

## School Plan

MELBOURNE HIGH SCHOOL  
P.O. BOX 250 MELBOURNE, AR 72556

### Arkansas Comprehensive School Improvement Plan

2010-2011

It is the mission of the Melbourne High School to educate students in a safe environment that is accessible to all students. Our school will provide a relevant, challenging curriculum promoting higher order thinking skills, technological skills, problem-solving skills and the experiences necessary for becoming a responsible citizen.

Grade Span: 7-12

Title I: Title I Schoolwide

School Improvement: MS

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##### Priority 1: Literacy

**Goal:** To improve open response reading and writing skills, comprehension, and evaluation skills in literacy across t curriculum

##### Priority 2: Math

**Goal:** To improve open response skills in mathematics across the curriculum, with emphasis on the open response items for Data Analysis, Measurement, Numbers and Operations, Geometry, and Algebra

##### Priority 3: Wellness

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

##### Priority 4: Science

**Goal:** To improve science benchmark scores with an emphasis on open response for Biology in Nature of Science, Ecology and Behavioral Relationships, and Classification and the Diversity of Life

Priority 1: To Improve Literacy Skills with emphasis on open response in Content and Literary Reading and in Conter and Multiple-Choice Writing in the Writing Domains

1. 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 an 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-choic 71.9%. The average for the writing strands was 82.2%. Areas of concern are found in open respon 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%. The Item-by-Item Analysis indicates that the areas of concern are:
  - R.9.7.1: Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading
  - R.9.7.7: Infer a character's impact on plot development
  - R.9.7.10: Compare and contrast points of view, such as first person, limited, and omniscient third person, and explain the effect on the overall theme of a literary work
  - R.9.7.16: Skimming, scanning, note-taking, outlining, and questioning as study strategies
  - R.10.7.4: Understand how word choice and language structure convey an author's viewpoint
  - R.11.7.8: Identify and explain idioms and comparisons such as analogies, metaphors and similes to infer the literal and figurative meanings or phrases
 Students with Disabilities: In 2008, 6 students were test and 0% scored proficient or advanced. In 2009, 7 students with disabilities were tested and 14% scored proficient or advanced. In 2010, 6 students with disabilities were tested and 33% scored proficient or advanced. The comparison of the multiple-choice and open response revealed that students averaged scoring the same percentage in multiple-choice and open response, 45.8%. The writing average was 59.6%. Areas of concern are found in open-response in Literary Reading, 25.C and multiple-choice in Literary Reading, 37.5%%. Areas of concern in the Writing Strand are founc Multiple-Choice Writing, Content, and Style, 50.0%. Economically Disadvantaged: In 2008, 33 students were tested and 64% scored proficient or advanced. In 2009, 45 economically disadvanta students were tested and 69% scored proficient or advanced. In 2010, 40 economically disadvanta students were tested and 78% scored proficient or advanced. Race and LEP: In 2008, 60 Caucasian students were tested and 63% scored proficient or advanced. In 2008, 1 Asian/Pacific Islander was

- tested and scored proficient or advanced. Also in 2008, 1 Native American student was tested and scored proficient or advanced. In 2009, 86 Caucasian students were tested and 72% scored proficient or advanced. In 2009, 1 Asian student was tested and 100% proficiency. In 2009, 1 Hispanic student was tested and 0% scored proficient. In 2010, 67 Caucasian students were tested and 79% scored proficient or advanced. In 2010, 1 student classified as Two or More was tested and 0.0% scored proficient or advanced. There were no LEP students enrolled in the school in 2008-2010.
2. 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%. The Item-by-Item Analysis indicates that the areas of concern are:
    - R.9.8.6: Monitor reading strategies, including rereading, using resources, and questions, and modify them when understanding breakdowns
    - R.9.8.22: Evaluate personal, social, and political issues as presented in text.
    - R.10.8.7: Evaluate the credibility of the narrator
    - R.10.8.11: Interpret poetry, noting distinctive poetic devices
    - W.4.8.10: Edit individually or in groups for appropriate grade-level conventions, within the following features:
      - a. Sentence formation
      - o Completeness
      - o Absence of fused sentences
      - o Expansion through standard coordination and modifiers
      - o Embedding through standard subordination and modifiers
      - o Standard word order
      - o Usage
      - o Standard inflections
      - o Agreement
      - o Word meaning
      - o Conventions
      - o Mechanics
        - a. Capitalization
        - b. Punctuation
        - c. Formatting
        - d. Spelling
    - W.6.8.9: Apply conventional rules of punctuation in writing
    - W.7.8.1: Use figurative language purposefully, such as alliteration and assonance, to shape and control language to affect readers.

Students with Disabilities: In 2008, 8 students with disabilities were tested and 28% scored proficient or advanced. In 2009, 6 students with disabilities were tested and 0% scored proficient or advanced. In 2010, 4 students with disabilities were tested and 0% scored proficient or advanced. The comparison of the multiple-choice and open-response revealed that students averaged scoring lower in multiple-choice, 25.0%, than open response, 33.3%. The writing average was 59.8%. Areas of concern are found in Reading open response Content and Practical Reading, 25%, and in Reading Content and Practical multiple-choice 25%. An area of concern in the Writing strand is multiple-choice Writing, 25.0%, and Content and Style, 56.3%. Economically Disadvantaged: In 2008, 8 students were tested and 81% scored proficient or advanced. In 2009, 37 economically disadvantaged students were tested and 81% scored proficient or advanced. In 2010, 43 economically disadvantaged students were tested and 86% scored proficient or advanced. Race and LEP: In 2008, 69 Caucasian students were tested and 75% scored proficient or advanced. One Hispanic student was tested and did not score proficient or advanced. One Native American student was tested and scored proficient or advanced. Also in 2008, 2 African Americans were tested and scored proficient or advanced. In 2009, 63 Caucasian students were tested and 83% scored proficient or advanced. 1 Hispanic student was tested with 100% proficiency. 2 Asian students were tested with 100% proficient or advanced. 1 Native American student was tested with 100% proficiency. In 2010, 73 Caucasian students were tested and 89% scored proficient or advanced. In 2010, 1 Hispanic/Latino student was tested and 100% scored proficient or advanced. In 2010, 3 students classified as Two or More were tested and 100% scored proficient or advanced. There were no LEP students enrolled in the school in 2008-2010.
  3. MHS - Grade 7 – Reading Comprehension -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%)

Areas of concern found in Comprehensive Language are:
 
    - Prewriting Strategies
    - Informative Thinking Skills (33.8%)
    - Referencing-Informative Basic Understanding (27.9%, 33.8%)
    - Revision-Informative Thinking Skills (50.0%)
    - Usage-Informative Basic Understanding (32.4%, 39.7%)

Students with Disabilities: In 2008, 6 students were tested and 16.7% scored above the 50th percentile in Reading Comprehension. In 2009, 7 students with disabilities were tested and 0% scored above the 50th percentile. In 2010, 6 students with disabilities were tested with an NPR of 12% in Reading Comprehension and a NPR of 18% in Comprehensive Language. Economically Disadvantaged: In 2008, 37 students were tested and 59.1% scored above the 50th percentile in Reading Comprehension. In 2009, 45 economically disadvantaged students were tested and 45% scored above the 50th percentile. In 2010, 40 economically disadvantaged students were tested with an NPR of 68% in Reading Comprehension and a NPR of 58% in Comprehensive Language. Race and LEP: In 2008, 61 Caucasian students were tested and 71.2% scored above the 50th percentile in reading Comprehension. There were no African American or Hispanic students tested in 2008. In 2009, 86 Caucasian students were tested and 58% scored above the 50th percentile; 1 Asian student scored above the 50th percentile; 1 Hispanic student with 0% above the 50th percentile. In 2010, 67

Caucasian students were tested with a NPR of 71% in Reading Comprehension and a NPR of 61% in Comprehensive Language. In 2010, 1 student classified as Two or More was tested with an NPR of 35%. There were no LEP students enrolled in the district in 2008-10.

4. MHS - Grade 8 – Reading/Language - 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%)
 Areas of concern in Comprehensive Language are:
  - Revision – Informative Thinking Skills (57.9%, 56.6%)
  - Content Organization – Informative Thinking Skills (31.6%)
  - Usage – Informative Basic Understanding (48.7%)
  - Content and Organization- Persuasive Thinking Skills (51.3%, 25.0%, 55.3%)
  - Punctuation – Persuasive Basic Understanding (50.0%)
 Students with Disabilities: In 2008, 9 students were tested and 32% scored above the 50th percentile in Reading Comprehension. In 2009, 6 students with disabilities were tested and 0% scored above the 50th percentile. In 2010, 4 students with disabilities were tested and scored an NPR of 12% in Reading Comprehension and a NPR of 5% in Comprehensive Language. Economically Disadvantaged: In 2008, 36 students were tested and 65% scored above the 50th percentile in Reading Comprehension. In 2009, 37 economically disadvantaged students were tested and 51% scored above the 50th percentile in Reading Comprehension. In 2010, 43 economically disadvantaged students were tested and scored a NPR of 60% in Reading Comprehension and a NPR of 54% in Comprehensive Language. Race and LEP: There were no LEP students enrolled during 2008-10. In 2008, 70 Caucasian students were tested and 72.6% scored above the 50th percentile in reading Comprehension. One Hispanic student was tested and did not score above the 50th percentile. In 2008, two African Americans were tested and one scored above the 50th percentile in Reading Comprehension. In 2009, 63 Caucasian students were tested and 62% scored above the 50th percentile; 2 Asian students with 50% scoring above the 50th percentile; 1 Hispanic with a score of 74%; 1 Native American with a score of 94%. In 2010, 73 Caucasian students were tested and scored a NPR of 65% in Reading Comprehension and 53% in Comprehensive Language. In 2010, 1 Hispanic student was tested and scored a NPR of 71% in Reading Comprehension and 61% in Comprehensive Language. In 2010, 3 students classified as Two or More were tested and scored a NPR of 91% in Reading Comprehension and 78% in Comprehensive Language.
5. MHS - Grade 9 – Reading/Language – NRT/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%)
 Areas of concern in Language are:
  - Usage-Identify correct applied grammar (27%)
  - Punctuation-Distinguish correct punctuation (37%)
  - Content and Organization – Identify precise language (56%)
  - Content and Organization – Determine appropriate supporting sentence (53%)
 Students with Disabilities: In 2008, 4 students with disabilities were tested and 0% scored above the 50th percentile. In 2009, 3 students with disabilities were tested and 0% scored above the 50th percentile in Reading, and 33% scored above the 50th percentile in Language. In 2010, 7 students with disabilities were tested and 0% scored at or above the 50th percentile in Reading and Language. Economically Disadvantaged: In 2008, 28 students were tested and 57.7% scored above the 50th percentile in Reading Comprehension. In 2009, 36 economically disadvantaged students were tested and 61%. In 2010, 40 economically disadvantaged students were tested and 68% scored at or above the 50th percentile in Reading, and 65% scored at or above the 50th percentile in Language. Race and LEP: In 2008, 58 Caucasian students were tested and 59.4% scored above the 50th percentile in Reading Comprehension. In 2008, one Hispanic and one African American student were tested and both scored above the 50th percentile in Reading Comprehension. In 2009, 71 Caucasian students were tested and 65% scored above the 50th percentile; 4 Hispanic students at 25% above the 50th percentile. In 2010, 68 Caucasian students were tested and 66% scored at or above the 50th percentile in Reading and 63% in Language. In 2010, 1 Hispanic/Latin and 1 Asian were tested and 100% scored at or above the 50th percentile in both Reading and Language. There were no LEP students enrolled in 2008-10.
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

Supporting  
Data:

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%)

Students with Disabilities: In 2008, 5 students with disabilities were tested and 0% scored proficient or advanced. In 2009, 4 students with disabilities were tested and 25% scored proficient or advanced. In 2010, 4 students with disabilities were tested and 0% scored proficient or advanced. The comparison of the multiple-choice and open-response revealed that students averaged scoring lower in multiple-choice, 32.3%, than in open response, 33.3%. The Writing average was 55.7%. Areas of concern are found in Literary Reading Open-Response, 31.2%, Literary Multiple-Choice, 28.1%, Content Reading Open-Response, 31.2%, and Content Reading Multiple-Choice, 34.4%. The Writing average for students with disabilities was 55.7%. Areas of concern are found in Multiple-Choice Writing, 28.1%, Content and Style, 53.1%. Economically Disadvantaged: In 2008, 24 economically disadvantaged students were tested and 64% scored proficient or advanced. In 2009, 22 economically disadvantaged students were tested and 64% scored proficient or advanced. In 2010, 34 economically disadvantaged students were tested and 78% scored proficient or advanced. Race and LEP: In 2008, 47 Caucasian students were tested and 69% scored proficient or advanced. In 2008, one Hispanic student was tested and scored proficient or advanced. Also in 2008, 1 African American was tested and did not score proficient or advanced. In 2009, all 72 students tested were Caucasian and 75% scored proficient or advanced. In 2010, 1 Hispanic student was tested and 100% scored proficient or advanced. In 2010, 46 Caucasian students were tested and 79% scored proficient or advanced. In 2010, 3 students classified as Two-or-More were tested and 100% scored proficient or advanced. There were no LEP students tested in 2008-2010.

7. 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%.

Goal To improve open response reading and writing skills, comprehension, and evaluation skills in literacy across the curriculum

Benchmark To meet state adequate yearly progress and to exceed the Melbourne High School 2008-2010 Literacy over average of 77.5% proficiency by 3% in 2011

Intervention: Align literacy curriculum to the Arkansas Frameworks				
Scientific Based Research: Jacobs, Heidi Hayes. (2004). Getting results with curriculum mapping. Alexandria: Association of Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
NEEDS ASSESSMENT: The administration and counselors will participate in Instructional Leadership training offered by NAESC in order to disaggregate data, determine AYP, develop AIP, and determine any improvements that need to be made in curriculum alignment and the ACSIP. This training is scheduled for June 22-24, 2010. The administrators will then conduct data disaggregation professional development with their staff on August 17-18, 2010.	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	ACTION BUDGET:

Action Type: Alignment Action Type: Professional Development				
ACADEMIC IMPROVEMENT PLANS AND NEEDS ASSESSMENT: The administrators and counselors will conduct staff development with the teachers to disaggregate data to determine AYP, develop AIP, review mapping and alignment in order to make necessary changes, and make improvements on the ACSIP. Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	————— ACTION BUDGET:
ALIGNMENT: During the data disaggregation professional development conducted in the fall, teachers will continue to evaluate and align the literacy curriculum maps, both horizontally and vertically. Special emphasis will be placed on providing activities for open response in comprehension. A variety of strategies will be developed and aligned in the data analysis staff development. Action Type: Alignment	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> </ul>	————— ACTION BUDGET:
EQUITY, ALIGNMENT, COLLABORATION: Classroom teachers and the administrators will meet with the Gifted & Talented teachers, Special Education teachers, and the 504 coordinator to determine those students who require a more challenging curriculum acquired in GT, as well as those Special Education or 504 students requiring modifications in the Resource Room or classroom. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Performance Assessments</li> </ul>	————— ACTION BUDGET:
COLLABORATION & TRANSITION: Melbourne High School collaborates with area colleges (Ozarka, Lyon, ASU Mt. Home, UACCB, UCA, ASU and Harding University) to develop the literacy curriculum that will best coordinate with the requirements and expectations of the college literacy curriculum and the Arkansas Literacy Frameworks. Action Type: Alignment Action Type: Collaboration	Phyllis Vickery, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Outside Consultants</li> </ul>	————— ACTION BUDGET:
ALIGNMENT & NEEDS ASSESSMENT: Teachers will analyze 2008-2010 data from the CRT and NRT to determine the most effective curriculum alignment changes for the Arkansas Frameworks and for improving student academic performance in literacy and writing. Action Type: AIP/IRI Action Type: Alignment	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> </ul>	————— ACTION BUDGET:
NEEDS ASSESSMENT/AIP: After receiving the results of CRT/NRT, the teachers and administrators will participate in data analysis/mapping staff development in order to determine deficiencies or strengths in the literacy curriculum and to develop Academic Improvement Plans for those students scoring Basic or Below Basic in literacy. Staff development for data disaggregation will occur August, 2010. Action Type: AIP/IRI	Phyllis Vickery, Counselor	Start: 07/01/2010 End: 10/01/2010	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	————— ACTION BUDGET:

Action Type: Professional Development				
ACADEMIC IMPROVEMENT PLAN: Parents and students will collaborate with the literacy teachers and principal to devise a plan of enrichment activities for those students who have scored Basic or Below Basic in Literacy. These activities will be incorporated in programs such as: After-School Tutoring, Literacy Enrichment Classes, Computer Lab activities designed for literacy remediation, Accelerated Reader, Writing Across the Curriculum, etc. Action Type: AIP/IRI Action Type: Parental Engagement	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	ACTION BUDGET:
NEEDS ASSESSMENT & PARENTAL INVOLVEMENT: Parents, teachers, and administrators will annually review the ACSIP to evaluate goals and interventions and make necessary additions or deletions to the plan based on data-driven decision making. Action Type: Parental Engagement Action Type: Program Evaluation	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	ACTION BUDGET:
COLLABORATION: The administration and high school teachers will collaborate with the Health/Wellness Committee as they discuss activities to be used to promote physical activity/healthy choices among the teachers and students, which will in turn contribute to increasing proficiency in academics. Action Type: Collaboration Action Type: Wellness	Patty Smith, School Nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Teachers</li> </ul>	ACTION BUDGET:
Recommendations for strategies for RECRUITING AND MAINTAINING HIGHLY QUALIFIED TEACHERS have been addressed in the personnel handbook and will be reviewed annually. All of the high school staff has been designated as HIGHLY QUALIFIED INSTRUCTORS. The paraprofessionals have met educational requirements for 2010. Action Type: Title I Schoolwide	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Outside Consultants</li> </ul>	ACTION BUDGET:
TRANSITION: Students and parents of the district 6th grade classes will be presented with the information on Smart Core and Common Core Curriculum choices for high school in order to make a more positive transition into grades 7-12. Melbourne School District parents and an administrator complete and sign the "Smart Core Informed Consent" form. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> </ul>	ACTION BUDGET:
PROFESSIONAL DEVELOPMENT plans for all the teachers will be based on the needs assessments for math and literacy and will be tied directly to the ACSIP. Principals, teachers, paraprofessionals, and all appropriate personnel will be included in planning and implementing the professional development for the Melbourne School District. Parent student, and community input will be encouraged. Staff Development for Melbourne School District for 2010-2011 includes: Power Point, Smart Classroom, Classroom Response System, etc. - 12 hours; Curriculum Development & Alignment, August 5; Data Analysis, August 10; Instructional Strategies in Literacy, 6 hours; Health & Nutrition, Code of Ethics for Educators, and Parental Involvement - 6 Hours; Arkansas History - 2 hours; Through the Looking	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Outside Consultants</li> <li>● Teachers</li> </ul>	ACTION BUDGET:

<p>Glass - 6 hours; Are We Having Fun Yet - 6 hours; Off-campus professional development offerings for other instructional areas are subject to approval by the building administrator. In addition, the high school principal, assistant principal, superintendent, and both 7-12 counselors will be required to attend a 3 hour "Scholarship Training" staff development for the mandated Arkansas Lottery money. This training is scheduled for October 2010.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Professional Development                  Action Type: Title I Schoolwide</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 state, federal, or local funds will be used to improve instruction for the students and increase student proficiency in literacy and writing skills.                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Title I Schoolwide</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010                  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● District Staff</li> <li>● Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>ASSESSMENT/POINT-IN-TIME-REMEDIATION: The academic proficiency of students will be determined by assessments such as: pre and post tests of textbook adoptions, Target Assessments for Literacy strategies and SLE's, CRT and NRT scores, etc. Teachers and staff will be provided with a variety of strategies to help close the gap between those students that are not yet proficient with those that have reached proficiency. These strategies will include the following: STAR Math, small group tutoring, computer lab, individual tutoring, extended class time for math and literacy, after school tutoring, etc. These strategies will be used daily, or as needed, with those students to ensure student achievement is on track. These students, along with the parents and teachers, will devise a plan for improvement. Students will be placed on a remediation plan until proficiency is met.                  Action Type: Alignment                  Action Type: Equity                  Action Type: Title I Schoolwide</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010                  End: 06/01/2010</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> </ul>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>Parents, students, and teachers are provided with a TITLE I SCHOOLWIDE COMPACT AGREEMENT, which is included in the student handbook annually. This information is included in the packets for parents at the beginning of each school year. Also included in the informational packet is the PARENT RESOURCE BOOK, PTA/SIA INFORMATION, and procedures for PARENTAL CONCERNS.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Title I Schoolwide</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010                  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>NEEDS ASSESSMENT: The Title I Parent/Teacher Advisory Committee will meet annually to make recommendations on the literacy curriculum, specifically, with how Title I may supplement the program.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Title I Schoolwide</p>	<p>Danny Brightwell, Title I Coordinator</p>	<p>Start: 07/01/2010                  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET:</p>

<p>PROFESSIONAL DEVELOPMENT plans for all the teachers will be based on the needs assessments for math and literacy and will be tied directly to the ACSIP. Principals, teachers, paraprofessionals, and all appropriate personnel will be included in planning and implementing the professional development for the Melbourne School District. Parent student, and community input will be encouraged. Staff Development for Melbourne School District for 2010-2011 includes: Power Point, Smart Classroom, Classroom Response System, etc. - 12 hours; Curriculum Development &amp; Alignment, August 5; Data Analysis, August 10; Instructional Strategies in Literacy, 6 hours; Health &amp; Nutrition, Code of Ethics for Educators, and Parental Involvement - 6 Hours; Arkansas History - 2 hours; Through the Looking Glass - 6 hours; Are We Having Fun Yet - 6 hours; Off-campus professional development offerings for other instructional areas are subject to approval by the building administrator. In addition, the high school principal, assistant principal, superintendent, and both 7-12 counselors will be required to attend a 3 hour "Scholarship Training" staff development for the mandated Arkansas Lottery money. This training is scheduled for October 2010. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Outside Consultants</li> <li>● Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>STAFF MEETING FOR TITLE I: Title I personnel will meet with the faculty and staff to discuss the Title I Schoolwide Program in the Melbourne School District. Teachers will be given a presentation of the requirements of Title I, how it will supplement the interventions and actions in the ACSIP, etc. Action Type: Collaboration 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"> <li>● Administrative Staff</li> <li>● District Staff</li> </ul>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>MELBOURNE HIGH SCHOOL PROGRAM EVALUATION - Align Literacy Curriculum to Arkansas Frameworks: MHS began the process of data collection and staff development in 1999-00. The mapping/data analysis is closely monitored as results of the CRT and NRT are made available each year. Teachers and administrators continue to participate in staff development that analyzes the test results as they relate to the Arkansas Frameworks and the horizontal and vertical mapping of the school district. The long range objective is to reach 100% proficiency. Success of the mapping and data analysis is measured annually by the increased number of proficient students in the district. The goal of the Melbourne High School of Melbourne District has set for Literacy exceeds the state AYP. The goal for proficiency in literacy for 2010 was 76% for the combined population. Students averaged 82.6% proficient or advanced in 2010. The three year average for Literacy is 77.5%. The goal for Melbourne High School is to reach an overall three-average of 80% by 2011. • In 2010, 78% of the Seventh Grade students scored proficient or advanced on the Benchmark in Literacy. 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%.</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET:</p>



<p>Areas of concern are found in Skimming and Note Taking, Inferring, Compare and Contrast, and Idioms.</p> <ul style="list-style-type: none"> <li>• In 2010, 90% of the Eighth Grade students scored proficient or advanced in Literacy. Areas of concern 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%. Areas of concern are Evaluation of Reading, Interpret Poetry, and Monitor Reading Strategies. Areas of concern in Writing are found in Figurative Language, Punctuation Skills, and Sentence Formations.</li> <li>• In 2010, 80% of the students scored proficient or advanced in End of Course Literacy. Areas of concern 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 Selections indicated students scored lower in Analyzing Author's Purpose, Clarity of Meaning in Text, Conventions used by Playwrights, and Interpret and Use Information.</li> <li>• In 2010, 71% of the Seventh Grade students scored at or above the 50th percentile in Reading Comprehension and 61% in Comprehensive Language. Areas of concern are found in Inferring, Extended Meaning and Fix-up Strategies in Reading. Areas of concern in Comprehensive Language are found in Pre-writing Strategies, Revisions, Referencing, and Usage.</li> <li>• In 2010, 66% of the Eighth Grade students scored at or above the 50th percentile in Reading Comprehension and 54% in Comprehensive Language. Areas of concern in Reading are found in Making Inferences, Using Monitoring Skills, Text Characteristics, and Using Fix-up Skills. Areas of concern in Comprehensive Language are found in Revision, Content and Organization, Usage, and Punctuation.</li> <li>• In 2010, 67% of the Ninth Grade students scored at or above the 50th percentile in Reading Comprehension and 64% in Comprehensive Language. Areas of concern are found in Sequence, Details, Strategies, Cause and Effect, Interpret Literary Devices, Identify Genre. Areas of concern in Comprehensive Language are found in Usage, Punctuation, Precise Language, and Supporting Sentence. The data analysis and mapping of literacy will continue to be implemented as designed. Melbourne High School will continue to develop program evaluations of the mapping and alignment process in accordance with ACT 807.</li> </ul> <p>Action Type: Collaboration Action Type: Program Evaluation</p>				
<p>PARENT AND STUDENT INFORMATIONAL PACKETS: Parents, students, and teachers are provided with a TITLE I SCHOOLWIDE COMPACT AGREEMENT, which is included in the student handbook. This information will also be included in the PARENT INFORMATIONAL PACKETS along with the procedure for submitting PARENT CONCERNS, PTA/SIA information, and a PARENT RESOURCE QUESTIONNAIRE. The school calendar, which gives the dates of the PARENT/TEACHER CONFERENCES, PARENTAL ENGAGEMENT/ALIGNMENT: The Melbourne School District will schedule two parent/teacher conferences during the school year. (October 22 and March 18)</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>=====</p> <p>ACTION BUDGET:</p>

<p>For those parents not attending the conferences, teachers will contact them by phone or by letter. The packets include necessary information for parents at the beginning of each school year.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Parental Engagement</p>				
<p>NEEDS ASSESSMENT &amp; POINT-IN-TIME REMEDIATION: Melbourne High School will participate in scheduled target testing provided by NAESC during 2009-2010. The teachers and administration will provide the SLE's that have been taught during the quarter, and a formative evaluation for literacy will be administered quarterly to the students in grades 7-11. Teachers, counselors, and administration will analyze the data obtained from the target testing to determine strengths and weaknesses students are experiencing in literacy. Remediation will be offered to those students requiring assistance.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Program Evaluation</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Outside Consultants</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</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 &amp; 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.                  Action Type: Collaboration                  Action Type: Professional Development                  Action Type: Program Evaluation</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</p>
<p>PARENTAL ENGAGEMENT OPPORTUNITIES: 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 by Phone, E-Mail, District Website, Assignment Notebook, and Memos.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Title I Schoolwide</p>	<p>Kelly Powell, High School Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● District Staff</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</p>
<p>PARENTAL ENGAGEMENT: As a component of Informational Packets, parents will receive a copy of the Melbourne District Parental Involvement Plan. Included in the plan will be the Schoolwide Compact; Calendar of Parent Involvement Meetings by campus; Annual School Calendar which includes two parent/teacher conferences; Volunteer Resource Survey; Seminars offered for parents and students involved in decision making; Information on the School Improvement Association and School Booster Club; Parent Facilitator Information for each campus; Student Handbook which contains information for the parents on developmentally appropriate learning</p>	<p>Kelly Powell, High School Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Community Leaders</li> <li>● Outside Consultants</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</p>

activities in the home environment; Modes of communication with the teacher in order to better assist in the child's learning. Action Type: Collaboration Action Type: Parental Engagement				
ACSIP APPROVAL: The Melbourne High School ACSIP was approved by the board of directors on September 28, 2010. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET:
COLLABORATION, EQUITY, ALIGNMENT: Special Education teachers and the 504 Coordinator will collaborate with the classroom teachers to align the new math textbooks with the frameworks to make appropriate modifications for those students with special needs. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET:
Total Budget:				
Intervention: Implement Accelerated Reader				
Scientific Based Research: Renaissance Learning: Educational Research Department. (2001). Arkansas school sees schoolwide improvements in reading achievement. Retrieved October 14, 2002, from Renaissance Learning Web site: <a href="http://research.renlearn.com">http://research.renlearn.com</a> .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
EQUITY & PROFESSIONAL DEVELOPMENT: Teachers (classroom and special education) and staff will be trained on the implementation components available for Accelerated Reader in the high school. Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET:
INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Teachers and staff will implement the Accelerated Reader program to supplement literacy instruction. Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET:
ALIGNMENT & EQUITY: Resource teachers and classroom teachers will align the use of the Accelerated Reader program with the literacy frameworks and make appropriate modifications for the students with special needs. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Deborah Bales, LEA Supervisor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET:
PARENTAL INVOLVEMENT: Information about the Accelerated Reader Program, point expectations, and incentives will be provided through notes to the parents and through the	Kelly Powell, Principal	Start: 07/01/2010 End: 11/15/2009	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET:

<p>Annual Public Meeting.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Title I Schoolwide</p>				
<p>COORDINATION OF FUNDS &amp; COLLABORATION: TITLE I FUNDS: Title I funds will be used to purchase site license from Renaissance Learning for Accelerated Reader. (\$1,000) Classroom teachers, literacy/social studies/science, remediation teachers for literacy, and resource teachers will collaborate with the Media Specialist, Laura Chaney, on selection and purchase of books to add to the library for AR (\$1,038).                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Title I Schoolwide</p>	<p>Laura Chaney,                  Media Specialist</p>	<p>Start:                  07/01/2010                  End:                  06/30/2011</p>	<ul style="list-style-type: none"> <li>● School Library</li> <li>● Teachers</li> </ul>	<p>Title I -                  Materials &amp; \$2038.                  Supplies:  <hr/>                 ACTION BUDGET: \$20</p>
<p>NEEDS ASSESSMENT: Teachers will periodically evaluate the effectiveness of the Accelerated Reader Program in school improvement goals and align the program to literacy frameworks.                  Action Type: Alignment                  Action Type: Program Evaluation                  Action Type: Title I Schoolwide</p>	<p>Laura Chaney,                  Media Specialist</p>	<p>Start:                  07/01/2010                  End:                  06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● District Staff</li> <li>● Teachers</li> </ul>	<p>ACTION BUDGET:</p>
<p>The HEALTH/WELLNESS Committee for the district will collaborate with the classroom teachers to make suggestions of activities and healthy choices to promote the Accelerated Reader program, and, as a result increase proficiency in literacy.                  Action Type: Collaboration                  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"> <li>● District Staff</li> <li>● Teachers</li> </ul>	<p>ACTION BUDGET:</p>
<p>PROGRAM EVALUATION: Melbourne High School began the Accelerated Reader program as early as 1999. Students are given the rules developed by the committee of the AR program, assigned a goal that is age/ability appropriate, and their goal attainment is monitored every month by Mrs. Chaney and the Literacy teachers. Students read and take tests as their AR points accumulate. All students reaching their AR goal at the end of the year win a special field trip prize. The number and percentage of the students attaining their goal is determined at the end of the year by the AR committee consisting of parents, teachers and students, Mr. Powell, and Mrs. Chaney, Library Media Specialist. Mrs. Chaney monitors the AR program daily. Students are allowed to take tests on books in the library, where a teacher must be present. Comparisons are then made to the previous years. The percentage of students reaching the AR goal has increased each year since the program began. 85% of the participating Jr. High student body reached their AR goal in 2008. In 2009, the number of students reaching their AR goal stayed at 85%. Our goal is to reach 100%. Melbourne High School will continue to develop Program Evaluations for the Accelerated Reader Program according to ACT 807.</p>	<p>Laura Chaney,                  Library Media Specialist</p>	<p>Start:                  07/01/2010                  End:                  06/30/2011</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● School Library</li> </ul>	<p>ACTION BUDGET:</p>

Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide				
COORDINATION OF FEDERAL/STATE/LOCAL FUNDS: An aide to assist high school students with Accelerated Reader will be employed with Title I funds. (JoAnna Billingsley FTE - 0.80) Action Type: Collaboration Action Type: Title I Schoolwide	Laura Chaney, Library Media Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>School Library</li> </ul>	ACTION BUDGET:
COORDINATION OF FEDERAL/STATE/LOCAL FUNDS: An assistant for the High School Librarian will be employed to be in charge of the Accelerated Reader Program. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Laura Chaney, Library Media Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>School Library</li> <li>Teachers</li> </ul>	Title I - Employee \$3749.1 Benefits: Title I - Employee \$10057.1 Salaries:  ACTION BUDGET: \$138
Total Budget:				\$158

Intervention: Implement a Writing-Across-the Curriculum Program				
Scientific Based Research: Scaffolding Young Writers, Dorn and Saffas, 2001, Stenhouse Publishers, Portland, Maine.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT: Classroom teachers and resource teachers will continue to receive training on developing their grade-level-appropriate interactive writing in order to improve in open response questions and essay writing on the benchmark. In 2009, literacy teachers of grades 4-12 will attend staff development, "Vertical Alignment in Language Arts" by Kay Brogdon, Highland High School Literacy Coach. Action Type: Equity Action Type: Professional Development	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET:
EQUITY & PROFESSIONAL DEVELOPMENT: Classroom teachers, resource teachers and administration will be trained in the use of and the implementation of scoring rubrics for the classroom when evaluating open response writings. Two professional development opportunities are scheduled for the summer of 2009: "Literacy-Preparing for the Benchmark" and "Vertical Alignment in Language Arts". Action Type: Professional Development Action Type: Special Education	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET:
EQUITY, TECHNOLOGY, AND INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: Teachers will incorporate the use of technology to instruct all students in the writing process. Students will write rough drafts, revise their work, edit, and publish their writing by using technology. Action Type: Special Education Action Type: Technology Inclusion	Melody Carroll, Literacy Instructor	Start: 08/21/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>Computers</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET:
NEEDS ASSESSMENT/AIP & EQUITY: Test data has shown disparity in writing skills of males and those of low SES. Additional reading and writing activities will be included for all classes. Teachers will work with resource teachers to implement this program for the special needs students. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Kelly Powell, Principal	Start: 08/21/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET:

<p>POINT-IN-TIME REMEDIATION: Students will be engaged in after school tutoring programs in literacy remediation/enrichment activities that will supplement the school day curriculum for those scoring basic or below basic on the benchmark, or those students who exhibit a below grade level performance in classroom literacy assignments.                  Action Type: Collaboration                  Action Type: Special Education                  Action Type: Title I Schoolwide</p>	<p>Kelly Powell, Principal</p>	<p>Start: 08/21/2009 End: 05/31/2010</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</p>
<p>PARENTAL INVOLVEMENT: Parents, through teacher guidance, will be involved in collaborative efforts to assist students with story prompts, evaluation of the writing, and assist in writing critiques.                  Action Type: Collaboration                  Action Type: Parental Engagement</p>	<p>Kelly Powell, Principal</p>	<p>Start: 08/21/2009 End: 05/31/2010</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</p>
<p>NEEDS ASSESSMENT, ALIGNMENT, &amp; EVALUATION OF PLAN: Teachers will periodically evaluate the success of the Writing Across the Curriculum program in connection with the school improvement goals upon completion of the data analysis of the Benchmark scores.                  Action Type: Program Evaluation</p>	<p>Kelly Powell, Principal</p>	<p>Start: 08/21/2009 End: 05/31/2010</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</p>
<p>COLLABORATION: The classroom teachers will collaborate with the HEALTH/WELLNESS Committee in order to determine activities beneficial in the classroom setting that will also promote best health and wellness practices.                  Action Type: Collaboration                  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"> <li>● District Staff</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</p>
<p>PROGRAM EVALUATION: Data Collection and research for the "Writing across the Curriculum" began in 2002-2003. Teachers and Administrators participated in staff development opportunities offered by NAESC. The goal for the teachers was to develop a literacy/writing curriculum that would help high school and elementary students respond to open response in both math and literacy, and to increase proficiency in content and style in writing. Students have consistently scored higher in multiple-choice items than in open response, therefore, emphasis has been put on writing. Each literacy, math, social studies, and science class determined to collaborate and require students to "write" in the daily work and in the assessments emphasizing higher order thinking skills as they write. Modeling by the teacher of the style and content was done in each classroom. Students' scores in open response continue to be lower than response to multiple-choice, but gains are made each year. Student overall literacy proficiency was 76% in 2009. The goal for 2010 is to increase this percentage by 4%. Benchmark testing results indicate students of the 7th grade had an average of 81.5% in the seven writing domains. Areas of concern are found in Multiple-Choice Writing, 65%. Eighth grade students scored an average of 81.6% with an area of concern in Multiple-Choice Writing, 60.8%. EOC Literacy had an average score of 86.2% in the 7 Writing domains. The lowest score was found in Multiple-Choice Writing at 68%. The tendency was to also score in the 70th percentile in Content and Style. The implementation of "Writing across the Curriculum" will continue as designed. Melbourne High School will continue development of program evaluations for the Writing-Across-the-Curriculum intervention in accordance with ACT 807.</p>	<p>Melody Carroll, English Instructor</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</p>

Action Type: Collaboration				
Action Type: Program Evaluation				
Total Budget:				
Intervention: Implement After-School Tutoring Program:				
Scientific Based Research: Hofferth, S. L., & Jankuniene, Z. (2001). Life after school. Educational Leadership, 58(7), 19-23.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PARENTAL INVOLVEMENT: Parents and students will receive information concerning the After-School Tutoring Program through the Melbourne School Public Meeting and through correspondence sent home with the students.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 11/15/2009	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET:
<p>COORDINATION OF FUNDS: NSLA FUNDS: After-school tutoring programs will be implemented to be aligned with the curriculum frameworks and assist in coaching students to greater proficiency in literacy. NSLA money, along with district funds, will be used to pay the hourly wage of the certified personnel that will conduct the after-school tutoring program. (NSLA FTE - Hourly) A tutoring/remediation class is also offered during school hours and is funded in part by the district. Funds allotted in the district NSLA plan.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>	Kelly Powell, Principal	Start: 08/21/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET:
<p>EVALUATION OF PLAN: Teachers will evaluate students on the effectiveness of the tutoring program by monitoring daily grades and performance on tests and the CRT and NRT.</p> <p>Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Kelly Powell, Principal	Start: 08/21/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET:
<p>COLLABORATION: Teachers of the after-school tutoring program will collaborate with the HEALTH/WELLNESS Committee in order to include activities that will promote physical activity and best health practices for the students and increase proficiency in literacy.</p> <p>Action Type: Collaboration Action Type: Wellness</p>	Mitzi Tate, School Nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET:
<p>COLLABORATION &amp; POINT-IN-TIME REMEDIATION: Students will be engaged in after school tutoring programs in literacy remediation/enrichment activities that will supplement the school day curriculum for those scoring basic or below basic on the benchmark, or those students who exhibit a below grade level performance in classroom literacy assignments.</p> <p>Action Type: AIP/IRI</p>	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET:
<p>PROGRAM EVALUATION: After School Tutoring began as an intervention for students in need of math and literacy improvement and expanded into a program that allowed all interested students to participate. The program data collection began in 02-03. The after school tutoring began in 03-04 with certified teachers as instructors. The after school enrichment</p>	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET:

<p>teachers collaborate with the classroom teachers on student learner expectations and the Arkansas Frameworks for Math and Literacy, progress of the learner by monitoring daily classroom performance in math, Star Math Assessments conducted quarterly and the CRT/NRT, which is an annual assessment. Also to be used will be the target assessment to be conducted quarterly. Teachers keep an on-going record of the assessment results to use as an evaluation for the student and the program. Data about the effectiveness of after school tutoring was collected from Melbourne Elementary and Melbourne High School. Questionnaires collected by Mrs. Loggains and Mr. Powell concerning their after school programs are compiled and reviewed annually. These questionnaires reveal the 92% of the parents score the program as being proficient or advanced in helping students with problem areas. The ACSIP literacy and math committees made up of teachers, administrators, parents, students, and community leaders analyze the on-going assessment data that has been collected throughout the school year and the benchmark assessments to determine the success of the after school tutoring program. Students averaged 76.1% proficient or advanced in 2009, and the goal set for 2010 is to exceed this amount by 4%. The comparison of the 2008 and 2009 literacy scores revealed the following: **7th Grade: 2009-72%; 2008-65%*** **8th Grade: 2009-84%; 2008-85%*** **EOC Literacy: 2009-75%; 2008-61%*** Areas of concern are found in Open Response for Literary Reading, 49.6%, Practical Reading, 55.4%, and Content Reading, 56.3% in the 7th grade data for 2007-2009. In the 8th grade benchmark testing, areas of concern are found in open response for Content Reading, 60.4%, and Literary Reading, 65.8%. An area of concern found in EOC Literacy is Multiple-Choice Writing, 68%. The principal and teachers will monitor attendance of the After School Tutoring program during 2009-2010. Attendance records show a 35% decrease in attendance by students since the in-school remediation began, which indicates review of documentation will need to take place about the effectiveness of continuing the tutoring program in 2010-2011. Program Evaluations will continue to be developed according to ACT 807. Action Type: Collaboration Action Type: Program Evaluation</p>				
<p>COORDINATION OF STATE/LOCAL/FEDERAL FUNDS: Certified personnel will instruct tutoring classes for math and literacy on Saturdays and After School. NSLA funds will be utilized to pay those teachers. (FTE Hourly) Funds to be allotted in the district NSLA plan. Action Type: Alignment Action Type: Parental Engagement</p>	<p>Toni Lawrence, District Finance</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</p>
<p>COORDINATION OF STATE/LOCAL/FEDERAL FUNDS: NSLA funds will be utilized to employ certified teachers for Saturday School Enrichment in Literacy and Writing. (NSLA FTE Hourly) Funds will be allotted in the district NSLA plan.</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>		<p>————— ACTION BUDGET:</p>
<p>Total Budget:</p>				



Intervention: Implement Technology-Based Smart Classrooms (ARRA):				
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>TECHNOLOGY INCLUSION/ALIGNMENT: The 2009-2010 "Smart Classroom" design for Melbourne High School Campus include equipment for 24 classrooms. Items included are: Epson Projector, Mount Box, Cable &amp; Wiring, Faceplate, Universal Plate &amp; Mount, Presentation Remote, Document Camera, Wireless Slate, Surge Protector, etc. The estimated cost of each classroom is \$2,000.00. The "Smart Classroom" design will be added to 9 more classrooms in 2010-2011.</p> <p>Action Type: Collaboration Action Type: Technology Inclusion</p>	LeeAnna Hoskinds, Tech Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Computers</li> <li>● District Staff</li> <li>● Outside Consultants</li> <li>● Teaching Aids</li> </ul>	ACTION BUDGET:
<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 most beneficial equipment to implement at this time. The "Smart Classroom" will be implemented in Mt. Pleasant Elementary, Melbourne Elementary, and Melbourne High School during 2009-2010. 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.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion</p>	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Computers</li> <li>● District Staff</li> <li>● Teaching Aids</li> </ul>	ACTION BUDGET:

<p>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 &amp; Evaluations; ACT Scores, Other evaluations pertaining to the various curriculum programs of the high school. Action Type: Collaboration Action Type: Program Evaluation</p>	<p>LeeAnna Hoskinds, Tech Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Computers</li> <li>● District Staff</li> <li>● Teaching Aids</li> </ul>	<p>_____</p> <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"> <li>● Computers</li> <li>● District Staff</li> <li>● Performance Assessments</li> <li>● Teaching Aids</li> </ul>	<p>_____</p> <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>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>_____</p> <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 for July 16-17, 2009, 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>LeeAnna Hoskinds, Tech Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Computers</li> <li>● District Staff</li> <li>● Teachers</li> <li>● Teaching Aids</li> </ul>	<p>_____</p> <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. In Literacy, the equipment will be used to</p>	<p>Deborah Bales, LEA Supervisor</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> <li>● Teaching Aids</li> </ul>	<p>_____</p> <p>ACTION BUDGET:</p>

<p>provide students with alternative instruction in writing. Classroom teachers and resource teachers will be able to model proficient and advanced writing prompts for the students more effectively by using the projectors and writing tablets. Literacy scores should increase on open response on the literacy benchmark. Modifications for students with special needs will be made according to their IEP's.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</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 Data Analysis on the Benchmark results for Literacy.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Computers</li> <li>● Performance Assessments</li> <li>● Teachers</li> <li>● Teaching Aids</li> </ul>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>PARENTAL ENGAGEMENT/TECHNOLOGY INCLUSION: Parents will be invited to attend an open house on Tuesday, August 18, 2009. This will give them the opportunity to the Smart Classrooms, the computer lab, digital microscope, etc. Teachers will also demonstrate the use of the equipment and give an overview of how it will be utilized to supplement the Literacy, Math, Social Studies, and Science Curriculum. Teachers will show parents how technology ties in with the Arkansas Frameworks by referring to goals, student learner expectations, assessment requirements, etc.</p> <p>Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Computers</li> <li>● District Staff</li> <li>● Teachers</li> <li>● Teaching Aids</li> </ul>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>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.</p> <p>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"> <li>● Computers</li> <li>● Teachers</li> <li>● Teaching Aids</li> </ul>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>COORDINATION OF FEDERAL/STATE/LOCAL FUNDING-TITLE I: Title I money will be utilized to purchase computers for the Literacy classrooms in the high school. (Harmon, Qualls, Arnn, Yancey, Carroll, Hatfield)</p> <p>Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>LeeAnna Hoskinds, Tech Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Computers</li> <li>● District Staff</li> <li>● Teachers</li> </ul>	<p>_____</p> <p>Title I - Materials &amp; \$8500.0 Supplies:</p> <p>_____</p> <p>ACTION BUDGET:       \$8500.00</p>

<p>COORDINATION OF FEDERAL/STATE/LOCAL FUNDS-TITLE I: Title I money will be utilized to purchase projectors and a printer for the Literacy classrooms. (Arnn, Vickery, Adkisson, Wyatt). 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"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>Title I - Capital \$1500.0 Outlay: Title I - Materials &amp; Supplies: \$10400.0 <hr/>ACTION BUDGET: \$1190.0</p>
<p>COORDINATION OF FEDERAL/STATE/LOCAL FUNDS - TITLE I: Title I funds will be utilized to purchase Smart Classroom to supplement the literacy curriculum for the high school English teachers (Yancey, Arnn, Qualls, Wyatt, Hatfield, Carroll). (Smart Boards \$2,200 each) Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>LeeAnna Hoskinds, Tech Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Purchased Services: \$1400.0 Title I - Materials &amp; Supplies: \$2800.0 Title I - Capital Outlay: \$11200.0 <hr/>ACTION BUDGET: \$15400.0</p>
<p>Total Budget:</p>				<p>\$35800.0</p>

Priority 2: To Improve Math Skills with emphasis on open response in geometry, data analysis, and measurement

1. 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%. The Item by-Item Analysis indicates that the areas of concern are:
  - DAP.14.7.3: Construct and interpret circle graphs, box-and-whisker plots, histograms, scatter plots and double line graphs with and without appropriate technology
  - DAP.16.7.1: Make, with and without appropriate technology, conjectures possible relationships in a scatter plot and approximate the line of best fit (trend line)
  - DAP.17.7.1 Understand that probability can take any value between 0 and 1 (events that are not going to occur have probability 0, events certain to occur have probability 1)
  - DAP.17.7.2: Design, with and with appropriate technology, an experiment to test a theoretical probability and explain how the results may vary Ex: suggested materials for simulations are: two-color counters, a number cube, and spinners
  - A.5.7.1: Solve and graph one-step linear equations and inequalities using a variety of methods (i.e., hands-on, inverse operations, symbolic) with real world application with and without technology
  - A.5.7.4: Write and evaluate algebraic expressions using positive rational numbers
  - A.6.7.1: Use tables and graphs to represent linear equations by plotting, with and without appropriate technology, points in a coordinate plane
  - A.7.7.1: Use, with and without appropriate technology, tables and graphs to compare and identify situations with constant or varying rates of change
  - NO.3.7.5: Represent and solve problem situations that can be modeled by and solved using concept of absolute value, exponents and square roots (for perfect squares) with and without appropriate technology
  - M.13.7.2: Draw and measure distance to the nearest mm and 1/16 inch accurately
  - M.13.7.6: Find the distance between two points on a number line and locate the midpoint
  - A.5.7.1 Solve and graph one-step linear equations and inequalities using a variety of methods (i.e., hands-on, inverse operations, symbolic) with real world application with and without technology
  - G.8.7.2: Investigate geometric properties and their relationships in one-, two-, and three-dimensional mode including convex and concave polygons
  - G.8.7.3: Recognize the pairs of angles formed and the relationship between the angles including two intersecting lines and parallel lines cut by a transversal (vertical, supplementary, complementary, corresponding, alternate interior, alternate exterior angle and linear pair)
  - G.9.7.2: Perform translations and reflections of two-dimensional figures using a variety of methods (paper folding, tracing, graph paper)

Students with Disabilities: In 2008, 6 students with disabilities were tested and 33.3% scored proficient or advanced. In 2009, 7 student with disabilities were tested and 0% scored proficient or advanced. In 2010, 6 students with

- disabilities were tested and 17% scored proficient or advanced. The analysis of the five mathematical strands for 2008-10 revealed that students scored lower in open response, 10.0%, than in multiple choice, 34.8%. Areas of concern are found in open response for Number Sense, 25%, Geometry, 12.5%, Measurement, 12.5%, Data Analysis, 0.0%, and Algebra, 0.0%. Economically Disadvantaged: In 2008, 33 economically disadvantaged students were tested and 82.9% scored proficient or advanced. In 2009, 45 economically disadvantaged students were tested and 62% scored proficient or advanced. In 2010, 40 economically disadvantaged students were tested and 66% scored proficient or advanced. Race and LEP: In 2008, 58 Caucasian students were tested and 82.8% scored proficient or advanced. In 2009, 86 Caucasian students were tested and 67% scored proficient or advanced. In 2009, 1 Asian student was tested and 100% scored proficient or advanced. In 2009, 1 Hispanic student was tested and 0% scored proficient or advanced. In 2010, 67 Caucasian students were tested and 73% scored proficient or advanced. In 2010, 1 student classified as Two or More was tested and 100% scored proficient or advanced. There were no LEP students enrolled in the school 2008-2010.
2. Melbourne High School – Benchmark – Grade 8 – Mathematics – Combined Population: In 2008, 64 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%. The Item-by-Item Analysis for 2010 indicates that the areas of concern are:
    - G.8.8.3: Determine appropriate application of geometric ideas and relationships
    - G.8.8.2: Make, with and without appropriate technology, and test conjectures about characteristics and properties between two-dimensional figures and three-dimensional objects
    - G.11.8.1: Using isometric dot paper interpret and draw different views of buildings
    - A.5.8.1: Solve and graph two-step equations and inequalities with one variable and verify the reasonableness of the result with real world application with and without technology
    - A.5.8.2: Solve and graph linear equations (in the form  $y = mx + b$ )
    - A.4.8.2: Using real world situations, describe patterns in words, tables, pictures, and symbolic representations
    - A.4.8.1: Interpret and represent a two operation function as an algebraic equation-Ex:  $y = 2x + 1$
    - M.13.8.2: Draw and apply measurement skills with fluency to appropriate levels of precision
    - DAP.14.8.2: Explain which types of display are appropriate for various data sets (scatter plot for relationship between two variants and line of best fit)
    - DAP.14.8.3: Interpret or solve real world problems using data from charts, line plots, double-bar graphs, line graphs, etc.
    - DAP.15.8.2: Analyze, with and without appropriate technology, graphs by comparing measures of central tendencies and measure spread
    - DAP.17.8.1: Compute probabilities of compound events using organized lists. (M.C. 9%, 17%)
 Students with Disabilities: In 2008, 8 students were tested and 41.6% scored proficient or advanced. In 2009, 6 students with disabilities were tested and 17% scored proficient or advanced. In 2010, 4 students with disabilities were tested and 0% scored proficient or advanced. The analysis of the 2008-2010 data revealed that students with disabilities scored lower in open response, 5.0%, than in multiple-choice, 25.7%. Areas of concern are found in open response in Measurement, 12.5%, Algebra, Data Analysis, and Number Sense, 0.0%, and Geometry, 12.5%. Economically Disadvantaged: In 2008, 33 students were tested and 75.4% scored proficient or advanced. In 2009, 37 economically disadvantaged students were tested and 62% scored proficient or advanced. In 2010, 43 economically disadvantaged students were tested and 58% scored proficient or advanced. Race and LEP: In 2008, 65 Caucasian students were tested and 86.5% scored proficient or advanced. 17 African American students were tested and 50% scored proficient or advanced. Also in 2008, one Hispanic student was tested and did not score proficient or advanced. In 2009, 63 Caucasian students were tested and 68% scored proficient or advanced. In 2009, 1 Native American student was tested and 100% scored proficient. In 2009, 2 Asian students were tested and 100% scored proficient. In 2009, 1 Hispanic student was tested and 100% scored proficient. In 2010, 73 Caucasian students were tested and 61% scored proficient or advanced. In 2010, 1 Hispanic/Latino student was tested and 100% scored proficient or advanced. In 2010, 3 students classified as Two or More were tested and 100% scored proficient or advanced. There were no LEP students enrolled in the district in 2008-2010.
  3. 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 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%)
 Students with Disabilities: 6 students were tested and 33.3% scored above the 50th percentile in Math Problem Solving. In 2009, 7 students were tested and 0% scored above the 50th percentile. In 2010, 6 students with disabilities were tested and scored a NPR of 22% in Mathematics Problem Solving. Economically Disadvantaged: In 2008, 37 students were tested and 83.8% scored above the 50th percentile in

Math Problem Solving. In 2009, 45 economically disadvantaged students were tested and 53% scored above the 50th percentile. In 2010, 40 economically disadvantaged students were tested and scored an NPR of 64% in Mathematics Problem Solving. Race and LEP: There were no LEP students enrolled during the 2008-2010 school years. In 2008, all 61 students tested were Caucasian and 86.7% scored above the 50th percentile in Math Problem Solving. In 2009, 85 Caucasian students were tested and 69% scored above the 50th percentile; 1 Asian student was tested with 100% above the 50th percentile; 1 Hispanic student was tested with 0% above the 50th percentile. In 2010, 67 Caucasian students were tested and scored a NPR of 70% in Mathematics Problem Solving. In 2010, 1 student classified as Two or More was tested and scored a NPR of 80% in Mathematics Problem Solving.

4. 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 an 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%) Students with Disabilities: In 2008, 6 students were tested and 64.3% scored above the 50th percentile in Math Problem Solving. In 2009, 6 students with disabilities were tested and 16.6% scored above the 50th percentile. In 2010, 4 students with disabilities were tested with a NPR of 16% in Mathematics Problem Solving. Economically Disadvantaged: In 2008, 36 economically disadvantaged students were tested and 71% scored above the 50th percentile in Math Problem Solving. In 2009, 37 economically disadvantaged students were tested and 63% scored above the 50th percentile. In 2010, 43 economically disadvantaged students were tested with a NPR of 67% in Mathematics Problem Solving. Race and LEP: There were no LEP students enrolled during the 2008-2010 school year. In 2008, 70 Caucasian students were tested and 88.5% scored above the 50th percentile. In 2009, one Hispanic student was tested and 0.0% scored above the 50th percentile in Math Problem Solving. Two African Americans were tested and 50% scored above the 50th percentile in Math. In 2010, 73 Caucasian students were tested with 71% above the 50th percentile; 2 Asian students, 1 Native American, and 1 Hispanic student were tested with a score of the 87th percentile. In 2009, 63 Caucasian students were tested with 71% above the 50th percentile; 2 Asian students, 1 Native American, and 1 Hispanic student were tested with a score of the 87th percentile. In 2010, 73 Caucasian students were tested with an NPR of 72%. In 2010, 1 Hispanic/Latino student was tested with a NPR of 67%. In 2010, 3 students classified as Two or More were tested with a NPR of 96%.

Supporting  
Data:

5. 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 on 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%. The Item-by-Item Analysis indicates that the areas of concern are: • L.1.G.5: Explore, with and without appropriate technology, the relationship between angles formed by two lines cut by a transversal to justify when lines are parallel. (M.C. OF 2.1) • C.5.G.3: Write the equation of a line perpendicular to a line through a given point. (M.C. OF 55.3%) • C.5.G.7: Draw and interpret the results of transformations and successive transformations on figures in the coordinate plane: translations, reflections, rotations (90°, 180°, clockwise and counterclockwise about the origin), and dilations (scale factor) (OR-1.8) • C.5.G.2: Write the equation of a line parallel to a line through a given point not on the line (MC – 45.9%) • R.4.G.4: Identify the attributes of the five Platonic Solids (MC – 50.6%) • T.2.G.3: Identify and use the special segments of triangles (altitude, median, angle bisector, perpendicular bisector, and mid-segment) to solve problems (MC 58.8%) • T.2.G.5: Use the special right triangle relationships (30°-60°-90° and 45°-45°-90°) to solve problems (OR-2.9) • M.3.G.3: Relate changes in the measurement of one attribute of an object to changes in other attributes (Ex. How does changing the radius or height of a cylinder affect its surface area or volume?) (MC-54.1%) • M.3.G.4: Use (given similar geometric objects) proportional reasoning to solve practical problems (including scale drawings) (OR-2.6) Student with Disabilities: In 2008, 4 students were tested and 83% scored proficient or advanced. In 2009, 3 students with disabilities were tested and 33% scored proficient or advanced. In 2010, 3 students with disabilities were tested and 67% scored proficient or advanced. Economically Disadvantaged: In 2008, 30 students were tested and 86.9% scored proficient or advanced. In 2009, 32 economically disadvantaged students were tested and 59% scored proficient or advanced. In 2010, 48 economically disadvantaged students were tested and 69% scored proficient or advanced. Race and LEP: In 2008, 61 Caucasian students were tested and 84.6% scored proficient or advanced. In 2009, 73 Caucasian students were tested and 73% scored proficient or advanced. In 2009, 1 Asian student was tested with 0% proficiency; 1 African American student was tested with 100% proficiency; and 2 Hispanic students were tested and 100% scored proficient or advanced. In 2010, 2 Hispanic students were tested and 0% scored proficient or advanced. In 2010, 2 Asian students were tested and 100% scored proficient or advanced. In 2010, 1 Black student was tested and 0% scored proficient or advanced.

- 2010, 76 Caucasian students were tested and 80% scored proficient or advanced. In 2010, 1 student listed as Two or More was tested and 100% scored proficient or advanced. There were no LEP students enrolled in the school in 2008-2010.
6. 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%. The Item-by-Item Analysis indicates that the areas of concern are:
    - NLF.4.3: Solve quadratic equations using the appropriate methods with and without technology (M.C. 53.3%)
    - SEI.2.1: Solve linear formulas and literal equations for specified variable (Ex. Solve for  $p$  in  $l = pt.$ ) (O.R. 1.7)
    - LF.3.8: Write an equation in slope-intercept, point-slope, and standard forms given. (O.R. 3.6)
    - LA.1.AI.2: Translate word phrases and sentences into expressions, equations, and inequalities, and vice versa (O.R. 2.2)
    - LF.3.A1.1: Distinguish between functions and non-functions/relations by inspecting graphs, ordered pairs, mapping diagrams and/or tables of data (M.C. 42.2%)
    - LF.3.A1.8: Write an equation in slope-intercept, point-slope, standard forms given: two points; a point and  $y$ -intercept;  $x$ -intercept and  $y$ -intercept; a point and slope; a table of data; the graph of a line (O.R. 3.6)
 Students with Disabilities: In 2008, 5 students were tested and 0% scored proficient or advanced. In 2009, 5 students with disabilities were tested and 40% scored proficient or advanced. In 2010, 2 students with disabilities were tested and 50% scored proficient or advanced. Areas of concern are found in open response in DIP.5.4; LA.1.2; NLF.4.4; SEI.2.1. Economically Disadvantaged: In 2008, 38 economically disadvantaged students were tested and 59.2% scored proficient or advanced. In 2009, 42 economically disadvantaged students were tested and 69% scored proficient or advanced. In 2010, 25 economically disadvantaged students were tested and 84% scored proficient or advanced. Race and LEP: In 2008, 75 Caucasian students were tested and 61.9% scored proficient or advanced. In 2008, one African American was tested and did not score proficient or advanced. Also in 2008, 2 Hispanic students were tested and 50% scored proficient or advanced. In 2009, 81 Caucasian students were tested and 73% scored proficient or advanced. In 2009, 4 Hispanic students were tested and 75% scored proficient or advanced. In 2009, 2 Asian students were tested and 100% scored proficient or advanced. In 2010, 34 Caucasian students were tested and 77% scored proficient or advanced. In 2010, 1 Hispanic student was tested and 100% scored proficient or advanced. There were no LEP students enrolled in the school in 2008-2010.
  7. 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: tables, charts, diagrams or graphs to solve problems (27%)
    - Measurement: Identify and apply properties of operations (8%)
 Students with Disabilities: In 2008, 4 students were tested and 25% scored above the 50th percentile in Math Problem Solving. In 2009, 3 students with disabilities were tested and 67% scored above the 50th percentile. In 2010, 7 students with disabilities were tested and 17% scored above the 50th percentile. Economically Disadvantaged: In 2008, 28 students were tested and 82.7% scored above the 50th percentile. In 2009, 36 economically disadvantaged students were tested and 75% scored above the 50th percentile. In 2010, 40 economically disadvantaged students were tested and 78% scored at or above the 50th percentile. Race and LEP: There were no LEP students enrolled during the 2008-2010 school years. In 2008, 58 students tested were Caucasian and 71.2% scored above the 50th percentile. One Hispanic student was tested and scored above the 50th percentile in Math Problem Solving. Also, in 2008, one African American was tested and scored above the 50th percentile. In 2009, 71 Caucasian students were tested and 80% scored above the 50th percentile; 4 Hispanic students were tested with 75% scoring above the 50th percentile. In 2010, 68 Caucasian students were tested and 77% scored at or above the 50th percentile. In 2010, 1 Hispanic/Latino student was tested and 100% scored at or above the 50th percentile. In 2010, 1 Asian student was tested and 100% scored at or above the 50th percentile.
  8. 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%.

Goal To improve open response skills in mathematics across the curriculum, with emphasis on the open response items for Data Analysis, Measurement, Numbers and Operations, Geometry, and Algebra

Benchmark To meet state adequate yearly progress and to exceed the Melbourne High School 2007-2009 Math overall average of proficiency of 69.7% by 8.85% in 2010

Intervention: Align mathematics curriculum to the Arkansas Frameworks:				
Scientific Based Research: Jacobs, Heidi Hayes. (2004). Getting results with curriculum mapping. Alexandria: Association of Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>ACADEMIC IMPROVEMENT PLANS &amp; NEEDS ASSESSMENT: Administrators and counselors will participate in the Leadership Training offered by NAESC in order to disaggregate data, determine Adequate Yearly Progress, develop Academic Improvement Plans, determine necessary changes to the curriculum mapping and alignment, and improvements needed in the ACSIP. Teachers will then meet with the administration for data analysis of the 2009 test results.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation</p>	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET:
<p>NEEDS ASSESSMENT, ALIGNMENT, &amp; COLLABORATION: Administrators and counselors will conduct staff development to disaggregate data, determine adequate yearly progress, develop academic improvement plans, evaluate the curriculum mapping and alignment from the previous year, and make necessary improvements to the ACSIP.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET:
<p>ALIGNMENT: Horizontal and vertical alignment of the Math adoption, Pearson-Prentice-Hall, and the Arkansas Math Frameworks will be done by the teachers.</p> <p>Action Type: Alignment</p>	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET:
<p>COLLABORATION &amp; ALIGNMENT: Special Education teachers and the 504 Coordinator will collaborate with the classroom teachers to align the new math textbooks with the frameworks to make appropriate modifications for those students with special needs.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET:
<p>ALIGNMENT &amp; NEEDS ASSESSMENT: All teachers will evaluate and correlate the alignment of the math curriculum with the Arkansas Frameworks to make any necessary changes as the data results indicate. Emphasis will be placed on responding to open response in Geometry, Data Analysis, and Measurement.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation</p>	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET:
<p>COLLABORATION &amp; TRANSITION: Melbourne High School will collaborate with the area colleges (UACCB, Lyon College, ASU Mt. Home, UCA, Harding, ASU Jonesboro, and with Ozarka College) in order to</p>	Phyllis Vickery, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET:



<p>develop a math curriculum that coordinates with the Arkansas Frameworks as well as with the college curriculum expectations. Action Type: Alignment Action Type: Collaboration</p>				
<p>POINT-IN-TIME REMEDIATION: Teachers will plan for additional time to be spent on math problem solving and open response work to reduce the percentage of all students scoring basic or below basic. Action Type: AIP/IRI Action Type: Alignment</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</p>
<p>ACADEMIC IMPROVEMENT PLANS: Benchmark results for 2008-2010 will be analyzed and Academic Improvement Plans will be developed. Action Type: AIP/IRI</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</p>
<p>NEES ASSESSMENT &amp; PARENTAL INVOLVEMENT: A team of parents, teachers, and administrators will periodically review the ACSIP to evaluate and make necessary changes of the goals, interventions, and actions of the ACSIP according to the NRT and CRT data results. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Community Leaders</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</p>
<p>COLLABORATION: Teachers and staff will meet with the Health and Wellness Committee to determine activities that will be most conducive to learning and the health and wellness of the child. 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"> <li>● District Staff</li> <li>● Outside Consultants</li> </ul>	<p>————— ACTION BUDGET:</p>
<p>TRANSITION: Students and parents of the district 6th grade classes will be presented with the information on Smart Core and Common Core Curriculum choices for high school in order to make a more positive transition into grades 7-12. Melbourne School District parents and an administrator complete and sign the "Smart Core Informed Consent" form. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</p>
<p>PROFESSIONAL DEVELOPMENT plans for all the teachers will be based on the needs assessments for math and literacy and will be tied directly to the ACSIP. Principals, teachers, paraprofessionals, and all appropriate personnel will be included in planning and implementing the professional development for the Melbourne School District. Parent student, and community input will be encouraged. Staff Development for Melbourne School District for 2010-2011 includes: Power Point, Smart Classroom, Classroom Response System, etc. - 12 hours; Curriculum Development &amp; Alignment, August 5; Data Analysis, August 10; Instructional Strategies in Literacy, 6 hours; Health &amp; Nutrition, Code of Ethics for Educators, and Parental Involvement - 6 Hours; Arkansas History - 2 hours; Through the Looking Glass - 6 hours; Are We Having Fun Yet - 6 hours; Off-campus professional development offerings for other instructional areas are subject to approval by the building administrator. In addition, the high school principal, assistant principal, superintendent,</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● District Staff</li> <li>● Outside Consultants</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</p>

<p>and both 7-12 counselors will be required to attend a 3 hour "Scholarship Training" staff development for the mandated Arkansas Lottery money. This training is scheduled for October 2010.                  Action Type: Parental Engagement                  Action Type: Professional Development                  Action Type: Title I Schoolwide</p>				
<p>COORDINATION OF STATE/FEDERAL/LOCAL 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: Equity                  Action Type: Title I Schoolwide</p>	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	ACTION BUDGET:
<p>POINT-IN-TIME REMEDIATION for students not mastering the state curriculum will be provided for the students through district funded programs and supplemented by the Federal Programs, such as Title I.                  Action Type: Alignment                  Action Type: Equity                  Action Type: Title I Schoolwide</p>	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	ACTION BUDGET:
<p>POINT-IN-TIME REMEDIATION: Teachers and staff will be provided with a variety of strategies to help close the gap between those students that are not yet proficient with those that have reached proficiency. These strategies and assessments, such as; DRA, STAR Math, small group tutoring, computer lab, individual tutoring, extended class time for math and literacy, after school tutoring, pre and post standardized testing which correlates with the adopted textbooks series, etc., will be used daily, or as needed, with those students to ensure student achievement is on track. These students, along with the parents and teachers, will devise a plan for improvement. They will be placed on a remediation plan until proficiency is met.                  Action Type: Equity                  Action Type: Title I Schoolwide</p>	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	ACTION BUDGET:
<p>Parents, students, and teachers are provided with a TITLE I SCHOOLWIDE COMPACT AGREEMENT, which is included in the student handbook, annually. This information is included in the packets for parents at the beginning of each school year.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Title I Schoolwide</p>	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> </ul>	ACTION BUDGET:
<p>PARENTAL INVOLVEMENT &amp; NEEDS ASSESSMENT: The Title I Parent/Teacher Advisory Committee will meet two times per year to make recommendations on the math and literacy curriculum, specifically, with how Title I may supplement the program.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Title I Schoolwide</p>	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> </ul>	ACTION BUDGET:
<p>PROFESSIONAL DEVELOPMENT/COORDINATION OF FEDERAL/STATE/LOCAL FUNDS: Professional Development plans for all the teachers will be based on the needs assessments for math and literacy and will be tied directly to the ACSIP. Principals, teachers,</p>	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Outside Consultants</li> <li>● Teachers</li> </ul>	ACTION BUDGET:

<p>paraprofessionals, and all appropriate personnel will be included in planning and implementing the professional development for the Melbourne School District. Parent, student, and community input will be encouraged.                  Action Type: Parental Engagement                  Action Type: Professional Development                  Action Type: Title I Schoolwide</p>				
<p>STAFF MEETING FOR TITLE I: Mr. Brightwell, District Federal Programs Coordinator, will meet with the faculty and staff to discuss the Title I Schoolwide Program in the Melbourne School District. Teachers will be given a presentation of the requirements of Title I, how it will supplement the interventions and actions in the ACSIP, etc.                  Action Type: Collaboration                  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"> <li>● Administrative Staff</li> <li>● District Staff</li> </ul>	<p>—————                  ACTION BUDGET:</p>
<p>MHS PROGRAM EVALUATION FOR MATH MAPPING AND ALIGNMENT: Mapping and Data Analysis is closely monitored as results of the CRT and NRT are made available. Teachers and administrators participate in staff development that analyzes the test results as they relate to the Arkansas Frameworks and the horizontal and vertical mapping of the school district. Also included in the staff development is additions and deletions to the interventions and actions in the ACSIP and development of the AIP's. The long range objective 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 Melbourne High School has set for Math exceeds the state AYP. Proficiency in math for 2010 for the combined school population was 72.2% for 08-10. The goal for 2011 is to increase the percentage to 75%. Comparison of scores for advanced and proficient in 2008 and 2009 are as follows: • 7th Grade: (74% in 2010, 66% in 2009) Areas of concern are found in open response for Algebra, 28.7%, Numbers and Operations, 23.7%, Measurement, 34.6%, Data Analysis, 36.6%, and Geometry, 31.7%. Areas of weakness are Interpretation of Graphs, Probability, Graphing Linear Equations, Algebraic Expressions, Problem Solving, and Measurement. • 8th Grade: (63% in 2010, 70% in 2009) 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%. Weaknesses are seen in Two-Dimensional and Three-Dimensional Objects, Equations and Inequalities, Two Operation Function, Measurement Skills, Solve Real-World Problems, Analyze Graphs, and Probability. • EOC Algebra: (78% in 2010, 74% in 2009) 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%. Weaknesses are seen in Formulas and Literal Equations, Inequalities, Functions and Non-Functions Equations. • EOC Geometry: (78% in 2010, 73% in 2009) Areas of concern are found in open response in Coordinate Geometry and Transformation, 22.7%, Triangles, 31.4%, Measurement, 47.1%, and Relationships</p>	<p>Kelly Powell,                  Principal</p>	<p>Start:                  07/01/2010                  End:                  06/30/2011</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>—————                  ACTION BUDGET:</p>

<p>between Two/Three Dimensions, 46.3%. • In 2010, the Seventh Grade had a NPR of 70% in Mathematics. Areas of concern are found in Reasoning and Problem Solving, Estimation, and Mathematical Connections. • In 2010, the Eighth Grade had a NPR of 73%. Areas of concern are found in Communication and Representation, Reasoning and Problem Solving, Estimation, and Mathematical Connections. • In 2010, the Ninth Grade had a NPR of 78%. Areas of concern are found in Absolute Value, Properties of Operations, Solve Linear Equations, and Problem Solving with Graphs and Diagrams. The mathematics curriculum alignment will continue to be implemented as designed. Program Evaluations will continue to be developed according to ACT 807. Action Type: Collaboration Action Type: Program Evaluation</p>				
<p>STUDENT INFORMATIONAL PACKETS AND PARENT INFORMATIONAL PACKETS: The SCHOOLWIDE COMPACT is in the student handbook and will be distributed at the beginning of each school year. This information is included in the packets for parents at the beginning of each school year. Also included in the informational packet is the PARENT RESOURCE BOOK, PTA/SIA INFORMATION, procedures for PARENT CONCERN. Action Type: Alignment Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Community Leaders</li> <li>● Outside Consultants</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</p>
<p>POINT IN TIME REMEDIATION, COLLABORATION, ASSESSMENT: Melbourne High School will participate in scheduled target testing provided by NAESC during 2009-2010. The teachers and administration will provide the SLE's that have been taught during the quarter, and a formative evaluation for math will be administered quarterly to the students in grades 7-11. Teachers, counselors, and administration will analyze the data obtained from the target testing to determine strengths and weaknesses students are experiencing in math. Remediation will be offered to those students requiring assistance. Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Outside Consultants</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</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 &amp; 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. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</p>
<p>PARENTAL ENGAGEMENT OPPORTUNITIES: Options for parents/guardians to become involved in school</p>	<p>Kelly Powell, High School</p>	<p>Start: 07/01/2010</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> </ul>	<p>—————</p>

are as follows: Open House/Orientation; Parent/Teacher Conferences; "Bridging the Gap" Night; Volunteering; Tutors; Readers; Chaperones; Communication by Phone, E-Mail, District Website, Assignment Notebook, and Memos. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Principal	End: 06/30/2011	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET:
PARENTAL ENGAGEMENT: As a component of Informational Packets, parents will receive a copy of the Melbourne District Parental Involvement Plan. Included in the plan will be the Schoolwide Compact; Calendar of Parent Involvement Meetings by campus; Annual School Calendar which includes two parent/teacher conferences; Volunteer Resource Survey; Seminars offered for parents and students involved in decision making; Information on the School Improvement Association and School Booster Club; Parent Facilitator Information for each campus; Student Handbook which contains information for the parents on developmentally appropriate learning activities in the home environment; Modes of communication with the teacher in order to better assist in the child's learning. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Kelly Powell, High School Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET:
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. Action Type: Alignment Action Type: Collaboration	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET:
EQUITY, ALIGNMENT, COLLABORATION: Classroom teachers and the administrators will meet with the Gifted & Talented teachers, Special Education teachers, and the 504 coordinator to determine those students who require a more challenging curriculum acquired in GT, as well as those Special Education or 504 students requiring modifications in the Resource Room or classroom. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET:
Total Budget:				
Intervention: Implement After-School Tutoring Program as Designed:				
Scientific Based Research: Hofferth, S. L., & Jankuniene, Z. (2001). Life after school. Educational Leadership, 58(7), 19-23.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PARENTAL INVOLVEMENT & POINT-IN-TIME REMEDIATION: Teachers, administrators, students and parents will develop a tutoring/enrichment program for those students needing supplementary assistance, align the individual's plan of action with the math frameworks, and correlate with the benchmark to best serve the needs of the students. Action Type: Parental Engagement Action Type: Title I Schoolwide	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET:

<p>COORDINATION OF FUNDS: NSLA FUNDS: Certified teachers will be hired with NSLA money to supplement regular classroom instruction for students after school in math with an emphasis on the area of weakness for each student. Certified staff will be paid an hourly wage for the extended day tutoring with a portion of the money being funded by NSLA. (NSLA FTE Hourly Wage). Additional district money will be used for salaries, benefits, materials and supplies for the program. The district has set aside a classroom period each day to remediate students during school hours. Money allotted in the district NSLA plan. Action Type: Alignment Action Type: Title I Schoolwide</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>EVALUATION OF PLAN &amp; EQUITY: All Teachers, administration, students, and parents will evaluate the effectiveness of the tutoring/enrichment interventions based on the scores of teacher assessments, the CRT, and the NRT. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>COLLABORATION: Teachers and staff will develop an after-school tutoring program that will promote physical activity, HEALTH/WELLNESS, as well as academics to increase proficiency in math. Action Type: Collaboration 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"> <li>● District Staff</li> <li>● Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>PROGRAM EVALUATION: After School Tutoring began as an intervention for students in need of math and literacy intervention and expanded into a program that allowed all students who were interested to participate. The data gathering year for after school tutoring for both high school and elementary was in 02-03. The program began in 03-04 with certified teachers as tutors. The after school enrichment teachers collaborated with the classroom teachers on student learner expectations and the Arkansas Frameworks for Math and Literacy, progress of the learner by monitoring daily classroom performance in math, Star Math Assessments conducted quarterly and the CRT/NRT, which is an annual assessment. Also to be used will be the target assessment to be conducted quarterly. Teachers keep an on-going record of the assessment results to use as an evaluation for the student and the program. Data about the effectiveness of after school tutoring was collected from Melbourne Elementary and Melbourne High School. Questionnaires collected by Mrs. Loggains and Mr. Powell concerning their after school programs are compiled and reviewed annually. These questionnaires reveal the parents score the program as being proficient or advanced in helping students with problem areas. The ACSIP literacy and math committees made up of teachers, administrators, parents, students, and community leaders analyze the on-going assessment data that has been collected throughout the school year and the benchmark assessments to determine the success of the after school tutoring program. Students of grades 7 and 8 may participate in the program. Students in grade 7 ranged from 66% proficient and advanced to 75%. Students in grade 8 went from an average of 50% proficient in 2006 to 76% proficiency in 2008. In 2009, Melbourne High School met growth in mathematics. Of the combined population, 70.2% were proficient or</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET:</p>

<p>advanced. Attendance records indicate the after school tutoring program's attendance record has shown a decrease over the past year by about 35%. Participation in remediation in math has shifted to the In-School Remediation program. The program will continue to be implemented as designed with the stipulation that should attendance continue to decline, the program will be eliminated in 2010-2011. Program Evaluations will continue to be developed according to ACT 807. Action Type: Collaboration Action Type: Program Evaluation</p>				
<p>Total Budget:</p>				
<p>Intervention: Develop Standards Based Lessons for Math as Designed:</p>				
<p>Scientific Based Research: Scientific Based Research: Reeves, D.B., PhD. (2001). Making standards work (3rd ed.): How to implement standards-based assessments in the classroom, school, and district. Morristown New Jersey: Advanced Learning Center.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROFESSIONAL DEVELOPMENT: Provide all teachers will staff development of standards based lessons incorporating cooperative learning, manipulatives, open response questions, calculators, computers, and questioning techniques that will help the students reach proficiency. Action Type: Equity Action Type: Professional Development</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</p>
<p>PARENTAL INVOLVEMENT: Inform parents/guardians of the expectations of the students who are required to take the benchmark exam, based on the Arkansas Math Frameworks. Action Type: Equity Action Type: Parental Engagement</p>	<p>Jim Carroll, Math Instructor</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</p>
<p>INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS AND EVALUATION OF PLAN: After implementation teachers will evaluate the effectiveness of the applied mathematics through data analysis of the CRT, NRT, and teacher assessments. Action Type: AIP/IRI Action Type: Program Evaluation</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</p>
<p>COLLABORATION: Standards based lessons will include activities that will best promote the HEALTH AND WELLNESS of the students and increase proficiency in math. Action Type: Collaboration 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"> <li>● District Staff</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</p>
<p>PROGRAM EVALUATION: Standards based lessons for math initially began as an intervention when schools were first assessed on the Benchmark. The data gathering year began in 1999. Teachers and administrators participated in a variety of staff development offerings in preparation for the benchmark. "Making Standards Work", Douglas B. Reeves, Ph.D., was the main resource used by Melbourne High School. Key elements were Standards Based Assessments, Measuring Achievement, State Standards and Frameworks, Collaboration, Development of Curriculum vertically and horizontally, Data-Driven Decision Making, etc. Teachers and administrators collaborate to align the curriculum and corresponding assessments with the Math Frameworks. The standards based lessons have been developed by the teachers based on the student learner</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET:</p>

expectations for Data Analysis, Measurement, Algebra, Geometry, and Numbers and Operations. Teachers have instructed students on responding to open response and multiple-choice selections. The Assessment tool used has been the CRT, Benchmark. PROGRAM EVALUATION: Math remediation classes began in Melbourne High School in 2007-2008. In 06-07, Mr. Powell and Mr. Brightwell visited the Mt. Pleasant High School Campus to observe the remediation classes they had. MPHS had a 30 minute time period scheduled for students to read, get math or science help, or get literacy help. There were two teachers responsible for literacy/English enrichment and two teachers responsible for math/science enrichment. All other teachers had a 30 minute reading time for their assigned students. Those students who were currently on an AIP for math or literacy went to their assigned teachers. Also, students who experienced difficulty would attend the enrichment class. Those students who did not require extra instruction went to the reading class. Progress of the learner was monitored daily. Classroom performance in English, Math and Science and the CRT/NRT, were used as determining factors of the success of the point-in-time remediation. Teachers kept an on-going record of the data to use as an evaluation for the students and the program. Mt. Pleasant High School CRT scores ranked above the AYP each year. Melbourne High School administrators, teachers, and parents made the decision to have an enrichment class time set aside for point-in-time remediation. The program was conducted in the same manner as MPHS in 07-08 and proved to be successful. According to the CRT in 7th and 8th grades, students showed significant gains. 7th grade went from 66% proficient to 75% proficient or advanced in 2008. 8th grade went from 36.6% proficient to 76% proficient or advanced in 2008. Proficiency in math for 2009 for the combined school population was 70.4% for 07-09. Comparison of scores for advanced and proficient in 2008 and 2009 are as follows: \*\*7th Grade: 66% in 2009, 83% in 2008\*\*\* \*\*8th Grade: 70% in 2009, 85% in 2008\*\*\* \*\*EOC Algebra: 74% in 2009, 68% in 2008\*\*\* \*\*EOC Geometry: 73% in 2009, 85% in 2008.\*\*\* Chart data for the three year average show that students scored lower in open response in both 7th grade, 36.3%, and 8th grade, 37.8%. Areas of concern are found in open response in Algebra, 30.8%, Geometry, 32.5%, Data Analysis, 35.8%, and Measurement, 36.7%, in the 8th grade. Areas of concern for 7th grade math were found in Algebra, 27.1%, Numbers and Operations, 34.6%, Measurement, 35%, Data Analysis, 40.8%, and Geometry, 43.8%. The goal is to make a gain of 4.6% in the overall percent of students who score advanced or proficient. Teachers, parents, and students are involved in developing the plan that is best suited for the students for grades 3-8 then Academic Improvement Plans are developed for those students not yet reaching proficiency. According to the benchmark assessment for 2006-2008, the 7th grade averaged 78% advanced or proficient, 8th grade averaged 66% advanced or proficient. The intervention is being implemented as designed and is continuing to place emphasis on open response for measurement, data analysis, geometry, and algebra. Program Evaluations will continue to be developed according to ACT 807. Action Type: Collaboration



Action Type: Program Evaluation				
Total Budget:				
Intervention: Implement Technology-Based Smart Classrooms:				
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>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.</p> <p>Action Type: Alignment Action Type: Technology Inclusion</p>	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET:
<p>TECHNOLOGY INCLUSION/ALIGNMENT/PLAN ASSESSMENT: The math and science classes for the Melbourne High School and Melbourne Elementary School will purchase supplemental books, assessment, software, etc., for the math classrooms. This will allow teachers to instruct students as they actively engage in problem solving activities for math and science to further develop their higher order thinking skills. The Arkansas Benchmark Assessments will be utilized to monitor the success of this supplemental equipment.</p> <p>Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion</p>	LeeAnna Hoskinds, Tech Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<p>Title I - Materials &amp; Supplies: \$1000.</p> <p>ACTION BUDGET: \$10</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 09-10. An open house of the three school campuses is scheduled for August 18, 2009.</p> <p>Action Type: Parental Engagement Action Type: Technology Inclusion</p>	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET:
<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</p>	LeeAnna Hoskinds, Tech Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET:

<p>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 most beneficial equipment to implement at this time. The "Smart Classroom" will be implemented in Melbourne High School during 2009-1010. 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: Program Evaluation Action Type: Technology Inclusion</p>				
<p>TECHNOLOGY INCLUSION/ALIGNMENT/PLAN ASSESSMENT: Melbourne High School will purchase components for a Wireless Lab to enhance and supplement regular classroom instruction in Math and Science. 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 &amp; Evaluations; ACT Scores, Other evaluations pertaining to the various curriculum programs of the high school. Action Type: Alignment Action Type: Program Evaluation</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Computers</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<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"> <li>● Computers</li> <li>● District Staff</li> <li>● Teaching Aids</li> </ul>	<p>ACTION BUDGET:</p>
<p>ALIGNMENT/TECHNOLOGY INCLUSION: The math curriculum to include technology will be aligned with the Arkansas Department of Education Frameworks in all subject areas with focus on math problem solving and higher order thinking skills. Action Type: Alignment Action Type: Technology Inclusion</p>	<p>Kelly Powell, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Computers</li> <li>● Performance Assessments</li> <li>● Teachers</li> <li>● Teaching Aids</li> </ul>	<p>ACTION BUDGET:</p>
<p>PROFESSIONAL DEVELOPMENT/TECHNOLOGY INCLUSION/COLLABORATION: Teachers and staff will participate in a minimum of 6 hours</p>	<p>LeeAnna Hoskinds, Tech</p>	<p>Start: 07/01/2010 End:</p>	<ul style="list-style-type: none"> <li>● Computers</li> <li>● District Staff</li> <li>● Performance</li> </ul>	<p>ACTION BUDGET:</p>

staff development focusing primarily on proper usage of the equipment purchased for the Smart Classrooms. Staff Development for technology has been scheduled for July 16-17, 2009, 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: Program Evaluation	Coordinator	06/30/2011	Assessments • Teachers	
COORDINATION OF FEDERAL/STATE/LOCAL FUNDS-TITLE I: Title I funding will be utilized to purchase a Smart Board and its components for a math room in the high school (McWilliams). Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide	LeeAnna Hoskinds, Tech Coordinator	Start: 07/01/2010 End: 06/30/2011	• Computers • District Staff • Teachers • Teaching Aids	Title I - Capital \$1600.0 Outlay: Title I - Materials & Supplies: \$400.0 Title I - Purchased Services: \$200.0  ACTION BUDGET: \$220.0
COORDINATION OF FEDERAL/STATE/LOCAL FUNDING-TITLE I: Title I funding will be utilized to purchase Classroom Smart Response System to supplement the math curriculum. (McWilliams) Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide	LeeAnna Hoskinds, Tech Coordinator	Start: 07/01/2010 End: 06/30/2011	• Computers • District Staff • Teachers • Teaching Aids	Title I - Capital \$1700.0 Outlay:  ACTION BUDGET: \$170.0
COORDINATION OF FEDERAL/STATE/LOCAL FUNDING-TITLE I: Title I funds will be utilized to purchase a Symposium as a supplement for the math curriculum in a high school math classroom. (Gore) Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide	LeeAnna Hoskinds, Tech Coordinator	Start: 07/01/2010 End: 06/30/2011	• District Staff • Performance Assessments • Teachers • Teaching Aids	Title I - Capital \$2000.0 Outlay:  ACTION BUDGET: \$200.0
COORDINATION OF FEDERAL/STATE/LOCAL FUNDS-TITLE I: Title I funding will be utilized to purchase a computer for high school math classrooms. (McWilliams, Warner, Gore, Patrick, Younger) Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide	LeeAnna Hoskinds, Tech Coordinator	Start: 07/01/2010 End: 06/30/2011	• Computers • District Staff • Teachers	Title I - Materials & Supplies: \$8500.0  ACTION BUDGET: \$8500.0
Total Budget:				\$1540.0

Priority 3: To create a healthy school environment that supports consistent health, nutrition, and physical activities the students, teachers, staff, and community.

1. MHS Wellness Data 2010 Melbourne High School – BMI Results – 2009-2010: During 2009-2010, Melbourne High School an enrollment of 418 students enrolled in the grades 7-12 and 150 students in grades for which BMI assessments are required. 62 students participated in the assessment. BI assessment was completed between 01-19-2010 and 05-20-2010. The results for MHS were as follows: 36 Males • Healthy or Underweight = 47.2% • Overweight or Obese = 52.8% 26 Females Healthy or Underweight = 65.4% • Overweight or Obese = 34.6% BMI Classifications for Student by Grade • 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 Female = 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 Male 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 415 students in the school and 130 in grades for which BMI assessments were required, and only 75 students were assessed. The results were as follows: Males - Healthy or Underweight = 43.9% Overweight or Obese = 56.1% Females - Healthy or Underweight = 50% Overweight or Obese = 50% Overall, BMI classification results for Melbourne High School show: \*Approximately 24% of all children measured were in the OVERWEIGHT category \*Approximately 29.3% of all children measured were identified as OBESE.
  - Melbourne High School - BMI Results - 2007-2008: Students participated in the BMI assessment between 03-02-08 and 03-25-08. Students of grades 8 and 10 were assessed, 41 males and 37 females. BMI Classifications are as follows: Healthy or Underweight: \*\*\*Male - 56.1% \*\*\*Female 81.1% At Risk for Overweight or Overweight \*\*\*Male - 43.9% \*\*\*Female - 18.9% Overall BMI classification results for Melbourne High School show: \*approximately 19.2% measured were at risk OW \*approximately 12.8% were Overweight

Goal 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 2009-2010 the Melbourne School District will show a decrease of the average Body Mass Index for students by 1/2% as evaluated by the annual Body Mass Index Screening.

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
PROFESSIONAL DEVELOPMENT/COLLABORATION: Health/Wellness staff development will be provided and will be required in the school district for all teachers K-12 to include but not be limited to drug awareness, tobacco, First Aid/CPR Instruction, health and physical activity, diet and exercise, safety and crisis training, etc. Staff Development for 2009-2010 is scheduled for the week of August 10, 2009. Action Type: Wellness	Gerald Cooper, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET:
ALIGNMENT/ASSESSMENTS: Health, nutrition, and physical activity will be taken into consideration when planning the literacy and math curriculum and the performance assessments for each. Action Type: Alignment Action Type: Wellness	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET:
COLLABORATION/WELLNESS: The Wellness Committee will collaborate with the classroom teachers to include activities in the classroom setting that will promote the best possible health practices, as well as promote learning. Action Type: AIP/IRI Action Type: Wellness	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET:
ALIGNMENT: Melbourne High School will schedule the appropriate units of health/physical education/physical activities for grades 7-12 as required by the Arkansas Department of Education Physical Education/Health Education Frameworks. Action Type: Alignment Action Type: Wellness	Phyllis Vickery, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET:
HIGHLY QUALIFIED/ALIGNMENT: Instructors for health, physical education, and physical activity classes will meet the highly qualified teacher status required for secondary physical education/health instructors. Action Type: Alignment Action Type: Professional Development	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET:

Action Type: Wellness				
ALIGNMENT: Melbourne School District will complete and file a written statement of assurance by October 1 of the academic year which ensures that the organized physical activity course is in compliance with the physical education course content standards and curriculum frameworks. Action Type: Alignment Action Type: Wellness	Danny Brightwell, Standards	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● District Staff</li> <li>● Teachers</li> </ul>	ACTION BUDGET:
WELLNESS/PARENTAL ENGAGEMENT/PROGRAM EVALUATION: Melbourne High School has collaborated with parents, students, school board members, school nurse, food service directors, and community leaders in developing the Wellness Policy. Those items included in the policy are: nutrition awareness education; physical activity to promote wellness; reducing childhood obesity; and provide school meals that meet the qualifications of the USDA, etc. The Wellness Policy will be reviewed and revised annually. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Community Leaders</li> <li>● District Staff</li> <li>● Outside Consultants</li> <li>● Teachers</li> </ul>	ACTION BUDGET:
WELLNESS/ALIGNMENT: Melbourne High School offers Family & Consumer Science programs on Nutrition & Wellness and Foods & Nutrition in compliance with the Standards of Accreditation. Action Type: Alignment Action Type: Wellness	Caren Smith, Instructor of FCCLA	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> </ul>	ACTION BUDGET:
WELLNESS: Food and beverages will not be used as rewards for academics or sports performance. Action Type: Wellness	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● District Staff</li> <li>● Teachers</li> </ul>	ACTION BUDGET:
WELLNESS/COLLABORATION: Maximum portion sizes for beverages and food will be closely monitored by the Food Service Director. Beverage selections will include 100% juice, low-fat & fat-free milk, and water, in accordance with the law. Action Type: Wellness	Norma Roberts, Food Service Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● District Staff</li> </ul>	ACTION BUDGET:
ASSESSMENT/WELLNESS: Melbourne High School will be assessed annually, using the School Health Index for Physical Activity, Healthy Eating, and Tobacco-Free Lifestyle. Action Type: Program Evaluation Action Type: Wellness	Pattie Smith, School Nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● District Staff</li> </ul>	ACTION BUDGET:
WELLNESS/COLLABORATION/EQUITY: The ACSIP Wellness Priority will fulfill the federal requirement for measurement and evaluation by including the School Health Index Assessment results and the physical activity standards in the annual evaluation. Action Type: Program Evaluation Action Type: Wellness	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● District Staff</li> </ul>	ACTION BUDGET:
ALIGNMENT: Melbourne High School will provide the required minutes of physical education per week, have adequate teacher/student ratio, include both health and physical education consistent with the standards, provide a nurse, and provide a safe environment in which to play and have physical education/activity. Action Type: Alignment	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● District Staff</li> <li>● Teachers</li> </ul>	ACTION BUDGET:

Action Type: Wellness				
WELLNESS/EQUITY/SPECIAL EDUCATION: The Health/Wellness Committee will collaborate with the administration and teachers to ensure inclusion of activities for all students in the classroom setting that will promote the best possible health practices and promote learning. Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Pattie Smith, School Nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● District Staff</li> <li>● Teachers</li> </ul>	————— ACTION BUDGET:
PROGRAM EVALUATION/PARENTAL ENGAGEMENT/COLLABORATION: The school nurse, Mr. Powell, Mr. Brightwell, 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. Healthy snacks, lunches, breakfast meals, physical activity, First Aid, Soft Drink requirements are monitored, etc., are just a few of the requirement changes the school has made. After the staff development training, teachers and staff, as they used the 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. Mandated guidelines are included in the district plan as well. The Melbourne High School will continue to implement the wellness program as designed. BMI testing will continue to be administered each spring. Data collection and analysis will be completed and analyzed annually. Teachers will continue to participate in staff development on physical activity awareness. Males - Healthy or Underweight = 43.9% Overweight or Obese = 56.1% Females - Healthy or Underweight = 50% Overweight or Obese = 50% Overall, BMI classification results for Melbourne High School show: *Approximately 24% of all children measured were in the OVERWEIGHT category. *Approximately 29.3% of all children measured were identified as OBESE. Program Evaluations will continue to be developed according to ACT 807. Action Type: Parental Engagement Action Type: Wellness	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Performance Assessments</li> </ul>	————— ACTION BUDGET:
Total Budget:				

Priority 4: To improve Science skills with an emphasis on open response for Biology in Nature of Science, Ecology and Behavioral Relationships, and Classification and the Diversity of Life

1. Melbourne High School - EOC Biology - Combined Population: In 2008, 65 students were tested and 49% scored proficient or advanced. In 2009, 51 students were tested and 53% scored advanced or proficient. Students scored an average of 54.5% proficient or advanced in Multiple-Choice items, compared to an average of 34.7% in Open-Response Items. Areas of concern are found in open response in Nature of Science, (N.14.1) 2.0; Classification and the Diversity of Life, (C.7.17) 2.3; Ecology and Behavioral Relationships, (E.8.6) 2.3. Other areas of concern are found in Multiple-Choice in: Classification and the Diversity of Life, (C.7.1 & C.7.3) with an average of 50%. Students with Disabilities: In 2009, 3 students with disabilities were tested and 0% scored proficient or advanced. Areas of concern are found in open response for C.7.17 (1.3); E.8.6 (1.3); and N.14.1 (0.7) Economically Disadvantaged: In 2009, 26 economically disadvantaged students were tested and 4 scored proficient or advanced. Race & LEP: In 2009, there were no LEP students enrolled in Melbourne High School. In 2009, 49 Caucasian students were tested and 53% scored proficient or advanced. In 2009, 1 African American student was tested and 0% scored proficient or advanced. In 2009, 1 Asian student was tested and 100% scored proficient or advanced.
- Supporting 2. Melbourne High School - 7th Grade Science - Combined Population: In 2008, 51 students were tes

Data: and 41% scored proficient or advanced. In 2009, 88 students were tested and 33% scored proficient or advanced. In 2010, 68 students were tested and 49% scored proficient or advanced in Science. Students scored an average of 64.5% in multiple-choice, compared to an average of 42.2% in open response. Areas of concern are found in open response in Physical Science, (5.2 of 16); Life Science (3.7 of 8); and Earth & Space Science, (3.9 of 8). Students with Disabilities: In 2009, 7 students with disabilities were tested and 0% scored proficient or advanced. In 2010, 6 students with disabilities were tested and 0.0% scored proficient or advanced. Economically Disadvantaged: In 2009, 45 economically disadvantaged students were tested and 27% scored proficient or advanced. In 2010 40 economically disadvantaged students were tested and 38% scored proficient or advanced. Race LEP: In 2009, 86 Caucasian students were tested and 30% scored proficient or advanced. One Asian student was tested with 100% proficiency. One Hispanic student was tested with 100% proficiency. In 2010, 67 Caucasian students were tested and 48% scored proficient or advanced. In 2010, 1 student classified as Two-or-More was tested and 100% scored proficient or advanced. There were no LEP students tested in 2008-2010.

Goal To improve science benchmark scores with an emphasis on open response for Biology in Nature of Science Ecology and Behavioral Relationships, and Classification and the Diversity of Life

Benchmark To improve average percent proficient of 43% by 7% in 2010

Intervention: Align Science curriculum to the Arkansas Frameworks:				
Scientific Based Research: Jacobs, Heidi Hayes. (2004). Getting results with curriculum mapping. Alexandria: Association of Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROGRAM EVALUATION: The mapping/data analysis for science will be closely monitored as results of the CRT and NRT are made available. Teachers and administrators will participate in staff development that will analyze the test results as they relate to the Arkansas Frameworks and the horizontal and vertical mapping of the school district. The long range objective is to reach 100% proficiency. Success of the mapping and data analysis will be measured by the increased number of proficient students in the district each year. 2009-2010 will be the data gathering year for the mapping and data analysis for the benchmark in science. Program Evaluations will continue to be developed according to ACT 807. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET:
PARENTAL ENGAGEMENT/AIP: Students who are currently below proficient will be placed on an AIP that has been developed by parents, students, and teachers. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Program Evaluation	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET:
PROFESSIONAL DEVELOPMENT: Teachers will participate in staff development on reaching proficiency on the science benchmark assessment, robotics, math and science, etc. This staff development will be offered through NAESC and ASU. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET:
COLLABORATION/ALIGNMENT: Science, Literacy, and Math teachers will collaborate as they align their curriculums with the frameworks. Action Type: Collaboration	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET:
DATA ANALYSIS/ALIGNMENT: Teachers will meet collectively to analyze the science, math, and literacy data in the summer before school begins. Additions or deletions from the strategies and mapping will be made at this time.	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET:

Action Type: Alignment Action Type: Program Evaluation				
SPECIAL EDUCATION/EQUITY: Regular Education students, as well as special needs students, will have the opportunity to enroll in the science remediation, robotics, biology, chemistry classes, etc. Modifications will be determined by the parents, classroom teachers, and resource teachers. All science curriculum will be according to the frameworks. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> <li>● Teaching Aids</li> </ul>	ACTION BUDGET:
COLLABORATION: Science instructors will collaborate with the local colleges and universities in order to offer the students the opportunities necessary for success in science. Action Type: Collaboration	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Outside Consultants</li> <li>● Teachers</li> </ul>	ACTION BUDGET:
TECHNOLOGY INCLUSION: The district will purchase technological equipment that will reinforce the science curriculum. (High Tech Robotics, Scientific Calculators, Microscopes, Computers, etc.) Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Computers</li> <li>● Teachers</li> <li>● Teaching Aids</li> </ul>	ACTION BUDGET:
WELLNESS: The safety guidelines set forth by the state department of education will be strictly adhered to. Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Kelly Powell, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Teachers</li> </ul>	ACTION BUDGET:
Total Budget:				

● Planning Team

Classification	Name	Position	Committee
Business Representative	Patti Smith	School Nurse	Health/Wellness
Classroom Teacher	Amanda Patrick	English	Literacy
Classroom Teacher	Bill Younger	Math Instructor	Math
Classroom Teacher	Bruce Adams	Health/Physical Education	Health/Wellness
Classroom Teacher	C. Quattlebaum	Coach	Health/Wellness
Classroom Teacher	Caren Smith	Home Economics	Science
Classroom Teacher	Cindy Arnn	Teacher	Literacy
Classroom Teacher	Cindy Qualls	High School Literacy	Literacy
Classroom Teacher	Clayton McWilliams	Math Instructor	Math
Classroom Teacher	Connie Roberts	Art	Math
Classroom Teacher	Glen Billingsley	Agri	Science
Classroom Teacher	Janet Yancey	English	Literacy
Classroom Teacher	Jim Carroll	Band Director	Math
Classroom Teacher	John Kushmaul	Science Instructor	Science
Classroom Teacher	Kathy Adams	Business Ed	Math
Classroom Teacher	Kathy Gore	Math Instructor	Math
Classroom Teacher	Laura Chaney	Media Specialist	Literacy
Classroom Teacher	Mark Manry	Science	Science
Classroom Teacher	Meghan Warner	Math Teacher	Math
Classroom Teacher	Melody Carroll	Language Arts Instructor	Literacy



Classroom Teacher	Nikole Parks	Resource Room	Literacy
Classroom Teacher	Phyllis Harmon	Science Instructor	Science
Classroom Teacher	Terri Hatfield	Social Studies Teacher	Literacy
District-Level Professional	Becky Wood	Gifted & Talented	Parental Involvement/Special Ed/G.T./ALE
District-Level Professional	Clinton Gore	Football Coach	Health/Wellness
District-Level Professional	Debbie Bales	LEA Supervisor	Parental Involvement/Special Ed/G.T./ALE
District-Level Professional	Kathryn Lamb	Business	Literacy
District-Level Professional	Kelley Webb	Coach	Health/Wellness
District-Level Professional	Kelly Powell	Principal	Parental Involvement/Special Ed/G.T./ALE
District-Level Professional	Matt Churchwell	Security Officer	Health/Wellness
District-Level Professional	Phillip Johnson	Agri	Science
District-Level Professional	Phyllis Vickery	Counselor	Parental Involvement/Special Ed/G.T./ALE
District-Level Professional	Sally Adkisson	Counselor	Literacy
District-Level Professional	Sandra Taylor	Counselor	Science
District-Level Professional	Tim Massey	Assistant Principal	Health/Wellness
District-Level Professional	Tim Massey	Assistant Principal	ACSIP/Federal Programs
Parent	Angie Hardaway	Parent	ACSIP/Federal Programs
Parent	Chris Helm	Parent	ACSIP/Federal Programs
Parent	Jessica Rush	Parent	Parental Involvement/Special Ed/G.T./ALE
Parent	Sherry Bailey	Parent	Parental Involvement/Special Ed/G.T./ALE
Principal	Kelly Powell	Principal	ACSIP/Federal Programs