annually. All staff members of the Melbourne School District are HIGHLY QUALIFIED TEACHERS. Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>Gerald Cooper, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● District Staff ● Teachers 	<p>_____</p> <p>ACTION BUDGET:</p>
<p>TRANSITION: Students and parents of the district 6th grade classes will be presented with the information concerning Smart Core and Common Core Curriculum choices for high school in order to make a successful transition into grades 7-12. Melbourne School District's parents and an administrator complete and sign the "Smart Core Informed Consent" form. Mrs. Adkisson, Mrs. Vickery, and Mrs. Taylor, school counselors, met with the 6th grade students of the district in May 2010 and have scheduled a meeting with 7th grade students, along with the parents in the fall of 2010. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Sally Adkisson, Counselor</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● District Staff ● Teachers 	<p>_____</p> <p>ACTION BUDGET:</p>
<p>Parents, students, and teachers are provided with a TITLE I SCHOOL/STUDENT/TEACHER COMPACT AGREEMENT. This agreement is included in the student handbook. Information is also included in the packets for parents at the beginning of each school year. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Carolyn Blevins, Title I Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● District Staff ● Teachers 	<p>_____</p> <p>ACTION BUDGET:</p>
<p>STAFF MEETING FOR TITLE I: Mr. Brightwell and Mrs. Blevins, Federal Programs Coordinators, will meet with their respective faculty and staff to discuss the Title I Schoolwide Program in the Melbourne School District. Teachers will be</p>	<p>Carolyn Blevins, Federal Programs Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff 	<p>_____</p> <p>ACTION BUDGET:</p>

<p>given a presentation of the requirements of Title I and how it will supplement the interventions and actions in the ACSIP, etc.</p> <p>Action Type: Collaboration Action Type: Title I Schoolwide</p>				
<p>COORDINATION OF STATE/LOCAL/FEDERAL FUNDS: Title I money will be used for materials and supplies for the Title I Coordinators. Action Type: Title I Schoolwide</p>	<p>Carolyn Blevins, District Federal Programs Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>Title I - Materials & Supplies: \$3000.C</p> <hr/> <p>ACTION BUDGET: \$300</p>
<p>PROGRAM EVALUATION TITLE I: The Melbourne School District currently has a Schoolwide Program in Title I. Title I funding is used to supplement the regular curriculum in math and literacy. The annual allocation of funds is allotted to Melbourne High School, Melbourne Elementary School, Mt. Pleasant Elementary, and the Melbourne School District. The amount each plan is allocated is on a per-student basis. After the Benchmark data has been analyzed, the school needing the most improvement in scores, or has had other unforeseen criteria enter into the data analysis, will receive extra Title I money to accommodate the cost of more individualized instruction and added interventions and actions. All three schools had high test results for 2010. Scores for the Melbourne School District are currently above the AYP with a district average of 88.4% proficient in K-5 in math in 2010 and a three year average of 87.8% advanced or proficient in Math during 2008-2010. In grades 9-12, the district averages for math are 72.3% in 2010, and 72.5% in 2008-2010. Melbourne Elementary showed a score of 86.1% proficient or advanced in Math in 2010 and 83.5% during 2008-2010. Melbourne High School showed an average of 72.2% in Math in 2010 and a three year average of 71.7% for 2008-2010 in Math. Mount Pleasant Elementary had an average of 92.9% advanced or proficient in 2010 and an average of 96.2% advanced or proficient in 2008-2010. The district average for literacy in 2010 was 84.8% for grades k-5 and 82.6% in 9-12. Melbourne High School showed an average of 82.6% in Literacy in 2010 and a 2008-2010 average of 77.5%. Mt. Pleasant Elementary School had an average of 91.7% proficient in Literacy in 2010 and an average of 91.9% proficient or advanced in 2008-2010. Melbourne Elementary had a 2010 average of 81.2% advanced or proficient in Literacy and 79.3% in 2008-2010. Through careful evaluation of the</p>	<p>Carolyn Blevins, District Title I Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Title Teachers 	<p>ACTION BUDGET:</p>

<p>test results, teacher observations and referrals, etc., it has been determined that the two elementary schools should be allotted more of the Title I money allotment because each of the elementary schools have enrolled a greater percentage of new students who have been determined to be on an AIP or IRI. Emphasis has been placed on interventions that will increase student proficiency in literacy and math. The interventions include: Smart Technological Classroom, Writing Across the Curriculum, Accelerated Reader and Literacy Lab, Math and Literacy Enrichment, Before and After-School Tutoring, Pre-School Enrichment and Its Effect on Transitioning to Kindergarten, etc. The program evaluation for each of these interventions is found in the individual plans. Melbourne Elementary will continue to focus on the interventions, such as ELLA, Impact Lab for Math and Literacy, Accelerated Reader, Accelerated Math, After-School Tutoring, etc. Mt. Pleasant Elementary will incorporate interventions such as: Family Math/Science/Literacy Nights, Accelerated Reader and Math, Before/After School Tutoring & Transitioning from Preschool to Kindergarten. All programs will be implemented as designed in the individual school plans. The program evaluation will continue to be developed according to ACT 807. Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>PROFESSIONAL DEVELOPMENT PLAN: Each teacher and his/her principal will complete a professional development plan based on student proficiency on the benchmark testing for math, literacy, and science. To be included in the plan will be criteria for areas of weaknesses for the teacher in the subjects they must teach. Formal and informal teacher evaluations conducted by the principal, along with mapping & alignment and data analysis, will be determining sources for professional development opportunities the teacher should select. Each teacher is required to complete a minimum of 60 hours professional development that ensures professional growth and has been approved by the campus administrator. The professional development needs assessment is completed in the spring. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Gerald Cooper, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Performance Assessments ● Teachers 	<p>ACTION BUDGET:</p>
<p>NEEDS ASSESSMENT MT. PLEASANT ELEMENTARY MATH: The alignment of the mapping/data analysis is closely monitored as results of the CRT and NRT are made</p>	<p>Carolyn Blevins, Elementary Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Performance Assessments 	<p>ACTION BUDGET:</p>

available. Teachers and administrators participated in staff development on August 11-12 and analyzed the test results as they relate to the Arkansas Frameworks and the horizontal and vertical mapping of the school district. Necessary adjustments to the curriculum and student learner expectations were made at this time to increase student proficiency. The long range objective each year is to reach 100% proficiency. Success of the mapping and data analysis is measured by the increased number of proficient students in the district each year. The goal the Mt. Pleasant Elementary School of Melbourne District has set for Math far exceeds the state AYP. Proficiency in math for 2010 averaged 92.5% proficient or advanced for the combined populations in grades 3-6. The goal is to gain 2.0% in the overall percent of students who score advanced or proficient. Students in grades 3-6 averaged 74.2% in Open Response, compared to 84.0% in Multiple-Choice. Open Response averages are as follows: Geometry and Spatial Sense, 66.8%, Data Analysis, 77.2%, Measurement, 71.0%, Geometry, 66.8%, and Algebra, 81.4%. Areas of concern for 2008-2010, grades 3-6, are Geometry, 66.8%, Measurement, 71.0%, and Numbers and Operations, 74.7%. Areas of concern found on the SAT 10 testing are in: Kindergarten: • Numbers & Operations: Identify the set with the greatest number of elements (48%) • Numbers & Operations: Computation of subtractions facts (29%) • Numbers & Operations: Computation of addition facts (43%) • Numbers & Operations: Translate pictures to symbolic notation (26%) • Data, Statistics, & Probability: Identify possible or impossible events (27%) • Data, Statistics, & Probability: Use data presented in a pictograph (30%) • Reasoning: Solve problems using logical reasoning (45%) • Reasoning: Solve problems using numerical reasoning (54%)

First Grade: •

Patterns/Algebra/Relationships • Number Sense & Operations • Data, Statistics, and Probability

Second Grade: •

Patterns/Relationships/Algebra • Estimation • Geometry and Measurement • Communication and Representation • Reasoning and Problem Solving

Third Grade: • Geometry – Mathematical Connections (46.7%)

Fourth Grade: • Number Sense – Mathematical connections in problem solving (54.2%) • Number Sense – Communication and Representation Basic Understanding (66.7%) • Geometry – Thinking Skills (58.3%)

Fifth Grade: • Number Sense – Mathematical Connections (53.8%) • Operations – Communication and

- Teachers

<p>representation of basic understanding (61.5%) • Algebra – Mathematical Connections (69.2%) • Measurement – Estimation (53.8%) • Measurement – Reasoning & Problem Solving (69.2%) Sixth Grade: • Number Sense – Reasoning and Problem Solving (63.6%) • Operations – Reasoning and Problem Solving (63.6%) • Operations – Communication and Representation (4.5%) • Patterns and Relationships – Mathematical Connections (63.6%) • Probability – Mathematical Connections (63.6%) Teachers participated in additional staff development of interventions to be used in the classroom to address these areas of concern through the use of Accelerated Math as a supplement to the Math textbook, double math class time at least 2 days a week, before and after school tutoring, etc. Teachers then met with the parents of students requiring an AIP or IRI to collaborate on interventions to be used for the individual student. The mathematics curriculum alignment continues to be implemented as designed. The needs assessment and program evaluation of the mapping and alignment process will continue to be developed in Mt. Pleasant Elementary according to ACT 807. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>NEEDS ASSESSMENT MELBOURNE ELEMENTARY LITERACY: Teachers and administrators participated in staff development in August, 2010, and analyzed the test results as they relate to the Arkansas Frameworks and the horizontal and vertical mapping of the school district. Necessary adjustments to the curriculum and student learner expectations were made at this time to increase student proficiency. The long range objective each year is to reach 100% proficiency. Proficiency in literacy for 2010 ranged from 75%-85% proficient or advanced for the combined populations in grades 3-6. The three-year data average for 2008-2010 is 80% proficient in literacy. The goal is to exceed 80% proficiency by 3% in 2011. Areas of concern are found in: Open Response with an overall average for 3-6 Literacy of 58.2% for 08-10. Data shows that students in grades 3-6 averaged scoring the following in open response: Content Reading, 51.9%, Literary Reading, 65.2 %, and Practical Reading, 57.6%. The SAT 10 results show needed improvement in the following areas: 1st Grade-Explicit Sequence, Actions: Identify explicit sequence (61%) • Interpretation-Process Cluster Making Inferences: Draw conclusions based on text (60%) • Extending Meaning: Apply</p>	<p>Carolyn Blevins, Elementary Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET:</p>

ideas from text to new situations (61%) • Text Characteristics: Analyze text structure or elements (61%) • Functional Content Cluster: Apply ideas from text to new situations (61%): 2nd Grade: Extended Meaning: Form hypothesis from ideas in text (46%) • Extended Meaning: Make predictions (57%) • Author Factors and Craft: Discern speaker's voice (52%) • Monitoring Strategies: Use graphics/illustrations to support/verify information (48%) • Fix-Up Strategies: Determine unknown words from context (46%) • Literary: Make predictions (57%) • Informational: Determine unknown words from context (46%) • Functional: Form hypothesis from ideas in text (46%) 3rdGrade: Informational Thinking Skills - Selecting an appropriate strategy (46.8%) • Functional Thinking Skills – Making inferences (44.7%) • Functional – Extended Meaning – (46.8%) • Informational Thinking Skills – Text characteristics (42.6%) • Informational Thinking Skills – Making Inferences (48.9%) • Literary Thinking Skills – Author factors and craft (55.3%) • Literary Thinking Skills – Making inferences (46.8%) • Literary Basic Understanding – Explicit sequence, actions (59.6%, 46.8%) 4thGrade: Informational – Text characteristics (23.3%) • Informational – Extended Meaning (44.2%) • Functional – Explicit supporting details (44.2%) • Informational – Making inferences (46.5%) • Functional – Extended Meaning (55.8%) 5thGrade: Literary Thinking Skills – Author Factors and Craft (50.0%) • Informational – Using Monitoring Strategies (47.1%) • Literary – Author Factors and Craft (50.0%) • Functional – Extended meaning in thinking skills (52.9%) • Functional – Using fix-up strategies (47.1%) 6thGrade: Literary – Text Characteristics Thinking Skills (37.3%) • Functional – Using Fix-up Strategies (56.9%) • Functional – Informational Factors (43.1%) • Functional – Explicit Sequence, Actions (52.9%) • Informational – Selecting an Appropriate Strategy (54.9%) • Informational – Making Inferences (45.1%, 29.4%) • Informational – Using Monitoring Strategies (51.0%) • Informational – Extended Meaning (58.8%) • Literary – Making Inferences (54.9%, 52.9%) • Literary – Extending Meaning (56.9%) Teachers and administrator discussed interventions for students requiring an AIP & IRI. Some interventions include: Accelerated Reader, Saturday School, After School Tutoring, IMPAC Lab, Ella, Effective Literacy, and Literacy Lab, etc. Each parent who had a child requiring an IRI or AIP collaborated with the classroom teacher to

<p>determine the best intervention for the particular child. The literacy curriculum alignment continues to be implemented as designed. The needs assessment and program evaluation of the mapping and alignment process will continue to be developed in Melbourne Elementary according to ACT 807. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>				
<p>NEEDS ASSESSMENT MT. PLEASANT ELEMENTARY LITERACY: Teachers and administrators participated in staff development on August 11-12 and analyzed the test results as they relate to the Arkansas Frameworks and the horizontal and vertical mapping of the school district. Necessary adjustments to the curriculum and student learner expectations were made at this time to increase student proficiency. The long range objective each year is to reach 100% proficiency. Success of the mapping and data analysis is measured by the increased number of proficient students in the district each year. The goal the Mt. Pleasant Elementary School of Melbourne District has set for literacy far exceeds the state AYP. Proficiency in literacy for 2010 was 93.5% of the 3-6 population scoring proficient or advanced. The goal for 2011 is to improve by 1.0%. Students 3-year averages show 81.2% in Multiple-Choice, compared to 69.5% in Open Response Reading. The areas of concern are seen in Open Response in Literary Reading, 71.5%, Content Reading, 64.8%, and Practical Reading, 72.1%. The Writing average for 2008-2010 was 82.8%. Areas of concern are found in Multiple-Choice Writing, 79.9%, Content, 74.8%, and Style, 72.6%. Areas of concern found in the SAT 10 testing were: Kindergarten: • Word Reading Meaning: Identify the printed word that is related to a given picture. • Identification: Identify the printed word that names a given picture. First Grade: • Functional Reading Comprehension • Two-Sentence Stories Second Grade: • Critical Analysis and Strategies • Informational • Literary • Initial Understanding • Functional Third Grade: • Functional – Selecting an Appropriate Strategy (53.3%) • Literary – Extended Meaning (60.0%) • Functional – Extending Meaning (53.3%) • Informational – Text Characteristics (53.3%) • Informational – Making Inferences (60.0%) Fourth Grade: • Literary – Making inferences (62.5%, 66.7%) • Informational – Text characteristics (41.7%) • Functional – Explicit supporting details (66.7%) •</p>	<p>Carolyn Blevins, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET:</p>

<p>Functional – Using Fix-up Strategies (66.7%) • Informational – Making Inferences (58.3%) • Functional – Making Inferences (66.7%) Fifth Grade: • Literary – Author factors and craft (34.6%) • Literary – Selecting an appropriate strategy (53.8%) • Informational – Author factors and craft (57.7%) • Functional – Extending Meaning (61.5%) Sixth Grade: • Literary – Explicit Explanations, Causes, Results and Basic Understanding (54.5%) • Functional – Author Factors & Craft Thinking Skills (40.9%) • Functional – Using Fix-up Strategies (50.0%) • Functional – Explicit Sequence and Actions in Basic Understanding (54.5%) • Informational – Selecting an Appropriate Strategy (40.9%) Teachers participated in additional staff development of interventions to be used in the classroom to address these areas of concern through the use of Accelerated Reader to spark interest in reading, double literacy class time at least 2 days a week, before and after school tutoring, in-school tutoring, etc. Teachers then discussed AIP interventions for the student with his/her parents. The literacy curriculum alignment continues to be implemented as designed. The needs assessment and program evaluation of the mapping and alignment process will continue to be developed in Mt. Pleasant Elementary according to ACT 807. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>NEEDS ASSESSMENT MELBOURNE ELEMENTARY MATHEMATICS: Teachers and administrators participated in staff development in August of 2010 and analyzed the test results as they relate to the Arkansas Frameworks and the horizontal and vertical mapping of the school district. Necessary adjustments to the curriculum and student learner expectations were made at this time to increase student proficiency. The long range objective each year is to reach 100% proficiency. The goal Melbourne Elementary School of Melbourne District has set for Math far exceeds the state AYP. Proficiency in math for 2010 was an average of 84% proficient or advanced for the combined populations in grades 3-6. The 2008-2010 average for grades 3-6 was 73.5%. The goal is to gain 5.0% in the overall percent of students who score advanced or proficient for 2009-2011. Students have scored lower in Open Response in Math than in Multiple-Choice. The 3-year average for Open Response is 56.3%, compared to 71.1% in Multiple-</p>	<p>Lori Loggains, Elementary Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET:</p>

Choice. Areas of concern are found in Open Response for the following: Measurement, 51.7%, and Geometry, 49.4%, Algebra, 56.1%, Number Sense, 56.2%, and Data Analysis, 60.7% for Grades 3-6. The SAT 10 results show needed improvement in the following areas: Kindergarten: • Numbers & Operations: Identify the set with the greatest number of elements (48%) • Numbers & Operations: Computation of subtractions facts (29%) • Numbers & Operations: Computation of addition facts (43%) • Numbers & Operations: Translate pictures to symbolic notation (26%) • Data, Statistics, & Probability: Identify possible or impossible events (27%) • Data, Statistics, & Probability: Use data presented in a pictograph (30%) • Reasoning: Solve problems using logical reasoning (45%) • Reasoning: Solve problems using numerical reasoning (54%) First Grade: • Problem Solving: Compare numbers & sets of 100 (59%) • Problem Solving: Solve problems using numerical reasoning (55%) • Data, Statistics, Probability: Identify likely outcomes (53%) Second Grade: • Problem Solving: Compare numbers and sets up to 100 (62%) • Operations: Identify a number sentence that represents the inverse property of addition (61%) • Measurement: Read or interpret temperature in customary units (51%) • Measurement: Estimate weight using customary or non-standard units (57%) • Mathematical Connections: Read or interpret temperature in customary units (51%) Third Grade: • Number Sense – Communication and Representation (57.4%) • Number Sense – Estimation Thinking Skills (57.4%) • Number Sense – Reasoning and Problem Solving (44.7%) • Operations – Reasoning and Problem Solving (46.8%) • Patterns and Relationships – Mathematical Connections (55%) • Geometry – Mathematical Connections Thinking Skills (25.5%) • Measurement – Mathematical Connections (57.4%) Fourth Grade: • Number Sense Problem Solving – Mathematical connections (7.0%) • Number Sense – Reasoning and Problem Solving (58.1%) • Operations – Reasoning and problem solving (44.2%) • Geometry – Mathematical connections (41.9%) • Geometry – Communication and representation basic understanding (27.9%) Fifth Grade: • Number Sense – Mathematical connections (29.4%, 38.2%) • Operations – Communication and representation (44.1%) • Patterns and Relationships – Reasoning and problem solving (55.9%) • Measurement – Estimation (52.9%) • Measurement – Reasoning and problem solving (58.8%,

<p>29.4%) Sixth Grade: • Number Sense – Communication and Representation (54.9%) • Number Sense – Reasoning and Problem Solving (58.8%) • Operations – Reasoning and problem solving (35.3%, 52.9%) • Operations – Estimation (39.2%) • Operations – Communication and Representation (27.5%) • Patterns and Relationships – Mathematical Connections (58.8%) • Probability – Estimation (43.1%) • Probability – Mathematical Connections (35.3%) • Measurement – Estimation (56.9%)</p> <p>Teachers and administrator discussed interventions for students requiring an AIP & IRI. Some interventions include: Accelerated Math, Saturday School, After School Tutoring, IMPAC Lab, and In-School Tutoring, Double Blocking Classes, etc. Each parent who had a child requiring an IRI or AIP collaborated with the classroom teacher to determine the best intervention for the particular child. Success of the mapping and data analysis is measured by the increased number of proficient students in the district each year. The literacy curriculum alignment continues to be implemented as designed. The needs assessment and program evaluation of the mapping and alignment process will continue to be developed in Melbourne Elementary according to ACT 807.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>NEEDS ASSESSMENT MELBOURNE HIGH SCHOOL MATHEMATICS: Teachers and administrators participated in staff development in August of 2010 and analyzed the test results as they related to the Arkansas Frameworks and the horizontal and vertical mapping of the school district. Necessary adjustments to the curriculum and student learner expectations were made at this time to increase student proficiency. The long range objective each year is to reach 100% proficiency. The goal Melbourne High School of Melbourne District has set for Math exceeds the state AYP. Proficiency in math for 2008-2010 for Grades 7 & 8 was 68.5%. The goal for 2011 is to increase this average for grades 7 & 8 to 71%. Comparison of multiple-choice and open response for shows an average of 56.4% advanced or proficient in Multiple-Choice, compared to 33.1% in Open Response. Comparison of scores of the Mathematics Strands for grades 7 & 8 shows the following in open response: Numbers & Operations, 30.6%, Geometry, 31.9%, Measurement, 31.0%, Data Analysis, 38.7%, and Algebra, 33.1%. EOC</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET:</p>

Algebra had an average of 78% proficient or advanced. Open response average for 2008-2010 is 30.0%, compared to 61.7% in Multiple-Choice. Areas of concern are found in Language of Algebra, 30.4%, Equations of inequalities, 28.0%, Linear Functions, 28.4%, Non Linear Functions, 26.0%, and Data Interpretation, 36.2%. EOC Geometry showed an average of 75% scoring proficient or advanced. The 2008-2010 average for Multiple-Choice is 68.2%, compared to 40.0% in Open Response. Areas of concern are Open Response in Language of Geometry, 50.3%, Triangles, 31.4%, Measurement, 47.1%, Relationships, 46.3%, and Coordinates of Geometry, 22.7%. The SAT 10 results show needed improvement in the following areas:

Ninth Grade:

- Number Sense & Operations: Identify and apply understanding of absolute value (39%)
- Number Sense & Operations: Identify and apply properties of operations (8%)
- Algebra: Solve simple linear equations (44%)
- Data Statistics & Probability: Use tables, charts, diagrams or graphs to solve problems (27%)
- Measurement: Identify and apply properties of operations (8%)

Eighth Grade:

- Operations – Reasoning and Problem Solving (36.8%)
- Operations – Communication and Representation (38.2%)
- Algebra – Communication and Representation (57.4%)
- Data and Statistics – Reasoning and Problem Solving (57.4%)
- Data and Statistics – Mathematical Connections (48.5%)
- Probability – Estimation (32.4%)
- Measurement – Estimation (55.9%)
- Measurement – Reasoning (51.5%)
- Measurement – Mathematical connections (51.5%)

Seventh Grade:

- Number Sense – Communication and representation (34.2%)
- Number Sense – Reasoning and problem solving (46.1%)
- Number Sense – Estimation (52.6%)
- Operations – Problem solving (53.3%)
- Algebra – Mathematical connections (56.6%, 27.6%, 57.9%)
- Geometry – Reasoning and Problem Solving (56.6%)
- Probability – Reasoning and Problem Solving (44.7%)
- Measurement – Estimation (51.3%)

Teachers and administrators discussed interventions for students requiring an AIP. Some interventions include: Accelerated Math, Saturday School, After School Tutoring, Smart Classroom with Technology, Writing across the Curriculum for Open Response, and Technology Integrated Literacy and Math, etc. Each parent who had a child requiring an AIP collaborated with the classroom teacher to determine the best intervention for the particular child. Success of the mapping and data analysis is measured by the increased number of proficient students in

<p>the district each year. The math curriculum alignment continues to be implemented as designed. The needs assessment and program evaluation of the mapping and alignment process will continue to be developed in Melbourne High School according to ACT 807. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>NEEDS ASSESSMENT MELBOURNE HIGH SCHOOL LITERACY: Teachers and administrators participated in staff development in August, 2010, and analyzed the test results as they relate to the Arkansas Frameworks and the horizontal and vertical mapping of the school district. Necessary adjustments to the curriculum and student learner expectations were made at this time to increase student proficiency. The long range objective each year is to reach 100% proficiency. The goal Melbourne High School has set for Literacy exceeds the state AYP. Proficiency in literacy for 2010 averaged 82.6% for the combined population for Grades 7 & 8 and EOC Literacy. Proficiency for 2008-2010 is 77.5%. The 3-year data goal is to exceed this amount by 2% in 2011. The Open Response average for 08-10 is 69.6%, compared to 72.6% for Multiple-Choice. The strands in reading show a 3-year average of 70.0% in Literary Reading, 68.1% in Content Reading, and 70.7% in Practical Reading for Open Response Items. The Writing average for 08-10 is 83.9% with areas of concern in Multiple-Choice Writing, 68.4%. The SAT 10 results show needed improvement in the following areas: Ninth Grade: • Explicit Sequence, Actions (30%, 44%) • Determine/interpret implicit details, plot, sequence, action (39%) • Determine implicit causes for or effects of actions, events, or ideas (44%, 44%) • Discern and interpret literary devices (38%, 39%) • Identify, differentiate, or analyze characteristics of genre (52%) Seventh Grade: • Informational – Making inferences/Thinking Skills (42.6%) • Literary – Making inferences (47.1%) • Literary – Extended meaning (50.0%) • Functional – Using fix-up strategies (48.5%) Eighth Grade: • Literary – Author Factors and Craft (44.7%) • Functional – Text Characteristics (57.9%) • Informational – Making Inferences (52.6%) • Informational – Using Monitoring Skills (55.3%) • Informational – Using Fix-Up Strategies (57.9%) Teachers and administrator discussed interventions for students requiring an AIP. Some interventions</p>	<p>Kelly Powell, High School Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Performance Assessments ● Teachers 	<p>ACTION BUDGET:</p>

<p>include: Accelerated Reader, Saturday School, After School Tutoring, Writing across the Curriculum, Smart Classroom with Technology, etc. Each parent who had a child requiring an AIP collaborated with the classroom teacher to determine the best intervention for the particular child. Success of the mapping and data analysis is measured by the increased number of proficient students in the district each year. The literacy curriculum alignment continues to be implemented as designed. The needs assessment and program evaluation of the mapping and alignment process will continue to be developed in Melbourne High School according to ACT 807.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>				
<p>COLLABORATION: Melbourne School District will collaborate with Arkansas State University in order to utilize the services of Science Specialist - Debby Rogers. Northeast Ark. Rural Institute for Math and Science.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	<p>Gerald Cooper, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	<p>ACTION BUDGET:</p>
<p>APPROVAL OF PLAN: The 2010-2011 Melbourne School District ACSIP was approved by the board of directors on Tuesday, September 28, 2010.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Gerald Cooper, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff 	<p>ACTION BUDGET:</p>
<p>Total Budget:</p>				<p>\$70328.0</p>
<p>Intervention: Student Special Needs Funding (NSLA):</p>				
<p>Scientific Based Research: National School Lunch Funding Act (Act 59: Arkansas Second Extraordinary Legislative Session of 2003).</p>				
<p>HEALTH/WELLNESS: The Melbourne School District will employ Toni Lawrence, LPN, (FTE - .30) to fulfill the position of School Health Coordinator. The district has an enrollment of approximately 906 students. The duties of the School Health Coordinator include, but are not limited to, various areas in the curriculum to improve instruction: 1. Instruction in classrooms for K-12 on programs to promote health and wellness. 2. Notify and assist parents in regard to excessive absences of students, how this affects proficiency in class work, and remediation practices that can be used to assist the students. 3. Work directly with parents and teachers on required make-up work for the student who has been absent. 4. Facilitate</p>	<p>Toni Lawrence, School Health Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff 	<p>NSLA (State-281) - \$2200.0 Employee Benefits: NSLA (State-281) - \$10000.0 Employee Salaries: <hr/> ACTION BUDGET: \$1220</p>

professional development on how learning is maximized by health/nutrition, wellness, and physical fitness. 5. Assist in educating students and teachers in the negative effects of drugs, etc. Action Type: Equity Action Type: Wellness				
EVALUATION OF PLAN: Student achievement on the CRT and NRT plus district designed assessments, to include growth, performance and AYP will be used to evaluate the use of NSLA funds. Action Type: Program Evaluation	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET:
PROFESSIONAL DEVELOPMENT: Money allocated will be used to fund professional development meetings for Toni Lawrence, School Health Coordinator. Action Type: Professional Development Action Type: Wellness	Toni Lawrence, School Health Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Outside Consultants 	NSLA (State-281) - \$1000.C Purchased Services: ACTION BUDGET: \$10C
HEALTH/WELLNESS: Money allocated will be used for sanitizer, first aid supplies, welfare needs for the students of the district, health and safety teaching materials, etc., for the school nurses. Action Type: Equity Action Type: Wellness	Toni Lawrence, School Health Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff 	NSLA (State-281) - \$1000.C Materials & Supplies: ACTION BUDGET: \$10C
PROFESSIONAL DEVELOPMENT: Money allocated will be used to employ personnel, Carolyn Blevins (FTE - .25 Professional Development (NSLA)), MPES Principal (FTE - 0.50 District), Title I Coordinator (FTE - 0.25 Title I). Mrs. Blevins will coordinate staff development for improvement of instruction for the Mt. Pleasant and Melbourne Elementary Schools of the Melbourne District. Action Type: Alignment Action Type: Professional Development	Carolyn Blevins, Staff Development Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	NSLA (State-281) - \$4073.C Employee Benefits: NSLA (State-281) - \$17055.C Employee Salaries: ACTION BUDGET: \$2112
Money allocated will be used to employ Danny Brightwell, FTE - .1437, as Curriculum/Instructional/Standards Coordinator for Melbourne School District. Action Type: Alignment Action Type: Collaboration	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	NSLA (State-281) - \$1725.C Employee Benefits: NSLA (State-281) - \$6900.C Employee Salaries: ACTION BUDGET: \$862
HIGHLY QUALIFIED PERSONNEL: Money allocated will be used to fund Saturday	Gerald Cooper, Superintendent	Start: 07/01/2010	<ul style="list-style-type: none"> Computers Teachers 	NSLA

<p>School tutoring for Melbourne Elementary. Certified personnel will be employed to tutor students on those days. (FTE: \$25 per Hour) Action Type: Alignment Action Type: Technology Inclusion</p>		<p>End: 06/30/2011</p>		<p>(State-281) - Employee Benefits: \$650.C NSLA (State-281) - Employee Salaries: \$3000.C <hr/>ACTION BUDGET: \$365</p>
<p>COORDINATION OF FUNDS/COLLABORATION: Money allocated will be used to supplement the parental/student engagement activities, such as Student of the Month, Super Katz, Open House, Parent/Teacher conferences, which are programs to increase literacy and math proficiency. Action Type: Collaboration</p>	<p>Gerald Cooper, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<p>NSLA (State-281) - Materials & Supplies: \$1500.C <hr/>ACTION BUDGET: \$150C</p>
<p>EQUITY/WELLNESS/COLLABORATION: Melbourne High School has a full time counselor who is paid with district funding. Money allotted will be utilized to employ a part-time counselor, Mrs. Sally Adkisson, to assist in the high school. Her primary purpose will be to assist teachers with researching, gathering, and training teachers to utilize the most beneficial supplementary materials in preparing students to reach proficiency in math and literacy. Focus will be made on responding to open response in both math and literacy. (FTE 0.60) Action Type: Equity Action Type: Wellness</p>	<p>Gerald Cooper, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff 	<p>NSLA (State-281) - Employee Benefits: \$7200.C NSLA (State-281) - Employee Salaries: \$28870.C <hr/>ACTION BUDGET: \$3607</p>
<p>COORDINATION OF FEDERAL/STATE/LOCAL FUNDS: NSLA funds will be used to employ certified personnel and paraprofessionals for Before/After School Tutoring. Money to be designated for Mt. Pleasant Elementary (13,500), Melbourne Elementary (15,600), and Melbourne High School (4510). Action Type: Alignment</p>	<p>Gerald Cooper, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>NSLA (State-281) - Employee Benefits: \$7600.C NSLA (State-281) - Employee Salaries: \$35100.C <hr/>ACTION BUDGET: \$4270</p>
<p>PROGRAM EVALUATION: NSLA funds has been used to supplement interventions for math, science, and literacy enrichment, curriculum and professional development, nurses and nursing supplies, paraprofessionals, improvement of instruction, after-school and Saturday school tutoring, etc, since the availability of this particular funding. Teacher observations, daily grades, classroom</p>	<p>Danny Brightwell, Federal Programs Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET:</p>

<p>assessments, classroom walk-through, CRT and NRT Assessments, etc., will be the evaluations of each program, as set forth in the individual school plans. Benchmark Testing results for the Melbourne School District are the main criteria for evaluation. These results currently are above the AYP with an average of 72.3% proficient in math in 2010 and a three year average of 72.5% advanced or proficient in Math during 2008-2010 in the district. Melbourne Elementary showed a score of 86.1% proficient or advanced in math in 2010 and 83.5% during 2008-2010. Melbourne High School showed an average of 72.2% in Math in 2010 and a three year average of 71.7% for 2008-2010 in Math. Mount Pleasant Elementary had a 2010 average of 96.2% in Math and the 2008-2010 average is 91.9%. The district score for Literacy showed a 2010 9-12 average of 82.6% in 2010 and a 3-year average of 78.2% for 08-10. The district percentages for Elementary are 84.8% for 2010 and 83.8% for 08-10 in Literacy. Melbourne High School showed an average of 82.6% advanced or proficient in Literacy in 2010 and a three-year average of 77.5% in 2008-2010. Mt. Pleasant Elementary School had an average of 91.7% proficient in Literacy in 2010 and an average of 91.9% proficient or advanced in 2008-2010. Melbourne Elementary had an average of 81.2% scoring advanced or proficient in Literacy in 2010 and an average of 79.3% scoring advanced or proficient in 2008-2010. NSLA money will continue to be used to further enrich the existing programs. The program evaluation will continue to be developed according to ACT 807. Action Type: Program Evaluation</p>				
<p>COORDINATION OF FEDERAL/STATE/LOCAL FUNDS: Highly qualified personnel have been employed to instruct students as they work toward advanced on the benchmark assessments. Higher order thinking skills will be developed through math, science, and literacy through the following classes being offered in the high school curriculum by Ozarka College: Health/Wellness Medical Terminology & Medical Procedures with Ozarka College for Tuition. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion Action Type: Wellness</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● District Staff ● Performance Assessments 	<p>NSLA (State-281) - \$9500.C Purchased Services: <hr/>ACTION BUDGET: \$95C</p>
<p>COORDINATION OF FEDERAL, STATE, LOCAL FUNDS/COLLABORATION: In collaboration with IZARD County Sherriff's Office and the prison located in Calico Rock, Melbourne High School has</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Central Office ● Outside Consultants ● Teachers 	<p>NSLA (State-281) - \$31051.C Purchased Services:</p>

employed a resource officer. In addition to his duties as resource officer, he will instruct students in two classes in preparation for a career in Law Enforcement. The classes are: Introduction to Law Enforcement and Introduction to Criminal Justice. Action Type: Collaboration				ACTION BUDGET: \$3105
COORDINATION OF FEDERAL/STATE/LOCAL FUNDS/COLLABORATION: Money allocated will be to purchase materials and supplies for the resource officer. Action Type: Collaboration	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Central Office ● Outside Consultants 	NSLA (State-281) - Materials & Supplies: \$5000.C ACTION BUDGET: \$50C
COORDINATION OF FEDERAL/STATE/LOCAL FUNDS/COLLABORATION: Money allocated will be for professional development opportunities, purchase the services of presenters, travel, materials and supplies for the teachers and the technology coordinator of the district. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Central Office ● Outside Consultants 	NSLA (State-281) - Purchased Services: \$2500.C ACTION BUDGET: \$25C
COORDINATION OF FEDERAL/STATE/LOCAL FUNDS-COLLABORATION: A teacher will be employed to coordinate the math program with Vocational Ag courses that offer students real-life situations for problem solving with math skills, an area in which the students consistently score lower. The classes will offer skills for preparing for the work force upon completion of high school as students increase their scores in the 5 mathematics strands. Examples of classes incorporating mathematics skills are: Ag Structures-Planning, Measuring, Constructing; Greenhouse Management-Research, Planning, Measuring, Planting, Cultivating, Consumer Activities, etc.; and Small Engines. All of these courses require Mathematic Skills and Literacy Skills for Research and Management. Action Type: Alignment Action Type: Technology Inclusion	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Outside Consultants ● Teachers ● Teaching Aids 	NSLA (State-281) - Employee Benefits: \$12647.2 NSLA (State-281) - Employee Salaries: \$51156.C ACTION BUDGET: \$63803.2
PARENTAL ENGAGEMENT: Edline Webb Hosting for Parental Communication will be purchased for increased and more effective and increased parental engagement. The purpose of Edline is to provide information for parents online by using the Melbourne School District website. Each teacher will have a web page that shows classroom assignments, along with explanations for the assignment. Parents will be able to access Edline to stay updated on their child's grades and progress in each class. Other	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● Teachers 	NSLA (State-281) - Purchased Services: \$3009.2 ACTION BUDGET: \$3009.

<p>pertinent announcements and information will also be made available through this program. Action Type: Alignment Action Type: Parental Engagement</p>				
<p>COORDINATION OF FEDERAL/STATE/LOCAL FUNDS - NSLA: Melbourne School District has employed two highly qualified technology specialists. A portion of Mrs. LeeAnna Hoskinds' time will be to serve as Melbourne School District's Technology Facilitator to integrate technology in the literacy, math, social studies, and science curriculums district-wide. The district has been in the process of installing "Smart Classroom" equipment and accessories: Ipads, Netbooks, Projectors, Smart Boards, Computers, etc. As a result, the need for a facilitator to provide professional development and instructional assistance in the math and literacy classrooms has become necessary. The Technology Facilitator is employed by the district in collaboration with NAESC as a purchased service expense. (LeeAnna Hoskinds FTE.0.583) Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion</p>	<p>Gerald Cooper, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● Outside Consultants ● Teachers ● Teaching Aids 	<p>NSLA (State-281) - \$30500.0 Purchased Services: <hr/>ACTION BUDGET: \$3050</p>
<p>Total Budget:</p>				<p>\$273236.</p>

Intervention: Student Special Needs Funding (PD):
Scientific Based Research: Professional Development Money, 7.02 (Act 59: Arkansas Second Extraordinary Legislative Session of 2003).

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>STAFF DEVELOPMENT/HIGHLY QUALIFIED: Staff development opportunities for the Melbourne School District shall be approved by the building principal for Melbourne High School, Melbourne Elementary, and Mt. Pleasant Elementary. All teachers will participate in data analysis staff development for each school, and his/her future professional development training will be based in part on the areas of weakness shown in the benchmark results. Classroom evaluations by the principal will be indicators of professional development needs of the individual teachers. Action Type: Professional Development</p>	<p>Gerald Cooper, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	<p>ACTION BUDGET:</p>
<p>PROFESSIONAL DEVELOPMENT/HIGHLY QUALIFIED: Administrators and teachers will participate in a total of 60 hours staff development. To be included, but not limited to, for Administrators will be at least 6 hours technology, 3 hours parental engagement, also staff development on financial management, instructional leadership, data disaggregation,</p>	<p>Gerald Cooper, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	<p>ACTION BUDGET:</p>

<p>Health/Wellness, Arkansas History/Ozark History, etc. To be included, but not limited to, for the teachers will be 6 hours technology, 2 hours parental engagement, data disaggregation, health/wellness, Arkansas History, etc. Money allocated will be used to fund expenses incurred for these staff development requirements, as well as travel expenses, etc. Action Type: Professional Development</p>				
<p>COLLABORATION/PROFESSIONAL GROWTH PLAN: During the fiscal year 2010-2011, the principals will collaborate with their assigned faculty and devise a professional growth plan for each teacher based upon benchmark assessment results and areas of weakness for the individual teachers. Two Flex days have been included in the District Calendar for the year. These days will be used for professional development opportunities for all MSD staff and teachers. Action Type: Professional Development</p>	<p>Gerald Cooper, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	<p>ACTION BUDGET:</p>
<p>PLAN EVALUATION: Student achievement, including growth, performance, and AYP, will be used to evaluate the use of the Professional Development Special Needs Money. Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Gerald Cooper, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Performance Assessments ● Teachers 	<p>ACTION BUDGET:</p>
<p>HIGHLY QUALIFIED TEACHERS: Teachers and administrators will complete and analyze the necessary information concerning "Highly Qualified Teacher". This information will be placed in the personnel files in the principal's office. Action Type: Equity Action Type: Professional Development</p>	<p>Gerald Cooper, Superintendent</p>	<p>Start: 07/01/2010 End: 05/31/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	<p>ACTION BUDGET:</p>
<p>PROFESSIONAL DEVELOPMENT: Money allocated will be used for materials and supplies for the on-site staff development presentations for the Melbourne Elementary, Melbourne High School, and Mt. Pleasant Elementary Schools. All teachers participate in a minimum of 10 days (60 hours) of staff development on the Mt. Pleasant Elementary Campus and the Melbourne High School Campus in the summer before school begins. In addition, they will earn 12 hours for classroom preparation. Action Type: Professional Development</p>	<p>Gerald Cooper, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	<p>PD (State-223) - Purchased Services: \$25816.C PD (State-223) - Materials & Supplies: \$5196.C PD (State-223) - Employee Benefits: \$650.1 PD (State-223) - Employee Salaries: \$3000.C ACTION \$34662.1</p>

				BUDGET:
<p>PROGRAM EVALUATION: It is the objective of the Student Special Needs Funding for Professional Development to improve instruction through scientifically research based interventions and actions. Teachers of the Melbourne School District, along with their building administrators, will devise a professional growth plan that best fits the needs of the individual teacher. Teachers then participate in professional development opportunities that provide them with meaningful strategies for helping students reach proficiency. Approved professional development is aligned with the Arkansas Frameworks and will be instructed by highly trained staff. Staff development requirements are addressed each spring as the teachers and building administrator complete a staff development Needs Assessment to determine areas to improve. Teachers participate in 60 or more hours of professional development. Scores for the Melbourne School District are currently above the AYP with a district average of 88.4% proficient in K-5 in math in 2010 and a three year average of 87.8% advanced or proficient in Math during 2008-2010. In grades 9-12, the district averages for math are 72.3% in 2010, and 72.5% in 2008-2010. Melbourne Elementary showed a score of 86.1% proficient or advanced in Math in 2010 and 83.5% during 2008-2010. Melbourne High School showed an average of 72.2% in Math in 2010 and a three year average of 71.7% for 2008-2010 in Math. Mount Pleasant Elementary had an average of 92.9% advanced or proficient in 2010 and an average of 96.2% advanced or proficient in 2008-2010. The district average for literacy in 2010 was 84.8% for grades k-5 and 82.6% in 9-12. Melbourne High School showed an average of 82.6% in Literacy in 2010 and a 2008-2010 average of 77.5%. Mt. Pleasant Elementary School had an average of 91.7% proficient in Literacy in 2010 and an average of 91.9% proficient or advanced in 2008-2010. Melbourne Elementary had a 2010 average of 81.2% advanced or proficient in Literacy and 79.3% in 2008-2010. The data analysis results indicated that the district concerns are in the following: Preparing for Literacy and Math Benchmark Preparation, Writing and Responding to Open Response, Smart Technology in the Classroom, Responding in Writing about Arkansas History and Real-Life Happenings, etc. The program evaluation will continue to be developed according to ACT 807. Action Type: Professional Development</p>	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Outside Consultants ● Performance Assessments ● Teachers 	ACTION BUDGET:

Action Type: Program Evaluation				
PROFESSIONAL DEVELOPMENT DISTRICT: Money allocated is to be utilized for staff development presenters, materials and supplies, food, and other costs incurred. Staff Development for Melbourne School District for 2010-2011 Mapping & Alignment in Language Arts and Math; Improving Open Response in Math and Literacy Through the Incorporation of Real-World Experiences; Data Analysis with Technology: Power Point Presentations; Experiencing Arkansas History; Technology in the "Smart" Classroom; Data Analysis; Parent Involvement; Nutrition and Fitness; Impact of Ethics on Educators; Instructional Strategies; Through the Looking Glass; Curriculum Development; Are We Having Fun Yet; Music, Art, Technology, etc. The school district has fulfilled the obligation of the required 60 hours of staff development included in the list mentioned above. Title I funding will be used to pay additional staff development that becomes available for the literacy and math interventions that are included in the individual school plans, such as: Literacy Lab for teachers of Melbourne Elementary and High School; Accelerated Reader & Math trainings offered by Renaissance Learning as the systems are updated each year; Literacy & Writing Across the Curriculum for the Mt. Pleasant Elementary Campus; ELLA & Effective Literacy for Melbourne Elementary; Technology in Math & Science for the high school; Smart Classrooms for all three schools, Meet the Author on the campus of Harding University for Mt. Pleasant Elementary, ELLA and Effective Literacy for Melbourne Elementary, etc. Action Type: Professional Development	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Outside Consultants 	ACTION BUDGET:
Total Budget:				\$34662.

Intervention: Implement a Teacher Assistance Team for Students With Disabilities:

Scientific Based Research: McDougal, J.L., Conan, S.M., & Martens, B.K. (2000). Using organizational change procedures to promote the acceptability of pre-referral intervention services. The school-based intervention team project. School Psychology Quarterly, 15, 149-171.

Actions	Person Responsible	Timeline	Resources	Source of Funds
SPECIAL EDUCATION/PARENTAL ENGAGEMENT: Selection of a pre-referral team will be made and the members will consist of teacher representatives, the Principal, Special Education teachers, LEA Supervisor, Counselor, Equity Coordinator, etc. Action Type: Equity Action Type: Special Education	Deborah Bales, LEA Supervisor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Teachers 	ACTION BUDGET:
SPECIAL EDUCATION/COLLABORATION: The committee will set guidelines for referrals for Special Education, Speech, or 504 accommodations, modifications, and remediations.	Deborah Bales, LEA Supervisor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff 	ACTION BUDGET:

Action Type: Equity Action Type: Special Education				
COLLABORATION: The Teacher Assistance Team will meet periodically in order to look at alternatives, interventions, and modifications that can be put in place for those students requiring assistance. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Deborah Bales, LEA Supervisor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET:
PARENTAL ENGAGEMENT/COLLABORATION: A committee made up of the classroom teacher, counselor, principal, parent, resource teacher/teachers, LEA supervisor, and principal will meet for each child that has been referred to determine any modifications, interventions, and accommodations that should be made. Action Type: Collaboration Action Type: Parental Engagement	Deborah Bales, LEA Supervisor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET:
PROGRAM EVALUATION/COLLABORATION: The Teacher Assistance Team will determine the necessity of special education referral, as opposed to accommodations, modifications, and other remediation available to the student by the use of teacher observations and assessments, the CRT, the NRT, parent observations and questionnaires, etc. Action Type: Collaboration Action Type: Program Evaluation	Deborah Bales, LEA Supervisor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Performance Assessments 	ACTION BUDGET:
PROFESSIONAL DEVELOPMENT: The Teacher Assistance team will participate in the necessary staff development for effective implementation of the determined modifications for the students involved. Action Type: Professional Development	Deborah Bales, LEA Supervisor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET:
PROGRAM EVALUATION/COLLABORATION: The Teacher Assistance Team will determine the necessity of the Alternative Portfolio Assessment, as opposed to the Benchmark Assessment. Action Type: Alignment Action Type: Collaboration	Deborah Bales, LEA Supervisor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Performance Assessments 	ACTION BUDGET:
PROGRAM EVALUATION/EQUITY: The teacher assistance intervention began in 06-07 under the direction of the LEA supervisor, Mr. Carroll Manry, for Melbourne School District. The counselor, principal, teacher representatives, LEA supervisor, Resource Teachers, and a parent representative met to discuss the rules and regulations of the special education program, the requirements for referring students to special education, the process to follow upon referral, etc. The LEA supervisor then related all this information to the ACSIP. The participants in the local meeting then attended a meeting through NAESC that trained teachers on intervention strategies for special needs students, laws that affect these interventions, alternative plans for students who do not qualify, etc. The Teacher Assistance Team for Students With Disabilities continues to meet annually to review academic gains made by those students in the resource program. Areas of concern are adequate yearly progress of the students and meeting growth in math and literacy. Melbourne Elementary School had a total of 13 students with disabilities attempt the Benchmark Assessment with proficiency in both math at 46.2% and literacy at 30.8%. Mt. Pleasant Elementary had a total	Debbie Bales, LEA Supervisor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Outside Consultants Performance Assessments Teachers 	ACTION BUDGET:

<p>of 12 students with disabilities attempt the benchmark with 58.3% proficient in math and 50% proficient in literacy. Melbourne High School had 21 students attempt the benchmark in math with 33.3% proficient in math. 15 students attempted the benchmark in literacy and 13.3% scored proficient. Special Education students will have an IEP plus an AIP in some instances. There were no triggering factors in the test results for students with disabilities. The Teacher Assistance Team for Students with Disabilities will continue to work closely with the classroom teachers. The program evaluation will continue to be developed according to ACT 807.</p> <p>Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>				
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Total Budget:	
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Intervention: Administrative Support: Title VI, State Rural and Low Income Program

Scientific Based Research: No Child Left Behind Act of 2001: Title VI, Part B, Sub-Part 2 Rural and Low-Income School Program.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>TECHNOLOGY/COLLABORATION: The money received from Title VI, State Rural and Low Income Program will be used to purchase technological equipment, such as computers, smart boards, projectors, wireless slates, and other technological supplies to be used in classroom instruction in literacy, math, and science for the schools in the Melbourne School District: Melbourne and Mt. Pleasant Elementary Schools, Melbourne and Mt. Pleasant High Schools. Projected cost for updating each classroom to a "Smart Classroom" is \$2200 per room. These costs will be paid with Title VI State. Money allocated in school plan</p> <p>Action Type: Alignment Action Type: Technology Inclusion</p>	LeeAnna Hoskinds, Tech Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET:
<p>TECHNOLOGY INCLUSION: The money received from Title VI, State Rural and Low Income Program will be used to fund technological equipment to be used in classroom instruction on the Melbourne Elementary Campus and the Mt. Pleasant Elementary Campus. Money to be allocated is located in the respective school plans. Each classroom will be updated to a "Smart Classroom". Items included for these classrooms are: Projector, DVD/VCR Player, Document Camera, Wireless Slate, and setup cables, etc. These items will be used to enhance instruction for math, literacy, and science.</p> <p>Action Type: Technology Inclusion</p>	LeeAnna Hoskinds, Technology Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET:
<p>PROFESSIONAL DEVELOPMENT: Teachers will be required to attend professional development to prepare to instruct students on the use of the "Smart Classroom" technological equipment. Training will be conducted by LeeAnna Hoskinds and will be a minimum of 6 hours.</p> <p>Action Type: Professional Development</p>	LeeAnna Hoskinds, Tech Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers 	ACTION BUDGET:
<p>PROGRAM EVALUATION: The NRT, CRT, parent survey questionnaires, and classroom assessments will determine the success of incorporating technology in the classroom instruction for math,</p>	LeeAnna Hoskinds, Tech Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET:

science, and literacy. Action Type: Program Evaluation Action Type: Technology Inclusion			<ul style="list-style-type: none"> • Teachers 	
<p>PROGRAM EVALUATION: Title VI money is designated to supplement interventions such as: After School Tutoring Certified Teachers, Materials and Supplies, Accelerated Reader Materials and Supplies, Technological Supplies and Equipment. These interventions are designated in the Melbourne Elementary and Mt. Pleasant Elementary School Plans. All interventions are scientifically research based programs that are aligned with the Arkansas Math, Literacy, and Science Frameworks. All interventions have a variety of actions that provide equal rights for all students, provide a variety of strategies for learning including technology. Assessment of the interventions is included in the individual school plans and is also analyzed by the CRT and NRT. Analysis shows the district as having a combined population score of 75% proficient or advanced in math in 2010. In 2010, 76.1% of the combined population was proficient in literacy. Students in all three schools have achieved AYP. According to the benchmark testing and SAT 10 testing the supplemental services offered have been successful in helping the majority of the students achieve proficiency. The program evaluation will continue to be developed according to ACT 807.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion</p>	Gerald Cooper, Superintendent	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Computers • Teachers • Teaching Aids 	ACTION BUDGET:

Total Budget:	
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Intervention: Implement Technology-Based Smart Classrooms Throughout the District:

Scientific Based Research: S.K.S. Gupta, W. Lee, A. Purukayastha, and P.Srimani. (editorial). IEEE Personal Communications, Special Issue on Pervasive Computing, August 2001, Vol. 8, No. 4. pp. 8-9.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROGRAM EVALUATION: The Melbourne School District has been allotted a sum of stimulus money over the next two years. Mr. Cooper organized a committee whose primary purpose was to determine the area of greatest need for the district. The committee consisted of all members of the administration, school board representative, parent/community representative, standards-review administrator, members of the faculty and staff, and the technology coordinator. The outcome of the meeting was to first send a questionnaire to the entire faculty to determine their top 5 needs for their classrooms. Mrs. Hoskinds then asked them to number the needs from greatest to least. Teachers were also to supply the rationale for the needs. She then organized the surveys and completed charts for the committee to view and discuss. According to the surveys, it was determined that the area the majority of the teachers requested was technology in the classroom. Mrs. Hoskinds then wrote a proposal featuring all the components of the technology equipment needs of the teachers. The committee then discussed the contents of the proposal and determined that the "Smart Classroom" would be the</p>	LeeAnna Hoskinds, Tech Coordinator	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • District Staff 	ACTION BUDGET:

<p>most beneficial equipment to implement at this time. The "Smart Classroom" was implemented in several classrooms at Mt. Pleasant Elementary, Melbourne Elementary, and Melbourne High School during 2009-1010. The district will continue to install equipment in the remainder of the rooms during 2010-2011. The primary purpose of the "Smart Classroom" will be supplemental in nature and will enhance the Literacy, Math, and Science Curriculums with technology as set forth by the Arkansas Department of Education Frameworks. The benchmark results will serve as the program evaluation according to ACT 807. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>TECHNOLOGY INCLUSION/ALIGNMENT: The "Smart Classroom" design for Mt. Pleasant Elementary Campus will include equipment for 12 classrooms. Items included are: Epson Projector, Mount Box, Cable & Wiring, Faceplate, Universal Plate & Mount, Presentation Remote, Document Cameral, Wireless Slate, Surge Protector, etc. The estimated cost of each classroom is \$2,000.00 Action Type: Collaboration Action Type: Technology Inclusion</p>	<p>LeeAnna Hoskinds, Tech Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Computers ● District Staff ● Outside Consultants ● Teaching Aids 	<p>ACTION BUDGET:</p>
<p>TECHNOLOGY INCLUSION/ALIGNMENT: The "Smart Classroom" design for Melbourne Elementary Campus will include equipment for approximately 22 classrooms. Items included are: Epson Projector, Mount Box, Cable & Wiring, Faceplate, Universal Plate & Mount, Presentation Remote, Document Cameral, Wireless Slate, Surge Protector, etc. The estimated cost of each classroom is \$2,000.00 Action Type: Alignment Action Type: Technology Inclusion</p>	<p>LeeAnna Hoskinds, Tech Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Computers ● District Staff ● Outside Consultants ● Teachers ● Teaching Aids 	<p>ACTION BUDGET:</p>
<p>TECHNOLOGY INCLUSION/ALIGNMENT: The "Smart Classroom" design for the Melbourne District Campuses in 2009-2010 included equipment for 24 classrooms. Items included are: Epson Projector, Mount Box, Cable & Wiring, Faceplate, Universal Plate & Mount, Presentation Remote, Document Camera, Wireless Slate, Surge Protector, etc. The estimated cost of each classroom is \$2,000.00. The majority of tthe classrooms were "Smart" Additional classrooms will be equipped in 2010-2011. Action Type: Alignment Action Type: Technology Inclusion</p>	<p>LeeAnna Hoskinds, Tech Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Computers ● District Staff ● Outside Consultants ● Teachers ● Teaching Aids 	<p>ACTION BUDGET:</p>
<p>TECHNOLOGY INCLUSION/EQUITY/SPECIAL EDUCATION: All teachers of the district will have components of a "Smart Classroom" installed. All students will benefit in the supplemental instructional strategies provided through technology inclusion. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Deborah Bales, LEA Supervisor</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Computers ● District Staff ● Outside Consultants ● Teachers 	<p>ACTION BUDGET:</p>
<p>ALIGNMENT/TECHNOLOGY INCLUSION: The curriculum to include technology will be aligned with the Arkansas Department of Education Frameworks in all subject areas with focus on math, language arts, and science. Action Type: Alignment Action Type: Technology Inclusion</p>	<p>Gerald Cooper, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	<p>ACTION BUDGET:</p>

<p>TECHNOLOGY INCLUSION/WELLNESS: The technological learning environment will incorporate activities and lesson plans that best promote the health and wellness of the students. Action Type: Technology Inclusion Action Type: Wellness</p>	<p>Patty Smith, School Nurse</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● District Staff ● Teachers 	<p>_____ ACTION BUDGET:</p>
<p>PROFESSIONAL DEVELOPMENT/TECHNOLOGY INCLUSION/COLLABORATION: Teachers and staff will participate in a minimum of 6 hours staff development focusing primarily on proper usage of the equipment purchased for the Smart Classrooms. Staff Development for technology has been scheduled October 22, 2010, and March 18, 2011 on the Melbourne High School Campus. LeeAnna Hoskinds, NAESC Technology Coordinator for Melbourne School District, will be the instructor. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Gerald Cooper, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Computers ● District Staff ● Outside Consultants ● Teaching Aids 	<p>_____ ACTION BUDGET:</p>
<p>PARENTAL ENGAGEMENT/TECHNOLOGY INCLUSION: Parents, students, and community members have been included in the initial planning of the Smart Classroom and will have the opportunity to observe the equipment in open house before school begins in 2010-2011. An open house of the three school campuses is scheduled for August 17, 2010 at Melbourne High School and Melbourne Elementary. Open House for Mt. Pleasant Elementary is set for August 19, 2010. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Kelly Powell, High School Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Community Leaders ● Computers ● District Staff ● Teachers ● Teaching Aids 	<p>_____ ACTION BUDGET:</p>
<p>PLAN ASSESSMENT/ALIGNMENT/COLLABORATION: The effectiveness of the supplemental equipment of the Smart Classrooms and other technological equipment purchased will be assessed by the committee members through the use of teacher questionnaires, surveys and observations, and Benchmark results on Math, Literacy, and Science. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>LeeAnna Hoskinds, Tech Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● District Staff ● Performance Assessments ● Teachers 	<p>_____ ACTION BUDGET:</p>
<p>TECHNOLOGY INCLUSION: A portion of the proposal included a computer lab consisting of 25 computers being set up in the existing lab on the Mt. Pleasant Elementary campus. The computers to be purchased are Optiplex 760 MT, along with 10 surge protectors, and one HP Laserjet Printer. The approximate cost of the items is \$21,948.99. This equipment will be used as a supplement to the regular classroom instruction for Literacy, Math, Science, and Social Studies. Software to be selected will be aligned with the Arkansas Department of Education Frameworks. Action Type: Alignment Action Type: Technology Inclusion</p>	<p>Gerald Cooper, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Computers ● Teachers ● Teaching Aids 	<p>_____ ACTION BUDGET:</p>
<p>TECHNOLOGY INCLUSION: A portion of the proposal includes a computer lab consisting of 25 computers being set up in the existing IMPACT lab on the Melbourne Elementary campus. The computers to be purchased are Optiplex 760 MT, along with 10 surge protectors, and one HP Laserjet Printer. The approximate cost of the items is \$21,948.99. This</p>	<p>Lori Loggains, Elementary Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Computers ● District Staff ● Teachers ● Teaching Aids 	<p>_____ ACTION BUDGET:</p>

equipment will be used as a supplement to the regular classroom instruction for Literacy, Math, Science, and Social Studies. Software to be selected will be aligned with the Arkansas Department of Education Frameworks. Action Type: Alignment Action Type: Technology Inclusion				
TECHNOLOGY INCLUSION/ALIGNMENT/PLAN ASSESSMENT: Melbourne High School will purchase components for a Wireless Lab to enhance and supplement regular classroom instruction in Literacy, Math, Science, and Social Studies. The lab will be used in conjunction with other interventions, such as: Writing Across the Curriculum, Literacy Lab, After School Tutoring, Remediation Skills Development Classes, Standards-Based Lessons in Math and Literacy, etc. The school will purchase the following items for the Wireless Lab: 30 Dell Latitude E5500 Computers, 1 Cart, 1 HP MSM310 Access Point Brother HL-5280DW Network, 1 HP Printer, and 1 Procurve Switch. The estimated cost of the Wireless Lab is \$34,439.93. Assessment of the effectiveness of the instruction provided in the Wireless Lab will be: Benchmark Assessments in Math, Literacy, and Science; Teacher Observations & Evaluations; ACT Scores, Other evaluations pertaining to the various curriculum programs of the high school. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion	Kelly Powell, High School Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Computers ● District Staff ● Performance Assessments ● Teachers ● Teaching Aids 	ACTION BUDGET:
TECHNOLOGY INCLUSION/ALIGNMENT: Each teacher of the three schools will be supplied with an updated personal computer or laptop for use to complete lesson plans, Grade Quick, email, monitor student progress in Accelerated Math and Accelerated Reader, incorporate scientifically research-based instructional practices and materials found on the internet, develop curriculum mapping, both vertically and horizontally, etc. Action Type: Alignment Action Type: Technology Inclusion	LeeAnna Hoskinds, Tech Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Computers ● District Staff ● Teachers 	ACTION BUDGET:
TECHNOLOGY INCLUSION/ALIGNMENT: Digital Cameras and printers will be purchased to allow teachers and students to incorporate another technological medium in the math, science, literacy, or social studies classrooms. These may be used to develop power-points and other individual hands-on projects in order to supplement the regular classroom instruction necessary to fulfill the requirements for the curriculum guidelines set forth by the Arkansas Department of Education Frameworks. Action Type: Alignment Action Type: Technology Inclusion	LeeAnna Hoskinds, Tech Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Computers ● Teachers ● Teaching Aids 	ACTION BUDGET:
TECHNOLOGY INCLUSION/ALIGNMENT/PLAN ASSESSMENT: The math and science classes for the Melbourne High School and Melbourne Elementary School will purchase digital microscopes and calculators. This will allow teachers to instruct students as they actively engage in activities for math and science to further develop their higher order thinking skills. The Arkansas Benchmark Assessments will be utilized to monitor the success	Kelly Powell, High School Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Computers ● Performance Assessments ● Teachers ● Teaching Aids 	ACTION BUDGET:

of this supplemental equipment.				
Action Type: Alignment				
Action Type: Program Evaluation				
Action Type: Technology Inclusion				
Total Budget:				

Priority 2: To provide a safe and drug-free school environment

- Approximately 42% of the 11th-12th graders have ever used smokeless tobacco. Approximately 35% of the 9th-10th graders have ever used smokeless tobacco. Approximately 25% of the 7th-8th graders have ever used smokeless tobacco. Approximately 14% of the 11th-12th graders are daily users. Approximately 5% of the 9th-10th graders are daily users. 0% of the 7th-8th graders are daily users. Total daily users are: 11-12th graders - 28%; 9th-10th graders - 16%; 7th-8th graders - 8%.
- Approximately 70% of the 11th-12th grade students have ever used cigarettes. Approximately 52% of 11th-12th grade students have ever used cigarettes. Approximately 30% of the 7th-8th grade students have ever used cigarettes. Total daily users of cigarettes for half a pack or more is: 7th-8th - 5%; 9th-10th - 11%; 11th-12th - 17%. Total daily users for less than half a pack is: 7th-8th - 3%; 9th-10th - 5%; 11th-12th - 11%.
- Approximately 75% of all students in grades 7-12 have experienced drinking alcohol at some time. The following is a sample of the results of the percentage of where students actually use alcohol: A weekend parties (7th-8th-12%), (9th-10th-39%), (11th-12th-71%); After school events (7th-8th-1%), (9th-10th-21%), (11th-12th-28%); Right after school (7th-8th-0%), (9th-10th-5%), (11th-12th-19%); Alone at home (7th-8th-5%), (9th-10th-19%), (11th-12th-22%); At home, parents knew (7th-8th-5%), (9th-10th-27%), (11th-12th-34%); At home, parents did not know (7th-8th-8%), (9th-10th-23%), (11th-12th-25%); While driving around (7th-8th-3%), (9th-10th-13%), (11th-12th-35%); At a friend's house (7th-8th-19%), (9th-10th-49%), (11th-12th-66%).
- The Arkansas Prevention Needs Assessment Student Survey for IZARD County was conducted in the fall of 2007. There are three school districts in the county. Those grades included in the assessment are 6th, 8th, 10th, and 12th. The total number of students who were assessed in 2007 was 359. The findings for the percentage of students who used ATOD's during their lifetime were as follows: 6TH GRADE - Alcohol-16.3% (DOWN), Cigarettes-14.0% (DOWN), Chewing Tobacco-12.8% (UP), Marijuana-5.8% (UP), Inhalants-9.3% (DOWN), Hallucinogens-0% (SAME), Cocaine-0.0% (DOWN), Methamphetamines-0.0% (DOWN), Stimulants-0% (SAME), Heroin-0% (SAME), Sedative-3.5% (DOWN), Ecstasy-0% (SAME), Any Drug-12.6% (DOWN). 8TH GRADE - Alcohol-36.2% (DOWN), Cigarettes-31.2% (DOWN), Chewing Tobacco-13.8% (DOWN), Marijuana-6.5% (DOWN), Inhalants-14.9% (DOWN), Hallucinogens-0.0% (DOWN), Cocaine-0.0% (DOWN), Methamphetamines-2.1% (UP), Stimulants-2.1% (DOWN), Heroin-0%, Ecstasy-1.1% (UP), Any Drug-22.3% (DOWN). 10TH GRADE - Alcohol-65.1% (UP), Cigarettes-48.6% (DOWN), Chewing Tobacco-35.2% (UP), Marijuana-27.4% (UP), Inhalants-21.7% (UP), Hallucinogens-1.9% (UP), Cocaine-3.8% (UP), Methamphetamines-3.8% (UP), Stimulants-8.6% (UP), Heroin-2.9% (UP), Ecstasy-2.9% (DOWN), Any Drug-39.6% (UP). 12TH GRADE - Alcohol-77.4% (UP), Cigarettes-51.1% (DOWN), Chewing Tobacco-41.9% (UP), Marijuana-30.6% (DOWN), Inhalants-14.5% (UP), Hallucinogens-1.6% (DOWN), Cocaine-6.5% (UP), Methamphetamines-4.9% (DOWN), Stimulants-4.8% (DOWN), Heroin-1.6% (UP), Ecstasy-4.8% (UP), Any Drug-35.5% (DOWN). The county survey also included the average age for the first ATOD use: Marijuana-13.6 (UP), Cigarettes-11.6 (DOWN), Alcohol-12.5 (DOWN), Regular Alcohol-14.0 (UP). The age of the first Antisocial Behavior for the students was: School Suspension-12.2 (UP), Been Arrested-14.5 (UP), Carried a Gun-11.5 (DOWN), Attacked to Harm-12.5 (UP), Belonged to a Gang-12.3 (DOWN). The percentage of students with Antisocial Behavior in the past year was as follows: 6TH GRADE: Suspended from School-6.6% (DOWN), Drunk or High at School-2.2% (UP), Sold Illegal Drugs-0.0% (SAME), Stole Vehicle-4.4% (UP), Been Arrested-1.1% (UP), Attacked to Harm-9.9% (DOWN), Carried a Handgun-5.6% (UP), Handgun to School-0% (SAME). 8TH GRADE: Suspended from School-8.5% (UP), Drunk or High at School-3.2% (DOWN), Sold Illegal Drugs-1.1% (DOWN), Stolen a Vehicle-2.2% (DOWN), Been Arrested-2.1% (DOWN), Attacked to Harm-12.8% (DOWN), Carried a Handgun-3.2% (DOWN), Handgun to School-1.1% (UP). 10TH GRADE: Suspended from School-9.4% (UP), Drunk or High at School-15.1% (UP), Sold Illegal Drugs-8.5% (UP), Stolen a Vehicle-3.8% (UP), Been Arrested-6.7% (UP), Attacked to Harm-16.0% (UP), Carried a Handgun-5.7% (DOWN), Handgun to School-1.0% (UP). 12TH GRADE: Suspended from School-11.5% (UP), Drunk or High at School-9.8% (UP), Sold Illegal Drugs-8.1% (UP), Stolen a Vehicle-1.6% (DOWN), Been Arrested-4.8% (UP), Attacked to Harm-11.3% (UP), Carried a Handgun-8.1 (UP)%, Handgun to School-0% (SAME).
- The Arkansas Prevention Needs Assessment Student Survey for IZARD County was conducted in the fall of 2008. There are three school districts in the county. Those grades included in the assessment are 6th, 8th, 10th, and 12th. The total number of students who were assessed in 2008 was 418. The findings for the percentage of students using ATOD's during their lifetime were as follows: 6TH GRADE - Alcohol-22% (UP), Cigarettes-12% (DOWN), Chewing Tobacco-12% (DOWN), Marijuana-0% (DOWN), Inhalants-10.5% (UP), Hallucinogens-0% (SAME), Cocaine-0.0% (SAME),

Supporting Data:

Methamphetamines-0.0% (SAME), Stimulants-0% (SAME), Heroin-0% (SAME), Ecstasy-0% (SAME), Prescription Drug-5.5%. Any Drug-14.9% (UP). 8TH GRADE - Alcohol-52% (UP). Cigarettes-32% (UP), Chewing Tobacco-25% (UP), Marijuana-8% (UP), Inhalants-18% (UP), Hallucinogens-2.5% (UP), Cocaine-2.5% (UP), Methamphetamines-3.1% (UP), Stimulants-5% (UP), Heroin-1.5%, Ecstasy-2% (UP), Prescription Drugs-9.5%, Any Drug-28.5% (UP). 10TH GRADE - Alcohol-71.5% (UP). Cigarettes-49.9% (UP), Chewing Tobacco-31.5% (DOWN), Marijuana-23.5% (DOWN), Inhalants-25.1% (UP), Hallucinogens-2.5% (UP), Cocaine-2.0% (DOWN), Methamphetamines-0% (DOWN), Stimulants-0.5% (DOWN), Heroin-0.5% (DOWN), Ecstasy-3.5% (UP), Prescription Drugs 27.5%, Any Drug-42.5% (UP). 12TH GRADE - Alcohol-78% (UP). Cigarettes-61.5% (UP), Chewing Tobacco-30.5% (DOWN), Marijuana-22.5% (DOWN), Inhalants-10% (DOWN), Hallucinogens-3% (UP), Cocaine-3% (DOWN), Methamphetamines-7.5% (UP), Stimulants-5.5% (UP), Heroin-2% (UP), Ecstasy-2% (DOWN), Prescription Drugs-11%, Any Drug-30% (DOWN). The county survey also included the average age for the first ATOD use: Marijuana-13.1 (DOWN), Cigarettes-11.9 (UP), Alcohol Use-12.6 (UP), Regular Alcohol Use-14.0 (SAME). The age of the first Antisocial Behavior by the students was: School Suspension-11.8 (DOWN), Been Arrested-13.1 (DOWN), Carried a Gun-12 (UP), Attacked to Harm-12.5 (SAME), Belonged to a Gang-13.2 (UP). The percentage of students with Antisocial Behavior in the past year was as follows: 6TH GRADE: Suspended from School-3% (DOWN), Drunk or High at School-2% (DOWN), Sold Illegal Drugs-0% (SAME), Stolen a Vehicle-0% (DOWN), Been Arrested-2.5% (UP), Attacked to Harm-12% (UP), Carried a Handgun-2.5% (DOWN), Handgun to School-0% (SAME). 8TH GRADE: Suspended from School-12% (UP), Drunk or High at School-10.5% (UP), Sold Illegal Drugs-2% (UP), Stolen a Vehicle-4.9% (UP), Been Arrested-6.5% (UP), Attacked to Harm-22.5% (UP), Carried a Handgun-4% (UP), Handgun to School-0% (DOWN). 10TH GRADE: Suspended from School-11% (UP), Drunk or High at School-17.5% (UP), Sold Illegal Drugs-4% (DOWN), Stolen a Vehicle-2.3% (DOWN), Been Arrested-8% (UP), Attacked to Harm-17% (UP), Carried a Handgun-8.5% (UP), Handgun to School-1.3% (UP). 12TH GRADE: Suspended from School-2.5% (DOWN), Drunk or High at School-12.5% (UP), Sold Illegal Drugs-5% (DOWN) Stolen a Vehicle-2.5% (UP), Been Arrested-2% (DOWN), Attacked to Harm-13% (UP), Carried a Handgun-7 (DOWN)%, Handgun to School-01.5% (UP).

- The Arkansas Prevention Needs Assessment Student Survey for IZARD County was conducted in the fall of 2009. There are three school districts in the county. Those grades included in the assessment are 6th, 8th, 10th, and 12th. The total number of students who were assessed in 2009 was 437. The finding for the percentage of students using ATOD's during their lifetime was as follows: 6TH GRADE - Alcohol-17% (DOWN), Cigarettes-7.5% (DOWN), Chewing Tobacco-4% (DOWN), Marijuana-0% (SAME), Inhalants-7% (DOWN), Hallucinogens-1.5% (UP), Cocaine-0.0% (SAME), Methamphetamines-0.0% (SAME), Stimulants-0% (SAME), Heroin-0% (SAME), Ecstasy-0.0% (SAME), Prescription Drug-2% (DOWN), Any Drug-12.5% (DOWN). 8TH GRADE - Alcohol-42% (DOWN): Cigarettes-29.5% (DOWN), Chewing Tobacco-24% (DOWN), Marijuana-7% (DOWN), Inhalants-18% (SAME), Hallucinogens-2.7% (UP), Cocaine-1.0% (DOWN), Methamphetamines-2% (DOWN), Stimulants-2% (DOWN), Heroin-0% (DOWN), Ecstasy-1.5% (DOWN), Prescription Drugs 7.5% (DOWN), Any Drug-25% (DOWN). 10TH GRADE - Alcohol-65% (DOWN): Cigarettes-46% (DOWN), Chewing Tobacco-31% (DOWN), Marijuana-20.5% (DOWN), Inhalants-12.5% (DOWN), Hallucinogens-0.0% (DOWN), Cocaine-0.0% (DOWN), Methamphetamines-4.0% (UP), Stimulants-5% (UP), Heroin-4.0% (UP), Ecstasy-3% (DOWN), Prescription Drugs-19.5% (DOWN), Any Drug-34% (DOWN). 12TH GRADE - Alcohol-81.5% (UP): Cigarettes-65% (UP), Chewing Tobacco-38% (UP), Marijuana-40.5% (UP), Inhalants-26.5% (UP), Hallucinogens-5.5% (UP), Cocaine-5% (UP), Methamphetamines-3% (DOWN), Stimulants-12% (UP), Heroin-5% (UP), Ecstasy-10.5% (UP), Prescription Drugs-33% (UP), Any Drug-52% (UP). The county survey also included the average age for the first ATOD use in the county: Marijuana-13.3 (UP), Cigarettes-12.2 (UP) Alcohol Use-12.6 (DOWN) Regular Alcohol Use-14.2 (UP). The age of the first Antisocial Behavior by the students was: School Suspension-11.8 (SAME), Been Arrested-13.7 (UP) Carried a Gun-12.3 (SAME), Attacked to Harm-12.3 (DOWN), Belonged to a Gang-11.8 (DOWN).

Goal Our school district will foster a safe and drug free environment by providing interventions to reduce student drug and alcohol use and the abuse of prescription drugs.

Benchmark By the year 2011, our school will reduce drug and alcohol usage in grades 7-12 by 5% in the following categories: using or trying alcohol, wearing seatbelts, using or trying drugs, making destructive decisions, tobacco usage.

Intervention: Provide a safe and drug free environment and encourage positive choices by teens through programs:				
Scientific Based Research: Johnston, L.D.; O'Malley, P.M.; and Bachman, J.G. Monitoring the Future, National Survey Results on Drug Use, 1975–2002. Volume I: Secondary School Students. NIH Pub. No. 03–5375. Bethesda, MD: National Institute on Drug Abuse, 2003.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ALIGNMENT/WELLNESS: Teachers will	Sandra Taylor,	Start:	• Administrative	

<p>implement Life Skills curriculum into the classroom to provide students with educational awareness about destructive choices and positive alternatives. Action Type: Collaboration Action Type: Equity</p>	<p>HOT Coordinator</p>	<p>07/01/2010 End: 06/30/2011</p>	<p>Staff ● Outside Consultants ● Teachers</p>	<p>ACTION BUDGET:</p>
<p>WELLNESS/EQUITY/COLLABORATION: The Melbourne School District will promote positive choices, character education, and safe and drug free environment through the HOT Organization. (Helping Other Teens) Action Type: Collaboration Action Type: Equity</p>	<p>Sandra Taylor, HOT Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<p>● Administrative Staff ● District Staff ● Teachers</p>	<p>ACTION BUDGET:</p>
<p>WELLNESS/COLLABORATION/PARENTAL INVOLVEMENT: The school will promote a safe and drug free environment through the use of discipline policies, random drug testing and alternative learning environments that promote a safe and drug free society and a community of learners making positive choices. During the random drug testing administered in 09-10, 0% of the students tested positive for drugs. Action Type: Collaboration Action Type: Equity Action Type: Wellness</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<p>● Administrative Staff ● Outside Consultants ● Teachers</p>	<p>ACTION BUDGET:</p>
<p>WELLNESS/EQUITY: The school district will develop positive alternatives and public relations campaigns for the awareness of teens making positive choices concerning destructive decisions through Red Ribbon Week activities. Action Type: Collaboration Action Type: Equity</p>	<p>Sally Adkisson, Counselor</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<p>● Administrative Staff ● District Staff ● Teachers</p>	<p>ACTION BUDGET:</p>
<p>PROGRAM EVALUATION/COLLABORATION: The Melbourne School District will evaluate each program by surveying parents, students, and teachers. The advisory council (principals, counselors, student representatives, nurses, parent representatives, local law enforcement officers, etc.) will meet regularly to determine the effectiveness of the program, change of programs, and other assessments that would ensure a safe and drug free school. Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Sandra Taylor, Title IV Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<p>● Administrative Staff ● District Staff ● Teachers</p>	<p>ACTION BUDGET:</p>
<p>PARENTAL INVOLVEMENT/COLLABORATION: The Health/Wellness Committee will work closely with the administration, teachers and staff, the Parent Involvement Committee, and the Izard County Sheriff's Department to promote best health and wellness practices for the students. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	<p>Mitzi Tate, School Nurse</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<p>● Administrative Staff ● Community Leaders ● Outside Consultants ● Teachers</p>	<p>ACTION BUDGET:</p>
<p>COORDINATION OF FUNDS - TITLE IV - WELLNESS/ALIGNMENT/COLLABORATION: The Melbourne School District will utilize</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End:</p>	<p>● Outside Consultants</p>	<p>Title IV-A - \$1000.C Purchased</p>

<p>Title IVA money to fund guest speakers for safe and drug free schools for students in grades K-12 in order to reinforce making positive choices for their lives. The speakers will be selected from local and state resources. Money allocated will be used to fund materials and supplies used in the activities for: Red Ribbon Week; HOT Organization; etc. Action Type: Collaboration</p>		<p>06/30/2011</p>		<p>Services: Title IV-A - Materials \$4440.5 & Supplies: <hr/>ACTION BUDGET: \$5440.</p>
<p>COLLABORATION/WELLNESS: The Melbourne School District will collaborate with the IZARD County Hometown Health Coalition in developing programs of drug and alcohol abuse prevention programs. In IZARD County the focus of the coalition is specifically on underage drinking. Action Type: Collaboration</p>	<p>Gerald Cooper, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Community Leaders ● Outside Consultants 	<p>ACTION BUDGET:</p>
<p>PROFESSIONAL DEVELOPMENT/COLLABORATION: Melbourne School District will provide professional development for the school personnel, parents, and interested community members on early identification and intervention as related to drug and alcohol prevention. This will be an effort to collaborate with the communities in the school district to reduce substance abuse. Money will be used for the speakers, as well as for the necessary instructional that will be necessary for the teachers to implement the prevention activities. The IZARD County Sheriff and representative of the Drug Task Force will also be invited to give a presentation on harmful effects of drugs. Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Sandra Taylor, Title IV Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Community Leaders ● Outside Consultants 	<p>ACTION BUDGET:</p>
<p>PROGRAM EVALUATION: The Title IV Federal Money is used to provide interventions for a safe and drug free school. The data for 2009-2010 shows that student use of ATOD's has decreased in the younger students, grades 6, 8, and 10. The number has increased for the older students in grade 12. The county school districts, along with the county law enforcement officers, have worked very closely in the endeavor to decrease drug usage in the area. It has been determined that more interventions are needed because drug usage and anti-social behavior is still much too high. The counselors, administrators, teachers and parent representatives participate in health and safety professional development each year. Through study of the 2009-2010 data, it has been determined that more anti-drug and more counseling professional development is needed to increase the awareness of the drug problem. Teachers will participate in the staff development during the fall and spring of 10-11. Materials and supplies for "Saying No to Drugs" will be purchased and</p>	<p>Sandra Taylor, Title IV Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● District Staff ● Outside Consultants 	<p>ACTION BUDGET:</p>

used within the school district to discourage drugs and alcohol. Speakers will be invited to the schools in the district also in an effort to decrease drug usage. The assessment used to determine success will be the Arkansas Prevention Needs Assessment for Students. The program evaluation will continue to be developed according to ACT 807. Action Type: Collaboration Action Type: Equity				
COLLABORATION/WELLNESS: The transportation directors and the administration will research possible transportation monitoring systems for 2010-11. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET:
Total Budget:				\$5440

Priority 3: To provide an effective parental involvement plan

Supporting Data:

- See building level supporting data.
- See building level supporting data.
- See building level supporting data.

Goal: The Melbourne School District will provide a parental involvement program that will enhance the achievement, curriculum, and environment of the students.

Benchmark: To provide a school environment in which communication between teachers, students, and parents is encouraged and academic achievement reaches its full potential

Intervention: Parental Involvement:				
Scientific Based Research: Henderson, Anne T. & Mapp, Karen L. A new wave of evidence: The impact of school, family, and community connections on student achievement. In M. T. Hallinan (Ed.), National Center for Family & Community Connections with Schools. Southwest Educational Development Laboratory. Austin, Texas. (2002)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT: Administrators and teachers shall attend the required staff development for parental involvement: Administrators - 3 hours; Teachers - 2 hours. The administrators will attend parental staff development at two locations: NAESC (Instructional Leaders Institute, June 22-24, 2010, and Melbourne High School, August 17, 2010). Teachers will attend the staff development offered by Melbourne School District on August 17. Action Type: Parental Engagement Action Type: Professional Development	Carolyn Blevins, Professional Development Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET:
PARENTAL ENGAGEMENT: Each campus will have a certified person responsible for the parent center located on its premises. (Lori Loggains, Melbourne Elementary Campus, Carolyn Blevins, Mt. Pleasant Elementary Campus, and Tim Massey, Melbourne High School Campus) Action Type: Parental Engagement	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET:
PARENTAL INVOLVEMENT/TITLE I PARENT INFORMATION: Each grade level will have a "Welcome-To-Our-School" Informational packet prepared for each student's family. The packet will include: calendar, schedule, student handbook and district policies (which also contains the "Parent/Student/Teacher Compact"), refrigerator	Danny Brightwell, Title I Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET:

<p>curriculum, teachers' and schools' contact phone numbers, Parent Involvement Meetings and Parent Facilitator information, tip for parents on homework and good parenting practices, parent survey to determine Volunteer Resource Information, list of information available in the parent center, and the schools' process for resolving parental concerns, School Improvement Association information, Booster Club, High School Students and Parents Seminars for Decision Making, etc. Action Type: Equity Action Type: Parental Engagement</p>				
<p>PARENTAL ENGAGEMENT/COLLABORATION: The Alumni Advisory Committee will meet in the fall to plan and conduct the annual "School Reunion" on the Mt. Pleasant School Campus. Action Type: Collaboration Action Type: Parental Engagement</p>	Howard Lamb, Alumni Committee	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Community Leaders ● District Staff ● Outside Consultants 	ACTION BUDGET:
<p>PROGRAM EVALUATION/PARENTAL & COMMUNITY INVOLVEMENT: The Parent Involvement Committee will meet in the spring and in the fall to determine improvements that need to be made in teacher/parent/community communication. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	Kermit Blevins, Parent Involvement Chairperson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Administrative Staff ● Community Leaders ● District Staff ● Outside Consultants 	ACTION BUDGET:
<p>PARENTAL ENGAGEMENT/EQUITY/COLLABORATION: Open house will be scheduled during the first two weeks of school (MHS & MES on August 17, 2010, MPES on August 19, 2010) at which time the administration will hold a general meeting to inform parents and patrons of the improvements and needs of the school, the teachers and staff will be introduced, an overview of the curriculum frameworks will be presented, CRT & NRT assessments requirements and previous year scores, and how parents can help as volunteers, or help their child. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	ACTION BUDGET:
<p>PARENTAL ENGAGEMENT/ALIGNMENT: The Melbourne School District will schedule two parent/teacher conferences during the school year. (October 21, 2010, and March 17, 2011) For those parents not attending the conferences, teachers will contact them by phone or by letter. Action Type: Equity Action Type: Parental Engagement</p>	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Performance Assessments ● Teachers 	ACTION BUDGET:
<p>PARENTAL ENGAGEMENT/COLLABORATION: A notice will be published in the local newspapers commending parents who attended both parent/teacher conferences. Action Type: Collaboration Action Type: Parental Engagement</p>	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants 	ACTION BUDGET:
<p>PARENTAL ENGAGEMENT/EVALUATION: The high school counselors, principals, and the parental involvement committee will determine action to take and appoint a committee to contact businesses in the area about including tips for parents on fostering their child's success in area business payroll checks. Action Type: Collaboration</p>	Phyllis Vickery, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Administrative Staff ● Community Leaders ● District Staff 	ACTION BUDGET:

Action Type: Parental Engagement				
<p>PARENTAL ENGAGEMENT/COLLABORATION: The Parent Center Coordinator of each campus will schedule and organize a meeting with parents, teachers, and staff to select a Parental Involvement Committee. (Mrs. Loggains on the Melbourne Elementary Campus, Mr. Tim Massey on the Melbourne High School Campus, and Mrs. Blevins on the Mt. Pleasant Elementary Campus) Action Type: Collaboration Action Type: Parental Engagement</p>	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Administrative Staff ● Community Leaders ● District Staff ● Teachers 	ACTION BUDGET:
<p>PARENTAL ENGAGEMENT/COLLABORATION: The Parent Involvement Committee, administrators, and teachers will schedule the activities and events (Community Cookout, Senior Citizens' Christmas Dinner, Fall Festival, Elementary Monday Night Basketball, Family Math/Science/Literacy Nights, Art Exhibit, Musicals, School Reunions, Honor Banquets, Transition Assemblies for 6th grade students, etc.) needed to make this a successful year. Action Type: Collaboration Action Type: Parental Engagement</p>	JoAnna Bray, MPS Alumni Association	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Administrative Staff ● Community Leaders ● Teachers 	ACTION BUDGET:
<p>PARENTAL ENGAGEMENT/EQUITY: The high school counselors and principals of each high school will conduct a seminar to inform parents and students on how to be involved in the decisions affecting course selections, career planning, and preparation for post-secondary opportunities. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Phyllis Vickery, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Administrative Staff ● Community Leaders 	ACTION BUDGET:
<p>PARENTAL ENGAGEMENT/COLLABORATION: The Parent Center Coordinator, principals, and members of the Parent Involvement Committee will meet annually with the district staff to determine successes, failures, and needs for the next school year, etc. Action Type: Parental Engagement Action Type: Program Evaluation</p>	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Administrative Staff ● Community Leaders ● Teachers 	ACTION BUDGET:
<p>PARENTAL INVOLVEMENT/WELLNESS: The Parent Involvement Committee and the Health/Wellness Committee will collaborate to determine actions to take regarding the best possible program to assist in the positive health and wellness of each student and each staff member. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	Patti Smith, School Nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● District Staff ● Teachers 	ACTION BUDGET:
<p>PARENTAL ENGAGEMENT/TITLE I SCHOOLWIDE: Parents of the Melbourne School District students will receive a copy of the student handbook, which has the Title I Required Parent/Teacher/Student Compact Agreement in place. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Carolyn Blevins, Title I Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Central Office 	ACTION BUDGET:
<p>PROFESSIONAL DEVELOPMENT/PARENTAL ENGAGEMENT: The Parent Center Coordinators for each campus will attend district specified parental involvement conferences in 2010-2011. Teachers and staff will complete 3 hours of parental involvement on August 17, 2010, at Melbourne High</p>	Kelly Powell, High School Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● District Staff ● Outside Consultants 	ACTION BUDGET:

<p>School, conducted by Mrs. Sally Adkisson, High School Counselor. Action Type: Parental Engagement Action Type: Professional Development</p>				
<p>PROGRAM EVALUATION/PARENTAL INVOLVEMENT: Teachers and administrators of the Melbourne School District participate in a minimum of three hours of professional development on parental involvement. Teacher requirement is 2 hours and administrator's requirement is 3 hours. In 2010, elementary teachers participated in 6 hours of Family Math/Science/Literacy Nights professional development. Both high school and elementary teachers participated in 2 hours of parental involvement, conducted by Mrs. Sally Adkisson, high school and elementary counselor, on August 17, 2010. Mrs. Adkisson reviewed the requirements and actions necessary for the school to meet standards toward parental involvement, and how students and parents perceive the teacher as an authority figure. She also had figures to show the increase in student academic performance when parents are more involved. Many parental involvement activities have been placed on the school calendar annually. Some of these include: Transitional conferences for pre-school students and 6th grade students, alumni meetings, Senior Citizens' Dinner, Cookouts and Art Exhibits, Family Math/Science/Literacy Nights, SIA Meetings, Mighty Mite Football Activities, Tuesday Night Basketball for K-6, Parent/Teacher Conferences, Orientation Nights for 7-12, Open House, Title I Parent Advisory Meetings, etc. At the end of each session of the parent nights, parents will be given an evaluation sheet with a rating scale concerning strengths and weaknesses of the session and any other comments. Parental Involvement activities will continue to be scheduled based on the needs of the students and parents. In 2010-2011, administrators participated in 3 hours of parental involvement staff development sponsored by NAESC. In addition, they attended the staff development on August 17, 2010 at Melbourne High School. Parental Involvement Surveys distributed at the beginning of the 2010-2011 school year indicated that the majority of the parents preferred contact with the teacher by notes or by phone calls. Only a small portion of the parents expressed a desire to be a speaker for his/her child's classroom. Almost all parents expressed their desire to be of assistance by way of donations of time, money, items, etc. Very few of the parents wished to serve on a committee for literacy, math, or school improvement. In 2010, administrators participated in parental involvement professional development during the Instructional Leaders' Institute, sponsored by NAESC. The program evaluation will continue to be developed according to ACT 807. Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Gerald Cooper, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Community Leaders • Outside Consultants • Teachers 	<p>ACTION BUDGET:</p>
<p>MELBOURNE SCHOOL DISTRICT PARENT/STUDENT/TEACHER COMPACT: The recommended roles of parents/guardians as stated in the Parental Involvement Plan are as follows: • Communicate with faculty and staff • Be active</p>	<p>Carolyn Blevins, Title I Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET:</p>

members in school activities and functions • Offer assistance to your children to ensure academic success. Action Type: Parental Engagement Action Type: Title I Schoolwide				
MELBOURNE SCHOOL DISTRICT PARENT/TEACHER/STUDENT COMPACT: The recommended roles of students according to the Parental Involvement Plan for the Melbourne District are as follows: • Be active and engaged learners in the classroom and at home • Take responsibility for actions and education • Obey classroom and school rules. Action Type: Parental Engagement Action Type: Title I Schoolwide	Carolyn Blevins, Title I Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET:
MELBOURNE SCHOOL DISTRICT PARENT/TEACHER/STUDENT PARENTAL ENGAGEMENT COMPACT: The recommended roles of teachers according to the Parental Involvement Plan for Melbourne District are as follows: • Effectively communicate with parents/guardians • Effectively communicate with students • Provide an open atmosphere for successful learning • Provide parents/guardians with up-to-date progress on student achievement and behavior • Attend professional growth opportunities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide	Carolyn Blevins, Title I Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET:
MELBOURNE SCHOOL DISTRICT PARENT/TEACHER/STUDENT COMPACT: The recommended roles of Melbourne School District as stated in the Parental Involvement Plan are as follows: • Provide parents/guardians with opportunities to be involved in their children's education • Provide parents/guardians with opportunities to be involved in school activities and functions • Facilitate communication between teachers and parents/guardians. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Carolyn Blevins, Title I Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	ACTION BUDGET:
PARENTAL INVOLVEMENT PLAN: Options for parents/guardians to become involved in school are as follows: Open House/Orientation, Parent/Teacher Conferences, "Bridging the Gap" Night, Volunteering, Tutors, Readers, Chaperones, Communication, Phone, E-Mail, District Website, Assignment Notebook, Memos. Action Type: Collaboration Action Type: Parental Engagement	Lori Loggains, Parent Involvement Committee	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Community Leaders • Outside Consultants • Teachers 	ACTION BUDGET:
PARENTAL INVOLVEMENT ANNUAL SURVEYS: PARENT INVOLVEMENT SURVEY: Parents of the district are asked to complete a survey that provides valuable information that allows the schools to design their activities and other important meetings around the parent's schedules. The surveys also give necessary information such as: Areas of expertise parents have that can be beneficial to the teachers when needing speakers to enhance unit objectives; Best means of communication with the parents; Committees parents would serve on; Areas in which	Lori Loggains, Parental Involvement Committee	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET:

the parents would be willing to serve such as volunteering, fundraising, tutoring, donating items, etc. Action Type: Collaboration Action Type: Parental Engagement				
Total Budget:				

Priority 4: To provide an effective alternative learning environment plan

Supporting Data: 1. See building level data
2. See building level data
3. See building level data

Goal To provide a safe and academically structured environment and an effective behavior modification to meet the needs of students who exhibit disruptive behavior

Benchmark To meet state adequate yearly progress for all students by providing an alternative learning environment for those students exhibiting disruptive behavior

Intervention: Implement an Alternative Learning Environment in the Melbourne School District:				
Scientific Based Research: A Closer Look at Drug and Violence Prevention Efforts in American Schools; Report on the Study on School Violence and Prevention: Cantor, D., Crosse, S., Hagen, C.A., Mason, M.J., Siler, A.J., von Glatz, A., (2001). Washington, DC: U.S. Department of Education, Planning and Evaluation Service.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT: Teachers and administrators will participate in staff development in order to prepare for implementing the Alternative Learning Environment. Staff development will include the district professional development that coordinates with the student learner expectations of the frameworks for all subject areas, plus subject-related professional development opportunities offered by ADE or NAESC. Action Type: Professional Development	Kelly Powell, High School Principal	Start: 07/01/2010 End: 08/19/2010	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET:
ALIGNMENT/PROGRAM EVALUATION/COLLABORATION: Administration and teachers will identify usable, identifiable techniques of psychology, counseling, or social work resources available during school before implementation of the Alternative Learning Environment. Action Type: Collaboration Action Type: Equity	Deborah Bales, ALE Supervisor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET:
COLLABORATION/EQUITY: Melbourne School District will include the utilization of external resources to include but not be limited to parents, law enforcement officials, classroom consultants, aides, etc., in the alternative curriculum alignment the curriculum and in developing the rules, and regulations. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants Teachers 	ACTION BUDGET:
ALIGNMENT/EQUITY/COLLABORATION/AIP: An alternative learning environment will be established through the cooperation of the teachers, staff, and administration that will provide the students with mentoring, tutoring, coaching, security, as well as the	Deborah Bales, ALE Supervisor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET:

alignment of the academic instruction needed for the students to meet adequate yearly progress. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration				
COLLABORATION/EQUITY: Activities to promote, improve, resolve, and reduce student conflict will be implemented into the alternative learning environment. Action Type: Collaboration	Debbie Bales, ALE Supervisor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teaching Aids 	ACTION BUDGET:
EQUITY: All students, who do not conform to the student handbook guidelines, shall be considered possible candidates for the Alternative Learning Environment in the Melbourne School District. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET:
PROGRAM EVALUATION: The effectiveness of the Alternative Learning Environment will be assessed by the alternative learning committee members through the use of portfolios, teacher recommendations and observations, the results of the NRT and the CRT in the spring, etc. Action Type: Program Evaluation	Debbie Bales, ALE Supervisor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Performance Assessments 	ACTION BUDGET:
WELLNESS/EQUITY: The Alternative Learning Environment will incorporate activities and plans that will best promote the health and wellness of the students. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Patty Smith, School Nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET:
ALIGNMENT/EQUITY/COLLABORATION: Certified personnel, Deborah Bales, will be employed as instructor in the Alternative Learning Environment. (FTE 0.90) Action Type: Alignment Action Type: Collaboration Action Type: Equity	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ALE (State-275) - \$11062.C Employee Benefits: ALE (State-275) - \$43834.C Employee Salaries: <hr/> ACTION BUDGET: \$54896.C
ALIGNMENT/EQUITY: Money will be used to purchase materials and supplies for the Alternative Learning Environment and for travel for professional development opportunities. Action Type: Alignment Action Type: Equity	Debbie Bales, ALE Supervisor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids 	ALE (State-275) - Purchased Services: \$519.C ALE (State-275) - Materials & Supplies: \$500.C <hr/> ACTION BUDGET: \$101
PROGRAM EVALUATION: The Alternative	Debbie Bale,	Start:	<ul style="list-style-type: none"> District Staff 	

<p>Learning Environment model was researched by Mr. Cooper, Mr. Powell, and Mrs. Bales in 2005-2006. Components of the alternative learning environment consist of structure, academic, and behavior. The focus on structure deals primarily with the fact that some students 11-18 do not handle structure, discipline, and self-discipline in the classroom very well and need a more restrictive environment. Most of these students also tend to work at the basic or below basic level and need more structure in academics, as well as environment. It was found that these students also tend to be more disruptive in the regular classroom and make it difficult for other students to learn. Melbourne School District was experiences these problems with a small percentage of its students. The decision was made to develop an alternative learning environment. Guidelines for the program were established and data of students in need of the services was collected. The Alternative Learning Environment began the following year. Mrs. Bales is the instructor. Curriculum is based on the Arkansas Department of Education Frameworks. Students participate in the CRT and NRT in the spring. Classroom assessments are kept. Teacher observations are made. Alternative Learning students participate in the same curriculum and the same assessment as other students. One of the main goals of the ALE is to provide a safe environment for all students. Students who are disruptive in the regular classroom are placed in the ALE in a smaller class size with less distractions. This ensures learning takes place in the regular classroom, as well as the ALE. According the Benchmark results, as well as the SAT 10 results, over 70% of our students are performing at the proficient level or over the 50th percentile in the NRT. The Alternative Learning Environment will continue to be implemented as designed. The program evaluation will continue to be developed according to ACT 807. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	<p>LEA Supervisor</p>	<p>07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers 	<p>ACTION BUDGET:</p>
<p>Total Budget:</p>				<p>\$55915.0</p>

Priority 5: To create a healthy school environment that supports consistent health, nutrition, and physical activities for the students, teachers and staff, and community.

1. Melbourne School District – BMI Results – 2009-2010: During 2009-2010, the Melbourne School District was composed of 3 schools with a total of 272 students enrolled in the grades for which BMI was mandated. BMI assessment was completed between 01-19-2010 and 05-20-2010. The results for the district were as follows: 152 Males • Healthy or Underweight = 55.9% • Overweight = 20.4% • Obese = 23.7% 120 Females • Healthy or Underweight = 67.5% • Overweight = 15% • Obese = 17.5% BMI Classifications for Students by Grade • Kindergarten = 34 Males + 37 Female = 71 Students • Kindergarten Males Healthy or Underweight = 67.6% • Kindergarten Females Healthy or Underweight = 62.2% • Kindergarten Males Overweight or Obese = 32.4% • Kindergar

Females Overweight or Obese = 37.8% • Second Grade = 27 Males + 24 Females = 51 Students • Second Grade Males Healthy or Underweight = 55.6% • Second Grade Females Healthy or Underweight = 75% • Second Grade Males Overweight or Obese = 44.4% • Second Grade Females Overweight or Obese = 25% • Fourth Grade = 23 Males + 10 Females = 33 Students • Fourth Grade Males Healthy or Underweight = 52.2% • Fourth Grade Females Healthy or Underweight = NA • Fourth Grade Males Overweight or Obese = 47.8% • Fourth Grade Females Overweight or Obese = NA • Sixth Grade = 32 Males + 23 Females = 55 Students • Sixth Grade Males Healthy or Underweight = 56.2% • Sixth Grade Females Healthy or Underweight = 69.6% • Sixth Grade Males Overweight or Obese = 43.8% • Sixth Grade Females Overweight or Obese = 30.4% • Eighth Grade = 19 Males + 11 Females = 30 Students • Eighth Grade Males Healthy or Underweight = 31.6% • Eighth Grade Males Overweight or Obese = 68.4% • Eighth Grade Females = NA • Tenth Grade = 17 Males + 15 Females = 32 Students • Tenth Grade Males Healthy or Underweight = 64.7% • Tenth Grade Females Healthy or Underweight = 66.7% • Tenth Grade Males Overweight or Obese = 35.3% • Tenth Grade Females Overweight or Obese = 33.3%

Supporting Data:

- Melbourne School District - BMI Results - 2008-2009: During 2008-2009, the Melbourne School District was composed of 3 schools with a total of 397 students enrolled in the grades for which BMI was mandated. BMI was assessed for the district between 02-19-09 and 04-21-09. The total results for the students in the district were as follows: Males - Healthy or Underweight = 56.9% Overweight or Obese = 43.1% Females - Healthy or Underweight = 65.1% Overweight or Obese = 34.9%
- Melbourne School District - BMI Results - 2007-2008: During 2007-2008, The Melbourne School District was composed of 4 schools that participated in the BMI testing. The results of these schools have been indicated in the individual school plans. Melbourne School District totals for 2008 were 165 males and 130 females participating from grades K, 2, 4, 6, 8, and 10. The results were as follows: *Male - Healthy & Under weight - 61.8% *Female - Healthy & Under weight - 70.8% **Male - At Risk - 18.8% **Female - At Risk - 17.7% ***Male - Overweight - 19.4% ***Female - Overweight 11.5%

Goal The Melbourne School District will provide support necessary for the students to make Healthy Lifestyle Choices by implementing strategies and actions to aid in decreasing the average BMI on the annual student screening.

Benchmark By 2010-2011 the Melbourne School District will show a decrease of the average Body Mass Index for students by 0.5% as evaluated by the annual Body Mass Index Screening.

Intervention: Administrative Support for Health/Wellness				
Scientific Based Research: Mary L. Gavin, MD. "Stigma, Obesity, and the Health of the Nation's Children," Psychological Bulletin, July 2007.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
WELLNESS/COLLABORATION/ALIGNMENT: The Melbourne School District has developed Health/Wellness Policies in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the school board. Policies include the (5) federal requirements: Goals for nutrition education, physical activity and other school-based activities, Nutrition guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and Community Involvement. The Policy Statement has been submitted to the ADE, Child Nutrition Unit as required. Action Type: Wellness	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET:
PROFESSIONAL DEVELOPMENT/COLLABORATION: The Melbourne School District will provide the necessary support through staff development and teaching resources to the three schools to ensure successful implementation of the Health/Wellness Policies. Action Type: Professional Development Action Type: Wellness	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Community Leaders District Staff 	ACTION BUDGET:
WELLNESS/ALIGNMENT/PROFESSIONAL DEVELOPMENT/COLLABORATION: The resources and professional development provided for the district staff will improve the overall school nutrition	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET:

environment, promote health and physical activity and student health, and, subsequently, improve classroom performance. Action Type: AIP/IRI Action Type: Wellness				
WELLNESS/COLLABORATION/ALIGNMENT/EQUITY: The Health/Wellness Committee will collaborate with each school's administrative personnel to ensure it provides a pleasant environment and monitors schedules and other factors that tend to interfere with students' access to health information, resources, and a healthy environment that is conducive to learning. The School Health Index Modules will be used to evaluate the district and school effectiveness. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Community Leaders ● District Staff ● Teachers 	ACTION BUDGET:
ALIGNMENT/COLLABORATION: The Melbourne School District will support the schools in the alignment and implementation process of the current Arkansas Nutrition and Physical Education and Physical Activity Standards and the Arkansas Curriculum Frameworks. Resource and professional development opportunities will be provided to increase awareness, knowledge, and skills for successful implementation of the Health/Wellness components. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Administrative Staff ● Community Leaders ● Teachers 	ACTION BUDGET:
WELLNESS/PROGRAM EVALUATION/COLLABORATION: The Health/Wellness Committee, as part of the ACSIP Committee, will frequently monitor goals and evaluate the effectiveness of the interventions by reviewing data results, and other assessments related to Wellness (SHI Modules, Health/Wellness Checklist, etc.) The Interventions and Actions will be modified through the ACSIP as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Patti Smith, School Nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Administrative Staff ● Community Leaders ● District Staff ● Outside Consultants ● Teachers 	ACTION BUDGET:
WELLNESS/EQUITY: Alternative means of reward for students other than food will be used. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Patti Smith, School Nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Teachers 	ACTION BUDGET:
ALIGNMENT/WELLNESS: Health education will be a part of the curriculum for grades K-12 and will be consistent with the Arkansas K-12 physical education/health frameworks. Action Type: Alignment Action Type: Wellness	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Administrative Staff ● Performance Assessments ● Teachers 	ACTION BUDGET:
PROFESSIONAL DEVELOPMENT/WELLNESS: Mandatory Health/Wellness professional development will be scheduled by the Melbourne School District. Each teacher will attend 2 hours on August 17, 2010, at the Melbourne High School. Action Type: Alignment Action Type: Professional Development	Lori Loggains, Elementary Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	ACTION BUDGET:

<p>WELLNESS: The district will follow guidelines for preparing food in a manner that reduces the fat content and offer low-fat milk products. Action Type: Wellness</p>	<p>Norma Roberts, Cafeteria Director</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● District Staff 	<p>_____</p> <p>ACTION BUDGET:</p>
<p>PROGRAM EVALUATION: The school nurse, principals, and cafeteria personnel attended staff development that focused on the key elements for school health: nutrition, and activity. Wellness intervention strategies have been included in the curriculum to aid in decreasing the average BMI of the student and to lead them in making healthy lifestyle choices. After the staff development training, teachers and staff, along with ADE guidelines, devised plans for the schools to follow in increasing health awareness for all aspects of life. These actions are included in each of the school plans. Guidelines as mandated by the ADE are included in the district plan as well. The district will continue to implement the wellness program as designed. BMI testing will continue to be administered each spring for the designated grades. Data collection and analysis is completed annually, as indicated in the supporting data of the ACSIP. The program evaluation will continue to be developed according to ACT 807. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness</p>	<p>Patti Smith, School Nurse</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● District Staff ● Outside Consultants 	<p>_____</p> <p>ACTION BUDGET:</p>

Total Budget: _____

Intervention: Melbourne School District will implement practices to provide opportunities for students to practice healthy behaviors at school, such as healthy food choices and safe and beneficial physical activity resulting in academic proficiency.

Scientific Based Research: Glanz, Karen, Rimer, Barbara K., & Lewis, Francis Marcus. Health Behavior and Health Education: Theory, Research, and Practice. 3rd Edition. (2002) Jossey Bass Publishers. San Francisco, CA.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>COLLABORATION/ALIGNMENT: The Melbourne School District will support each of the three schools in making physical activity and healthy food selections available, and at the same time encourage students to make healthy choices outside the school. Action Type: Collaboration Action Type: Wellness</p>	<p>Patti Smith, School Nurse</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Teachers 	<p>_____</p> <p>ACTION BUDGET:</p>
<p>WELLNESS/COLLABORATION/EQUITY: Melbourne School District will assist the staff in exhibiting positive qualities as role models for healthy eating and physical activity. Highly nutritious meals will be served on each campus daily. Action Type: Collaboration Action Type: Equity Action Type: Wellness</p>	<p>Patti Smith, School Nurse</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff 	<p>_____</p> <p>ACTION BUDGET:</p>
<p>PARENTAL ENGAGEMENT/PROFESSIONAL DEVELOPMENT: The schools will involve the parents in physical activity and nutrition education through homework, national school lunch program menus, parent meeting presentations and professional development activities. Professional development will focus on physical activity, nutrition, and health risk factors that can tend to compromise a student's ability to proficiently perform academically.</p>	<p>Lori Loggains, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Community Leaders ● District Staff ● Outside Consultants ● Performance Assessments ● Teachers 	<p>_____</p> <p>ACTION BUDGET:</p>

Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness				
ALIGNMENT/WELLNESS: The district will implement a curriculum that focuses on physical activity and health promotion and will support healthy lifestyle choices and the impact made on the child's critical thinking skills for K-12. The curriculum will be aligned with the Arkansas Frameworks. Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET:
WELLNESS/COLLABORATION/EQUITY: Melbourne School District will create, communicate, and implement a policy eliminating advertising of foods and beverages on school property. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET:
WELLNESS/EQUITY: The Health/Wellness Committee will observe and assist in the evaluation of the various methods used to distribute and collect free and reduced price meal applications as well as the student collection procedures to support the Child Nutrition Director in making appropriate changes that improve access to the program by all students. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Wellness	Becky Cooper, Director of Economically Disadvantaged	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff 	ACTION BUDGET:
WELLNESS/EQUITY: In accordance with the U.S. Department of Agriculture School Meal Nutrition Standards, the district will provide breakfast and lunch to all students K-12. Action Type: Equity Action Type: Wellness	Norma Roberts, Cafeteria Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET:

Total Budget: _____

Intervention: Melbourne School District will promote the School Health Index Modules that have been set forth by the Health/Wellness Committee.

Scientific Based Research: Schumacher, Donald & Queen, J. Allen. Overcoming Obesity in Childhood and Adolescence A Guide for School Leaders. Corwin Press. (2006).

Actions	Person Responsible	Timeline	Resources	Source of Funds
PARENTAL ENGAGEMENT: Parental involvement in school activities and the educational process will continue to be a major factor in planning for school health and safety. Action Type: Parental Engagement Action Type: Wellness	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET:
WELLNESS/EQUITY: Bullying and harassment of students and staff will not be tolerated. Action Type: Collaboration Action Type: Wellness	Tim Massey, Athletic Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET:
WELLNESS/EQUITY: A safe and secure environment and safe physical fitness equipment conducive to learning will be provided. Action Type: Alignment	Tim Massey, Athletic Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET:

Action Type: Wellness				
Written policies for health and safety, crisis plan, administration of medication, drug abuse, etc., will be made in accordance with the state guidelines. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Wellness	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET:
PROFESSIONAL DEVELOPMENT: Staff development for the proper handling of injuries, violence, CPR, First-Aid, suicide intervention, etc. will be provided for the staff. Action Type: Professional Development Action Type: Wellness	Patti Smith, School Nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET:
WELLNESS/COLLABORATION: Food items will be restricted as fundraiser items. School will have the opportunity to select other items for sale. Action Type: Collaboration Action Type: Wellness	Patti Smith, School Nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET:
WELLNESS/COLLABORATION/PARENTAL ENGAGEMENT: The district will encourage the use of school facilities outside school hours for the purpose of increasing physical activity. (e.g., walking track in and around the gym, walking track, football and baseball fields, etc.) Action Type: Collaboration Action Type: Equity Action Type: Wellness	Tim Massey, Athletic Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants Teachers 	ACTION BUDGET:
WELLNESS/ALIGNMENT: Students of grades K-12 will be scheduled for Physical Activity classes in accordance with the state guidelines. Action Type: Alignment Action Type: Wellness	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET:
WELLNESS/PARENTAL ENGAGEMENT: Students will be encouraged to participate in community-based activities and events that promote education, health, and safety issues. The students will also be encouraged to develop a relationship with the community by inviting involvement in school-based activities, thus opening up a diverse field of educational opportunities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Tim Massey, Athletic Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants Teachers 	ACTION BUDGET:
Total Budget:				

• Planning Team

Classification	Name	Position	Committee
Business Representative	Kermit Blevins	Business Representative	ACSIP/Federal Programs
Classroom Teacher	Caren Smith	FCCLA	Health/Wellness
Classroom Teacher	Jill Lemley	Resource Teacher	Parent Involvement/Special Ed/G.T./AL
District-Level Professional	Becky Wood	Gifted/Talented	Parent Involvement/Special Ed/G.T./AL
District-Level Professional	Bill Younger	Math Chairman	ACSIP/Federal Programs
District-Level Professional	Caren Smith	Health/Wellness Chairperson	ACSIP/Federal Programs
District-Level Professional	Carolyn Blevins	Principal	ACSIP/Federal Programs
District-Level Professional	Carolyn Blevins	Elementary Principal	Parent Involvement/Special Ed/G.T./AL
District-Level Professional	Danny Brightwell	District Federal Programs Coordinator	ACSIP/Federal Programs

District-Level Professional	Deborah Bales	LEA Supervisor	Parent Involvement/Special Ed/G.T./ALE
District-Level Professional	Gerald Cooper	Superintendent	Parent Involvement/Special Ed/G.T./ALE
District-Level Professional	Gerald Cooper	Superintendent	ACSIP/Federal Programs
District-Level Professional	JoAnna Bray	Literacy Chairperson	ACSIP/Federal Programs
District-Level Professional	Kelly Powell	Principal	Parent Involvement/Special Ed/G.T./ALE
District-Level Professional	Lindle Blevins	Coach	Health/Wellness
District-Level Professional	Lori Loggains	Principal	ACSIP/Federal Programs
District-Level Professional	Lori Loggains	Principal	Parent Involvement/Special Ed/G.T./ALE
District-Level Professional	Melanie Cornelius	Speech Therapist	Parent Involvement/Special Ed/G.T./ALE
District-Level Professional	Norma Muncy	Gifted/Talented	Parent Involvement/Special Ed/G.T./ALE
District-Level Professional	Phillip Johnson	Science Chairman	ACSIP/Federal Programs
District-Level Professional	Phyllis Vickery	Counselor	ACSIP/Federal Programs
District-Level Professional	Phyllis Vickery	Counselor	Parent Involvement/Special Ed/G.T./ALE
District-Level Professional	Sally Adkisson	Counselor	ACSIP/Federal Programs
District-Level Professional	Sally Adkisson	Counselor	Parent Involvement/Special Ed/G.T./ALE
District-Level Professional	Sandra Taylor	Counselor	ACSIP/Federal Programs
District-Level Professional	Sandra Taylor	Counselor	Health/Wellness
District-Level Professional	Tim Massey	Assistant Principal	ACSIP/Federal Programs
District-Level Professional	Tim Massey	Assistant Principal	Health/Wellness
Non-Classroom Professional Staff	Linda Hutchins	Cafeteria Director MP	Health/Wellness
Non-Classroom Professional Staff	Norma Roberts	Cafeteria Director - Melbourne	Health/Wellness
Non-Classroom Professional Staff	Patti Smith	School Nurse	Health/Wellness
Non-Classroom Professional Staff	Toni Lawrence	District Accountant	ACSIP/Federal Programs
Parent	Amy Love	Parent	ACSIP/Federal Programs
Parent	Jane Lamb	Alumni Representative	Parent Involvement/Special Ed/G.T./ALE
Parent	Jennifer Massey	Physical Therapist	Health/Wellness
Parent	Lori Helm	Parent	Parent Involvement/Special Ed/G.T./ALE
Parent	Mark Herrington	Pharmacist	Health/Wellness
Parent	Melba Fulbright	Parent	ACSIP/Federal Programs
Principal	Kelly Powell	Principal	ACSIP/Federal Programs