

## School Plan

MOUNT PLEASANT ELEM. SCHOOL  
P.O. Box 144, Mt. Pleasant, AR 72561

### Arkansas Comprehensive School Improvement Plan

2010-2011

The mission of Mount Pleasant Elementary School is to educate all students to their highest academic potential. We will challenge students to achieve the maximum personal development in all areas: intellectually, physically, emotionally, technologically, and socially. Our mission is to provide a challenging curriculum that promotes higher level thinking and has been aligned both school-wide and district-wide and with the Arkansas Frameworks. Mt. Pleasant Elementary also allow equal opportunities for all students regardless of race, gender, or socio-economic status. We will strive to provide for students' health and wellness, self-esteem, and pride in themselves, their school, their community and respect for their fellow students and others. Successful implementation of this statement is the responsibility of the faculty, students, parents, and the community working together toward a common goal of quality education that we can attain and maintain proficiency.

Grade Span: K-6

Title I: Title I Schoolwide

School Improvement: M

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##### Priority 1: Math

**Goal:** To improve students' math skills with an emphasis on problem solving as related to responding to open response in Geometry, Number Sense, and Measurement

##### Priority 2: Literacy

**Goal:** To improve reading comprehension, the ability to respond to open response items in Literary and Content Reading, and improve in Content and Style in Writing in areas such as sequencing and actions, making Inferences, and author's fact

##### Priority 3: Wellness

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

##### Priority 4: Science

**Goal:** To improve science benchmark scores with an emphasis on open response in Life Science, Physical Science, and Space Science

Priority 1: To Improve Math Skills in problem solving, responding to open response in Geometry, Number Sense, and

1. MPES: Benchmark - Grade 3 - Mathematics - Combined Population: In 2008, 25 students were tested and 100% scored proficient or advanced. In 2009, 25 students were tested and 100% scored proficient or advanced. In 2010, 15 students were tested and 100% scored proficient or advanced. The analysis of the open response choice questions in the five mathematics strands reveal that students scored lower in open response in three years of data, 2008-2010, with an average of 71.5%, as compared to an average of 84.6% in 2007-2008. Areas of concern are found in open response for Geometry, 57.1%. The Item by Item Analysis indicated that students scored lower in:
  - Geometry 9.2: Transformation of Shapes: Students shall understand meanings of operations and how they affect another by modeling, representing and explaining division as measurement and partitive division in groups, related rates, price, rectangular arrays, combinations and multiplicative comparison.
  - Algebraic Patterns, Relations, and Functions: Students shall recognize, describe, and develop patterns, relationships, and functions in skip-counting patterns. Students with Disabilities: In 2008, 1 student with disabilities was tested and 100% scored proficient or advanced. In 2009, 0 students with disabilities were tested. In 2010, 1 student with disabilities was tested and 100% scored proficient or advanced. The analysis of the open response choice items for 2008-2010 revealed that students scored lower in open response, 73.8%, than in 2007-2008, 91.2%. Areas of concern are found in open response for Geometry, 50%. Economically Disadvantaged: In 2008, 24 economically disadvantaged students were tested and 100% scored proficient or advanced. In 2009, 24 economically disadvantaged students were tested and 100% scored proficient or advanced. In 2010, 24 economically disadvantaged students were tested and 100% scored proficient or advanced. Race and Ethnicity: In 2008, all 25 students tested were Caucasian and 100% scored proficient or advanced. In 2009, 24 were Caucasian and 100% scored proficient or advanced. In 2010, 1 Hispanic student was tested and 100% scored proficient or advanced.

- scored proficient or advanced. In 2010, 14 Caucasian students and 1 Hispanic/Latino student were 100% scored proficient or advanced. There were no LEP students enrolled in the district in 2008-11
2. MPES: Benchmark – Grade 4 – Mathematics – Combined Population: In 2008, 19 students were tested and 100% scored proficient or advanced. In 2009, 21 students were tested and 100% scored proficient or advanced. In 2010, 24 students were tested and 92% scored proficient or advanced. The analysis of the open response multiple-choice questions of the five mathematics strands revealed that students scored lower in open response, 73.8%, than in multiple-choice, 80.9%. Areas of concern for the three-year data are found in open response in Geometry, 65.8% and Measurement, 69.2%. The Item by Item Analysis indicates areas of concern in:
    - G.8.4.5: Classify angles relative to  $90^\circ$  as more than, less than or equal to.
    - M.13.4.10: Systems of Linear Equations and Inequalities: Students shall select and use appropriate statistical methods to analyze data by representing and interpreting data using pictographs, bar graphs and line graphs in which symbols or intervals are grouped.
    - NO.3.4.1: Numerical Operations and Estimation: Students shall compute fluently and make reasonable estimates by demonstrating computational fluency in multi-digit addition and subtraction in contextual problems.
 Students with Disabilities: In 2008, 2 students with disabilities were tested and 100% scored proficient or advanced. In 2009, 2 students with disabilities were tested and 100% scored advanced. In 2010, 3 students with disabilities were tested and 33% scored proficient or advanced. The comparison of the open response and multiple-choice scores in the five mathematics strands indicate that students with disabilities scored an average of 27.9% in open response, 42.9% in multiple-choice, 27.9%, Measurement, 31.3%, and Numbers and Operations, 47.9%. Economically Disadvantaged: In 2008, 11 economically disadvantaged students were tested and 100% scored proficient or advanced. In 2009, 10 economically disadvantaged students were tested, and 100% scored proficient or advanced. In 2010, 11 economically disadvantaged students were tested and 92% scored proficient or advanced. Race and Ethnicity: In 2008, all 19 students tested were Caucasian and 100% scored proficient or advanced. In 2009, all 21 students tested were Caucasian and 100% scored proficient or advanced. In 2010, 22 Caucasian students were tested and 100% scored proficient or advanced. In 2010, 1 Hispanic and 1 Black student were tested and 100% scored advanced. There were no LEP students enrolled in the district during 2008-2010.
  3. MPES: Benchmark – Grade 5 – Mathematics – Combined Population: In 2008, 21 students were tested and 100% scored proficient or advanced. In 2009, 21 students were tested and 96% scored proficient or advanced. In 2010, 26 students were tested and 96% scored proficient or advanced. The analysis of the open response multiple-choice questions of the five mathematics strands revealed that students scored lower in open response, 77.6%, than in multiple-choice, 87.1% in 2008-2010. Areas of concern are found in open response in:
    - M.12.5.4: Physical Attributes: Students shall use appropriate units to describe perimeter, square units to describe area or surface area, and cubic units to describe volume in real world situations.
    - NO.1.5.5: Use Models of benchmark fractions and their equivalent forms to describe real world situations.
    - NO.1.5.5: Use Models of benchmark fractions and their equivalent forms to describe real world situations.
 Students with Disabilities: In 2008, 1 student with disabilities was tested and 100% scored proficient or advanced. In 2009, 1 student with disabilities was tested and 100% scored proficient or advanced. In 2010, 2 students with disabilities were tested and 100% scored proficient or advanced. The analysis of the multiple-choice and open response questions of the five mathematics strands revealed that students with disabilities scored lower in open response, 42.5%, than in multiple-choice, 54.4%, during 2008-2010. Areas of concern are found in open response in:
    - Data Analysis, 29.2%, Numbers and Operations, 41.7%, Geometry, 41.7%.
    - Also of concern is Multiple-Choice in Numbers and Operations, 42.6%, and Algebra, 48.1%.
 Economically Disadvantaged: In 2008, 11 economically disadvantaged students were tested and 91% scored proficient or advanced. In 2009, 10 economically disadvantaged students were tested and 90% scored proficient or advanced. In 2010, 11 economically disadvantaged students were tested and 100% scored proficient or advanced. Race and Ethnicity: In 2008, all 21 students tested were Caucasian and 95% scored proficient or advanced. In 2009, 20 Caucasian students were tested and 96% scored proficient or advanced. In 2009, 1 Hispanic student was tested and 100% scored proficient or advanced. In 2010, all 26 students tested were Caucasian and 100% scored proficient or advanced. There were no LEP students enrolled in the district in 2008-2010.
  4. MPES: Benchmark – Grade 6 – Mathematics – Combined Population: In 2008, 31 students were tested and 100% scored proficient or advanced. In 2009, 19 students were tested and 100% scored proficient or advanced. In 2010, 22 students were tested and 82% scored proficient or advanced. Data analysis revealed that students scored an average of 83.7% on multiple-choice in 08-10, as compared to an average of 74.1% in open response. Areas of concern for 2008-10 were found in open response in:
    - Geometry, 67.9%, and in Measurement, 68.3%.
 The Item Analysis revealed areas of concern in:
    - G.10.6.2: Plot points that form the vertices of a polygon and identify, and classify the figure.
    - G.11.6.1: Visualization and Geometric Models: Students shall use visualization, spatial reasoning, and geometric modeling to identify two-dimensional patterns (nets) and three-dimensional solids, such as prisms, pyramids, cylinders, and cones.
    - DAP.14.6.2: Data Representation: Students shall formulate questions that can be addressed with data and collect, organize and display relevant data.

answer them as they collect data and select appropriate graphical representations to display the data. Venn diagrams. • DAP.14.6.3: Construct and interpret graphs, using correct scale, including line graphs, double-bar graphs • M.12.6.3: Compare and contrast the differences among linear units, square units, and cubic units • M.13.6.4: Establish and apply formulas to find area and perimeter of triangles, rectangles, parallelograms • NO.2.6.5: Model multiplication and division of fractions (including mixed numbers), using pictures and physical objects (Ex: weight, money and measuring cups) Students with Disabilities: In 2008, 1 student with disabilities was tested and 0% scored proficient or advanced. In 2009, 1 student with disabilities was tested and 100% scored proficient or advanced. In 2010, 4 students with disabilities were tested and 100% scored proficient or advanced. The analysis of the multiple-choice and the open response for 2008-2010 shows that students with disabilities averaged scoring lower in open response, 47.9%, than in multiple-choice. Areas of concern are found in three of the mathematics strands for open response in Measurement, Analysis, 47.9%, and Geometry, 47.9%. Other areas of concern are found in Multiple-Choice in Algebra and Geometry, 48.1%. Economically Disadvantaged: In 2008, 12 economically disadvantaged students were tested and 75% scored proficient or advanced. In 2009, 9 economically disadvantaged students were tested and 100% scored proficient or advanced. In 2010, 11 economically disadvantaged students were tested and 100% scored proficient or advanced. Race and LEP: In 2008, all 31 students tested were Caucasian and 100% scored proficient or advanced. In 2009, 18 Caucasian students were tested and 100% scored proficient or advanced. In 2010, 21 students were tested and 81% 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 district in 2008-2010.

5. Mt. Pleasant Elementary – 1st Grade – SAT 10 – Mathematics – Combined Population: In 2008, 19 students were tested and 78.9% scored above the 50th percentile in Mathematics Problem Solving. In 2009, 26 students were tested and 88% scored above the 50th percentile. In 2010, 28 students were tested and 78% scored above the 50th percentile in Mathematics Problem Solving. Areas of concern are found in: • Patterns/Algebra/Relationships • Number Sense & Operations • Data, Statistics, and Probability Students with Disabilities: In 2008, there were 4 students with disabilities tested and 25% scored above the 50th percentile in Mathematics Problem Solving. In 2009, 5 students with disabilities were tested and 60% scored at or above the 50th percentile. In 2010, 2 students with disabilities were tested and 50% scored at or above the 50th percentile. Economically Disadvantaged: In 2008, 12 economically disadvantaged students were tested and 75% scored above the 50th percentile in Mathematics Problem Solving. In 2009, 14 economically disadvantaged students were tested and 85% scored above the 50th percentile. In 2010, 14 economically disadvantaged students were tested and 86% scored at or above the 50th percentile. Race and LEP: In 2008, there were 2 African American students tested and 100% scored above the 50th percentile in Mathematics Problem Solving. In 2009, 24 Caucasian students were tested and 88% scored at or above the 50th percentile; 1 Hispanic student and 1 Native American student were tested and 100% scored at or above the 50th percentile. In 2010, 27 Caucasian students were tested and 100% scored at or above the 50th percentile. In 2010, 1 Hispanic/Latino student was tested and 100% scored above the 50th percentile. There were no LEP students enrolled in the school in 08-10.
6. Mt. Pleasant Elementary – 2nd Grade SAT 10 – Mathematics – Combined Population: In 2008, 19 students were tested and 84.2% scored above the 50th percentile. In 2009, 13 students were tested and 100% scored above the 50th percentile. In 2010, 25 students were tested and 83% scored at or above the 50th percentile in Mathematics Problem Solving. Areas of concern are: • Patterns/Relationships/Algebra • Estimation • Measurement • Communication and Representation • Reasoning and Problem Solving Students with Disabilities: In 2008, there were no students with disabilities tested. In 2009, 1 student with disabilities was tested and 100% scored at or above the 50th percentile. In 2010, 3 students with disabilities were tested and 50% scored above the 50th percentile. Economically Disadvantaged: In 2008, 8 economically disadvantaged students were tested and 87.5% scored above the 50th percentile. In 2009, 7 economically disadvantaged students were tested and 100% scored at or above the 50th percentile. In 2010, 14 economically disadvantaged students were tested and 100% scored at or above the 50th percentile. Race and LEP: In 2008, all 19 students tested were Caucasian and 100% scored above the 50th percentile. In 2009, 10 Caucasian, 1 Asian, and 2 African American students were tested and 100% scored at or above the 50th percentile. In 2010, 23 Caucasian students were tested and 100% 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 American Indian student was tested and 0% scored at or above the 50th percentile. There were no LEP students enrolled in the school in 08-10.
7. Mt. Pleasant Elementary – 3rd Grade SAT 10 – Mathematics – Combined Population: In 2008, 25 students were tested and 84% scored above the 50th percentile. In 2009, 25 students were tested with a NPR of 84% above the 50th percentile in Mathematics Problem Solving. In 2010, 15 students were tested with a NPR of 84% above the 50th percentile in Mathematics Problem Solving. Areas of concern are found in: • Geometry – Mathematical Connections Students with Disabilities: In 2008, 1 student with disabilities was tested and 100% scored above the 50th percentile. In 2009, no students with disabilities were tested. In 2010, 1 student with disabilities was tested with a NPR of 76%. Economically Disadvantaged: In 2008, 9 economically disadvantaged students were tested and 66.7% scored above the 50th percentile. In 2009, 14 economically disadvantaged students were tested and 63% scored above the 50th percentile. In 2010, 9 economically disadvantaged students were tested with a NPR of 84%. Race and LEP: In 2008, all 25 students tested were Caucasian and 84% scored above the 50th percentile. In 2009, 24 Caucasian students were tested with a NPR of 71% and 83% scoring above the 50th percentile. One Hispanic student was tested with a NPR of 91%. In 2010, 14 Caucasian students were tested and scored a NPR of 87%. In 2010, 1

Supporting  
Data:

- student was tested and scored a NPR of 61%. There were no LEP students enrolled in 2008-2010.
8. Mt. Pleasant Elementary – 4th Grade SAT 10 – Mathematics – Combined Population: In 2008, 19 students were tested and 73.7% scored above the 50th percentile. In 2009, 21 students were tested with an average Math Problem Solving and 95% of scoring above the 50th percentile. In 2010, 24 students were tested and scored a NPR of 89% in Mathematics Problem Solving. Areas of concern are found in:
    - Number Sense – Making connections in problem solving (54.2%)
    - Number Sense – Communication and Representation Based Understanding (66.7%)
    - Geometry – Thinking Skills (58.3%)
 Students with Disabilities: In 2008, 1 student with disabilities was tested and 50% scored above the 50th percentile in Mathematics Problem Solving. In 2009, 1 student with disabilities was tested and 100% scored above the 50th percentile. In 2010, 1 student with disabilities was tested and scored a NPR of 38% on Mathematics Problem Solving. Economically Disadvantaged: In 2008, 8 economically disadvantaged students were tested and 87.5% scored at or above the 50th percentile. In 2009, 6 economically disadvantaged students were tested with a NPR of 74%. 83% scored at or above the 50th percentile. In 2010, 12 economically disadvantaged students were tested and scored a NPR of 83% on Mathematics Problem Solving. Race and LEP: In 2008, all 19 students tested were Caucasian and 73.7% scored above the 50th percentile in Mathematics Problem Solving. In 2009, all 21 students tested were Caucasian and 95% scored above the 50th percentile. In 2010, 1 Hispanic/Latino student was tested and scored a NPR of 89%; 1 African American student was tested and scored a NPR of 59%; 1 student classified as Two or More Races was tested and scored a NPR of 95%; 21 Caucasian students were tested and scored a NPR of 89%. There were no LEP students enrolled in the district during 2008-10.
  9. Mt. Pleasant Elementary – SAT 10 – Grade 5 – Mathematics-Combine Population: In 2008, 21 students were tested and 95.2% scored above the 50th percentile in Mathematics Problem Solving. In 2009, 21 students were tested with a NPR average of 85% in Math Problem Solving. In 2010, 26 students were tested and 88% in Mathematics Problem Solving. Areas of concern are found in:
    - Number Sense – Mathematical Connections (53.8%)
    - Operations – Communication and representation of basic understanding (61.5%)
    - Algebraic Thinking – Mathematical Connections (69.2%)
    - Measurement – Estimation (53.8%)
    - Measurement – Reasoning and Problem Solving (69.2%)
 Students with Disabilities: In 2008, 1 student with disabilities was tested and 0% scored above the 50th percentile in mathematics problem solving. In 2009, 1 student with disabilities was tested and 14% scored above the 50th percentile. In 2010, 2 students with disabilities were tested and scored a NPR of 67%. Economically Disadvantaged: In 2008, 11 economically disadvantaged students were tested and 90.9% scored above the 50th percentile. In 2009, 10 economically disadvantaged students were tested with a NPR of 76% in Mathematics Problem Solving. In 2010, 11 economically disadvantaged students were tested and scored a NPR of 76% in Mathematics Problem Solving. Race and LEP: In 2008, all 21 students tested were Caucasian and 95.2% scored above the 50th percentile in Mathematics Problem Solving. In 2009, 20 Caucasian students were tested with a NPR of 85%; 1 student was tested with a NPR of 86% in Mathematics Problem Solving. In 2010, all 26 students tested were Caucasian and scored a NPR of 88%. There were no LEP students in the school during 2008-2010.
  10. Mt. Pleasant Elementary – 6th Grade SAT 10 – Mathematics Problem Solving – Combined Population: In 2008, 22 students were tested and 90.3% scored above the 50th percentile in Mathematics Problem Solving. In 2009, 22 students were tested and averaged 94% in Math Problem Solving. In 2010, 22 students were tested and scored a NPR of 78%. Areas of concern are found in:
    - Number Sense – Reasoning and Problem Solving (63.6%)
    - Operations – Reasoning and Problem Solving (63.6%)
    - Operations – Communication and Representation of Basic Understanding (63.6%)
    - Probability – Mathematical Connections (63.6%)
 Students with Disabilities: In 2008, 3 students with disabilities were tested and 0% scored above the 50th percentile. In 2009, 1 student with disabilities was tested with a NPR of 42% in Mathematics Problem Solving. In 2010, 4 students with disabilities were tested and scored a NPR of 24%. Economically Disadvantaged: In 2008, 11 economically disadvantaged students were tested and 75% scored above the 50th percentile. In 2009, 10 economically disadvantaged students were tested with a NPR of 91% in Mathematics Problem Solving. In 2010, 11 economically disadvantaged students were tested and scored a NPR of 64%. Race and LEP: In 2008, all 22 students tested were Caucasian and 90.3% scored above the 50th percentile in Math Problem Solving. In 2009, 20 Caucasian students were tested with a NPR of 93%; one African American student was tested with a NPR of 89%. In 2010, 21 Caucasian students were tested and scored a NPR of 78%. No LEP students were enrolled in the district during 2008-10.
  11. Mt. Pleasant Elementary Mathematics - MAT 8 – Kindergarten – Combined Population: In 2007, 17 students were tested and 88.2% scored above the 50th percentile. The analysis of the subtests revealed areas of concern in:
    - Measurement: Estimate Measurement (41%)
    - Measurement: Using Appropriate Units (59%)
 of the students scored in the low percentage bracket in Problems Solving. In 2009, 22 students were tested and 45% scored at or above the 50th percentile in Mathematics. In 2010, 28 students were tested and 45% scored at or above the 50th percentile. The analysis of the data revealed areas of concern in:
    - Numbers & Operations: Identify the set with the greatest number of elements (48%)
    - Numbers & Operations: Computation of subtraction facts (29%)
    - Numbers & Operations: Computation of addition facts (43%)
    - Number Sense: Translate pictures to symbolic notation (26%)
    - Data, Statistics, & Probability: Identify possible or impossible events (27%)
    - Data, Statistics, & Probability: Use data presented in a pictograph (30%)
    - Reasoning: Solve problems using logical reasoning (45%)
    - Reasoning: Solve problems using numerical reasoning (59%)
 Students with Disabilities: In 2007, 2 students with disabilities were tested and 0.0% scored above the 50th percentile. In 2009, 3 students with disabilities were tested and 67% scored above the 50th percentile. In 2010, 5 students with disabilities were tested and 60% scored at or above the 50th percentile. Economically Disadvantaged: In 2007, 8 economically disadvantaged students were tested and 87.5% scored at or above the 50th percentile. In 2009, 10 economically disadvantaged students were tested and 75% scored above the 50th percentile. In 2010, 11 economically disadvantaged students were tested and scored a NPR of 64%. Race and LEP: In 2007, all 17 students tested were Caucasian and 88.2% scored above the 50th percentile. In 2009, 20 Caucasian students were tested with a NPR of 93%; one African American student was tested with a NPR of 89%. In 2010, 21 Caucasian students were tested and scored a NPR of 78%. No LEP students were enrolled in the district during 2008-10.

percentile. In 2009, 11 economically disadvantaged students were tested and 52% scored at or above the 50th percentile. In 2010, 15 economically disadvantaged students were tested and 38% scored at or above the 50th percentile in Mathematics. Race and LEP: In 2007, 16 Caucasian students were tested and 87.5% scored at or above the 50th percentile. In 2007, 1 African American student was tested and 100% scored above the 50th percentile. In 2009, 21 Caucasian students were tested and 60% scored above the 50th percentile. In 2009, 1 African American student was tested and 0% scored above the 50th percentile. In 2010, 28 Caucasian students were tested and 50% scored at or above the 50th percentile. There were no LEP students enrolled in the 2010.

12. Mt. Pleasant Elementary School Attendance - AYP - Growth: In 2008, the attendance rate was 98.7%, the attendance goal and AYP were met. In 2009, the attendance rate was 98.7%, and the attendance goal and AYP were met. In 2010, the attendance rate was 98.6%, and the attendance goal and AYP were met. The population of students was 96.2% proficient in Math, and 91.9% proficient in Literacy during 2008. In 2010, 91% of the students in both math and literacy in 2010.

**Goal** To improve students' math skills with an emphasis on problem solving as related to responding to open response questions particularly in Geometry, Number Sense, and Measurement

**Benchmark** To meet state adequate yearly progress and to exceed the Mt. Pleasant Elementary 2008-2010 Math over time proficiency of 92.5% with an average gain of 2% for the 2011 spring data.

Intervention: Align mathematics curriculum to the Arkansas Frameworks				
Scientific Based Research: Jacobs, Heidi Hayes. (November, 2004). Getting Results with Curriculum Mapping. Alexandria Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source
<p><b>STAFF DEVELOPMENT:</b> The principal will attend the NAESC Leadership Institute in Melbourne for disaggregation of data on June 22-24, 2010. Administrators will also attend staff development conducted by NORMES when reviewing and revising ACSIP.</p> <p>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>● District Staff</li> <li>● Outside Consultants</li> <li>● Performance Assessments</li> </ul>	ACTIO
<p><b>ACADEMIC IMPROVEMENT PLANS:</b> Teachers and administrators will meet annually to disaggregate the data from the benchmark exams to determine AYP, AIP for math, areas to improve, interventions necessary for improvement, and additions and deletions to the ACSIP. Data Analysis for MPES is scheduled for August 10 &amp; 11, 2010. All teachers and paraprofessionals are required to attend.</p> <p>Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Carolyn Blevins, Elementary 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>	ACTIO
<p><b>ALIGNMENT:</b> As teachers analyze the data, they continue to revise the mapping for math both horizontally and vertically by making additions and deletions on the existing classroom maps. Mapping is an on-going process for each teacher throughout the school year. As teachers complete lesson plans each week, they also update their mapping in mathematics. The completed mapping is submitted to the principal's office via email in the spring of the current school year. The principal then makes a hard copy to keep on file.</p> <p>Action Type: Alignment</p>	Carolyn Blevins, Elementary 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>	ACTIO
<p><b>ALIGNMENT:</b> During the data analysis staff development conducted in the fall, teachers of grades K-6 will revise and align math curriculum maps by determining repetitions or deletions of student learner expectations. The finished document will show alignment with the entire elementary, as well as with the other elementary school of the district.</p> <p>Action Type: Alignment Action Type: Program Evaluation</p>	Carolyn Blevins, Elementary Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> </ul>	ACTIO

ALIGNMENT: Each teacher will continue to build on the frameworks-aligned curriculum map that was developed during the 09-10 school year. Teachers go through the alignment process by grade, building, and district level. Action Type: Alignment Action Type: Technology Inclusion	Carolyn Blevins, Elementary Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Computers</li> <li>● Outside Consultants</li> <li>● Teachers</li> </ul>	ACTIO
NEEDS ASSESSMENT: Cross grade level meetings with 5th, 6th, 7th, and 8th grade district-wide math teachers will be conducted to determine any strands and student learner expectations that need to become the focus according to the Arkansas Frameworks and Benchmarks based on the data from the benchmark testing for 2010. Action Type: Alignment Action Type: Collaboration	Carolyn Blevins, Elementary 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>	ACTIO
ACADEMIC IMPROVEMENT PLANS: Recommendations for action plans for the AIP's & IRI's for those students in K-6 scoring basic or below basic on the Benchmark, SAT 10, and MAT 8 will be made by teachers as the data is analyzed on August 10 and 11. Classroom teachers will then meet with parents and students to discuss these recommendations. Action Type: AIP/IRI Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	Carolyn Blevins, Elementary 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>	ACTIO
COLLABORATION & EQUITY: The equity coordinator will meet with the classroom teachers and the Special Needs teachers to make modifications for 504, resource students, handicapped students and to guarantee equity for all students in the math curriculum. The initial meeting will be conducted along with the data analysis professional development, August 10-11. Other meetings will be conducted as the need arises. Action Type: Collaboration Action Type: Equity	Carolyn Blevins, Elementary Principal/Equity Coordinator	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>	ACTIO
COLLABORATION: The following programs will be used to supplement Mt. Pleasant Elementary School's math curriculum: In-School Enrichment, Accelerated Math; Family Math/Science/Literacy Nights; Responding to Open Response in Math; Math and Literacy Enrichment through Before & After School Tutoring, and Scott Foresman/Addison Wesley Math Adoption Series Components. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Carolyn Blevins, Elementary Principal/Federal Programs Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	ACTIO
NEEDS ASSESSMENT: Teachers/staff members, community/parent representatives, and administrators will meet annually to update and revise the Mt. Pleasant Elementary ACSIP as they review the school's AYP status The 2010-2011 meeting is scheduled for August 18. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Carolyn Blevins, Elementary Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Community Leaders</li> <li>● District Staff</li> </ul>	ACTIO
ALIGNMENT OF TEXTBOOK: Teachers will align the math textbook adoption, Scott Foresman/Addison Wesley, with the Arkansas Frameworks. Action Type: Alignment	Carolyn Blevins, Elementary Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Performance Assessments</li> </ul>	ACTIO

			<ul style="list-style-type: none"> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	
<p>COLLABORATION: The Health/Wellness Committee will collaborate with the administration and classroom teachers to give suggestions for activities that shall be implemented to promote the health and wellness of each student.</p> <p>Action Type: Collaboration Action Type: Wellness</p>	Pattie 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>	ACTIO
<p>TRANSITION: Mt. Pleasant Elementary School works closely with the Preschool and area Headstart programs in order to transition pre-school children into the public school in a positive manner. NAESC, Speech and Resource teachers, preschool directors, administration, parents, and Kindergarten teachers hold a conference on each child that will be transitioning into Kindergarten in the fall. Recommendations for needed special services are made at this time.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Sharon Blevins, Preschool Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Teachers</li> </ul>	ACTIO
<p>Recommendations for strategies for RECRUITING AND MAINTAINING HIGHLY QUALIFIED TEACHERS have been addressed in the personnel handbook, pp. 18-22, and will be reviewed annually. All staff members of Mt. Pleasant Elementary have been designated as HIGHLY QUALIFIED INSTRUCTORS. The paraprofessionals meet the educational requirements.</p> <p>Action Type: Equity Action Type: Professional Development Action Type: Wellness</p>	Carolyn Blevins, 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>	ACTIO
<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, and a PARENT RESOURCE QUESTIONNAIRE. The school calendar, which gives the dates of the PARENT/TEACHER CONFERENCES, October 21 and March 17, will also be included. The packets include necessary information for parents at the beginning of each school year.</p> <p>Action Type: Equity 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>● District Staff</li> <li>● Teachers</li> </ul>	ACTIO
<p>PARENTAL INVOLVEMENT: The Mt. Pleasant Elementary Title I Parent/Teacher Advisory Committee will meet annually to make recommendations on the literacy and math curriculum, specifically, with how Title I may supplement the program. The meeting for 2010-2011 is set for August 18.</p> <p>Action Type: Equity 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>● Community Leaders</li> <li>● Teachers</li> </ul>	ACTIO
<p>PROFESSIONAL DEVELOPMENT plans for all the teachers will be based on the NEEDS ASSESSMENT 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</p>	Carolyn Blevins, Principal	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> </ul>	ACTIO

<p>implementing the professional development for the Melbourne School District. Parent, student, and community input will be encouraged. All teachers are required to attend 2 HOURS OF ARKANSAS HISTORY, 2 HOURS OF HEALTH/WELLNESS, 2 HOURS OF ETHICS, 2 HOURS OF PARENTAL INVOLVEMENT, AND 6 HOURS OF TECHNOLOGY. In addition, the principal, assistant principal, superintendent, and both 7-12 counselors will be required to attend a 3-hour "SCHOLARSHIP TRAINING" in 2010-2011 for the mandated Arkansas Lottery money.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide</p>			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
<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 are given in a timely manner, such as: DRA, DIBELS, STAR Math, small group tutoring, individual tutoring, extended class time for math and literacy, before and after school tutoring, etc.; will be used daily, or as needed, with those students to ensure student achievement is on track. These students, parents, and teachers, will develop a plan for remediation. Students will be placed on an AIP or IRI until proficiency is met.</p> <p>Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Professional Development</p>	Carolyn Blevins, 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>	ACTIO
<p>COORDINATION OF FEDERAL/STATE/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.</p> <p>Action Type: Collaboration Action Type: Equity 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>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTIO
<p>TRANSITION: Students and parents of the district's 6th grade classes will be presented with the information in the Spring of 2011 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. An orientation night for 7th grade students is scheduled in the fall during open house (August 17, 2010).</p> <p>Action Type: Collaboration Action Type: Equity</p>	Sally Adkisson, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTIO
<p>PARENTAL INVOLVEMENT: Mt. Pleasant Elementary School will conduct 2 Family Math, Science, Literacy Nights during the 10-11 school year.</p> <p>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>District Staff</li> <li>Outside Consultants</li> <li>Teaching Aids</li> </ul>	ACTIO
<p>PARENTAL INVOLVEMENT: Mt. Pleasant School will schedule 2 Parent/Teacher Conferences during 2010-2011. (October 21, 2010, March 17, 2011)</p> <p>Action Type: Parental Engagement</p>	Carolyn Blevins, 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>	ACTIO
<p>ACADEMIC IMPROVEMENT PLANS: Teachers will closely monitor the progress of students requiring an AIP in</p>	Carolyn Blevins, Principal	Start: 07/01/2010	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	



<p>order to make immediate recommendations of interventions to assist student in reaching proficiency. Parent/Teacher communication will be conducted as needed. Action Type: AIP/IRI Action Type: Parental Engagement</p>		<p>End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTIO</p>
<p>ACADEMIC IMPROVEMENT OR IRI: For those students requiring an AIP or IRI, teachers and parents will meet during the first week of school to discuss the areas of weakness for the students and the options available for the remediation plan. Decisions will be made at this time by the parents, students, and teachers as to the intervention methods to use to increase proficiency in literacy and math. Action Type: AIP/IRI Action Type: Parental Engagement</p>	<p>Carolyn Blevins, 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>ACTIO</p>
<p>STAFF MEETING FOR TITLE I: Mrs. Blevins, Federal Programs Coordinator for Mt. Pleasant Elementary, 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. This meeting is scheduled for August 18, 2010. 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>ACTIO</p>
<p>MPES PROGRAM EVALUATION FOR MAPPING AND ALIGNMENT: The alignment of the mapping/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. Necessary adjustments to the curriculum and student learner expectations are made at this time to increase student proficiency. Program information for the mapping and data analysis process is compiled in August each year before school begins. Teachers compile charts based on data that shows them the 3-year averages in the 5 areas of math that are being tested on the Benchmark. They go through the Item-by-Item Analysis to determine SLE's that students have scored below the 60th percentile. The interventions to be used are based on the areas of greatest need that are found in the 3-year data and the Item-by-Item Analysis. This information is placed in the data for the ACSIP. Each grade has an area of greatest concern that is addressed. Scores for Mt. Pleasant Elementary Mathematics ranged from 82%-100% proficient in 2010. According to the three-year accumulation of data, areas of concern were found in open response for Geometry &amp; Measurement. • In 2010, 100% of the 3rd grade students scored proficient or advanced on the Benchmark. Areas of concern are found in Open Response for Geometry, 57% for the 2008-2010 data. • In 2010, 92% of the 4th grade students scored proficient or advanced. Areas of concern are found in open response for Measurement, 69.2%, and Geometry, 65.8%. • In 2010, 96% of the 5th grade students scored proficient or advanced in mathematics. Areas of concern are found in open response in Algebra, 75.4%, and in Geometry, 76.7%. • In 2010, 82% of the 6th grade students scored proficient or advanced in math. Areas</p>	<p>Carolyn Blevins, 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> </ul>	<p>ACTIO</p>

<p>of concern are found in Geometry, 67.9%, and in Measurement, 68.3%. • In 2010, 50% of the Kindergarten students scored at or above the 50th percentile on the MAT 8. Areas of concern are found in Numbers and Operations, Reasoning, and Data, Statistics, and Probability. • In 2010, 78% of the 1st grade students scored at or above the 50th percentile on the SAT 10. Areas of concern are found in Algebra, Number Sense, and Data, Statistics, &amp; Probability. • In 2010, 83% of the 2nd grade students scored at or above the 50th percentile on the SAT 10. Areas of concern are found in Problem Solving, Algebra, Estimation, and Measurement. • In 2010, 85% of the 3rd grade students scored at or above the 50th percentile. An area of concern is found in Geometry. • In 2010, students in 4th grade scored an average NRP of 89%. Areas of concern are found in Number Sense and Geometry. • In 2010, students in 5th grade scored a NPR of 88%. Areas of concern are found in Number Sense, Algebra, and Measurement. • In 2010, students in 6th grade scored a NPR of 78% on the SAT 10 for Mathematics Problem Solving. Areas of concern are found in Reasoning and Problem Solving, Patterns and Relationships, and Estimation. 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 the Mt. Pleasant Elementary School of Melbourne District has set for Math far exceeds the state AYP. The goal is to gain 2.0% in the overall percent of students who score advanced or proficient. The mathematics curriculum alignment continues to be implemented as designed. The program evaluation of the mapping and alignment process will continue to be developed in Mt. Pleasant Elementary according to ACT 807. Action Type: Program Evaluation</p>				
<p>PROFESSIONAL DEVELOPMENT PLAN: Each teacher and building 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>Carolyn Blevins, 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>ACTIO</p>
<p>PARENT/TEACHER/STUDENT/ TITLE I SCHOOLWIDE COMPACT AGREEMENT: As set forth by the Melbourne School District Parental Involvement Plan the recommended roles of parents/guardians are as follows: Communicate with faculty and staff; Be active members in school activities and functions; Offer assistance to your children to ensure academic success. As indicated by the Melbourne School District Parental Involvement Handbook, the recommended roles of students are as follows: Be active and engaged</p>	<p>Carolyn Blevins, Elementary 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>ACTIO</p>

<p>learners in the classroom and at home; Take responsibility for actions and education; Obey classroom and school rules. As indicated in the Melbourne School District Parental Involvement Plan, The recommended roles of teachers are as follows: Effectively communicate with parents/guardians; Effectively communicate with students; Provide an open atmosphere for successful learning; Provide parents/guardians with up-to-date progress on student achievement and behavior; Attend professional growth opportunities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</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</p>	<p>Carolyn Blevins, Elementary 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>ACTIO</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 is 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</p>	<p>Carolyn Blevins, 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>ACTIO</p>
<p>POINT-IN-TIME REMEDIATION: A certified teacher has been employed to conduct enrichment classes for a 12 periods on Monday-Wednesday for Math &amp; Literacy. Money for enrichment supplies will be used by the IIA teacher.(FTE=0.60) Action Type: Alignment Action Type: Collaboration</p>	<p>Carolyn Blevins, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>Title I - Empla Salarie Title I - Empla Benefi ACTIO BUDG</p>
<p>COLLABORATION: Melbourne School District will collaborate with Arkansas State University in order to utilize the services of Science Specialist - Jannie Trautwein &amp; Debby Rogers. Northeast Ark. Rural Institute for Math and Science. Action Type: Alignment Action Type: Collaboration</p>	<p>Carolyn Blevins, 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>ACTIO</p>
<p>EQUITY, ALIGNMENT, COLLABORATION: Classroom teachers and the administrators will meet with the</p>	<p>Carolyn Blevins, Principal</p>	<p>Start: 07/01/2010</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> </ul>	<p>ACTIO</p>

<p>Gifted &amp; 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</p>		End: 06/30/2011	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTIO
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Total Budget:

Intervention: Continue to Implement Accelerated Math as Designed:

Scientific Based Research: Renaissance Learning. School Renaissance Institute. (2001). Summary of independent ma regarding accelerated math. Educational Research Department, 1-16.

Actions	Person Responsible	Timeline	Resources
<p>HIGHLY QUALIFIED: Instructional staff participated in STAFF DEVELOPMENT on the use of Accelerated Math. Mrs. Kathy Weston, former Math teacher for Melbourne Elementary, trained the Mt. Pleasant teachers in 07-08. Updates to new personnel are provided annually by Renaissance Learning.                  Action Type: Professional Development                  Action Type: Technology Inclusion                  Action Type: Title I Schoolwide</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>• Teachers</li> </ul>
<p>NEEDS ASSESSMENT &amp; AIP/IRI: The classroom math teachers will review Accelerated Math assessments completed throughout the year to determine if students have made appropriate gains in the academic improvement plans and in the classroom grading.                  Action Type: AIP/IRI                  Action Type: Program Evaluation                  Action Type: Title I Schoolwide</p>	Carolyn Blevins, Elementary Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teacher</li> </ul>
<p>PARENTAL INVOLVEMENT &amp; EVALUATION: Parents will be informed quarterly, weekly, or bi-weekly of their child's progress, depending on the difficulty or success level the child is experiencing.                  Action Type: Parental Engagement                  Action Type: Title I Schoolwide</p>	Carolyn Blevins, Elementary Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrativ Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teacher</li> </ul>
<p>COLLABORATION &amp; ALIGNMENT: Accelerated Math will be a supplement to the adopted Scott Foresman/Addison Wesley textbook. Accelerated Math has been aligned with the Arkansas Mathematics Frameworks.                  Action Type: Alignment</p>	Carolyn Blevins, Elementary Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>
<p>The HEALTH/WELLNESS Committee for the Melbourne School District will give recommendations of activities to be used in the classroom that will promote the health and wellness of the children and best serve their needs in accordance with the District Wellness Policy.                  Action Type: Parental Engagement                  Action Type: Wellness</p>	Patti Smith, School Nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>
<p>MPES PROGRAM EVALUATION ACCELERATED MATH: Mt. Pleasant Elementary School research collection year for Accelerated Math was 2003-2004. Teachers of 5th, 6th, and Resource classes visited an area school to observe students working at those levels on Accelerated Math. An educator, Mrs. Kathy Weston, from Melbourne Elementary, was asked to conduct staff development for Mt. Pleasant Elementary teachers. During the 6 hour staff development, Mrs. Weston presented MPES teachers with statistics and research data she had collected at Melbourne Elementary. Mt. Pleasant Elementary purchased the software and hardware necessary for use in the Accelerated Math and STAR Math program and began using it as a supplement to the Scott Foresman/Addison Wesley Math Adoption. Parental Involvement occurred when the teachers and students</p>	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>

<p>presented the program during a Family Math/Science/Literacy Night in 2004-2005. The Accelerated Math Assessments are used by classroom teachers to guide the point-in-time remediation for students in grades 3-6. In 2010, students had an average of 75.8% in open response in Math. NO showed an average of 77.1%, G was 69.2%, M was 80%, DAP was 78%, and Algebra at 74.6%. In comparison, data showed students scoring an average of 75.2% in open response in Math. Averages for the five strands of math are as follows: Geometry, 70.1%; Measurement, 72.2%; Algebra, 80.0%; Numbers and Operations, 75.4%; Data Analysis, 77.9%. CRT data is sent to parents annually. During the 2008-2010, the data reveals that student proficiency has either increased or maintained. The point-in-time remediation program will continue to be implemented as designed. Program Evaluations of the Accelerated Math Program will be developed according to ACT 807. Action Type: Parental Engagement Action Type: Program Evaluation</p>			
<p>Total Budget:</p>			
<p>Intervention: Continue to Implement standards based lessons and assessments for math as designed:</p>			
<p>Scientific Based Research: Reeves, D.B., PhD. (2001). Making standards work (3rd ed.): How to implement standard assessments in the classroom, school, and district. Morristown New Jersey: Advanced Learning Center.</p>			
Actions	Person Responsible	Timeline	Resources
<p>COLLABORATION &amp; ALIGNMENT: NAESC Math Specialist and Teacher Center Coordinator will collaborate with the Melbourne District Staff to review standards based lessons and assessments and other strategies that will lead to greater improvement in math, particularly open response in Geometry, Number Sense, and Measurement. Action Type: Collaboration Action Type: Professional Development</p>	<p>Carolyn Blevins, Elementary Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrativ Staff</li> <li>● Outside Consultants</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>
<p>INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: Teachers of grades K-6 will instruct students by using the Scott Foresman/Addison Wesley math series that was adopted for Melbourne School District. Action Type: Alignment Action Type: Special Education</p>	<p>Carolyn Blevins, Elementary Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teaching Aic</li> </ul>
<p>INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS: Teachers of grades K-6 will engage students in the writing process for open response items, writing strategies from the "Step Up to Writing" method, scoring guides, self-evaluation, etc. Computers, SMART Boards, and overhead projectors will be used in the classrooms to enhance the open response writing process. Action Type: Alignment Action Type: Technology Inclusion</p>	<p>Carolyn Blevins, Elementary 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>PARENTAL INVOLVEMENT: In conjunction with the parent involvement plan, two Family Math, Science, and Literacy Nights will be scheduled throughout the year. (K-3, 4-6) Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Steven Chaney, 6th Grade Math</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrativ Staff</li> <li>● Outside Consultants</li> <li>● Teachers</li> <li>● Teaching Aic</li> </ul>
<p>COLLABORATION &amp; NEEDS ASESSMENTS: Teachers will participate in quarterly staff meetings (First Meeting October 22) to determine the effectiveness of standards based lessons, strategies, and assessments. On-going student data will be reviewed to see if open response items have improved throughout the total student body. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	<p>Carolyn Blevins, Elementary 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> <li>● Title Teacher</li> </ul>
<p>HEALTH/WELLNESS: The teachers and staff will collaborate with the district wellness committee to determine activities best suited for the</p>	<p>Carolyn Blevins,</p>	<p>Start: 07/01/2010</p>	<ul style="list-style-type: none"> <li>● Community Leaders</li> </ul>

<p>physical health and wellness of all students as they implement the standards based strategies.                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Wellness</p>	<p>Elementary Principal</p>	<p>End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Teachers</li> </ul>
<p>MPES PROGRAM EVALUATION STANDARDS BASED LESSONS:                  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 Mt. Pleasant Schools. 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 each year 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 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 tools used have been the CRT-Benchmark, NRT, STAR Math, Scott Foresman Math daily grades, etc. Teachers, parents, and students are involved in developing the plan that is best suited for the students for grades 3-8. Academic Improvement Plans are developed for those students not yet reaching proficiency. According to the benchmark assessment for 2010, the 3rd grade averaged 100% advanced or proficient; 4th grade showed 92% advanced or proficient; 5th grade had 96% advanced or proficient; and 6th grade showed 82% advanced or proficient. In 2010, areas of concern were found in open response in Geometry, 70.1%, and Measurement, 72.2%. CRT data is sent to parents annually. During the 2008-2010, the data reveals that student proficiency has either increased or maintained. The intervention will continue to be implemented as designed and will place emphasis on open response for Measurement and Geometry. Mt. Pleasant Elementary will continue to develop Program Evaluations of the intervention for standards based lessons in math in accordance to ACT 807.                  Action Type: Program Evaluation</p>	<p>Carolyn Blevins, 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>Total Budget:</p>			
<p>Intervention: Continue Implementation of Math Remediation for Learning Skills Development:</p>			
<p>Scientific Based Research: Reeves, D.B., PhD. (2001). Making standards work (3rd ed.): How to implement standard assessments in the classroom, school, and district. Morristown New Jersey: Advanced Learning Center.</p>			
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>
<p>POINT-IN-TIME REMEDIATION &amp; AIP/IRI: Teachers, administrators and parent representatives will develop an enrichment program to be used to remediate students who are not yet proficient.                  Action Type: Collaboration                  Action Type: Parental Engagement</p>	<p>Carolyn Blevins, Elementary 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>POINT-IN-TIME REMEDIATION: Disaggregation of the 2010 benchmark assessments and teacher observation and recommendations will be the determining factors of the in-school remediation class each teacher adds to his/her daily schedule for math and literacy.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Title I Schoolwide</p>	<p>Carolyn Blevins, Elementary Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Performance Assessments</li> </ul>
<p>STAFF DEVELOPMENT: All Teachers will participate in staff</p>	<p>Carolyn</p>	<p>Start:</p>	<ul style="list-style-type: none"> <li>● Outside</li> </ul>

<p>development that will assist them in becoming more familiar with benchmark assessment tools, writing open response questions, frameworks expectations, etc. The focus during 2010-2011 will be best practices for students to use in responding to open response in Numbers and Operations, Geometry and Measurement.                  Action Type: Professional Development                  Action Type: Special Education                  Action Type: Title I Schoolwide</p>	<p>Blevins,                  Elementary                  Principal</p>	<p>07/01/2010                  End:                  06/30/2011</p>	<p>Consultants  <ul style="list-style-type: none"> <li>● Performance Assessments</li> </ul></p>
<p>EQUITY &amp; AIP/IRI: Classroom teachers, Resource personnel and the Enrichment Teacher will collaborate to provide enrichment activities for all students who have scored basic or below basic in mathematics.                  Action Type: Alignment                  Action Type: Special Education                  Action Type: Title I Schoolwide</p>	<p>Carolyn                  Blevins,                  Principal</p>	<p>Start:                  07/01/2010                  End:                  06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrati                      Staff</li> </ul>
<p>EVALUATION FOR NEEDS ASSESSMENT: The CRT and NRT taken in the spring will serve as evaluation tools for the effectiveness of the Math Enrichment Program.                  Action Type: Program Evaluation</p>	<p>Carolyn                  Blevins,                  Elementary                  Principal</p>	<p>Start:                  07/01/2010                  End:                  06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrati                      Staff</li> <li>● Performance                      Assessments</li> <li>● Title Teacher</li> </ul>
<p>The HEALTH/WELLNESS Committee will assist the teachers and staff with meaningful activities that will serve to accelerate the learning process through physical activity and making healthy choices.                  Action Type: Collaboration                  Action Type: Wellness</p>	<p>Patti Smith,                  School                  Nurse</p>	<p>Start:                  07/01/2010                  End:                  06/30/2011</p>	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Teachers</li> </ul>
<p>MPES PROGRAM EVALUATION MATH REMEDIATION CLASSES: Math remediation classes began in Mt. Pleasant Elementary in 2003-2004. MPES had a 30 minute time period scheduled for students to receive math help or literacy help to assist students in reaching proficiency. 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 Math, teacher observation and the CRT/NRT were also 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 Elementary School CRT scores have ranked above the AYP each year. Mt. Pleasant Elementary administrators, teachers, and parents made the decision to have an enrichment class time set aside for point-in-time remediation. According to the CRT in grades 3-6, students have shown significant gains. 3rd grade has had an average of 100% of the students scoring proficient or advanced in 2008-2010. 4th grade students have had an average of 97% proficient or advanced. The 5th grade students averaged 96% proficient for the past 3 years. 6th grade student have averaged 91% advanced or proficient during 2008-2010. According to the three-year accumulation of data, areas of concern were found in open response in Measurement and Geometry. Areas of concern found in the SAT 10 testing are in Mathematics Problem Solving: Number Sense – Communication and representation; Geometry – Mathematical Connections; Number Sense – Mathematical connections in problem solving; Geometry – Communication and representation of basic understanding; Number Sense – Communication and representation; Operations – Reasoning and problem solving; Operations – Communication and representation of basic understanding; Measurement – Estimation. 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 the Mt. Pleasant Elementary School of Melbourne District has set for Math far exceeds the state AYP. The enrichment intervention will continue to be implemented as designed. Mt. Pleasant Elementary will continue to develop the Program Evaluations for the Math Remediation in</p>	<p>Carolyn                  Blevins,                  Elementary                  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>

accordance to ACT 807.			
Action Type: Program Evaluation			
Total Budget:			
Intervention: Continue Implementing Before and After School Tutoring:			
Scientific Based Research: Hofferth, S. L., & Jankuniene, Z. (2001). Life after school. Educational Leadership, 58(7),			
Actions	Person Responsible	Timeline	Resources
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 math. Action Type: Title I Schoolwide Action Type: Wellness	Carolyn Blevins, 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>
PARENTAL INVOLVEMENT: Parents and students will receive information concerning the After-School Tutoring Program through the MPES Open House, August 19, 2010, Melbourne School District Public Meeting, and through correspondence sent home in information packets for Mt. Pleasant Elementary students. Action Type: Parental Engagement Action Type: Title I Schoolwide	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>
ALIGNMENT: Manipulatives, software, and other necessary hands-on components for the after-school program will be incorporated into the program by the certified staff, assisted by a paraprofessional, teaching the after-school program. Action Type: Alignment Action Type: Title I Schoolwide	Carolyn Blevins	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>
COLLABORATION & POINT-IN-TIME REMEDIATION: Students in need of after school tutoring will be engaged in math enrichment activities that will supplement the school day curriculum for those students who exhibit a below grade level performance in classroom math assignments. Emphasis for the daily work will be placed on open response, particularly in geometry, data analysis and algebra. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	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>
Before and After-school tutoring programs will be aligned with the curriculum frameworks and assist in helping students reach proficiency in math. NSLA Funds are set aside in the district fund for Before and After School. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Carolyn Blevins, 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>
PROGRAM EVALUATION: Teachers will evaluate students on the effectiveness of the after school tutoring. The after school teacher will collaborate with the classroom teachers on student learner expectations, 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 3 times during the year. Teachers will keep an on-going record of the assessment results to use as an evaluation for the student and the program. Action Type: Program Evaluation Action Type: Title I Schoolwide	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>
PROFESSIONAL DEVELOPMENT: Teachers of MPES will participate in staff development designed to instruct them in more effective instruction for responding to open response. The professional development will be on July 15, 2009, and will be conducted by Mr. Steven Chaney, Math Instructor for Melbourne School District. Action Type: Alignment Action Type: Parental Engagement	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>



<p>PROGRAM EVALUATION: Teacher surveys were distributed in the summer of 2008 to determine areas of need to advance proficiency in the school. 92% of them voted that after-school tutoring would possibly be an effective method of increasing proficiency. 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 were reviewed. 98% of the parents scored the program as being proficient or advanced in helping students with problem areas. The ACSIP math committees made up of teachers, administrators, parents, students, and community leaders will analyze the on-going assessment data that has been collected throughout the school year to determine the success of the after school tutoring program. Evaluation will be the classroom grades, teacher evaluations, and the CRT &amp; NRT. According to data collected from the benchmark, students of MPES in grades 3-6 scored an average of 99% proficient or advanced in mathematics in 2009. According to the CRT in grades 3-6, students have shown significant gains. 3rd grade has had an average of 100% of the students scoring proficient or advanced in 2007-2009. 4th grade students have had an average of 92% proficient or advanced for 2007-2009. The 5th grade students averaged 95% proficient for the past 3 years. 6th grade student have averaged 93% advanced or proficient during 2007-2009. Scores for Mt. Pleasant Elementary Mathematics ranged from 96%-100% proficient in 2009. According to the three-year accumulation of data, areas of concern were found in open response: G.8.3.4: Identify and draw intersecting and parallel lines; DAP.17.3.1: Use fractions to predict probability of an event; DAP.17.3.3: Use physical models, pictures, and organized lists to find combinations of two sets of objects; A.4.3.5: Determine the relationship between sets of numbers by selecting the rule; A.5.3.1: Select and/or write number sentences (equations) to find the unknown in problem-solving contexts involving two-digit times one-digit multiplication using appropriate labels. These concerns are also listed in the ACSIP data. Areas of concern found in the SAT 10 testing are in Mathematics Problem Solving: Number Sense – Communication and representation (52%); Geometry – Mathematical Connections (28%); Number Sense – Mathematical connections in problem solving (38%); Geometry – Communication and representation of basic understanding (57%); Number Sense – Communication and representation (52%); Operations – Reasoning and problem solving (57%)(38%)(63%) (56%); Operations – Communication and representation of basic understanding (57%); Measurement – Estimation (57%). The long range objective is to reach 100% proficiency. The goal the Mt. Pleasant Elementary School of Melbourne District has set for Math far exceeds the state AYP. Certified teachers conduct before and after school tutoring sessions in both math and literacy with the aforementioned objectives as the guideline for the daily activities. Before and After school tutoring will continue to be implemented as designed. Program Evaluations will be compiled in accordance with ACT 807. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Carolyn Blevins, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● District Staff</li> </ul>
<p>PROGRAM EVALUATION: According to the benchmark results, students of grades 3-6 averaged 99% proficient or advanced in mathematics in 2008-2009. Action Type: Program Evaluation</p>	<p>Carolyn Blevins</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> </ul>
<p>Total Budget:</p>			
<p>Intervention: Continue implementing transitional readiness program for Pre K to Kindergarten students:</p>			
<p>Scientific Based Research: Ferguson, Chris, and Wood, Lacy. (October 2005)/ Easing the transition from prek to kind schools and families can do to address child readiness: Austin, Texas. Southwest Educational Development Laborator</p>			

Actions	Person Responsible	Timeline	Resources	Source
<p>PROFESSIONAL DEVELOPMENT: The preschool director and the paraprofessionals will attend the required hours of staff development. The director has the same 60 hour requirement the elementary teachers have plus requirements necessary for preschool. Her professional growth plan is monitored by the elementary principal and her ABC supervisor. The paraprofessionals' requirements and attendance for staff development are determined by the preschool director Mrs. Sharon.</p> <p>Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide</p>	Sharon Blevins, Preschool Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Teachers</li> </ul>	ACTIO
<p>PROGRAM EVALUATION: : Mt. Pleasant Elementary has worked very closely with the preschool that has been adjacent to the school ground for many years. The district purchased the pre-school property in 2007-2008. The enrollment of the Pre K program is approximately 30 children. 24 of these students are ages 2-5. The school recognizes that the work to transition a child into Kindergarten begins when he/she begins to attend preschool. Utilizing transition activities designed by trained personnel boosts the child's success through the early years of elementary school. Information was collected throughout the 08-09 year for the Pre K transitioning to Kindergarten. The success of the program is evaluated by using parent and teacher questionnaires and checklists. Student assessments designed by the ABC and NAESC Preschool Director are also completed on each early learner. Fourteen students who were involved in the transitional preschool program in 2008-09 were transitioned into the Mt. Pleasant Elementary Kindergarten program in the fall of 2009. Of the fourteen students, 1 student scored below the developing line on the QELI in mathematics on the following two areas: Understanding numerical value; Knows value of Coins. Scores on the QELI for 2009 were as follows: General Knowledge - 20% Developing, 80% Developed; Oral Communication - 32% Developing, 68% Developed; Written Language - 100% Developed; Math Concepts - 12% Developing &amp; 88% Developed; Work Habits - 4% Not Developed, 48% Developing, and 48% Developed; Attentive Behavior - 12% Not Developed, 40% Developing, and 48% Developed. The program will continue to be implemented as designed. Program Evaluations of the PreK program will continue to be developed according to ACT 807.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation 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>● Performance Assessments</li> </ul>	ACTIO
<p>PARENTAL INVOLVEMENT: Mrs. Sharon Blevins, preschool director, and her staff will contact all families by phone, open house activities, or by home visits to relay school contact information and the goals of the program. The preschool director will also contact parents to inform them of the child's progress and other concerns.</p> <p>Action Type: Alignment Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Sharon Blevins, Preschool Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Teachers</li> </ul>	ACTIO
<p>WELLNESS: The health and well being of the preschool children will be the first priority. Preschool guidelines for health and safety will be strictly followed. In order for each child to make a successful transition, he/she must first feel</p>	Sharon Blevins, Preschool Director	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>	ACTIO

safe. Action Type: Wellness				
ALIGNMENT/COLLABORATION/EQUITY: Students of preschool will have available the same resources (speech, resource, O.T., P.T., etc.) Kindergarten - 6th grade has. This will be closely monitored by Mrs. Sharon Blevins, preschool director, along with the assistance of NAESC early childhood director, Mrs. Pam Pounders. Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	Sharon Blevins, Preschool Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Outside Consultants</li> <li>● Teachers</li> </ul>	ACTIO
COORDINATION OF FEDERAL/STATE/LOCAL FUNDS: Title I funds will provide supplemental support of the transitioning program by employing personnel who will work directly with the principal, the preschool director, and the Kindergarten teachers in readiness-related training for the students. Emphasis will be placed on readiness for math, literacy, and language development. 2.5 Paraprofessionals are being employed and both are CDA approved. Their duties will be to work directly with the Preschool Director, the Principal, Kindergarten teachers, and to work with two age groups: 2 and 3 year olds, 4 & 5 year olds. (Each Paraprofessional: FTE: 1.0, 1.0, 0.5) Action Type: Alignment Action Type: Title I Schoolwide	Carolyn Blevins, Elementary Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Teachers</li> </ul>	Title I Empl Benefi Title I Empl Salarie ACTIO BUDG
PARENTAL INVOLVEMENT & COLLABORATION: The preschool will be open during the same hours as K-6, with the exception of the afternoon schedule. Personnel will be on duty in the afternoon until approximately 4:30 or whenever the last child has been picked up by a parent/guardian. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Sharon Blevins, Preschool Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Teachers</li> </ul>	ACTIO
PARENTAL INVOLVEMENT & ALIGNMENT: The preschool will host open house in August of each school year. The open house for 2009-2010 is scheduled for August 18, 2009. Also, parent/teacher conferences will be held at the same time conferences are scheduled for K-6. (October 23, 2009, March 19, 2010) Action Type: Alignment Action Type: Parental Engagement Action Type: Title I Schoolwide	Sharon Blevins, Preschool Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	ACTIO
PARENTAL INVOLVEMENT: Pamphlets with helpful information of what the student learner expectations are for math and language during the transitioning period will be provided for each family. Action Type: Alignment Action Type: Parental Engagement	Sharon Blevins, Preschool Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Teachers</li> </ul>	ACTIO
ALIGNMENT & COLLABORATION: Readiness materials for math and the language of math will be provided by the district and by the preschool program. Action Type: Alignment Action Type: Collaboration	Sharon Blevins, Preschool Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Community Leaders</li> <li>● Teachers</li> </ul>	ACTIO
EQUITY: All students will be given an equal opportunity to make a successful transition from home to preschool to Kindergarten. Action Type: Equity	Sharon Blevins, Preschool Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Teachers</li> </ul>	ACTIO
AIP/IRI: Teachers of preschool, the early childhood center of NAESC, Kindergarten teachers, preschool director, and the principal will closely monitor students' progress in math	Sharon Blevins, Preschool	Start: 07/01/2010 End:	<ul style="list-style-type: none"> <li>● Outside Consultants</li> <li>● Performance</li> </ul>	ACTIO

readiness skills and compile an AIP if early intervention is needed in specify areas for the child. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration	Director	06/30/2011	Assessments ● Teachers	
Total Budget:				
Intervention: Continue to Implement Technology-Based Smart Classrooms:				
Scientific Based Research: S.K.S. Gupta, W. Lee, A. Purukayastha, and P.Srimani. (editorial). IEEE Personal Commur Special Issue on Pervasive Computing, August 2001, Vol. 8, No. 4. pp. 8-9.				
Actions	Person Responsible	Timeline	Resources	Source
INCLUSION/ALIGNMENT: The "Smart Classroom" design for Mt. Pleasant Elementary Campus includes equipment for approximately 10 classrooms. Items included are: Epson Projector, Mount Box, Cable & Wiring, Faceplate, Universal Plate & Mount, Presentation Remote, Document Cameral, Wireless Slate, Surge Protector, etc. All technological equipment will be utilized to supplement the math, literacy, and science instructional strategies in the classroom. 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	ACTIOI
COLLABORATION/WELLNESS: The wellness committee will meet with the teachers and make suggestions of activities that will promote learning and the health and wellness of each student in the mathematics classroom. Action Type: Collaboration Action Type: Wellness	Pattie Smith, School Nurse	Start: 07/01/2010 End: 06/30/2011	● District Staff ● Teachers	ACTIOI
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 Mathematics, with focus placed on open response items. These assessments will be put in place when each classroom has the designated technology equipment. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	LeeAnna Hoskinds, Tech Coordinator	Start: 07/01/2010 End: 06/30/2011	● Computers ● Performance Assessments ● Teachers	ACTIOI
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 Math, the equipment will be used to provide students with alternative instruction in math and writing of the open response. Classroom teachers and resource teachers will be able to model proficient and advanced open response items for the students more effectively by using the projectors and writing tablets. Mathematics Open Response scores, particularly in Measurement and Geometry, should increase on the mathematics benchmark. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	● Computers ● District Staff ● Performance Assessments ● Teaching Aids	ACTIOI
TECHNOLOGY INCLUSION: Computers have been purchased and will be installed in the classrooms for grades 4-6. This equipment will be used as a supplement to the regular classroom instruction for Math, Literacy, and	LeeAnna Hoskinds, Tech Coordinator	Start: 07/01/2010 End: 06/30/2011	● Computers ● Performance Assessments ● Teachers	ACTIOI

<p>Science. Software to be selected will be aligned with the Arkansas Department of Education Mathematics Frameworks.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Technology Inclusion</p>				
<p>TECHNOLOGY INCLUSION/ALIGNMENT/PLAN                  ASSESSMENT: Mt. Pleasant Elementary School will purchase digital microscopes and calculators to supplement the math and science curriculum. This will allow teachers to instruct students as they actively engage in activities for math and science to further develop their higher order thinking skills. All activities will be directly tied to the Arkansas Mathematics and Science Frameworks. Benchmark Assessments will monitor the success of this supplemental equipment.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Technology Inclusion</p>	<p>Steven Chaney,                  6th Grade Teacher</p>	<p>Start:                  07/01/2010                  End:                  06/30/2011</p>	<ul style="list-style-type: none"> <li>● Computers</li> <li>● Teaching Aids</li> </ul>	<p>ACTIOI</p>
<p>MPES PROGRAM EVALUATION SMART CLASSROOM: The Melbourne School District allotted a sizeable sum of stimulus money over two years beginning in 2009. 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" is in the process of being implemented in Mt. Pleasant Elementary, Melbourne Elementary, and Melbourne High School. Technology equipment is still being installed on each of the three campuses. The primary purpose of the "Smart Classroom" is to 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: Alignment                  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>● Outside Consultants</li> <li>● Teaching Aids</li> </ul>	<p>ACTIOI</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 visit the Smart Classrooms, the computer lab, and experiment with the digital microscope, etc. Teachers will demonstrate the use of the equipment and give an overview of how it will be utilized to supplement the Math, and Science Curriculum. Teachers will show parents how technology ties in with the Arkansas</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>ACTIOI</p>

Frameworks by referring to goals, student learner expectations, assessment requirements, etc. Action Type: Parental Engagement Action Type: Technology Inclusion				
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 is scheduled for June 14-25, for the ISTE Conference for Administrators, and the HISTE Conference for teachers. Mr. Steven Chaney, teacher, Mrs. LeeAnna Hoskinds, Technology Coordinator, and Mrs. Carolyn Blevins, Principal, participated in the conferences. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	LeeAnna Hoskinds, Tech Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTIOI
TECHNOLOGY/COLLABORATION: The money received from Title VI, State Rural and Low Income Program will be used to purchase technological equipment, such as computers, smart boards, projectors, wireless slates, and other technological supplies to be used in classroom instruction in literacy, math, and science for the schools in the Melbourne School District: Melbourne and Mt. Pleasant Elementary Schools, Melbourne and Mt. Pleasant High Schools. Projected cost for updating each classroom to a "Smart Classroom" is \$2200 per room. These costs will be paid with Title VI State. Action Type: Alignment Action Type: Technology Inclusion	LeeAnna Hoskinds, Tech Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	Title VI State - Capital Outlay Title VI State - Material & Supplies Title VI State - Purch Service  ACTIOI BUDGE
Total Budget:				

Priority 2: To Improve Literacy Skills in: Comprehension; Open Response for Content and Literary Reading; Author F Explicit Sequencing and Actions; and Making Inferences

1. MPES: Benchmark - Grade 3 - Literacy - Combined Population: In 2008, 25 students were tested a proficient or advanced. In 2009, 25 students were tested and 88% scored proficient or advanced. students were tested and 100% scored proficient or advanced. The analysis of the open response ; multiple-choice questions for 2008-10 revealed that students scored higher in multiple-choice, whi average of 82.1%, as compared to 67.1% in open response. The third grade writing strands' avera three-year data is 81.3%. The area of concern in reading is found in open response in Content Rea and Practical Reading, 67.9%. The areas of concern in the six writing domains are found in Conten Style, 70.4%. The Item by Item Analysis in 2010 indicated that students needed to improve in Cor Content, Literary, and Practical Reading:
  - R.9.10: Students shall apply a variety of strategies to r comprehend printed materials by organizing information and events logically.
  - R.9.7: Students sh variety of strategies to read and comprehend printed materials by asking questions and supporting connecting prior knowledge with literal and inferential information found in the text.
  - R.9.9: Stude a variety of strategies to read and comprehend printed materials by asking questions and supporti connecting prior knowledge to draw inferences, such as conclusions or generalizations, and suppor evidence and/or personal experiences. Students with Disabilities: In 2008, 1 student with disabili and 100% scored proficient or advanced. In 2009, there were no students with disabilities tested i In 2010, 1 student with disabilities was tested and 100% scored advanced or proficient. The analy response and multiple-choice data revealed that students with disabilities during 2008-2010 score 89.6% in multiple-choice, compared to an average of 72.9% in open response. Areas of concern a Practical Reading, 62.5%, and Literary Reading, 68.8%. Students with disabilities scored an avera Writing. Areas of concern are found in Style, 65.6%, and Content, 75.0%. Economically Disadvant economically disadvantaged students were tested and 89% scored proficient or advanced. In 2009 economically disadvantaged students were tested and 86% scored proficient or advanced. In 2010 disadvantaged students were tested and 100% scored proficient or advanced. Race and LEP: In 20 students tested were Caucasian and 92% scored proficient or advanced. In 2009, 24 students test

- Caucasian and 88% scored proficient or advanced. In 2009, 1 student tested was Hispanic and 100% scored proficient or advanced. In 2010, 14 Caucasian students and 1 Asian student were tested with 100% scored proficient or advanced. There were no LEP students enrolled in the district in 2008-2010. Attendance in 2008, the attendance rate for the school was 98%. In 2009, the attendance rate for Mt. Pleasant E School was 98.7%.
2. MPES: Benchmark – Grade 4 – Literacy – Combined Population: In 2008, 19 students were tested and 95% scored proficient or advanced. In 2009, 21 students were tested and 96% scored proficient or advanced. The analysis of the open response and multiple-choice questions in the three types of reading passages revealed students scored higher in multiple-choice than open response, 69.6%. Areas of concern are found in open response in Content Reading, 62.2%, and response in Literary Reading, 67.5%:
    - R.9.2: Comprehension: Students shall apply a variety of strategies to read and comprehend printed material by making connections that demonstrate a deeper understanding to self, text, and/or world.
    - R.9.12: Comprehension by summarizing content of selection, identifying main ideas and providing details for each important idea.
    - R.10.9: Variety of texts: Students shall read and respond to a wide range of texts for a variety of purposes by recognizing expository text structure: comparative.
 Students scored an average of 83.0% during 08-10 in the six Writing Domains. Areas of concern in Writing are found in Content, 79.6%, and Style, 75.0%:
    - 1. W.4.13: Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately by editing for spelling of appropriate usage, punctuation, capitalization, and sentence structure without the aid of checklist.
 Student with disabilities: In 2008, 2 students with disabilities were tested and 50% scored proficient or advanced. In 2009, 2 students with disabilities were tested and 50% scored proficient or advanced. In 2010, 3 students with disabilities were tested and 67% scored proficient or advanced. The analysis of the open response and multiple-choice questions in the three types of reading passages revealed that students with disabilities scored an average of 56.4% in multiple-choice, as compared to 42.9% in open response. Areas of concern in open response are found in Literary Reading, 34.6%, and Content Reading, 35.8%, during 2008-2010. Students with Disabilities scored an average of 83.0% in the six Writing Domains. Areas of concern are found in Multiple-Choice Writing, 58.3% and Mechanics. Economically Disadvantaged: In 2008, 8 economically disadvantaged students were tested and 100% scored proficient or advanced. In 2009, 6 economically disadvantaged students were tested and 87% scored proficient or advanced. In 2010, 11 economically disadvantaged students were tested and 91% scored proficient or advanced. Race and LEP: In 2008, all 19 students tested were Caucasian and 95% scored proficient or advanced. In 2009, 22 Caucasian students were tested and 96% scored proficient or advanced. In 2010, 1 Black student and 1 Hispanic student were tested and 100% scored proficient or advanced. There were no LEP students enrolled in 2008-2010.
  3. MPES: Benchmark - Grade 5 - Literacy - Combined Population: In 2008, 21 students were tested and 95% scored proficient or advanced. In 2009, 21 students were tested and 95% scored proficient or advanced. In 2010, 21 students were tested and 92% scored proficient or advanced. The analysis of the open response and multiple-choice questions in the three types of reading passages revealed that students scored lower in open response, 72.4%, than in multiple-choice, 70.8%, during 2008-2010. The areas of concern are found in open response in Literary Reading, 70.8% and Content Reading, 67.1%. Students averaged 82.2% in the six Writing Domains in 2008-2010. The areas of concern in the three-year data are Multiple-Choice Writing, 75%, Content, 74.2%, and Style, 73.3%. The Item by Item analysis indicates that areas of concern are found in:
    - R.9.5.11: Comprehension: Students shall apply a variety of strategies to read and comprehend printed material by using strategies as establishing purpose, in summarizing, to determine essential information.
    - R.9.5.13: Use the text features to locate and retrieve information, with emphasis on fonts/effects and illustrations/photographs.
    - R.9.5.19: Summarize main idea and significant supporting details.
    - R.10.5.4: Variety of texts: Students shall read and respond to a wide range of texts for a variety of purposes from informational text, including text from newspapers, magazines, and other instructional materials.
    - R.11.5.10: Vocabulary, Word Study, and Word Analysis: Students shall acquire and apply skills in vocabulary development and word analysis to be able to use context clues to select appropriate dictionary definition.
    - W.4.5.7: Purpose: Students shall employ a wide range of strategies as they write, using the writing process appropriately to create an effective paragraph by using such features as questions or exclamations.
 Students with Disabilities: In 2008, 1 student with disabilities was tested and 0% scored proficient or advanced. In 2009, 1 student with disabilities was tested and 0% scored proficient or advanced. In 2010, 2 students with disabilities were tested and 100% scored proficient or advanced. The analysis of the open response and multiple-choice in the three types of reading passages revealed that students with disabilities scored higher in multiple-choice responses, 50.3% in multiple-choice response, 37.5%, during the three-year period. Areas of Concern are found in Open Response Practical Reading, 29.2%, Content Reading, 37.5%, Literary Reading, 50.0%, and Multiple-Choice in Literary Reading Practical Reading, 43.8%. Areas of Concern in Writing are found in Multiple-Choice Writing, 60.4%, Multiple-Choice Writing, 65.4%, and Writing Style, 60.4%. Economically Disadvantaged: In 2008, 11 economically disadvantaged students were tested and 82% scored proficient or advanced. In 2009, 10 economically disadvantaged students were tested and 100% scored proficient or advanced. In 2010, 11 economically disadvantaged students were tested and 82% scored proficient or advanced. Race and LEP: In 2008, all 25 students tested were Caucasian and 95% scored proficient or advanced. In 2009, 20 Caucasian students were tested and 95% scored proficient or advanced. In 2009, 1 Hispanic student was tested and 100% scored proficient or advanced. In 2010, 20 students tested were Caucasian and 92% scored proficient or advanced. There were no LEP students enrolled in the district during 2008-2010.

4. MPES: Benchmark – Grade 6 – Literacy – Combined Population: In 2008, 31 students were tested proficient or advanced. In 2009, 19 students were tested and 100% scored proficient or advanced. In 2010, 28 students were tested and 86% scored proficient or advanced. The analysis of the open response and multiple-choice reading, 80.4%, during the three years of data. The students scored an average of six areas of the writing benchmark. Areas of concern are found in reading open response in Content Reading Multiple-Choice, 67.1%, and Literary Reading, 70.8%. Of the six writing domains an area of concern is found in Mu Writing, 75%, Content, 74.2%, and Style, 73.3%. The Item by Item Analysis indicates that students with disabilities were tested and 0% scored proficient or advanced. In 2009, 1 student with disabilities was tested and 100% scored proficient or advanced. In 2010, 4 students with disabilities were tested and 25% scored proficient or advanced. The analysis of the open response and the multiple-choice question types of reading passages revealed that students with disabilities scored lower in Open Response, Multiple-Choice, 52.8%, during 2008-2010. Areas of concern are found in Content Reading Multiple-Choice, 40.6%, Literary Reading Multiple-Choice and Literary Open Response, 43.8%. The Writing average is 66.4%. Areas of concern are found in Multiple-Choice Writing, 54.2%, Writing Style, 62.9%, and Content, 63.8%. Economically Disadvantaged: In 2008, 12 economically disadvantaged students were tested and 67% scored proficient or advanced. In 2009, 9 economically disadvantaged students were tested and 82% scored proficient or advanced. In 2010, 11 economically disadvantaged students were tested and 82% scored proficient or advanced. Race and LEP: In 2008, all 31 students tested were Caucasian and 88% scored proficient or advanced. In 2009, 18 Caucasian students were tested and 100% scored proficient or advanced. In 2010, 21 Caucasian students were tested and 86% scored proficient or advanced. In 2010, 1 Hispanic student was tested and 100% scored proficient or advanced. There were LEP students enrolled in the district in 2008-2010.
- Supporting Data: 5. Mt. Pleasant Elementary – 1st Grade – SAT 10 – Reading Comprehension – Combined Population: In 2008, 28 students were tested and 68.4% scored above the 50th percentile in Reading Comprehension. In 2009, 28 students were tested and 73% scored above the 50th percentile in Reading Comprehension. In 2010, 28 students were tested and 81% scored at or above the 50th percentile. Areas of concern are found in: • Functional Comprehension • Two-Sentence Stories Students with Disabilities: In 2008, there were 4 students with disabilities tested and 25% scored above the 50th percentile in Reading Comprehension. In 2009, 5 students with disabilities were tested and 40% scored above the 50th percentile in Reading Comprehension. In 2010, 2 students with disabilities were tested and 50% scored at or above the 50th percentile. Economically Disadvantaged: In 2008, 12 economically disadvantaged students were tested and 66.7% scored above the 50th percentile. In 2009, 9 economically disadvantaged students were tested and 64% scored above the 50th percentile in Reading Comprehension. In 2010, 14 economically disadvantaged students were tested and 93% scored at or above the 50th percentile in Reading Comprehension. Race and LEP: In 2008, there were 2 African American and 100% scored above the 50th percentile. In 2008, there were 17 Caucasian students tested and 100% scored above the 50th percentile. In 2009, 24 Caucasian students were tested and 71% scored above the 50th percentile. In 2009, 1 Native American student was tested and 100% scored above the 50th percentile; one Hispanic student was tested and 100% scored above the 50th percentile. In 2010, 27 Caucasian students were tested and 100% scored at or above the 50th percentile. In 2010, 1 Hispanic/Latino student was tested and 100% scored above the 50th percentile. There were no LEP students enrolled in the school in 2008-10.
6. Mt. Pleasant Elementary – 2nd Grade SAT 10 – Reading Comprehension – Combined Population: In 2008, 19 students were tested and 84.2% scored at or above the 50th percentile in Reading Comprehension. In 2009, 19 students were tested with 100% scoring above the 50th percentile in Reading Comprehension. In 2010, 23 students were tested and 48% scored at or above the 50th percentile in Reading Comprehension. Areas of concern are found in: • Critical Analysis and Strategies • Informational • Literary • Initial Understanding • Initial Understanding Students with Disabilities: In 2008, 0 students with disabilities were tested. In 2009, 1 student with disabilities was tested and 100% scored above the 50th percentile. In 2010, 3 students with disabilities were tested and 33% scored at or above the 50th percentile. Economically Disadvantaged In 2008, 8 economically disadvantaged students were tested and 88% scored above the 50th percentile in Reading Comprehension. In 2009, 10 economically disadvantaged students were tested and 100% scored above the 50th percentile. In 2010, 14 economically disadvantaged students were tested and 31% scored at or above the 50th percentile. Race and LEP: In 2008, all 19 students tested were Caucasian and 84.2% scored at or above the 50th percentile. In 2009, 10 Caucasian students, 2 African American, and 1 Asian student were tested and 100% scored above the 50th percentile. In 2010, 1 Hispanic/Latino student was tested and 100% scored above the 50th percentile. In 2010, 1 American Indian student was tested and 100% scored at or above the 50th percentile. In 2010, 23 Caucasian students were tested and 43% scored at or above the 50th percentile.



- Comprehension. There were no LEP students enrolled in the school in 2008-10.
7. Mt. Pleasant Elementary – 3rd Grade - SAT 10 – Reading Comprehension – Combined Population: students were tested and 88% scored above the 50th percentile in Reading Comprehension. In 2008, 20 students were tested with a NPR of 73% in Reading Comprehension with 68% scoring above the 50th percentile. In 2009, 25 students were tested in Comprehensive Language and scored a NPR of 58%. In 2010, 15 students were tested and scored a NPR of 83% in Reading Comprehension. In 2010, 15 students were tested in Comprehensive Language and scored a NPR of 73%. Areas of concern in Reading Comprehension are found in: • Functional – Selecting an appropriate strategy (53.3%) • Literary – Extended Meaning (60.0%) • Functional – Extending Meaning (60.0%) • Informational – Text Characteristics (53.3%) • Informational – Making Inferences (60.0%) Areas of concern in Comprehensive Language are found in: • Punctuation – Narrative Basic Understanding (46.7%), 60% • Prewriting Strategies – Informative Thinking Skills (13.3%) • Revision – Informative Thinking Skills (13.3%) Students with Disabilities: In 2008, 1 student with disabilities was tested and 100% scored above the 50th percentile. In 2009, 0 students with disabilities were tested in Reading Comprehension or Comprehensive Language. In 2010, 1 student with disabilities was tested and scored a NPR of 76% in Reading Comprehension. In 2010, 1 student with disabilities was tested in Comprehensive Language and scored a NPR of 70%. Economically Disadvantaged: In 2008, 9 economically disadvantaged students were tested and 88.9% scored above the 50th percentile. In 2009, 14 economically disadvantaged students were tested with a NPR of 67% in Reading Comprehension and a NPR of 48% in Comprehensive Language. In 2010, 9 economically disadvantaged students were tested and scored a NPR of 79% in Reading Comprehension and a NPR of 65% in Comprehensive Language. Race and LEP: In 2008, all 25 students tested on the SAT 10 were Caucasian and 88% scored above the 50th percentile. In 2009, 24 Caucasian students were tested with a NPR of 74% in Reading Comprehension and 59% in Comprehensive Language. One Hispanic student was tested with a NPR of 56% in Reading Comprehension and a NPR of 37% in Comprehensive Language. In 2010, 14 Caucasian students were tested and scored a NPR of 82% in Reading Comprehension and a NPR of 72% in Comprehensive Language. One Hispanic/Latino student was tested and scored a NPR of 96% in Reading Comprehension and a NPR of 72% in Comprehensive Language. There were no LEP students enrolled in the school in 2008-10.
  8. Mt. Pleasant Elementary – 4th Grade - SAT 10 - Reading/Language: In 2008, 19 students were tested and 80% scored above the 50th percentile. In 2009, 21 students were tested with a NPR of 69% and 80% scoring above the 50th percentile in Reading Comprehension and a NPR of 48% in Comprehensive Language. In 2010, 24 students were tested and scored a NPR of 83% in Reading Comprehension and a NPR of 62% in Comprehensive Language. Areas of concern in Reading Comprehension are found in: • Literary – Making Inferences (62.5%, 66.7%) • Informational – Text characteristics (41.7%) • Functional – Explicit Strategies (66.7%) • Functional – Using Fix-up Strategies (66.7%) • Informational – Making Inferences (58.3%) • Informational – Making Inferences (66.7%) Areas of concern in Comprehensive Language are: • Content and Organization – Narrative Thinking Skills (58.3%) • Revision – Narrative Thinking Skills (58.3%) • Punctuation – Narrative Basic Understanding (41.7%) • Correct As Is – Narrative Basic Understanding (58.3%) • Referencing – Narrative Basic Understanding (37.5%) • Revision – Informative Thinking Skills (45.8%) Students with Disabilities: In 2008, 2 students with disabilities were tested and 50% scored above the 50th percentile. In 2009, 2 students with disabilities were tested with a NPR of 12% in Reading Comprehension and a NPR of 6% in Comprehensive Language. In 2010, 3 students with disabilities were tested and scored a NPR of 43% in Reading Comprehension and a NPR of 17% in Comprehensive Language. Economically Disadvantaged: In 2008, 8 economically disadvantaged students were tested and 100% scored above the 50th percentile. In 2009, 6 economically disadvantaged students were tested with a NPR of 50% in Reading Comprehension and a NPR of 25% in Comprehensive Language. In 2010, 12 economically disadvantaged students were tested and scored a NPR of 75% in Reading Comprehension and a NPR of 44% in Comprehensive Language. Race and LEP: In 2008, 19 students tested were Caucasian and 89.5% scored above the 50th percentile. In 2009, all 21 students tested were Caucasian with a NPR of 69% in Reading Comprehension and a NPR of 48% in Comprehensive Language. In 2010, 21 Caucasian students were tested and scored a NPR of 84% in Reading Comprehension and 53% in Comprehensive Language. In 2010, 1 student classified as Two or More was tested and scored a NPR of 95% in Reading Comprehension and 95% in Comprehensive Language. In 2010, 1 Hispanic/Latino student was tested and scored a NPR of 47% in Reading Comprehension and 38% in Comprehensive Language. In 2010, 1 student was tested and scored a NPR of 65% in Reading Comprehension and 12% in Comprehensive Language. There were no LEP students enrolled in 2008-10.
  9. Mt. Pleasant Elementary – SAT 10 – Grade 5 – Reading/Language: In 2008, 21 students were tested and 80% scored above the 50th percentile in Reading Comprehension. In 2009, 21 students were tested with 67% scoring above the 50th percentile in Reading Comprehension and a NPR of 62% in Comprehensive Language. In 2010, 26 students were tested and scored a NPR of 78% in Reading Comprehension and 62% in Comprehensive Language. Areas of concern in Reading Comprehension are found in: • Literary – Making Inferences and craft (34.6%) • Literary – Selecting an appropriate strategy (53.8%) • Informational – Author Craft (57.7%) • Functional – Extending Meaning (61.5%) Areas of concern found in Comprehensive Language are: • Usage – Narrative Basic Understanding (30.8%) • Punctuation – Narrative Basic Understanding (30.8%) • Revision – Informative Thinking Skills (53.8%, 26.9%) • Content and Organization – Informative Thinking Skills (30.8%) • Capitalization – Informative Basic Understanding (57.7%) • Punctuation – Informative Thinking Skills (50.0%) Students with Disabilities: In 2008, 1 student with disabilities was tested and 100% scored above the 50th percentile. In 2009, 1 student with disabilities was tested with a NPR of 61% and 100% scored above the 50th percentile in Reading Comprehension and a NPR of 24% in Comprehensive Language. There were no LEP students enrolled in 2008-10.

students with disabilities were tested and scored a NPR of 44% in Reading Comprehension and 42% Comprehensive Language. Economically Disadvantaged: In 2008, 11 economically disadvantaged : tested and 81.8% scored above the 50th percentile in Reading Comprehension. In 2009, 10 econo disadvantaged students were tested with a NPR of 65% in Reading Comprehension and 49% in Co Language. In 2010, 11 economically disadvantaged students were tested and scored a NPR of 73% Comprehension and a NPR of 50% in Comprehensive Language. Race and LEP: In 2008, all 21 stu were Caucasian and 85.7% scored above the 50th percentile in Reading Comprehension. In 2009, students were tested with a NPR of 72% with 75% scoring above the 50th percentile in Reading Cc and 62% in Comprehensive Language. In 2009, 1 Hispanic student was tested and 0% scored abo percentile in Reading Comprehension and a NPR of 61% in Comprehensive Language. In 2010, the population was Caucasian and scored a NPR of 78% in Reading Comprehension and a NPR of 61% Comprehensive Language. There were no LEP students enrolled in the school in 2008-2010.

10. Mt. Pleasant Elementary – SAT 10 – Grade 6 - Reading Comprehension/Language – Combined Pop 2008, 31 students were tested and the national percentile rank was 67.7% for Reading Compreher 19 students were tested with a NPR of 76% and 78% scoring above the 50th percentile in Reading and a NPR of 65% in Comprehensive Language. In 2010, 22 students were tested and scored a NF Reading Comprehension and 57% in Comprehensive Language. Areas of concern in Reading Comp found in: • Literary – Explicit Explanations, Causes, Results and Basic Understanding (54.5%) • Fu Author Factors & Craft Thinking Skills (40.9%) • Functional – Using Fix-up Strategies (50.0%) • Fu Explicit Sequence and Actions in Basic Understanding (54.5%) • Informational – Selecting an Appr (40.9%) Areas of concern found in Comprehensive Language are: • Strategies of Developing a Top 59.1%) • Referencing - Narrative Basic Understanding (40.9%) • Revision - Narrative Thinking Ski 31.8%) • Punctuation (9.1%) • Content and Organization (31.8%) • Punctuation - Informative Ba: Understanding (54.5%) • Usage - Informative Basic Understanding (45.5%) Students with Disabilit students with disabilities were tested and 0% scored above the 50th percentile in Reading Compre 2009, 1 student with disabilities was tested with a NPR of 45% in Reading Comprehension and a N Comprehensive Language. In 2010, 4 students with disabilities were tested and scored a NPR of 2 Comprehensive and a NPR of 24% in Comprehensive Language. Economically Disadvantaged: In 2 economically disadvantaged students were tested and 58.3% scored above the 50th percentile. In economically disadvantaged students were tested with a NPR of 66% in Reading Comprehension a 51% in Comprehensive Language. In 2010, 11 economically disadvantaged students were tested a of 50% in Reading Comprehension and a NPR of 52% in Comprehensive Language. Race and LEP: students who were tested were Caucasian and 67.7% scored above the 50th percentile in Reading In 2009, 18 Caucasian students were tested with a NPR of 76% in Reading Comprehension and a I Comprehensive Language. One African American student was tested with a NPR of 70% in Reading and a NPR of 64% in Comprehensive Language. In 2010, 21 Caucasian students were tested and s 69% in Reading Comprehension and 56% in Comprehensive Language. In 2010, 1 Hispanic/Latino tested and scored a NPR of 63% in Reading Comprehension and 84% in Comprehensive Language LEP students enrolled in the school in 2008-2010.
11. Mt. Pleasant Elementary – MAT 8 – Kindergarten – Reading - Combined Population: In 2009, 22 st tested and 59% scored at or above the 50th percentile. In 2010, 28 students were tested and 77% above the 50th percentile. Areas of concern are found in: • Word Reading Meaning: Identify the pr is related to a given picture. • Identification: Identify the printed word that names a given picture. Disabilities: In 2009, 2 students with disabilities were tested and 0.0% scored at or above the 50th 2010, 5 students with disabilities were tested and 60% scored at or above the 50th percentile. Ecc Disadvantaged: In 2009, 8 economically disadvantaged students were tested and 50% scored at o percentile. In 2010, 15 economically disadvantaged students were tested and 69% scored at or ab percentile in Reading. Race and LEP: In 2009, 21 Caucasian students were tested and 57% scored 50th percentile. In 2009, 1 Hispanic student was tested and 100% scored at or above the 50th per 2010, 28 Caucasian students were tested and 77% scored at or above the 50th percentile in Readi
12. Mt. Pleasant Elementary School Attendance - AYP - Growth: In 2008, the attendance rate was 98. attendance goal and AYP were met. In 2009, the attendance rate was 98.7%, and the attendance were met. In 2010, the attendance rate was 98.6%, and the attendance rate and AYP were met. T population of students was 96.2% proficient in Math, and 91.9% proficient in Literacy during 2008 was met by 91% of the students in both math and literacy in 2010.

Goal To improve reading comprehension, the ability to respond to open response items in Literary and Content and improve in Content and Style in Writing in areas such as sequencing and actions, making Inferences, and and craft

Benchmark To meet state adequate yearly progress and to exceed the Mt. Pleasant Elementary 2008-2010 Literacy o proficiency of 93.5% by 1% in 2011

Intervention: Continue Alignment of literacy curriculum to Arkansas Frameworks
Scientific Based Research: Jacobs, Heidi Hayes. (November, 2004). Getting results with curriculum mapping. Alexanc Association for Supervision and Curriculum Development.

Actions	Person Responsible	Timeline	Resources	Source
ALIGNMENT: The principal and counselor will participate in NORMES training for disaggregating the Benchmark testing data, SAT 10 data, MAT data, QELI data, developing AIP's for literacy, and determining AYP. Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development	Carolyn Blevins, Elementary Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACT BUD
NEEDS ASSESSMENT: Administrators and teachers will meet annually to review CRT and NRT data and mapping for Literacy in order to revise the ACSIP and to determine remediation strategies for AYP, AIP, and determine interventions to include in the plan. Data Disaggregation is scheduled for August 11-13, 2010. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	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>	ACT BUD
ALIGNMENT/PROFESSIONAL DEVELOPMENT: All teachers and paraprofessionals will participate in Professional Development in curriculum alignment, both horizontally and vertically, and mapping for literacy to review and revise the existing literacy maps. Determination of areas of strengths and weaknesses in the test data will serve as a measurement for determining future staff development. This staff development is scheduled for August 11-13, 2010. Action Type: Alignment Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Computers</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACT BUD
NEEDS ASSESSMENT: A committee consisting of teachers, parents, community representatives, and administrators will meet annually to review and update the Mt. Pleasant Elementary ACSIP. The meeting for 2010 is scheduled for August 18, 2010. Action Type: Parental Engagement Action Type: Program Evaluation	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> </ul>	ACT BUD
ALIGNMENT/PROFESSIONAL DEVELOPMENT: The curriculum mapping for literacy will be vertically and horizontally aligned with the Arkansas Frameworks, with Mt. Pleasant Elementary, and Melbourne Elementary. Teachers will participate in staff development for curriculum mapping and alignment in the fall of each school year as data analysis is completed. Alignment is scheduled along with data analysis and AIP development on August 11-13, 2010. Action Type: Alignment Action Type: Special Education	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACT BUD
ALIGNMENT/SPECIAL EDUCATION: Special Needs teachers and LEA Supervisor will meet with classroom teachers to align the literacy curriculum and make appropriate modifications during the evaluation process. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Jill Lemley, Resource Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACT BUD
TITLE I/COORDINATION OF FEDERAL/STATE/LOCAL FUNDS & ALIGNMENT/COLLABORATION: Teachers will align the language arts basals (Reading-Scott Foresman and Language-Harcourt), Sing, Spell, Read and Write, and other supplementary language arts materials with the Arkansas Frameworks. Money allocated will be used to purchase Sing,	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	Title Mate & Supp

Spell, Read, and Write materials and supplies for Pre-School, Kindergarten, and First Grade. Action Type: Alignment Action Type: Collaboration Action Type: Special Education				ACTI BUD
NEEDS ASSESSMENT: Each teacher will revise and improve the reading curriculum map for literacy to include Language, reading, spelling and writing, all of which will be entered on the template developed by the school in 10-11. Action Type: Alignment Action Type: Special Education	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	— ACTI BUD
NEEDS ASSESSMENT: Students of grades K-6 will participate in the appropriate and mandated assessments for each grade level: MAT 8, Benchmark, SAT10, Qualls Early Learning Inventory, DIBELS, DRA, etc. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Sally Adkisson, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Performance Assessments</li> </ul>	— ACTI BUD
COLLABORATION: Teachers and staff will collaborate with the Health/Wellness Committee to determine physical activities and strategies to use in the classroom that will enhance health/wellness awareness and promote learning in reading and writing. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Patti Smith, School Nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> </ul>	— ACTI BUD
Recommendations for strategies for RECRUITING AND RETAINING HIGHLY QUALIFIED TEACHERS have been addressed in the personnel handbook, pp. 18-24, and will be reviewed annually. All staff members of Mt. Pleasant Elementary have been designated as HIGHLY QUALIFIED INSTRUCTORS. The paraprofessionals meet the educational requirements. Action Type: Title I Schoolwide	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Outside Consultants</li> </ul>	— ACTI BUD
TRANSITION: Mt. Pleasant Elementary School collaborates with the preschool and area headstart programs in order to transition pre-school children into the public school in a positive manner. NAESC, Speech and Resource teachers, the preschool directors, the administration, parents, and the Kindergarten teachers hold a conference on each child that will be transitioning into the Kindergarten classes in the fall. Recommendations are made at this time. Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	Sharon Blevins, Preschool Director	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>	— ACTI BUD
Parents, students, and teachers are provided with a TITLE I SCHOOL/STUDENT/TEACHER 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: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Carolyn Blevins, 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>	— ACTI BUD
PARENTAL INVOLVEMENT: The Title I Parent/Teacher Advisory Committee will meet annually to make recommendations on the math and literacy curriculum, specifically, with how Title I may supplement the program, PS-6. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Carolyn Blevins, Title I Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Community Leaders</li> <li>● Teachers</li> </ul>	— ACTI BUD

<p>PROFESSIONAL DEVELOPMENT plans for all the teachers will be developed and based on the needs assessments for math and literacy directly tied 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. All teachers are required to attend 2 HOURS OF ARKANSAS HISTORY, 2 HOURS OF HEALTH/WELLNESS, 2 HOUR OF ETHICS for EDUCATORS, 2 HOURS (3 for Administrators) OF PARENTAL INVOLVEMENT, AND 6 HOURS OF TECHNOLOGY. In addition, the 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. Professional Development for MPES is scheduled for July 26-30, August 11-13, and August 16-18. Included in the professional development is Arkansas History, Content &amp; Style in Real-World Situations, Mathematics Open Response for Real-World Situations, Data Analysis, Health and Fitness, Code of Ethics, Technology in Writing in the Classroom, Parental Involvement.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Professional Development                  Action Type: Title I Schoolwide</p>	<p>Carolyn Blevins, Principal</p>	<p>Start: 07/01/2010                  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Outside Consultants</li> <li>● Teachers</li> </ul>	<p>ACTI BUD</p>
<p>POINT-IN-TIME REMEDIATION: Teachers and staff will research a variety of strategies to help close the gap between those students that are not yet proficient with those that have reached proficiency. Strategies include the following: DRA, DIBELS, STAR Math, small group tutoring, computer lab, individual tutoring, extended class time for math and literacy, before and after school tutoring, etc.; Strategies are used daily with those students to ensure student achievement is on track. Parents, teachers, and students work together to devise a plan for improvement. Students are placed on an AIP or IRI until proficiency is met.                  Action Type: AIP/IRI                  Action Type: Parental Engagement                  Action Type: Professional Development</p>	<p>Carolyn Blevins, 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>ACTI BUD</p>
<p>COORDINATION OF STATE/LOCAL/FEDERAL FUNDS: The coordination and integration of all curriculum programs and services for math and literacy that are provided by the state, federal, or local education departments will be used to improve instruction for the students and increase student proficiency.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Title I Schoolwide</p>	<p>Carolyn Blevins, Principal</p>	<p>Start: 07/01/2010                  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● District Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>ACTI BUD</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: Special Education</p>	<p>Sally Adkisson, Counselor</p>	<p>Start: 07/01/2010                  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● District Staff</li> </ul>	<p>ACTI BUD</p>
<p>ACADEMIC IMPROVEMENT PLANS: Teachers will meet with parents and students requiring an AIP in order to make recommendations for remediation strategies to implement to help the student reach proficiency.                  Action Type: AIP/IRI                  Action Type: Parental Engagement</p>	<p>Carolyn Blevins, 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>ACTI BUD</p>

<p>PARENTAL INVOLVEMENT: Mt. Pleasant Elementary will conduct 2 Family Math/Science/Literacy Nights during the 2010-2011 school term. (K-3,4-6) Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Carolyn Blevins, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Outside Consultants</li> <li>● Teachers</li> </ul>	<p>— ACTI BUD</p>
<p>ACADEMIC IMPROVEMENT OR IRI: Mt. Pleasant Elementary did not have any students requiring an IRI in 2008. For those students requiring an AIP, teachers and parents will meet during the first week of school to discuss the areas of weakness for the students and the options available for the remediation plan. Decisions will be made at this time by the parents, students, and teachers as to the intervention methods to use to increase proficiency in literacy and math. Action Type: AIP/IRI Action Type: Parental Engagement</p>	<p>Carolyn Blevins, 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>— ACTI BUD</p>
<p>STAFF MEETING FOR TITLE I: Mrs. Blevins, Principal and Federal Programs Coordinator for Mt. Pleasant Elementary, will meet with the faculty and staff to discuss the Title I Schoolwide Program as it pertains to 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>— ACTI BUD</p>
<p>MOUNT PLEASANT ELEMENTARY – PROGRAM EVALUATION – Align the literacy curriculum to the Arkansas Frameworks: The mapping/data analysis will be closely monitored as results of the CRT and NRT are made available. Teachers and administrators participate in staff development in the summer prior to school beginning. The purpose of the professional development is to analyze test results, make adjustments to the vertical and horizontal curriculum mapping, develop AIP's, and evaluate the interventions in the ACSIP. The long range objective is to reach 100% proficiency in both math and literacy. Success of the mapping and data analysis as it relates to instruction is measured by the increased number of proficient or advanced students in the district each year. The goal Mt. Pleasant Elementary has set for Literacy exceeds the state AYP. In 2010, Benchmark test results for the Combined Population for MPES showed 91% proficient or advanced in literacy, compared to state AYP of 71.2% in K-5 &amp; 67.6% in grade 6. The goal we have set for 2011 is to reach 93% proficiency. • In 2010, the data analysis for the benchmark revealed that students in the 3rd grade had 100% proficient or advanced in literacy. The areas of concern in reading are found in open response in Content Reading, 61.7% and Practical Reading, 67.9%. The areas of concern in the six writing domains are found in Content, 72.9% and Style, 70.4%. • 96% of the fourth grade students scored proficient or advanced in literacy. Areas of concern are found in open response in Content Reading, 62.1%, and open response in Literary Reading, 67.5%. Comprehension and summarizing are areas of concern in reading. Areas of concern in Writing are found in Content, 79.6%, and Style, 75.0%. • In 2010, 92% of the fifth grade students scored advanced or proficient in literacy. Areas of concern are found in Literary Reading, 70.8% and Content Reading, 67.1%. Areas of concern in Writing are Multiple-Choice Writing, 75%, Content, 74.2%, and Style, 73.3%. Summarizing, Comprehension, and Writing with Purpose, Vocabulary, and Finding Information in a Variety of Texts were the areas of weakness. • In 2010, 86% of the sixth grade students scored advanced or proficient in Literacy. Areas of concern are found in reading open response in Content Reading, 67.1%, and Literary Reading, 70.8%. Of</p>	<p>Carolyn Blevins, 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>— ACTI BUD</p>

<p>the six writing domains an area of concern is found in Multiple-Choice Writing, 75%, Content, 74.2%, and Style, 73.3%. The Item by Item Analysis indicates that students scored lower in Comprehension, Connecting Background Knowledge, Content and Style, Analyzing Plot and Setting, and Reading from a Variety of Texts. An area of concern in writing was found in Subject-Verb Agreement. • In 2010, 77% of the Kindergarten students scored at or above the 50th percentile on the NRT. Areas of concern are found in Word Reading Meaning and Identification of the Written Word. • In 2010, 81% of the First Grade students scored at or above the 50th percentile on the NRT. Areas of concern are found in Functional Reading Comprehension and Two-Sentence Stories. • In 2010, 48% of the Second Grade students scored at or above the 50th percentile. Areas of concern are found in: Critical Analysis and Strategies, Informational, Literary, Initial Understanding, and Functional Reading. • In 2010, 83% of the Third Grade students scored at or above the 50th percentile in Reading Comprehension and 73% in Comprehensive Language. Areas of concern are found in Extended Meaning, Making Inferences, and Selecting an Appropriate Strategy in Reading. Areas of concern in Comprehensive Language are found in Punctuation, Prewriting Strategies, and Informative Thinking Skills. • In 2010, 83% of the Fourth Grade students scored at or above the 50th percentile in Reading Comprehension and 53% in Comprehensive Language. Areas of concern are found in Making Inferences, Explicit Supporting Details, Text Characteristics, and Using Fix-Up Strategies in Reading. Areas of concern in Comprehensive Language are found in Content and Organization, Revision, Punctuation, Revision, and Referencing. • In 2010, 78% of the Fifth Grade students scored at or above the 50th percentile and 62% in Comprehensive Language. Areas of concern in Reading are Author's Factor &amp; Craft, Selecting an Appropriate Strategy, and Extended Meaning. Areas of concern in Comprehensive Language are Content and Organization, Usage, Punctuation, and Revision. • In 2010, 69% of the Sixth Grade students scored at or above the 50th percentile on Reading Comprehension and 57% in Comprehensive Language. Areas of concern are found in Sequencing, Selecting Appropriate Strategies, and Author Factor and Craft. Areas of concern in Comprehensive Language are Referencing, Revision, Content and Organization, Punctuation, and Developing a Topic. The literacy curriculum alignment and data analysis will continue to be implemented as designed. Mt. Pleasant Elementary will continue to develop the mapping and alignment program evaluations in accordance with ACT 807. Action Type: Program Evaluation</p>				
<p>COORDINATION OF STATE/LOCAL/FEDERAL FUNDS: TITLE IIA: Title IIA funds will be used to hire a part-time teacher in grade 4 to instruct students in math and literacy in order to provide more individualized instruction. (FTE 0.50) Action Type: Alignment Action Type: Collaboration</p>	<p>Carolyn Blevins, Elementary 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>ACTI BUD</p>
<p>Parents, students, and teachers are provided with a TITLE I SCHOOLWIDE COMPACT AGREEMENT, which is included in the student handbook. This information will be included in the PARENT INFORMATIONAL PACKETS, the information for submitting PARENT CONCERNS, and a PARENT RESOURCE BOOK, which includes necessary information for parents at the beginning of each school year. Action Type: Alignment Action Type: Title I Schoolwide</p>	<p>Carolyn Blevins, Title I Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Teachers</li> </ul>	<p>ACTI BUD</p>

<p>PARENTAL INVOLVEMENT/SCHOOL IMPROVEMENT ASSOCIATION: The local school improvement association (SIA) will meet semi-annually to coordinate activities for parents, teachers, and students. Officers will be elected and fund raising events will be determined.                  Action Type: Alignment                  Action Type: Parental Engagement                  Action Type: Title I Schoolwide</p>	<p>JoAnna Bray, SIA                  President</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>—                  ACTI                  BUD</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, and a PARENT RESOURCE QUESTIONNAIRE. The school calendar, which gives the dates of the PARENT/TEACHER CONFERENCES, October 23 and March 19, will also be included. The packets include necessary information for parents at the beginning of each school year.                  Action Type: Alignment                  Action Type: Parental Engagement                  Action Type: Title I Schoolwide</p>	<p>Carolyn Blevins,                  Elementary                  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>—                  ACTI                  BUD</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>Carolyn Blevins,                  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>—                  ACTI                  BUD</p>
<p>PARENT/TEACHER/STUDENT/ TITLE I SCHOOLWIDE COMPACT AGREEMENT: As set forth by the Melbourne School District Parental Involvement Plan the recommended roles of parents/guardians are as follows: Communicate with faculty and staff; Be active members in school activities and functions; Offer assistance to your children to ensure academic success. As indicated by the Melbourne School District Parental Involvement Handbook, the recommended roles of students are as follows: Be active and engaged learners in the classroom and at home; Take responsibility for actions and education; Obey classroom and school rules. As indicated in the Melbourne School District Parental Involvement Plan, The recommended roles of teachers are as follows: Effectively communicate with parents/guardians; Effectively communicate with students; Provide an open atmosphere for successful learning; Provide parents/guardians with up-to-date progress on student achievement and behavior; Attend professional growth opportunities.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Title I Schoolwide</p>	<p>Carolyn Blevins,                  Elementary                  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>—                  ACTI                  BUD</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;</p>	<p>Carolyn Blevins,                  Elementary                  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>—                  ACTI                  BUD</p>



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				
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	Carolyn Blevins, 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>	ACTI BUD
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	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>	ACTI BUD
Total Budget:				
Intervention: Accelerated Reader Program will continue to be implemented as designed:				
Scientific Based Research: Renaissance Learning: Educational Research Department. (2001). Arkansas school sees s 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
NEEDS ASSESSMENT: After having evaluated the effectiveness of the 2008-2010 AR Program, a committee of teachers, represented by classroom teachers and special needs teachers, will meet with the literacy committee parents and the Title I Advisory committee to determine rules and expectations for the Accelerated Reader program for grades K-6. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide	Norma Muncy, Media Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTIC
STAFF DEVELOPMENT/PARENTAL INVOLVEMENT: Selected faculty will attend an Accelerated Reader seminar in order to obtain information of current materials. Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide	Norma Muncy, Media Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	ACTIC
PARENTAL INVOLVEMENT & EVALUATION: Monthly reports for each student, regular ed and special needs, K-6, will be generated to track each student's progress in reaching his/her Accelerated Reader goal. Reports will be included each quarter in the report card. Action Type: Parental Engagement	Carolyn Blevins, Elementary Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTIC

<p>Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>				
<p>IMPLEMENTATION: All students and parents will be informed of the rules and prizes set forth by the Accelerated Reader Committee and will begin the reading and testing required for achieving 100% of their goals. Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Carolyn Blevins, Elementary 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>ACTIC</p>
<p>COORDINATION OF FUNDS: Money allocated will be used to purchase books and site license from Renaissance Learning for Accelerated Reader (\$700). The classroom teachers will purchase books (\$2300) to supplement the classroom literacy program and to supplement nonfiction literacy in social studies and science. Scholastic books for classroom libraries in grades K-6 will be purchased to help build interest in reading, to help students in reaching AR goals, and for teachers for instructional purposes. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Carolyn Blevins, Elementary Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Teachers</li> <li>● Teaching Aids</li> <li>● Title Teachers</li> </ul>	<p>Title I Purch Serv Title I Mater &amp; Suppl ACTIC BUDG</p>
<p>EVALUATION: At the end of the school year, Mrs. Blevins and Mrs. Muncy will compile and evaluate each elementary student's Accelerated Reader score to determine eligibility for prizes. Prizes are provided by the SIA and will be presented in an assembly on the final day of school. Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Carolyn Blevins, Elementary 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> </ul>	<p>ACTIC</p>
<p>COLLABORATION/WELLNESS: Classroom teachers and staff will collaborate with the HEALTH/WELLNESS Committee to determine activities and resources suitable to enhance the district wellness policy, and promote health and wellness. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Pattie Smith, School Nurse</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Community Leaders</li> <li>● District Staff</li> <li>● Teachers</li> </ul>	<p>ACTIC</p>
<p>PROGRAM EVALUATION: Mt. Pleasant Elementary began the Accelerated Reader program as early as 1997. 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 at the time the AR Committee meets. Students read and take tests and their points accumulate. Students staying on track with their goals get to pick a free book purchased from Scholastic from Mrs. Blevins' office each quarter. All students reaching their AR goal at the end of the year win a special field trip prize. Those students reaching their goal and attaining a reading score of 80% correct also win a field trip prize and another prize designated by the AR Committee. The number and percentage of the students attaining their goal is determined at the end of the year by the AR committee and Mrs. Blevins. Mrs. Muncy, Library Media Specialist, monitors the AR program almost daily as do the classroom teachers. Students are allowed to take tests on books in the classroom or the library and 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. 92% of the entire elementary student body reached their AR goal in 2009 compared to 90% in 2008. Our goal is to reach 100%. In 2008, 19 1st grade</p>	<p>Carolyn Blevins, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● School Library</li> </ul>	<p>ACTIC</p>

<p>students were tested on the SAT 10 and 68.4% scored above the 50th percentile in Reading Comprehension. In 2009, 26 students were tested and 73% scored above the 50th percentile in Reading Comprehension. In 2008, 19 2nd grade students were tested and 84.2% scored at or above the 50th percentile in Reading Comprehension. In 2009, 13 students were tested with 100% scoring above the 50th percentile in Reading Comprehension. In 2008, 25 3rd grade students were tested and 88% scored above the 50th percentile in Reading Comprehension. In 2009, 25 students were tested with a NPR of 73% in Reading Comprehension with 68% scoring above the 50th percentile. In 2008, 19 4th grade students were tested and 89.5% scored above the 50th percentile. In 2009, 21 students were tested with a NPR of 69% and 80% of the students scoring above the 50th percentile. In 2008, 21 5th grade students were tested and 85.7% scored above the 50th percentile in Reading Comprehension. In 2009, 21 students were tested with a NPR of 71% with 67% scoring above the 50th percentile in Reading Comprehension. In 2008, 31 6th grade students were tested and the national percentile rank was 67.7% for Reading Comprehension. In 2009, 19 students were tested with a NPR of 76% and 78% scoring above the 50th percentile in Reading Comprehension. Students in grades 3-6 averaged 93.8% proficient or advanced in Literacy in 2009. Mt. Pleasant Elementary will continue to develop the Accelerated Reader Program Evaluations according to ACT 807.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation</p>				
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Total Budget:

Intervention: Continue to Implement Technology in the Classroom:

Scientific Based Research: Riel, M., Fulton, K. (2001, March). The role of technology in supporting learning communiti Kappan, 518-523.

Actions	Person Responsible	Timeline	Resources
<p>TECHNOLOGY STAFF DEVELOPMENT: The Melbourne School District Technology staff will instruct all elementary teachers on programs relating to computers. (e.g. Microsoft EXCEL, Accelerated Reader and Math, STAR Reader and Math, Grade Quick, TI Navigator, SMART DUDE, "Smart Classroom" equipment, APSCN requirements, etc.)</p> <p>Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>LeeAnna Hoskinds, Technology Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Computers</li> <li>● District Sta</li> <li>● Teaching Aids</li> </ul>
<p>EQUITY/SPECIAL EDUCATION/COLLABORATION: Special Needs teachers, classroom teachers, paraprofessionals, and Title I AND IIA teachers will participate in at least 6 hours of STAFF DEVELOPMENT in technology.</p> <p>Action Type: Professional Development Action Type: Special Education 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>● Title Teachers</li> </ul>
<p>ASSESSMENT: Students will be given a pre- and post-examination on the computer using the software and other components of literacy (e.g. S.T.A.R., Accelerated Reader, Benchmark Writing and Assessments, etc.) and Math (e.g. Accelerated Math, Benchmark Writing Assessments, Math Facts in a Flash, S.T.A.R Math, etc.).</p> <p>Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Carolyn Blevins, Elementary Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Performanc Assessmen</li> <li>● Teachers</li> </ul>
<p>WELLNESS/COLLABORATION: Teachers and staff will collaborate with</p>	<p>Pattie Smith,</p>	<p>Start:</p>	<ul style="list-style-type: none"> <li>● District Sta</li> </ul>

<p>the committee for HEALTH &amp; WELLNESS in order to offer activities that promote health and physical fitness awareness, and, as a result, promote learning. Action Type: Equity Action Type: Parental Engagement Action Type: Wellness</p>	<p>School Nurse</p>	<p>07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>
<p>PROGRAM EVALUATION: In compliance with the Arkansas Department of Education standards, technology will continue to be implemented in the classroom. Teachers and administration will fulfill the 6 hours of technology staff development requirements. The 2009-10 technological requirements for the staff has been to participate in the revised Grade Quick software, smart board training, document camera and laptop training, and Renaissance Learning for STAR Math and Reading. Also to be added in 2009-10 is the "Smart Classroom". Teachers will utilize the computers for STAR Math and Reading, AR, AM, and the document camera, laptop, and smart board will be used quite extensively in the 5th and 6th grade classrooms. Assessment of the use of the Grade Quick software will be monitored by the administration. Assessment of the use of the other software and hardware will be monitored through classroom walk through. Mt. Pleasant Elementary will continue to develop program evaluations of technology usage according to ACT 807. Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Carolyn Blevins, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>
<p>Total Budget:</p>			
<p>Intervention: Smart Step Literacy Lab will continue to be implemented in grades 4-6 as designed:</p>			
<p>Scientific Based Research: Worthy, Jo, (2002, March). The Intermediate Grades: What makes intermediate-grade students read? The Reading Teacher: International Reading Association, Vol. 55, No. 6 (pp. 568-569).</p>			
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>
<p>EQUITY/PROFESSIONAL DEVELOPMENT: Classroom teachers in grades 4-6, the media specialist, and the special needs teachers will participate in PROFESSIONAL DEVELOPMENT for Smart Step Literacy Lab. The staff development is offered in the summer at NAESC and is conducted by Dr. Ken Stematis of Harding University. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Carolyn Blevins, Elementary 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>IMPLEMENTATION: The teachers who are in the training for Literacy Lab will meet with all the administrators, teachers, and staff of Mt. Pleasant School to discuss the Smart Step Literacy Lab methods of implementation and assessment and encourage schoolwide participation. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Carolyn Blevins, Elementary 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> </ul>
<p>EQUITY &amp; PARENTAL ENGAGEMENT: Classroom teachers, parents, and special needs teachers, 4-6, will collaborate to determine appropriate modifications to make in continuing to implement Smart Step Literacy Lab. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Carolyn Blevins, Elementary 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> <li>• Title Teacher</li> </ul>
<p>IMPLEMENTATION: Participating teachers of Literacy Lab will purchase student trade books that will enhance and improve their students' reading abilities and enjoyment of reading. 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>• Teachers</li> </ul>

<p>NEEDS ASSESSMENT: Teachers and Administrators of Literacy Lab will review and assess the benchmark results, teacher-made assessments, and other relevant scores to determine success of the program and improvements or deletions necessary for continued success.                  Action Type: Program Evaluation                  Action Type: Special Education                  Action Type: Title I Schoolwide</p>	<p>Carolyn Blevins, Elementary Principal</p>	<p>Start: 07/01/2010                  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrati Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>
<p>COLLABORATION &amp; ALIGNMENT: The literacy lab will be a supplement for the basal reading series that has been adopted by Mt. Pleasant Elementary School. The Scott-Foresman basal and resources have been aligned with the Arkansas Literacy Frameworks.                  Action Type: Alignment</p>	<p>Carolyn Blevins, Elementary Principal</p>	<p>Start: 07/01/2010                  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Teachers</li> <li>● Teaching Aic</li> </ul>
<p>WELLNESS/COLLABORATION: Teachers and staff will collaborate with the HEALTH/WELLNESS committee to coordinate the academic endeavors of literacy lab with the health and wellness of the children to promote learning.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Wellness</p>	<p>Patti Smith, School Nurse</p>	<p>Start: 07/01/2010                  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Teachers</li> </ul>
<p>PROGRAM EVALUATION: Middle School teachers and the principal researched the impact the Literacy Lab had across the state of Arkansas, visited classrooms teachers that were effectively implementing Literacy Lab in their schools, then teachers received their staff development at Harding University under the direction of Ken Stematis and the Arkansas Department of Education. The first training received by Mt. Pleasant School was in 2004-05, the data gathering year. Participants were the elementary principal and teachers of grades 5-8. More teachers received training in 05-06: the 4th grade teacher, the librarian, and the special education teacher. Teachers qualified to receive many, many free books from Scholastic, plus the paperbacks that were purchased by the district over a period of three years. Five goals were set forth for the students: Engaged, Fluent, Strategic, Self-monitoring, and Critical. Students and the entire staff were engaged in classroom literacy labs, book talks, etc. Students, teachers, and staff being actively engaged is the key. The Benchmark has been one of the assessment tools used in determining the effectiveness of the Literacy Lab. The 4th grade students scored 95% proficient or advanced during 2009; Grade 5 scored 95% proficient or advanced during 08-09; Grade 6 scored 100% proficient or advanced in 2009. The number of students reaching their Accelerated Reader goals has been another evaluation tool. 55% of the 4th - 6th grades reached their AR goals before implementing the Literacy Lab. In 2008, 98.5% of the 4-6 students reached their AR goal. In 2009, approximately 95% of the students reached their AR goals. The purpose of the program has been to get students and teachers actively engaged in reading. Teacher observations, parent surveys, student success indicate the program has been effective and will continue to be implemented as designed. Mt. Pleasant Elementary will continue to develop program evaluations for the Literacy Lab intervention according to ACT 807.                  Action Type: Parental Engagement                  Action Type: Professional Development                  Action Type: Program Evaluation</p>	<p>Carolyn Blevins, 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> </ul>
<p>TIEL I COORDINATION OF FEDERAL/STATE/LOCAL FUNDS: Money allocated will be used to purchase books and Accelerated Reader tests from Scholastic for the Literacy Lab reading program for grades 4-6.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Title I Schoolwide</p>	<p>Carolyn Blevins, Title I Coordinator</p>	<p>Start: 07/01/2010                  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Administrati Staff</li> <li>● School Libra</li> <li>● Teachers</li> <li>● Teaching Aic</li> </ul>
<p>Total Budget:</p>			

Intervention: Continue to Implement a Before/After School Enrichment Class for Literacy & Math:			
Scientific Based Research: Reeves, D.B., PhD. (2001). Making standards work (3rd ed.): How to implement standard assessments in the classroom, school, and district. Morristown New Jersey: Advanced Learning Center.			
Actions	Person Responsible	Timeline	Resources
STAFF DEVELOPMENT & REMEDIATION: Teachers will participate in staff development to instruct them on better instructional practices to remediate students that are not yet proficient in open response, essay writing, etc. Action Type: Alignment Action Type: Professional Development	Carolyn Blevins, Elementary Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Outside Consultants</li> <li>● Performance Assessments</li> </ul>
NEEDS ASSESSMENT & REMEDIATION: Teachers will disaggregate data to determine students that are most in need of Reading Enrichment. Action Type: Collaboration	Carolyn Blevins, Elementary Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>
COLLABORATION: Teachers and administrators will collaborate on the time and resources to use in order to instruct the basic and below basic students who need Reading Enrichment. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Carolyn Blevins, Elementary Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> <li>● Title Teacher</li> </ul>
EQUITY: Classroom teachers, resource teachers, and Title I personnel will collaborate to provide literacy enrichment tutoring for students in K-6. Action Type: Alignment Action Type: Title I Schoolwide	Carolyn Blevins, Elementary Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Title Teacher</li> </ul>
NEEDS ASSESSMENTS: The CRT, the NRT given in the spring, the DRA, and DIBELS assessments will serve as the PROGRAM EVALUATION. Action Type: Program Evaluation Action Type: Title I Schoolwide	Carolyn Blevins, Elementary Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrati Staff</li> <li>● Performance Assessments</li> </ul>
ACADEMIC IMPROVEMENT PLAN/IRI & POINT-IN-TIME REMEDIATION: Teachers will participate in staff development concerning the Intensive Reading Improvement (IRI) and receive special training for administering the DRA for K-2, and the Dynamic Indicators of Basic Early Learning Skills (DIBELS) to assist in early detection of severe student literacy development delay. Action Type: Professional Development Action Type: Program Evaluation	Carolyn Blevins, Elementary Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>
COLLABORATION: The HEALTH/WELLNESS Committee will collaborate with the classroom teachers on activities and strategies that will best meet the health/wellness needs conducive to learning for the students. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Patti 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>
ALIGNMENT & NEEDS ASSESSMENTS: Mt. Pleasant Elementary will participate in the Targeted Assessment Program with Pacing Guides and the staff development that is required. The assessments will be administered 4 times per year and will be based on the Student Learner Expectations found in the Arkansas Frameworks for Literacy. Assessments will be sent to NAESC to be scored, then returned to the teachers and students to determine areas of weakness. Action Type: Alignment Action Type: Professional Development	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrati Staff</li> <li>● Outside Consultants</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>
PROGRAM EVALUATION: Teachers will evaluate students on the effectiveness of the after school enrichment. The after school enrichment teacher will collaborate with the classroom teachers on student learner expectations, progress of the learner by monitoring	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Title Teacher</li> </ul>

<p>daily classroom performance in literacy, the DRA and DIBELS 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 will keep an on-going record of the aforementioned data to use as an evaluation for the students and the program. Teacher surveys were distributed in the summer of 2008 to determine areas of need to advance proficiency in the school. 92% of them voted that after school tutoring/enrichment would be an effective method of increasing proficiency. 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 were reviewed. 98% of the parents scored the program as being proficient or advanced in helping students with problem areas. Evaluative results will be gathered this year and placed in next year's plan. Students of grades 3-6 had an average of 93.8% in proficiency in literacy for 2009 and a three year average of 89.3%. The Item by Item Analysis indicated that students needed to improve in Content for Variety of Texts: R.9.3.1: Activate prior knowledge by previewing and using text structure; R.9.3.3: Make connections from text to world during reading; R.9.3.10: Organize information and events logically; R.11.3.1: Using context clues to determine the precise meaning of new words; R.10.3.10: Describe in own words new information gained from texts and relate it to prior knowledge; W.5.3.2: Write to persuade, inform, entertain, and describe; W.6.3.13: Spell commonly used homophone correctly in context. The writing average for the 3-year data is 80% for 3-6. Areas of concern are found in Multiple-Choice Writing and Content and Style. Reading and Writing Enrichment/Tutoring classes will continue to be implemented as designed. Mt. Pleasant Elementary will continue to develop program evaluations according to ACT 807. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>			
<p>The principal will complete a schedule to include teachers and paraprofessionals who will provide before and after school tutoring to include all elementary students, K-12. (FTE-Hourly, District Plan NSLA) Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Carolyn Blevins, 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> <li>● Teaching Aic</li> </ul>
<p>Total Budget:</p>			
<p>Intervention: Continue implementing transitional readiness program for Pre-K to Kindergarten:</p>			
<p>Scientific Based Research: Ferguson, Chris, and Wood, Lacy. (October 2005)/ Easing the transition from pre-k to kindergarten: What schools and families can do to address child readiness: Austin, Texas. Southwest Educational Development Lab</p>			
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>
<p>PROGRAM EVALUATION: Mt. Pleasant Elementary has worked very closely with the preschool that has been adjacent to the school ground for many years. The district purchased the pre-school property in 2007-2008. The enrollment of the Pre-K program is approximately 30 children. 24 of these students are ages 2-5. The school recognizes that the work to transition a child into Kindergarten begins when he/she begins to attend preschool. Utilizing transition activities designed by trained personnel boosts the child's success through the early years of elementary school. Comparison of the 2008-2009 and 2009-2010 will be the data collection years for the pre-K transitioning to Kindergarten. Fourteen students who were involved in the transitional preschool program in 2008-09 were transitioned into the Mt. Pleasant Elementary Kindergarten program in the fall of 2009. Of the fourteen students, 1 student scored below the developing line on the QELI in mathematics on the following two areas: Understanding</p>	<p>Carolyn Blevins, Elementary Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● District Sta</li> <li>● Outside Consultant:</li> <li>● Teachers</li> </ul>

<p>numerical value; Knows value of Coins. Scores on the QELI for 2009 were as follows: General Knowledge - 20% Developing, 80% Developed; Oral Communication - 32% Developing, 68% Developed; Written Language - 100% Developed; Math Concepts - 12% Developing &amp; 88% Developed; Work Habits - 4% Not Developed, 48% Developing, and 48% Developed; Attentive Behavior - 12% Not Developed, 40% Developing, and 48% Developed. The program will continue to be implemented as designed. Mt. Pleasant Elementary will continue to develop Program Evaluations for the Pre-K to Kindergarten Readiness program according to ACT 807. Action Type: Collaboration Action Type: Program Evaluation</p>			
<p>PARENTAL INVOLVEMENT: Mrs. Sharon, preschool director, and her staff will contact all families by phone, open house activities, or by home visits to relay school contact information and the goals of the program. Action Type: Alignment Action Type: Parental Engagement</p>	<p>Sharon Blevins, Preschool Director</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Community Leaders</li> <li>● District Sta</li> </ul>
<p>STAFF DEVELOPMENT: The preschool director and the paraprofessionals will attend the required hours of staff development. The director has the same 60 hour requirement the elementary teachers have plus requirements necessary for preschool. Her professional growth plan is monitored by the elementary principal Mrs. Blevins. The para-professionals requirements and attendance for staff development are monitored by the preschool director Mrs. Sharon. Action Type: Alignment Action Type: Professional Development</p>	<p>Carolyn Blevins, Elementary Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● District Sta</li> <li>● Teachers</li> </ul>
<p>PARENTAL INVOLVEMENT: The preschool will be open during the same hours as K-6, with the exception of the afternoon schedule. Personnel will be on duty in the afternoon until approximately 4:00, whenever the last child has been picked up by a parent/guardian. Action Type: Collaboration Action Type: Equity</p>	<p>Sharon Blevins, Preschool Director</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● District Sta</li> </ul>
<p>PARENTAL INVOLVEMENT: The preschool will host open house in August of each school year. Also, parent/teacher conferences will be held at the same time conferences are scheduled for K-6. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Sharon Blevins, PreSchool Director</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● District Sta</li> <li>● Performanc Assessmen</li> </ul>
<p>WELLNESS: The health and well being of the preschool children will be the first priority. Preschool guidelines for health and safety will be strictly followed. In order for each child to make a successful transition from, he/she must first feel safe. Action Type: Equity Action Type: Professional Development Action Type: Wellness</p>	<p>Sharon Blevins, Preschool Director</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● District Sta</li> </ul>
<p>PARENTAL INVOLVMENT &amp; EQUITY: Pamphlets with helpful information of the student learner expectations for literacy and language development during the transitional period will be provided for each family. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Sharon Blevins, Preschool Director</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● District Sta</li> </ul>
<p>COORDINATION OF FEDERAL/STATE/LOCAL FUNDS: Title I funds will provide supplemental support of the transitioning program by employing personnel who will work directly with the principal and the Kindergarten teachers in readiness-related training for the students. Emphasis will be placed on readiness for math, literacy, and language development. Two Paraprofessionals are being employed and both are CDA approved. Their duties will be to work directly with the Preschool Director, the Principal, Kindergarten teachers, and to work with two age groups: 2 and 3 year olds, 4 &amp; 5 year olds. (FTE 1.0)</p>	<p>Carolyn Blevins, Elementary Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● District Sta</li> </ul>



Action Type: Alignment Action Type: Title I Schoolwide			
PROGRAM EVALUATION: The success of the program will be evaluated by using parent and teacher questionnaires and checklists. Student assessments will also be completed on each early learner. Action Type: Program Evaluation Action Type: Title I Schoolwide	Sharon Blevins, Preschool Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Performance Assessmen</li> </ul>
ALIGNMENT & COLLABORATION: Readiness materials will be provided for the students by the district and by the preschool program. Action Type: Alignment Action Type: Collaboration	Sharon Blevins, Preschool Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Teaching Aids</li> </ul>
EQUITY: All students will be given an equal opportunity to make a successful transition from home to preschool to Kindergarten. Action Type: Equity	Carolyn Blevins, Elementary Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• District Sta</li> <li>• Public Library</li> </ul>
AIP/IRI: Teachers of preschool, the early childhood center of NAESC, the Kindergarten teachers, the preschool director, and the principal will closely monitor students' progress in literacy and language readiness skills and compile an AIP to specify areas of weakness and interventions for the child. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration	Sharon Blevins, Preschool Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Outside Consultant:</li> <li>• Performance Assessmen</li> <li>• Teachers</li> </ul>

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 Commur Special Issue on Pervasive Computing, August 2001, Vol. 8, No. 4. pp. 8-9.

Actions	Person Responsible	Timeline	Resources	Source
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	LeeAnna Hoskinds, Tech Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTIO
SCHOOLWIDE/COLLABORATION/ALIGNMENT/ASSESSMENT: Mt. Pleasant Elementary School will purchase Heart Beeps, a curriculum-based software for Formative and Summative Assessment in Language Arts and Math. This assessment will be used to provide useful feedback that will determine areas in need of adjustments in instructional strategies for the individual students. The approximate cost for the software, grades 1-6, will be \$4,000. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	LeeAnna Hoskinds, Tech Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTIO
TECHNOLOGY INCLUSION: A portion of the proposal includes a computer lab consisting of 25 computers being set up in the existing Computer Lab on the Mt. Pleasant Elementary campus. The computers to be purchased are Optiplex 760 MT, along with 10 surge protectors, and one HP Laserjet Printer. The approximate cost of the items is \$21,948.99. This equipment will be used as a supplement to the regular classroom instruction for Math and Science.	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>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTIO

<p>Software to be selected will be aligned with the Arkansas Department of Education Mathematics Frameworks. Software and computer purchases will be made to begin set-up of a computer lab. Action Type: Technology Inclusion</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 visit the Smart Classrooms, the computer lab, and experiment with the digital microscope, etc. Teachers will demonstrate the use of the equipment and give an overview of how it will be utilized to supplement the Math, 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. (Should the "smart classroom" not be installed in August, the school will plan another parental involvement program in order for parents to tour the facilities. Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Carolyn Blevins, 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>ACTIO</p>
<p>INCLUSION/ALIGNMENT: The "Smart Classroom" design for Mt. Pleasant Elementary Campus will include equipment for approximately 15 classrooms. Items included are: Epson Projector, Mount Box, Cable &amp; Wiring, Faceplate, Universal Plate &amp; Mount, Presentation Remote, Document Cameral, Wirelless Slate, Surge Protector, etc. The estimated cost of each classroom is \$2,000.00. All technological equipment will be utilized to supplement the math, literacy, and science instructional strategies in the classroom. (Total - \$12,243.00)(Projector, DC, Mount, Airliner \$8,660) (Computers \$3,583) 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>● Outside Consultants</li> <li>● Teaching Aids</li> </ul>	<p>ACTIO</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 Math, the equipment will be used to provide students with alternative instruction in math and writing of the open response. Classroom teachers and resource teachers will be able to model proficient and advanced open response items for the students more effectively by using the projectors and writing tablets. Literacy scores should increase on open response on the mathematics benchmark. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Susan Lawrence, Resource Teacher</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>● Teachers</li> <li>● Teaching Aids</li> </ul>	<p>ACTIO</p>
<p>PROGRAM EVALUATION: The Melbourne School District has been allotted a sizeable 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</p>	<p>LeeAnna Hoskinds, Tech 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> <li>● Outside Consultants</li> <li>● Teachers</li> </ul>	<p>ACTIO</p>

<p>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 2009-1010. The primary purpose of the "Smart Classroom" will be to 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: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>COLLABORATION/WELLNESS: The wellness committee will meet with the teachers and make suggestions of activities that will promote learning and the health and wellness of each student in the mathematics classroom. Action Type: Collaboration</p>	<p>Pattie 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>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>ACTIO</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 Mathematics, with focus placed on open response items. Action Type: Alignment 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>● Community Leaders</li> <li>● District Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>ACTIO</p>
<p>TECHNOLOGY INCLUSION/ALIGNMENT/PLAN ASSESSMENT: Mt. Pleasant Elementary School will purchase digital microscopes and calculators to supplement the math and science curriculum. This will allow teachers to instruct students as they actively engage in activities for math and science to further develop their higher order thinking skills. All activities will be directly tied to the Arkansas Mathematics and Science Frameworks. Benchmark Assessments will monitor the success of this supplemental equipment. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>LeeAnna Hoskinds, Tech Coordinator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>● Computers</li> <li>● District Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> <li>● Teaching Aids</li> </ul>	<p>ACTIO</p>
<p>TECHNOLOGY/COLLABORATION: The money received from Title VI, State Rural and Low Income Program will be used to purchase technological equipment, such as computers, smart boards, projectors, wireless slates, and other technological supplies to be used in classroom instruction in literacy, math, and science for the schools in the Melbourne School District: Melbourne and Mt. Pleasant Elementary Schools, Melbourne and Mt. Pleasant High Schools. Projected cost for updating each classroom to a "Smart Classroom" is \$2200 per room. These costs will be paid with Title VI State. 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>● Performance Assessments</li> <li>● Teachers</li> <li>● Teaching Aids</li> </ul>	<p>Title V State - Capita Outlay Title V State - Materi. &amp; Suppli Title V State - Purcha Servic</p>

					ACTIO BUDGE
Total Budget:					

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

1. Mount Pleasant Elementary School – BMI Results – 2009-2010: During 2009-2010, the Mount Ple: Elementary School had an enrollment of 162 students in the school and 64 in grades for which BM are required. BMI assessment was completed between 01-19-2010 and 05-20-2010. The results f were as follows: 36 Males • Healthy or Underweight = 55.6% • Overweight or Obese = 44.4% 28 Healthy or Underweight = 67.9% • Overweight or Obese= 32.1% BMI Classifications for Students Kindergarten = 11 Males + 10 Females = 21 Students • Kindergarten Males Healthy or Underweig Kindergarten Females Healthy or Underweight = NA • Kindergarten Males Overweight or Obese = Kindergarten Females Overweight or Obese = NA • Second Grade = 13 Males + 8 Females = 21 S Second Grade Males Healthy or Underweight = 53.8% • Second Grade Females Healthy or Underv Second Grade Males Overweight or Obese = 46.2% • Second Grade Females Overweight or Obese Grade = 0 Males + 0 Females = 0 Students • Fourth Grade Males Healthy or Underweight = NA • Females Healthy or Underweight = NA • Fourth Grade Males Overweight or Obese = NA • Fourth ( Overweight or Obese = NA • Sixth Grade = 12 Males + 10 Females = 22 Students • Sixth Grade M Underweight = NA • Sixth Grade Females Healthy or Underweight = NA • Sixth Grade Males Over = NA • Sixth Grade Females Overweight or Obese = NA
2. Melbourne School District - BMI Results - 2008-2009: During 2008-2009, the Melbourne School D composed of 3 schools with a total of 397 students in grades K, 2, 4, 6, 8, and 10. BMIs were ass students in the district between 2/19/2009 and 4/21/2009. A total of 31 boys and 27 girls were as Pleasant Elementary in 2009. The total results for the students in the district were as follows: Mal Underweight = 51.6% Overweight or Obese = 48.4% Females - Healthy or Underweight = 81.5% Obese = 18.5% Overall, BMI classification results for Mount Pleasant Elementary School show: \*A 19% of all children were in the OVERWEIGHT category. \*Approximately 15.5% of all children mea identified as OBESE.
3. Mt. Pleasant Elementary School - BMI Results - 2007-2008: The Mt. Pleasant Elementary BMI resu generated when participation was 20% or more participation. The assessment was collected betwe and 03-25-08. Data was collected from grades K, 2, 4, and 6. 30 male students participated and 2 students participated. BMI Classifications are as follows: \*\*\*Male - 63.3% Healthy or Underweight: 79.2% At Risk for Overweight or Overweight \*\*\*Male - 36.7% \*\*\*Female - 20.8% Overall BMI cl: results for Mt. Pleasant Elementary School show: \*approximately 16.7% measured were at risk O \*approximately 13.0% were Overweight

Supporting Data:

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

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

Intervention: Melbourne School District will implement practices to provide opportunities for students to practice hea 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 Edu Theory, Research, and Practice. 3rd Edition. (2002) Jossey Bass Publishers. San Francisco, CA.			
Actions	Person Responsible	Timeline	Resources
WELLNESS/ALIGNMENT/PROFESSIONAL DEVELOPMENT: Health/Wellness staff development will be provided and will be required in the school district for all teachers K-12. Example of topics will include, but not be limited to: First Aid/CPR certification, Drug/Alcohol/Tobacco Awareness, Physical Activities that Promote Wellness, Health/P.E. requirements, Diet and Activity, etc. Action Type: Wellness	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrati Staff</li> <li>● Teachers</li> </ul>
WELLNESS/COLLABORATION: Teachers and staff will collaborate with the Health/Wellness Committee to determine physical activities and strategies to use in the literacy classroom that will enhance health/wellness awareness and promote learning. 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>● Administrati Staff</li> <li>● District Staff</li> </ul>
WELLNESS/COLLABORATION/ALIGNMENT: The Health/Wellness	Carolyn	Start:	<ul style="list-style-type: none"> <li>● District Staff</li> </ul>

<p>Committee for the Melbourne School District will give recommendations of activities to be used in the math classroom that will promote the health and wellness of the children and best serve their needs in accordance with the District Wellness Policy.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Wellness</p>	Blevins, Principal	07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Teachers</li> </ul>
<p>COLLABORATION/ALIGNMENT/PARENTAL ENGAGEMENT: Mt. Pleasant Elementary, along with the other schools in the district, has developed written policies for health/wellness and safety/crisis plan in conjunction with the state guidelines. Those included in preparation of the district plan were: community business leaders, parents, students, teachers, cafeteria staff, administrators and counselors, nurse, school board representation, etc.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrati Staff</li> <li>● Community Leaders</li> <li>● District Staff</li> <li>● Outside Consultants</li> <li>● Teachers</li> </ul>
<p>COLLABORATION/PARENTAL ENGAGEMENT/COLLABORATION: Soft drink and snack vending machines will not be allowed on the elementary campus. Food fundraisers will not be allowed on the campus.</p> <p>Action Type: Collaboration Action Type: Wellness</p>	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrati Staff</li> <li>● Teachers</li> </ul>
<p>PARENTAL ENGAGEMENT/ALIGNMENT: Parental Involvement in decision-making for school activities and the educational process as they relate to the health and well-being of the child will be promoted. (bullying, harassment, safety, medication in school, health/physical activity, etc.)</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrati Staff</li> <li>● Community Leaders</li> <li>● Teachers</li> </ul>
<p>ALIGNMENT: Mt. Pleasant Elementary will follow the Arkansas Physical Education and Health Education Frameworks for grades K-12.</p> <p>Action Type: Alignment Action Type: Wellness</p>	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrati Staff</li> <li>● District Staff</li> <li>● Teachers</li> </ul>
<p>COLLABORATION/ALIGNMENT: Nutrition education will be integrated in the pre-school, as well as the elementary (K-6), curriculum in order to promote student health and reduce childhood obesity.</p> <p>Action Type: Collaboration Action Type: Wellness</p>	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrati Staff</li> <li>● District Staff</li> <li>● Teachers</li> </ul>
<p>COLLABORATION: Teachers will not use food or beverage as an academic or sport performance reward.</p> <p>Action Type: Wellness</p>	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrati Staff</li> <li>● Teachers</li> </ul>
<p>WELLNESS/COLLABORATION: The school cafeteria reflects a healthy, nutritional environment and students are allowed sufficient time to eat their meals, along with milk, water, or 100% juice.</p> <p>Action Type: Wellness</p>	Linda Hutchins, Cafeteria Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● District Staff</li> </ul>
<p>ALIGNMENT/HIGHLY QUALIFIED STAFF: Physical Education classes in Mt. Pleasant Elementary are scheduled for grades K-6 with no more than 24 students and one teacher per class. Each class will meet the allotted mandated requirement per week for physical education/physical activity with a certified teacher in charge.</p> <p>Action Type: Alignment Action Type: Wellness</p>	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrati Staff</li> <li>● Teachers</li> </ul>
<p>WELLNESS/ALIGNMENT: Students are provided with ideas of alternative activities in physical activity classes to discourage sedentary activities such as playing video games and watching television.</p> <p>Action Type: Alignment</p>	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrati Staff</li> <li>● Teachers</li> </ul>

Action Type: Wellness			
COLLABORATION/PARENTAL ENGAGEMENT: Students, parents, and patrons of the community are encouraged to use the playground facilities, the gym with the walking track, and the outdoor walking track during, before, and after school hours to promote healthy physical activity. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrati Staff</li> <li>● Community Leaders</li> <li>● Teachers</li> </ul>
WELLNESS/EQUITY/SPECIAL EDUCATION: Meals served in the cafeteria are highly nutritious and are in compliance with the USDA guidelines. Milk, low fat & nonfat, 100% juice, and water are offered for all students at each school meal. Action Type: Wellness	Linda Hutchins, Cafeteria Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● District Staff</li> </ul>
PARENTAL ENGAGEMENT/EQUITY/COLLABORATION: A maximum of 9 school events per year will be allowed for foods and beverages. These events will be determined by the classroom teachers and administrators. Parents will be provided with a list of acceptable snacks, as well a statement of the existing law concerning snacks and beverages in school. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrati Staff</li> <li>● Teachers</li> </ul>
WELLNESS/NEEDS ASSESSMENT/EQUITY: Mt. Pleasant Elementary will be assessed annually using the School Health Index for Physical Activity, Healthy Eating and Tobacco-Free Lifestyle. (BMI) The findings will compare the students of the Melbourne District, as well as children in other districts to determine if physical activity/physical education and health education is effective in combating childhood obesity. All children will be given the opportunity and choice of participating in the evaluation. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Patti Smith, School Nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrati Staff</li> <li>● District Staff</li> <li>● Teachers</li> </ul>
WELLNESS/PLAN ASSESSMENT: The compiled results of the annual School Health Index will be included in the individual school improvement plans. (ACSIP) Action Type: Alignment Action Type: Program Evaluation Action Type: Wellness	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrati Staff</li> <li>● District Staff</li> <li>● Teachers</li> </ul>
PROGRAM EVALUATION: The school nurse, Mrs. Blevins, 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, Non-food fund raising items, monitoring juice, milk, and other drink choices, 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. A total of 31 boys and 27 girls were assessed at Mt. Pleasant Elementary in 2009. The total results for the students in the district were as follows: Males - Healthy or Underweight = 51.6% Overweight or Obese = 48.4% Females - Healthy or Underweight = 81.5% Overweight or Obese = 18.5% The Mt. Pleasant Elementary 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	Carolyn Blevins, Elementary Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Outside Consultants</li> <li>● Performance Assessments</li> </ul>

activity awareness and nutrition awareness. The wellness intervention will be evaluated annually. Mt. Pleasant Elementary will continue to develop Program Evaluations according to ACT 807. Action Type: Wellness			
Total Budget:			

Priority 4: To improve science benchmark scores with an emphasis on open response in Nature of Science, Physical Earth and Space Science

1. MPES - Combined Population - Science - 5th Grade: In 2008, 21 students were tested and 86% scored proficient or advanced. In 2009, 21 students were tested and 81% scored proficient or advanced. In 2010, 2 tested and 92% scored proficient or advanced. Students averaged 73.1% in multiple-choice selected to an average of 60.9% in open response. Areas of concern are found in open response for Earth & Space Science, 54.2%, Life Science, 56.0%, and Physical Science, 57.9%. The Item by Item Analysis for 2010 indicates areas of concern in the following:
  - NS.1.5.9: Define and give examples of hypotheses
  - PS.5.5.1: Identify characteristics of atoms to all matter
  - PS.5.5.6: Explain how heat influences the states of matter of a substance: gas, plasma
  - PS.5.5.8: Model the motion and position of molecules in solids, liquids, and gases in energy
  - PS.6.5.1: Classify simple machines
  - ESS.8.5.4: Conduct investigations on mineral properties: streak, acid test for calcite, fluorescence
  - ESS.8.5.7: Identify characteristics of sedimentary and metamorphic rocks
  - ESS.8.5.9: Classify the three basic types of rocks
  - ESS.9.5.3: Infer the ancient environments based on fossil record evidence
  - ESS.10.5.2: Demonstrate the order of planetary space objects in our solar system
 Students with Disabilities: In 2009, 1 student with disabilities was tested and 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 all four strands of science, with the lowest scores in Life Science and Physical Science. Economically Disadvantaged: In 2009, 7 economically disadvantaged students were tested and 70% scored proficient or advanced. In 2010, 11 economically disadvantaged students were tested and 82% scored proficient or advanced. Race and LEP: In 2008-2010, there were no LEP students enrolled in school. In 2009, 20 Caucasian students were enrolled and 80% scored proficient or advanced. In 2010, 26 students were enrolled and 100% scored proficient or advanced. In 2010, all 26 students tested were Caucasian and scored a NPR of 92% proficient or advanced.
2. Mt. Pleasant Elementary – Grade 5 – Science NRT – Combined Population: In 2010, 26 students were tested and scored a NPR of 77% in Science. The Item by Item Analysis indicates areas of concern in:
  - Earth & Space Science Thinking Skills (53.8%)
  - Earth Form & Function Basic Understanding (57.7%)
  - Physical Form & Function Thinking Skills (50.0%)
  - Nature of Science Constancy Thinking Skills (53.8%)
  - Physical Form & Function Thinking Skills (11.5%)
  - Earth Models Thinking Skills (50.0%)
  - Physical Form & Function Thinking Skills (42.3%)
  - Constancy Basic Understanding (53.8%)
  - Life Form & Function Thinking Skills (53.0%)
 Students with Disabilities: In 2010, 2 students with disabilities were tested and scored a NPR of 65%. Economically Disadvantaged: In 2010, 11 economically disadvantaged students were tested and scored a NPR of 73%. Race & LEP: In 2010, 26 students tested were Caucasian and scored a NPR of 77%. There were no LEP students enrolled in 2010.

Supporting Data:

Goal To improve science benchmark scores with an emphasis on open response in Life Science, Physical Science and Space Science

Benchmark In 2011, students of the 5th grade will increase proficiency on the benchmark testing by 3%

Intervention: Align science curriculum with the Arkansas Department of Education Frameworks			
Scientific Based Research: Jacobs, Heidi Hayes. (November, 2004). Getting Results with Curriculum Mapping. Alexandria Association for Supervision and Curriculum Development.			
Actions	Person Responsible	Timeline	Resources
PARENTAL INVOLVEMENT: Mt. Pleasant Elementary School will conduct 2 Family Math, Science, Literacy Nights during the 10-11 school year. Action Type: Alignment Action Type: Parental Engagement	Carolyn Blevins, 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> <li>• Teaching Aids</li> </ul>
COLLABORATION: The Health/Wellness Committee will collaborate with the administration and classroom teachers to give suggestions for activities that shall be implemented to promote the health and wellness of each student. Action Type: Alignment Action Type: Collaboration	Patti 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>
PROFESSIONAL DEVELOPMENT plans for all the teachers will be based on the NEEDS ASSESSMENT for math and science and will be tied directly to the ACSIP. Principals, teachers, paraprofessionals,	Carolyn Blevins, Principal	Start: 07/01/2010 End:	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>

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. All teachers are required to attend 2 HOURS OF ARKANSAS HISTORY, 2 HOURS OF HEALTH/WELLNESS, 2 HOURS OF ETHICS, 2 HOURS OF PARENTAL INVOLVEMENT, AND 6 HOURS OF TECHNOLOGY. In addition, the principal, assistant principal, superintendent, and both 7-12 counselors will be required to attend a 3-hour "SCHOLARSHIP TRAINING" in October 2009 for the mandated Arkansas Lottery money. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation		06/30/2011	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>
ACADEMIC IMPROVEMENT PLANS: Teachers and administrators will meet annually to disaggregate the data from the benchmark exams to determine AYP, AIP for science, areas to improve, interventions necessary for improvement, and additions and deletions to the ACSIP. Data Analysis for MPES is scheduled for August 11 & 12, 2010. All teachers and paraprofessionals are required to attend. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation	Carolyn Blevins, 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>
ALIGNMENT: As teachers analyze the data, they will develop mapping for science both horizontally and vertically. Mapping is an on-going process for each teacher throughout the school year. As teachers complete lesson plans each week, they will also make entries on the grade-level science mapping. The completed mapping is submitted to the principal's office in the spring of the current school year. Action Type: Alignment Action Type: Collaboration	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>
ACADEMIC IMPROVEMENT PLANS: Recommendations for interventions for the AIP's for those students in 6th grade scoring basic or below basic on the Benchmark are completed by teachers as the data is analyzed. Classroom teachers then meet with parents and students to discuss these recommendations. Action Type: AIP/IRI Action Type: Alignment	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>
COLLABORATION: The following programs will be used to supplement Mt. Pleasant Elementary School's science curriculum: Family Math/Science/Literacy Nights; Responding to Open Response in Science; Math, Science, and Literacy Enrichment, Harcourt Science Textbook, Hands-on Activities through Science Lab; Agriculture Inside and Outside the Classroom for 6th Grade. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Teachers</li> <li>● Teaching Aic</li> </ul>
ALIGNMENT: Teachers will continue alignment of the science textbook adoption, Harcourt Science, with the Arkansas Frameworks. Action Type: Alignment	Carolyn Blevins, 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>
PARENTAL INVOLVEMENT: The Mt. Pleasant Elementary Parent/Teacher Advisory Committee will meet annually to make recommendations for the science curriculum. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Carolyn Blevins, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Outside Consultants</li> <li>● Teachers</li> </ul>
COORDINATION OF FEDERAL/STATE/LOCAL FUNDS: The coordination and integration of all curriculum programs and services for math, science, and literacy that are provided by state, federal, or local funds will be used to improve instruction for the students and increase student proficiency. Mt. Pleasant Elementary was granted a	Steven Chaney, Science Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>● Administrativ Staff</li> <li>● Teachers</li> <li>● Teaching Aic</li> </ul>



<p>sum of money from the Arkansas Department of Education for scoring high on the benchmark. Teachers and parent representatives made the decision to purchase science materials and equipment for the 4th, 5th, and 6th grades. Items purchased were classroom kits for Electricity, Light &amp; Sound, Matter &amp; Energy, Simple Machines, and Weather. Handheld Vernier LabQuest equipment is being purchased to go with the Smart Classroom equipment installed in the classrooms in 2009-2010.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Parental Engagement</p>			
<p>PROGRAM EVALUATION: The alignment of the mapping/data analysis will be 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. Necessary adjustments to the curriculum and student learner expectations are made at this time to increase student proficiency. 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 the Mt. Pleasant Elementary School of Melbourne District has set for Science is to increase proficiency by 3% in 2011. Students have participate in the Science Benchmark for three years. 92% of the students in the fifth grade scored advanced or proficient in 2010, which was an increase from 81% in 2009. The multiple-choice average decreased by 2 points: 75% in 2009 and 73% in 2010. The open response percentage increased in 2010: 50.9% in 2009 to 60.2% in 2010. Areas of concern are found in Physical Science, Earth &amp; Space Science, and the Nature of Science. The program evaluation of the mapping and alignment process will continue to be developed in Mt. Pleasant Elementary according to ACT 807.                  Action Type: Program Evaluation</p>	<p>Carolyn Blevins, Principal</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> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>
<p>COLLABORATION/EQUITY/WELLNESS: The equity coordinator, school nurse, classroom teachers and the Special Needs teachers will meet to determine modifications for 504, resource students, handicapped students, health and safety issues, and to guarantee equity and safety for all students in the science curriculum.                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Special Education                  Action Type: Wellness</p>	<p>Carolyn Blevins, 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>Total Budget:</p>			

● Planning Team

Classification	Name	Position	Committee
Business Representative	Mark Herrington	Parent/Business	Health/Wellness
Classroom Teacher	Amanda Bledsoe	1st Grade Teacher	Literacy
Classroom Teacher	Angie Vest	Kindergarten	Literacy
Classroom Teacher	Chrysti Turner	5th Grade	Math
Classroom Teacher	Jodi Moody	1st Grade Teacher	Health/Wellness
Classroom Teacher	Jodi Moody	2nd Grade	ACSIP/Federal Programs
Classroom Teacher	John Gardner	2nd Grade Teacher	Math
Classroom Teacher	Reba Korkis	3rd Grade	Math
Classroom Teacher	Reba Korkis	3rd Grade Teacher	Health/Wellness
Classroom Teacher	Rebecca Duckett	1st Grade	Literacy
Classroom Teacher	Shelly Dale	Kindergarten Teacher	Literacy
Classroom Teacher	Shelly Dale	Kindergarten Teacher	Health/Wellness

Classroom Teacher	Steven Chaney	6th Grade	Math
Classroom Teacher	Steven Chaney	6th Grade Teacher	Science
Community Representative	Lindle Blevins	Coach/P.E.	Health/Wellness
District-Level Professional	JoAnna Bray	Literacy Chair	Literacy
District-Level Professional	Linda Hutchins	Cafeteria Director	Health/Wellness
District-Level Professional	Melanie Cornelius	Speech Therapist	Parent Involvement/Special Ed/G.T./ALE
District-Level Professional	Norma Muncy	Media Specialist/Gifted & Talented	Health/Wellness
District-Level Professional	Norma Muncy	Media Specialist	Literacy
District-Level Professional	Sally Adkisson	Counselor	Parent Involvement/Special Ed/G.T./ALE
District-Level Professional	Sharon Blevins	Preschool Director	Literacy
District-Level Professional	Sharon Blevins	Preschool Director	ACSIP/Federal Programs
Parent	Amy Love	Parent	Literacy
Parent	Amy Love	Parent	Science
Parent	Howard Lamb	Parent	Parent Involvement/Special Ed/G.T./ALE
Parent	Lori Helm	Parent	Parent Involvement/Special Ed/G.T./ALE
Parent	Lori Helm	Parent	ACSIP/Federal Programs
Parent	Mark Herrington	Parent	Parent Involvement/Special Ed/G.T./ALE
Parent	Pam Smith	Parent	Math
Parent	Pam Smith	Parent	Health/Wellness
Parent	Saundra Webb	Parent	Parent Involvement/Special Ed/G.T./ALE
Parent	Sherry Smith	Parent	ACSIP/Federal Programs
Parent	Sondra Webb	Parent	Literacy
Parent	Sondra Webb	Parent	Health/Wellness
Principal	Carolyn Blevins	Elementary Principal	Parent Involvement/Special Ed/G.T./ALE
Principal	Carolyn Blevins	Elementary Principal	ACSIP/Federal Programs District Chair