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## School Plan

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### CROSSETT MIDDLE SCHOOL

### Arkansas Comprehensive School Improvement Plan

### 2013-2014

District:

#### **MISSION.**

The Mission of Crossett Middle School is to educate every student to be a responsible, productive citizen by improving all academic and social skills with an emphasis on literacy and math.

#### **VISION.**

Crossett Middle School will be an achieving school promoting student ownership and engagement in a rigorous learning community as educators become model facilitators.

#### **CORE BELIEFS.**

We believe:

- Students deserve quality work that is engaging, challenging, and satisfying.
- Students deserve teachers, administrators, and support staff who are caring, competent, and knowledgeable.
- All schools will provide a safe, caring, and orderly environment that is conducive to learning.
- The success of our district will be measured by the ability of our students to be successful in a global community.
- Education is the foundation on which we build the future.
- Education is a privilege and responsibility shared by teachers, students, parents, and community members.
- Effective communication is essential to engage all stakeholders in an effort to support the teaching/learning process.
- Education is a lifelong process of acquiring and applying knowledge.
- Our district should be a community of learning where the classroom is a cooperative, interactive environment.

Grade Span: 5-8

Title I: Title I Schoolwide

School Improvement: SI\_3

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**Priority 1:** Literacy

**Goal:** Every student will improve in all areas of literacy across the curriculum with emphasis on improving open response and multiple choice questions in reading with literary, content, and practical applications, and in writing with multiple choice writing, content, and style.

**Priority 2: Math**

**Goal:** Every student will improve in all areas of math with an emphasis on open response and multiple choice questions in Number and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability.

**Priority 4: Wellness**

**Goal:** Students participating in the BMI activity show a need to improve in their cardiovascular, muscular strength/endurance, and flexibility activity. In its effort to improve the school nutrition environment, promote student health, and reduce childhood obesity, the district will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in the Crossett School District.

**Priority 5: ELL Services**

**Goal:** Provide services and support for the acquisition of English for students identified and qualified as English Language Learners in order to increase achievement for these students.

**Priority 8: Scholastic Audit**

**Goal:** Crossett Middle School will continue the implementation of the Middle School Concept in the 2013-2014 school year, and will improve in the areas of assessing students using formative assessment, implementing classroom management techniques to ensure and orderly learning environment, and implementing high probability research-based strategies to increase student engagement and achievement.

Priority 1: Every student will improve in all areas of literacy across the curriculum with emphasis on improving open response and multiple choice questions in reading with literary, content, and practical applications, and in writing with multiple choice writing content and style.

1.

CMS Arkansas School ESEA Accountability Report-Literacy % Proficient/Advanced								
5th-8th Grade	All Students	TAGG Group	African Americans	Hispanic	White	Econ Disadvantaged	English Learners	Students w/Disabilities
2011-2012	75	64.65	63.69	91.67	80.23	65.74	n<10	11.11
2012-2013	68.60%	58.81%	55.61%	50.0%	76.45%	60.17%	40.00%	2.56%

**Benchmark Data 2012 Summary**

**5th-8th Grade:** According to the 2012 Arkansas School ESEA Accountability Report, Crossett Middle School is an **Achieving School** in Literacy with All Students scoring 75% proficient/advanced exceeding the 2012 AMO of 70% and the TAGG group scoring 64.65% exceeding the 2012 AMO of 61.26%. All ESEA Subgroups met their proficiency AMOs with the exception of Students with Disabilities, which was 6.57% below its projected AMO for 2012.

Supporting Data:

**Benchmark Data 2013 Summary**

**5th-8th Grade:** According to the 2013 Arkansas School ESEA Accountability Report, Crossett Middle School is a **Needs Improvement School** in Literacy with All Students scoring 68.60% proficient/advanced failing to meet the 2013 AMO of 72.73% and the TAGG group scoring 58.81% failing to meet the 2013 AMO of 64.78%. All ESEA Subgroups failed to meet their proficiency AMOs for 2013.

**2009/10-2010/11 Benchmark Literacy Proficiency**

CMS Literacy % Proficient/Advanced				
5th Grade	Combined Pop	African American	Caucasian	Econ Disadvantaged
2010	67	45	79	56
2011	67	51	74	56
6th Grade				
2010	62	47	71	50
2011	64	57	69	57
7th Grade				

2010	46	28	57	33
2011	63	50	70	56
8th Grade				
2010	59	51	70	55
2011	70	65	74	64

**Benchmark Data 2009/10-2010/11 Summary**

**5th Grade:** According to the literacy Benchmark data from 2009-2011, the Combined Population had a 0% increase in achievement; African American had a 6% increase; Caucasian had a 5% decline; and Economically Disadvantaged had a 0% increase in achievement.

**6th Grade:** According to the literacy Benchmark data from 2009-2011, the Combined Population had a 2% increase in achievement; African American had a 10% increase; Caucasian had a 2% decline; and Economically Disadvantaged had a 7% increase in achievement.

**7th Grade:** According to the literacy Benchmark data from 2009-2011, the Combined Population had an 17% increase in achievement; African American had a 22% increase; Caucasian had a 13% increase; and Economically Disadvantaged had a 23% increase in achievement.

**8th Grade:** According to the literacy Benchmark data from 2009-2011, the Combined Population had an 11% increase in achievement; African American had a 11% increase; Caucasian had a 4% increase; and Economically Disadvantaged had a 9% increase in achievement.

2. **Literacy Growth**

CMS Literacy Growth			
Group	Percent Making Growth 2011	Percent Making Growth 2012	Percent Making Growth 2013
All Students	70.58	75.39	68.28
TAGG	61.64	66.23	58.86
African American	59.78	63.91	53.18
Hispanic	83.33	90.91	46.15
Caucasian	75.94	80.72	77.56
Econ Dis	62.06	67.11	59.49
English Learners	71.43	n<10	30.00
SWD	17.07	11.11	11.11

**2012 Growth Summary:** All Students, TAGG Group and ESEA Subgroups met their Growth AMOs for 2012 with the exception of Students with Disabilities, which was 12.87% below its projected AMO for 2012.

**2013 Growth Summary:**All Students, TAGG Group and ESEA Subgroups did not meet their Growth AMOs for 2013.

3. **The Learning Institute**

Cumulative Literacy Interim Assessment Summary												
Percent Correct-----Points Scored												
Literacy	10-11 Reading Avg	11-12 Reading Avg	12-13 Reading Avg	10-11 Writing Avg	11-12 Writing Avg	12-13 Writing Avg	10-11 Reading O/R	11-12 Reading O/R	12-13 Reading O/R	10-11 Writing Essay/R	11-12 Writing Essay/R	12-13 Writing Essay/R
5th Grade	70%	67%	53%	55%	64%	46%	2.33	2.48	8.6	14.5	15.20	39

6th Grade	75.4%	59%	52%	56	64%	48%	2.88	3.30	11.4	14.15	15.00	N/A
7th Grade	70%	63%	47%	60%	54%	53%	3.13	2.73	11.5	15.50	14.55	N/A
8th Grade	65%	75%	61%	45%	63%	66%	2.90	3.15	11.8	16.70	15.40	N/A

4. **Iowa Test of Basic Skills**

Literacy Performance-% Scoring Proficient and Advanced			
Grade	10-11 Literacy Performance	11-12 Literacy Performance	12-13 Literacy Performance
5th Grade	42%	37%	36%
6th Grade	46%	38%	48%
7th Grade	39%	48%	39%
8th Grade	52%	58%	50%

5. **Trend Statement:** A three-year trend analysis based on various data, including Benchmark test data, TLI data, and ITBS data for 5th through 8th grade literacy indicates a weakness for All Students, TAGG, and ESEA subgroups in multiple choice and open response in all areas: literary, content and practical applications with the lowest achievement occurring in the Students with Disabilities group. The lowest identified area in writing for all groups is writing multiple choice.

6. **SAI Survey** According to the the SAI survey there are three areas of concern for Crossett Middle School: Learning 2.5%, Evaluation 2.6%, and Family Involvement 2.7%.

Goal Every student will improve in all areas of literacy across the curriculum with emphasis on improving open response and multiple choice questions in reading with literary, content, and practical applications, and in writing with multiple choice writing, content, and style.

Benchmark **The 2013-2014 Literacy Proficiency AMO Goal for the All Student group is 75.45% and the TAGG group is 68.31%. The 2013-2014 Literacy Growth AMO Goal for the All Student group is 77.94% and for the TAGG group it is 71.23%.**

Intervention: <b>Provide a standards-based, student-centered literacy curriculum.</b>				
Scientific Based Research: 1) Lemov, Doug (2010). Teach Like A Champion: 49 Techniques That Put Students On The Path To College. Jossey-Bass. San Fransico. 2) Goudevis, A. and Harvey, S. (2007). Strategies that Work. Teaching Comprehension for Understanding and Engagment. Pembroke Publishers. Ontario. 3) Rasinski, Timothy V. (2010). The Fluent Reader, Oral & Silent Reading Strategies for Building Fluency, Word Recognition & Comprehension. Scholastic Professional Books. New York. 4) Harvey, Stephanie and Daniels, Harvey, (2009). Comprehension and Collaboration: Inquiry Circles in Action. Heinemann. Portsmouth, New Hampshire.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<b>Comprehensive Balanced Literacy Program.</b> 1) CMS will continue to implemented a Comprehensive Balanced Literacy Program in the 5th-8th grades. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Barbara Garner, Assistant Superintendent; Lou Gregorio, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

<p><b>Comprehensive Balanced Literacy Program.</b> Title I funds will be used to replace damaged or lost Common Core novels for each of the literacy and social studies classrooms.                  Action Type: Alignment                  Action Type: Equity                  Action Type: Title I Schoolwide</p>	<p>Barbara Garner, Assistant Superintendent; Lou Gregorio, Principal</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Materials &amp; Supplies: \$2378.48</p> <hr/> <p>ACTION BUDGET: \$2378.48</p>
<p><b>Comprehensive Balanced Literacy Class.</b> To ensure that each student experiences a rigorous literacy curriculum aligned to the Common Core State Standards a Comprehensive Balanced Literacy Program will be implemented for all students.                  1) All 5th-8th grade students will be scheduled into a year long comprehensive literacy class.                  2) Training and implementation for Scholastic READ 180 Program began in October 2011, and will continue in the 2013-2014 school year, using NSLA funds for licensing purchased services and State Prof Dev funds for training.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Title I Schoolwide</p>	<p>Lou Gregorio, Principal; Literacy IFs; CMS Literacy Teachers</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Public Library</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>Instructional Facilitator.</b>                  Title I funds will be used to hire a building-level Literacy Instructional Facilitator (5-8). (FTE 1.0 April Adams)                  1) The Literacy Instructional Facilitator will provide on-going professional development, mentoring services and assistance to teachers. Mentoring will include classroom visits, presentations of model lessons, and assistance for teachers in planning lessons which follow the literacy frameworks and emphasize high-yield strategies to improve student achievement and prepare students for the benchmark exams.                  2) The Instructional Facilitator will co-chair the weekly Professional Learning Community (PLC) meetings for 5th-8th teachers to evaluate and discuss instruction and performance assessments used in the classroom.                  3) The Instructional Facilitator will supervise and provide on-going professional development in the Comprehensive Balanced Literacy classes for the Literacy Teachers in grades 5-8.                  4) The Literacy Instructional Facilitator will serve as a mentor to Literacy Teachers in grades 5-8.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Title I Schoolwide</p>	<p>Lou Gregorio, Principal; April Adams, 5-8 Literacy IF</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>Title I - Employee Salaries: \$49991.39                  Title I - Employee Benefits: \$12873.58</p> <hr/> <p>ACTION BUDGET: \$62864.97</p>
<p><b>Extended Literacy Classes.</b>                  1) Continue block scheduling extending literacy blocks for 6th-8th grade Literacy classes. 2) CMS will implement double blocked Literacy classes in 5th grade that meet every day. 3) Students in 5th-6th grade, who scored basic or below basic on the state</p>	<p>Lou Gregorio, Principal; CMS Teachers</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>benchmark exam will attend READ 180 classes as part of their remediation in Literacy to master essential skills and knowledge to improve student achievement.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity</p>				
<p><b>Module Tests.</b> NSLA funds are budgeted to be used to pay The Learning Institute (TLI) of Hot Springs for providing module testing to CMS students.                  1) Students will be given module tests in literacy. These exams will enable teachers and administrators to monitor student achievement, focus on the strengths and weaknesses of students, determine specific instructional gaps, and determine remediation needs for individual students.                  2) Professional development will be provided on scoring open response questions and analyzing and using data on the TLI portal from the module tests. NSLA funds will support training fees and purchased services.                  3) A computer and scanner dedicated for use with downloading TLI module tests and scanning student answer documents is placed in the Instructional Facilitators office. NSLA funds will be used to purchase materials for scanning and to provide software support.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Program Evaluation                  Action Type: Title I Schoolwide</p>	<p>Barbara Garner, Assistant Superintendent; Lou Gregorio, Principal; April Adams, 5-8 Literacy IF</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>NSLA (State-281) - Purchased Services: \$16000.00</p> <hr/> <p>ACTION BUDGET: \$16000</p>
<p><b>Pre-AP Training.</b> Send selected teachers from each core subject area to AP/Pre-AP training workshops to support increased rigor in the curriculum. State Professional Development funds will pay for training fees and travel (allocated in the district plan).                  Action Type: Equity                  Action Type: Professional Development</p>	<p>Lou Gregorio, Principal</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p><b>Collaboration.</b>                  1) Special Education teachers and speech therapists will meet with regular classroom teachers to make appropriate modifications for students with special needs.                  2) Staff will meet as necessary to address pre-referrals or early interventions for students in need.                  3) Due process committee will meet as needs arise to discuss the Individual Education Plans for students.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Program Evaluation                  Action Type: Special Education                  Action Type: Title I Schoolwide</p>	<p>Lou Gregorio, Principal; Special Education Teachers, CMS Teachers</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p><b>Professional Learning Communities.</b> PLC meetings will be held once a week during planning and teaming times. Literacy teachers will also meet in PLCs with their interdisciplinary team because it provides an opportunity to plan collaboratively. PLC topics include:          1) align grade-level curriculum maps and pacing guides,          2) develop scope and sequences of literacy skills for each grade level,          3) plan, discuss and evaluate performance assessments used in the classroom,          4) analyze data,          5) reflect, exchange ideas and discuss best practices, and          6) collectively develop interventions that provide all students with additional time and support when they experience initial difficulty in their learning.          Action Type: Alignment          Action Type: Collaboration          Action Type: Equity          Action Type: Professional Development          Action Type: Title I Schoolwide</p>	<p>Lou Gregorio, Principal;          Literacy IFs; CMS          Teachers</p>	<p>Start:          07/01/2013          End:          06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>Systemic Improvement Process.</b>          1) Train teachers in the curriculum mapping and alignment process and evaluation of student achievement across the district. Local funds will be used to purchase materials and supplies which include charts, markers, tabs, notes, paper and refreshments.          2) Use curriculum maps to develop activities which stress strategies students use to solve the open response questions on the Benchmark exam.          3) Provide administrators and Instructional Facilitators with the training and rubrics used in the process which includes: Systemic Performance Rubric; School Leadership Rubric; School/Teacher Performance Rubric; Student Engagement; Building Walk-Through Form; and Classroom Observation Form.          4) Use CMS Leadership Team meetings, Departmental Meetings and Professional Learning Communities (PLCs) to horizontally and vertically align the literacy curriculum within and between each grade level.          Action Type: Alignment          Action Type: Collaboration          Action Type: Professional Development          Action Type: Program Evaluation</p>	<p>Lou Gregorio, Principal;          District Literacy IFs,          CMS Teachers</p>	<p>Start:          07/01/2013          End:          06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>Promote Social Responsibility.</b>          1) Project Wisdom materials will be used to incorporate character lessons into daily announcements. Journal topics are provided to teachers to incorporate character education &amp; development across the curriculum.          2) Promote appropriate social skills by having counselor discuss "word of the month" during announcements, post in the halls and each classroom and have teachers follow up with classroom discussions.          3) Teachers will discuss classroom rules and expectations, and</p>	<p>Lou Gregorio, Principal;          Courtney Barnett, CMS          Counselors; April Adams          and Sherry Cotton,          Instructional Facilitators;          CM</p>	<p>Start:          07/01/2013          End:          06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>

character education.

4) Counselors will schedule classes to promote social, problem solving, and conflict resolution skills and prevent aggressive and disruptive behavior in the classroom using the book Character in Motion from Rachel's Challenge.

5) Train students, teachers, and community members to become members of Rachel's Challenge. Continue to implement Rachel's Challenge program in grades 5-8 in 2013/2014. State & Local funds will be used to purchase training services for Rachel's Challenge.

6) CMS annual Character Day Program will be held during the 2013-2014 school year to promote reading across all curriculum areas.

7) CMS will implement History Day in grades 7-8 for the 2013/2014 school year. The focus for this year will be "Rights and Responsibilities in History". Teachers will collaborate to help students complete their cross-curricular projects. A local competition will be held at CMS during the third nine-weeks. The state competition will be held April 2014, at the University of Central Arkansas in Conway.

8) CMS will sponsor the school-wide Community Cares and Adopt-A-Kid fundraisers to support our students on the 2014 Benchmark Exams.

9) A community luncheon will be held after Benchmark Exams to support community members who donated to our Community Cares and Adopt-A-Kid fundraisers.

10) CMS will continue sponsoring a PRIDE Team for the 2013-2014 school year.

11) CMS student council will sponsor school-wide dances and promote student leadership for grades 5-8 in the 2013-2014 school year.

12) CMS Family, Career & Community Leaders of America (FCCLA) will sponsor donations for the Arkansas Childrens Hospital in the 2013-2014 school year.

13) CMS Leadership & Service Learning students will conduct monthly service projects in our school and community (such as Breast Cancer Awareness, Relay for Life, and canned food drive), and they will implement Box Tops for Education in the 2013-2014 school year.

14) CMS Future Business Leaders of America (FBLA) will participate in contests at the district and state level.

15) CMS Beta Club will participate in the Adopt-A-Highway program and at the Relay For Life event in the Spring.

16) Advisory Classes will use the book Character in Motion from Rachel's Challenge to help students develop positive character traits. This workbook contains story-specific lessons and is centered on nine virtues of character.

17) CMS will begin an annual Pi Day to promote math across the curriculum. This will be held in the Spring semester of the 2013-2014 school year.

Action Type: Collaboration



<p>Action Type: Equity  Action Type: Professional Development  Action Type: Special Education  Action Type: Title I Schoolwide</p>				
<p><b>Title I School.</b> 1) CMS is a certified schoolwide Title I school by meeting the 40% poverty criterion. Meetings including all of the school staff and administrators are held annually to discuss the continuation of annual school wide program planning. 2) Technical assistance including schoolwide assistance will be provided by the ACSIP Supervisor annually.  Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Title I Schoolwide</p>	<p>Lou Gregorio, Principal,  CMS Teachers</p>	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>Student Assessment.</b>  1) Teachers will assess student learning frequently with standards-based assessments.  2) Teachers will evaluate student's progress using data from TLI module tests, Benchmark test, and the ACT Explore test.  3) Teachers will disaggregate data from these tests, emphasizing all subgroups, to target areas of weakness and plan strategies for interventions as they relate to individual AIPs.  4) Daily Grammar Practice teacher manuals and student workbooks will be purchased using local funds for all teachers in grades 5-8 to support literacy instruction and assessment.  6) Teachers will use benchmark score data to identify students who were within 10 points of making proficient on the 2013 Literacy Benchmark exam.  7) Teachers will target these identified students by providing additional encouragement and opportunities to practice the skills needed to perform at the proficient or advanced levels on the spring Benchmark exam. 8) CMS will pilot the Partnerships for Assessment of Readiness for College and Career during the 2013-2014 school year.  Action Type: Alignment  Action Type: Collaboration  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>	<p>Lou Gregorio, Principal;  CMS Teachers</p>	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>Coordination of Funds.</b> Federal, state, and local funds will be used to coordinate and integrate services to improve instruction and increase student achievement.  Action Type: Collaboration  Action Type: Equity  Action Type: Parental Engagement  Action Type: Professional Development  Action Type: Special Education  Action Type: Title I Schoolwide</p>	<p>Barbara Garner,  Assistant  Superintendent; Lou  Gregorio, Principal</p>	<p>Start:  07/01/2013  End:  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p><b>Title I Paraprofessionals.</b> Title I funds will be used to hire 4.0 FTE highly qualified paraprofessionals to work with students in research based models of instruction and under the direction of certified staff. (Karla Smith, Diana Matheney, Rhonda Guin, Sherri Bethea)  Action Type: Alignment  Action Type: Collaboration  Action Type: Equity  Action Type: Title I Schoolwide</p>	Barbara Garner, Assistant Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	Title I - Employee Salaries: \$57908.59 Title I - Employee Benefits: \$19010.31 <hr/> ACTION BUDGET: \$76918.9
<p><b>NSLA Paraprofessionals.</b> NSLA funds will be used to hire 1.00 FTE highly qualified paraprofessionals (Wanda Henderson) to work with students in research based models of instructional and under the direction of certified staff.  Action Type: Alignment  Action Type: Collaboration  Action Type: Equity</p>	Lou Gregorio, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - Employee Benefits: \$4419.00 NSLA (State-281) - Employee Salaries: \$18459.00 <hr/> ACTION BUDGET: \$22878
<p><b>Yearbook Class.</b> Continue CMS Yearbook class as an 8th grade elective to prepare the 2013-2014 Yearbook using previously purchased computers to prepare/edit copy, design page-layouts, and electronically submit all data to Jostens (Memory Book).  Action Type: Collaboration  Action Type: Technology Inclusion</p>	Barbara Garner, Assistant Superintendent; Lou Gregorio, Principal; Amanda Hatkevich, Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p><b>Pathwise Training.</b> Mentor teachers will receive Pathwise Training from SE Ark Service Cooperative.  Action Type: Professional Development  Action Type: Title I Schoolwide</p>	Barbara Garner, Assistant Superintendent, Lou Gregorio, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p><b>ASCD Conference.</b> Administrators and Instructional Facilitators will attend the annual Arkansas Supervision and Curriculum Development (ASCD) Conference in Hot Springs if funds are available.  Action Type: Collaboration  Action Type: Professional Development</p>	Barbara Wood, Superintendent; Lou Gregorio, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p><b>Literacy Inclusion.</b> In an attempt to prepare the special needs child for the Benchmark exam:  1)Special Education students will attend small group remediation for Benchmark practice with the literacy and math Instructional Facilitators once a week beginning in February.  2)Released Benchmark items will be provided to the Special Education teachers for additional practice and support.  3) CMS teachers will work with special education teacher to</p>	Lou Gregorio, Principal; April Adams, 5-8 Literacy IF; Stephanie Cole, Special Ed. Supervisor: CMS teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>implement co-teaching (for the support of special needs students) with the goal of full implementation during the 2013-2014 SY.                      Action Type: Collaboration                      Action Type: Equity                      Action Type: Special Education</p>				
<p><b>Newspaper Class.</b> A newspaper elective class will be offered to 7th-8th grade students to provide a relevant activity in which various writing skills will be practiced.                      Action Type: Collaboration                      Action Type: Technology Inclusion</p>	<p>Lou Gregorio, Principal;                      April Adams, literacy IF;                      Judy Johnson, teacher</p>	<p>Start:                      07/01/2013                      End:                      06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>Diagnostic Reading Assessments</b>                      Title One funds were used to purchase Dibels Next Vport Data Management and Online Scoring System. DIBELS will be used as an interim assessment of fluency, vocabulary, and comprehension given three times a year.                      Action Type: Professional Development                      Action Type: Title I Schoolwide</p>	<p>April Adams, Literacy Instructional Facilitator</p>	<p>Start:                      07/01/2013                      End:                      06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>Learning Centers</b> Center based instruction will be implemented in CMS core classrooms and will be planned and organized with appropriate learning materials designed for students to work in self-directing learning activities, either individually, with partners, or small groups. Centers will be designed to integrate with the overall classroom literacy program.                      Action Type: Alignment                      Action Type: Equity</p>	<p>Lou Gregorio, Principal</p>	<p>Start:                      07/01/2013                      End:                      06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>Literacy Evaluation</b> The Literacy intervention will be evaluated by 1) the completion of the CCSS Literacy Units, 2)an analysis of the vertical alignment of the literacy curriculum; 3) The Learning Institute Intermin Assessments; 4) Benchmark exams;5) Partnership for Assessment of Readiness for College and Careers (PARCC) will be piloted in the Spring of 2014, and 6)Lesson Plans.                      Action Type: Alignment                      Action Type: Program Evaluation</p>	<p>Lou Gregorio, Principal</p>	<p>Start:                      07/01/2013                      End:                      06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>Nuts and Bolts Conference</b> One administrator, two instructional facilitators, and two teachers will attend the Nuts and Bolts Conference for grades 4-9 in Broomfield, Colorado or Destin Florida if funds are available. The conference focuses on the practical, proven, day-to-day strategies and activities for working with the early adolescent learner. Many of the topics discussed at teh conference are: student motivation, classroom management, literacy, technology, grading practices, how boys and girls learn, building relationships with students, and school leadership.</p>	<p>Lou Gregorio, Building Principal, CMS Teachers, CMS Instructional Facilitators</p>	<p>Start:                      07/01/2013                      End:                      06/30/2013</p>		<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$181040.35</p>

Intervention: <b>Implement a remediation program to provide targeted supplemental instruction and enrichment to increase literacy proficiency.</b>				
Scientific Based Research: 1) Knight, Jim. (2007). Instructional Coaching: A Partnership Approach to Improving Instruction. Corwin Press. Thousand Oaks, California. 2) Walker, B. (2008) Adjusting Instruction to meet Student Needs. Reading Today, 25. 3)Brown, Luvelle and Sterrett, William.(2008) Extend and Enrich: Maximizing After-School Efforts in an Effective, Efficient, and Data-Driven Manner. Educational Leadership, 6.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p><b>In-school Remediation.</b> Provide a remedial literacy program (supplemental during the school day) for 5th-8th grade students scoring less than proficient on the Benchmark exam with special emphasis on economically disadvantaged students and African-American male students. <u>Schoolwide #9 - Point-in-time Remediation</u>)                      Action Type: Alignment                      Action Type: Collaboration                      Action Type: Equity</p>	Lou Gregorio, Principal; CMS Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
<p><b>Data Analysis and AIPs.</b>                      1) Conduct strand and item-by-item analysis to determine student deficiencies by sub-population to inform instruction in the remediation program.                      2) Teachers will receive AIPs for each student scoring below basic and basic in literacy on the Benchmark exam for the purpose of identifying weak skills and documenting support services and progress of learning strategies.                      Action Type: AIP/IRI                      Action Type: Alignment                      Action Type: Collaboration                      Action Type: Equity                      Action Type: Professional Development                      Action Type: Technology Inclusion</p>	Lou Gregorio, Principal; CMS Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>Literacy Professional Development. Teachers will utilize training received through the SE Arkansas Educational Service Cooperative and Professional Learning Communities (PLCs) on the use of fluency and comprehension strategies to reinforce and remediate literacy concepts.                      Action Type: Alignment                      Action Type: Collaboration                      Action Type: Equity                      Action Type: Professional Development</p>	Lou Gregorio, Principal; CMS Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p><b>Literacy Remediation.</b>                      1) The Literacy Instructional Facilitator and Literacy teachers will provide a list of identified areas of weakness in reading and writing skills to all teachers and staff based on strand and item-by-item analysis.                      2) Students will receive literacy remediation daily based on implementation of targeted, research-based best practices that address the specific needs of each student identified as less than proficient.                      3) Students will receive remedial services in reading using materials modeled after the Benchmark exam.                      4) Students will receive remedial services in writing with an emphasis on open-ended response items modeled after the Benchmark exam.                      5)The Literacy classrooms will be expanded with remaining funds to include iPads and keyboards for continuing remediation needs by the</p>	April Adams, Literacy IF; CMS Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>media specialist and classroom teachers.                  Action Type: AIP/IRI                  Action Type: Alignment                  Action Type: Equity                  Action Type: SIF 1003(a) 10-11</p>				
<p><b>Remediation Program Evaluation.</b> The remediation program will be evaluated using the following tools:                  1) Monitoring of lesson plans,                  2) Classroom Walk-Throughs (CWT) Observations,using CWT forms and website (See report in supporting data)                  3) Classroom Observations/Post Conferences with the Principal/Assistant Principal,                  4) District Instructional Facilitators,                  5) SE Arkansas Educational Service Cooperative Instructional Facilitators                  Action Type: AIP/IRI                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Program Evaluation                  Action Type: Technology Inclusion</p>	<p>Lou Gregorio, Principal; CMS Teachers</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>AIPs.</b> Develop an AIP for every student who did not score proficient/advanced on the 4th, 5th, 6th and 7th grade benchmark test. Parents will be provided copies of their student's AIP at the September 2013 Parent-Teachers Conferences.                  1) Following strand and item analysis, 5th through 8th grade students will be grouped by identified weakness and will be scheduled into remediation during the school day.                  2) Following strand and item analysis, 6th,7 th, 8th grade students will take a pretest on the web-based Compass Learning system and will be allowed to complete their personal remediation plan in the computer lab before school, during lunch or after school.                  Action Type: AIP/IRI                  Action Type: Collaboration                  Action Type: Equity</p>	<p>Lou Gregorio, Principal; CMS Counselors; CMS Teachers</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>Heinemann Publishing: Fountas and Pinnell Genre Study Suite and Reader's Notebook Advanced</b>                  1) Fountas and Pinnell Genre Study Suite's were purchased using NSLA funds for Literacy and Social Studies teachers to provide resources that focus on genre study through inquiry-based learning with an emphasis on reading comprehension and the craft of writing.                  2)Common Core Bellringers by Great Educators were purchased with Title 1 funds for literacy and math teachers to expose students to the language arts and math common core standards for their grade.                  Action Type: Collaboration                  Action Type: Professional Development                  Action Type: Title I Schoolwide</p>	<p>Lour Gregorio, Principal; April Adams, Literacy Instructional Facilitator; Sherry Cotton Math Facilitator</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>Intervention: <b>Parental engagement and advocacy for the facilitation of student growth.</b></p>				

<p>Scientific Based Research: 1) Colvin, Geoff (2009). Managing Noncompliance and Defiance in the Classroom: A Road Map for Teachers, Specialists, and Behavior Support Teams. Corwin Press. Thousand Oaks, California. 2) Darling, S. (2008). Family must be a part of the solution in closing the achievement gap. The Clearing House, 81. 3) Hill, Nancy and Tyson, Diana (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement, 45 (3), 740-763.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p><b>Social Worker.</b> A district level social worker (Elaine Simpson, FTE .34) will be utilized by CMS to:                      1) supplement parental contact with students and families in need of services (FINS),                      2) work with the school's attendance secretary to locate and contact students/families with excessive absences,                      3) work with homeless students and parents to ensure medical services and/or materials, eyeglasses, supplies, clothing, and transportation are provided as required, and                      4) work with the families of students that are disciplinary problems in our school. Local funds will be used to provide training and travel for the social worker to attend professional development.                      ARMAC funds will support this action.                      Action Type: Equity                      Action Type: Parental Engagement                      Action Type: Title I Schoolwide</p>	Barbara Wood, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<p>—————                      ACTION BUDGET: \$</p>
<p><b>Parent Facilitator.</b> The CMS principal will designate one certified staff member to serve as a parent facilitator to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. The parent facilitator will organize and meet with an alumni advisory committee. (ACT 307 &amp; ACT 397, #G)                      The Parent Facilitator will attend the Arkansas Parenting Education Network Conference in October, supported with Title I funds for registration and travel. This is above and beyond the standard requirements.                      Action Type: Parental Engagement</p>	Lou Gregorio, Principal; Courtney Barnett, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014		<p>—————                      ACTION BUDGET: \$</p>
<p><b>TIPS Center.</b> The TIPS Center will be staffed with a TIPS Coordinator(FTE 1.00) to work with parents, students, and the community. Local funds will support this position with salaries and benefits and materials and supplies.                      Action Type: Collaboration                      Action Type: Equity                      Action Type: Parental Engagement                      Action Type: Special Education</p>	Barbara Wood, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<p>—————                      ACTION BUDGET: \$</p>
<p><b>CAPS Formation.</b> Principal and teachers will continue to support the formation of CMS CAPS - Caring About Parents and Students is the name of the PTA/PTO Organization in Crossett Schools. The CAPS Organization will meet to plan and organize activities for CMS students and to inform parents of upcoming events(ACT 307 &amp; ACT 397, #F)  <u>Parent Compact-H2D &amp; H2F</u>                      Action Type: Collaboration                      Action Type: Equity                      Action Type: Parental Engagement                      Action Type: Title I Schoolwide</p>	Lou Gregorio, Principal; CMS Teachers; Courtney Barnett, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014		<p>—————                      ACTION BUDGET: \$</p>
<p><b>Parent Center.</b>                      1) The CMS principal will designate an area to be used as the Parent Center. Informational Packets, parenting books, magazines and other informative material</p>	Lou Gregorio, Principal; April Adams, Parent	Start: 07/01/2013 End:		<p>—————</p>

<p>regarding responsible parenting will be available for parents to borrow or review. This service will be advertised on the school website. <u>(ACT 307 &amp; ACT 397, #A)</u></p> <p>2) Set up a parent computer station so all parents can have access to E-School.</p> <p>3) Additional reasonable support will be available upon parent request.</p> <p>Action Type: Equity Action Type: Parental Engagement</p>	Facilitator	06/30/2014		ACTION BUDGET: \$
<p><b>Parent Involvement Meetings.</b> Parent Involvement Meetings will be held throughout the year to discuss what students will be expected to learn, how they will be assessed, and how parents can assist to make a difference in his or her child's education. The school's process for resolving parental concerns will be discussed at these meetings. <u>(ACT 307 &amp; ACT 397, #B)</u> Parent Compact-H2A &amp; H2B Parents will be given a chance to identify and request other support activities from the school.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Lou Gregorio, Principal; Courtney Barnett, Parent Facilitator; CMS Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p><b>Volunteer Resource Book</b></p> <p>1) Parents will be informed of opportunities to interact with the school as volunteers through a volunteer drive during Orientation/Open House and the first few weeks of school. The school will compile a Volunteer Resource Book from the parent interest forms and make available to school staff and update yearly. Parents will be encouraged to support and become involved with classroom projects.</p> <p>2) Parents must participate in a Parent Volunteer Training in order to be eligible to volunteer at middle school events. This training will be conducted by the middle school counselor. <u>(ACT 307 &amp; ACT 397, #C)</u></p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Lou Gregorio, Principal; Whitney Farmer, Principal's Secretary; Courtney Barnett, Counselor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p><b>CAPS Flyers.</b> CMS will develop flyers that include: information on the school's commitment to parent involvement, the process for resolving parent concerns (as found in the student handbook), and tips for how parents can foster their child's success. School personnel will distribute the flyers to parents of all students in the school at Parent Teacher Conferences. The flyers will also be displayed in the Parent Center and the office. <u>(ACT 307 &amp; ACT 397, #D)</u></p> <p>Action Type: Equity Action Type: Parental Engagement</p>	Lou Gregorio, Principal; Courtney Barnett, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p><b>Informed Parental Decisions.</b> 1) Parents will be informed of the district parent center, provided with the Promotion Guidelines, for each grade 5-8 and introduced to the location of the TIPS Center and the programs offered there to foster their child's success. 2) For every 8th grader, utilize STEPS (Spring student registration conferences) program to meet with parents and discuss the student's performance on state/national assessments, the student's schedule for their 9th grade year, and inform parents of opportunities to remain involved in the decision-making process of their high school student.</p> <p>Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Lou Gregorio, Principal; Courtney Barnett, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p><b>Transition Activities.</b> 1) Class visits: 4th grade students from Anderson Elementary will visit CMS in May to help make the transition to 5th grade. 2) In the spring semester, 4th grade parents will be invited to attend an after-school meeting preparing them and their child for the transition to fifth grade. Parents will receive school supply lists,</p>	Lou Gregorio, Principal, CMS Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

<p>informative handouts, and meet teachers. 3) In August, 5th grade orientation will be held to obtain schedules, meet teachers, and obtain class supply lists.                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Title I Schoolwide</p>				
<p><b>School Improvement Status.</b> According to the 2013 Arkansas School ESEA Accountability Report, Crossett Middle School is a Needs Improvement School in Literacy and a Needs Improvement School in Math. Parents declined school choice services in the CMS due to one building being available per grade level. Parents made no response to the mailed written notices about CMS School Improvement Status.                  Action Type: Equity                  Action Type: Parental Engagement</p>	<p>Lou Gregorio, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p><b>Parental Involvement PD.</b> Administrators will receive three hours of training on parental engagement. Teachers will receive two hours of training on parental engagement to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation. <u>Parent Compact-H2C</u>                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Professional Development</p>	<p>Lou Gregorio, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>E-School</b> 1) Teachers will be trained to use E-School to allow parents to track student progress, homework, assignments and activities from home computer. 2) Principal and APSCN Secretary attended training in the use of ED-School, an electronic gradebook and student reporting software. 3) Teachers will receive professional development training on E-School to enhance communication with parents regarding student progress.                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Professional Development</p>	<p>Lou Gregorio, Principal; Stacy Johnson, APSCN Secretary</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>Parent-Teacher Conferences.</b> Four Parent/Teacher conferences are scheduled in the District calendar for 2013-2014. A three-hour Parent/Teacher Conference will be held each of the four 9-week grading period. This is equivalent to the required two Parent/Teacher Conferences. (<u>ACT 307 of 2007 - amended ACT 603 of 2003 &amp; ACT 397, #H</u>)                  Action Type: Equity                  Action Type: Parental Engagement</p>	<p>Barbara Wood, Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p><b>CMS Website.</b> CMS web site will provide information for parents concerning school events and classroom assignments to assist them with fostering their child's success. <u>Parent Compact-H2E</u>                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Technology Inclusion</p>	<p>Barbara Wood, Superintendent; Lou Gregorio, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>Parent-Teacher Conference.</b>                  1) Teachers will share Performance Assessments with parents at the Parent/Teacher conferences.                  2) Counselors will provide parents with explanations of their child's individual report from the ACTAAP exam during Parent/Teacher conferences. (<u>ACT 307 &amp; ACT 397, #H</u>)                  Action Type: Equity                  Action Type: Parental Engagement</p>	<p>Lou Gregorio, Principal, CMS Counselors and Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>



<p><b>Translation Services.</b> Information and forms will be translated into Spanish for ESL families.                  Action Type: Equity                  Action Type: Parental Engagement</p>	Mrs. Anna Nimmo, ESL translator/tutor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION BUDGET: \$																																																																																										
<p><b>Parental Engagement Program Evaluation.</b> The parental engagement intervention will be evaluated through sign in sheets, the CMS Parent Surveys, documentation of the number of activated accounts on E-School, Parent/Teacher conference attendance, Volunteer Resource Book, Phone Messenger reports, and documentation of the CAPS Program. This will be the third year for the Parental Engagement Program Evaluation.                  1) <b>CMS Parent Survey.</b> Although there is positive growth in every area, there is still need for continued improvement.</p> <p>Question #1. The physical structures and condition of the school provide all students and staff members with a safe, healthy, orderly and equitable learning environment.</p> <table border="1" data-bbox="168 527 997 730"> <thead> <tr> <th colspan="6">Question #1</th> </tr> <tr> <th>Answer</th> <th>Poor</th> <th>Needs Improvement</th> <th>Average</th> <th>Above Average</th> <th>Excellent</th> </tr> </thead> <tbody> <tr> <td>Fall 2012</td> <td>0%</td> <td>3.8%</td> <td>15.4%</td> <td>46.2%</td> <td>34.6%</td> </tr> <tr> <td>Fall 2011</td> <td>0%</td> <td>0%</td> <td>33.3%</td> <td>33.3%</td> <td>33.3%</td> </tr> <tr> <td>Difference</td> <td>-0%</td> <td>+3.8%</td> <td>-17.9%</td> <td>+12.9%</td> <td>+1.3%</td> </tr> </tbody> </table> <p>Question # 2. Teachers set high academic expectations for all students, challenge the students to set high expectations for themselves and provide the structure and support to ensure student success.</p> <table border="1" data-bbox="168 868 997 1071"> <thead> <tr> <th colspan="6">Question #2</th> </tr> <tr> <th>Answer</th> <th>Poor</th> <th>Needs Improvement</th> <th>Average</th> <th>Above Average</th> <th>Excellent</th> </tr> </thead> <tbody> <tr> <td>Fall 2012</td> <td>0%</td> <td>3.8%</td> <td>23.1%</td> <td>38.5%</td> <td>34.6%</td> </tr> <tr> <td>Fall 2011</td> <td>0%</td> <td>33.3%</td> <td>33.0%</td> <td>0%</td> <td>33.3%</td> </tr> <tr> <td>Difference</td> <td>0%</td> <td>-29.5%</td> <td>-9.9%</td> <td>+38.5%</td> <td>+1.3%</td> </tr> </tbody> </table> <p>Question #3. School leadership facilitates ongoing learning experiences designed to encourage family members, business leaders and other community members to share in the school's vision of learning.</p> <table border="1" data-bbox="168 1209 997 1412"> <thead> <tr> <th colspan="6">Question #3</th> </tr> <tr> <th>Answer</th> <th>Poor</th> <th>Needs Improvement</th> <th>Average</th> <th>Above Average</th> <th>Excellent</th> </tr> </thead> <tbody> <tr> <td>Fall 2012</td> <td>0%</td> <td>7.7%</td> <td>34.6%</td> <td>23.1%</td> <td>34.6%</td> </tr> <tr> <td>Fall 2011</td> <td>0%</td> <td>0%</td> <td>66.7%</td> <td>0%</td> <td>33.3%</td> </tr> <tr> <td>Difference</td> <td>0%</td> <td>+7.7%</td> <td>-32.1%</td> <td>+23.1%</td> <td>+1.3%</td> </tr> </tbody> </table> <p>Question # 4. Standards of student behavior are clearly communicated to students and parents and equitably applied to all students.</p>	Question #1						Answer	Poor	Needs Improvement	Average	Above Average	Excellent	Fall 2012	0%	3.8%	15.4%	46.2%	34.6%	Fall 2011	0%	0%	33.3%	33.3%	33.3%	Difference	-0%	+3.8%	-17.9%	+12.9%	+1.3%	Question #2						Answer	Poor	Needs Improvement	Average	Above Average	Excellent	Fall 2012	0%	3.8%	23.1%	38.5%	34.6%	Fall 2011	0%	33.3%	33.0%	0%	33.3%	Difference	0%	-29.5%	-9.9%	+38.5%	+1.3%	Question #3						Answer	Poor	Needs Improvement	Average	Above Average	Excellent	Fall 2012	0%	7.7%	34.6%	23.1%	34.6%	Fall 2011	0%	0%	66.7%	0%	33.3%	Difference	0%	+7.7%	-32.1%	+23.1%	+1.3%	Lou Gregorio, Principal; Courtney Barnett, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
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Question #4					
Answer	Poor	Needs Improvement	Average	Above Average	Excellent
Fall 2012	3.8%	11.5%	23.1%	38.5%	23.1%
Fall 2011	0%	0%	100%	0%	0%
Difference	+3.8%	+11.5%	-76.9%	+38.5%	+23.1%

Question # 5. Teachers regularly contact families to discuss student progress. Examples are: phone calls, notes, emails, progress reports, Edline, home visits, etc.

Question #5					
Answer	Poor	Needs Improvement	Average	Above Average	Excellent
Fall 2012	0%	11.5%	42.3%	23.1%	23.1%
Fall 2011	33.3%	33.3%	33.3%	0%	0%
Difference	-33.3%	-22.8%	+9.0%	+23.1%	+23.1%

Action Type: Collaboration  
 Action Type: Equity  
 Action Type: Parental Engagement  
 Action Type: Professional Development  
 Action Type: Program Evaluation  
 Action Type: Technology Inclusion

**Monthly Newsletter.** A monthly newsletter will be written and distributed to CMS Parents. (ACT 307 & ACT 397, #J) The newsletter will provide:  
 1) A letter from the principal.  
 2) Word of the month and character education information.  
 3) A 30-day event forecast.  
 4) Parenting tips for middle school students.  
 5) Instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment. (ACT 307 & ACT 397, #I) Parent Compact-H2E & H2F  
 6) Student and staff recognition.  
 Action Type: Equity  
 Action Type: Parental Engagement

**Parent Compact.** 1) At the beginning of the 2013-2014 school year parents were provided an information packet containing a school brochure, supply list, bell schedule, student emergency card, lunch forms, the Parent/Student/Teacher/Principal Title I Compact, a description of the school's curricula, an explanation of the school improvement status, and overview of the school's efforts to increase student achievement. (ACT 307 of 2007 & ACT 397 of 2009, #H,2.) 2) Parents/Students will receive a copy of the District Handbook at the beginning of the each school year or at the enrollment of new students. 3) Parents will acknowledge receipt by signing and returning appropriate documentation from the District Handbook. 4) Parents will be encouraged to support the school and their student's classes through involvement in the

Lou Gregorio, Principal; Courtney Barnett, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Lou Gregorio, Principal; CMS Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

local CAPS (Caring About Parents and Students) organization. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide				
Total Budget:				\$0

**Intervention: Implement a Literacy and Mathematics Efficiency Intervention Addressing Leadership, Organization/Resources, and an Improved Planning Process.**

Scientific Based Research: 1) Carter, Lisa. (2007). Total Instructional Alignment. From Standards to Student Success. Solution Tree. Bloomington, Indiana 2) Creighton, Theodore B., (2007). Schools and Data: The Educator's guide for Using Data to Improve Decision Making. Corwin Press. Thousand Oaks, California. 3) City, Elizabeth A. and Murname, Richard J., (2008). Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning. Harvard Education Press. Cambridge, Massachusetts. 4) Moss, Connie M. and Brookhart, Susan M., (2009). Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders. ACSD. Alexandria, Virginia.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<b>ACSIP Peer Review.</b> Prior to submitting the school's ACSIP Plan to the ADE School Improvement Supervisor, an ACSIP Review Meeting will be held with the entire faculty to approve the ACSIP Plan. Following this, representatives from each building will attend a district peer review meeting. The ACSIP plans will be returned to the schools to make any needed corrections or changes discussed at the ACSIP Peer Review Meeting. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Lou Gregorio, Principal; Jeff Mock & Kelly Spradlin, Assistant Principals; April Adams and Sherry Cotton, ACSIP Chairs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<b>ACSIP Supervisor.</b> The assigned ACSIP School Improvement Supervisor for CMS will be contacted annually to discuss on-going schoolwide activities. (Schoolwide #8 - Collaboration) Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Lou Gregorio, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<b>ACSIP Approval Process.</b> The ACSIP Approval Process shall be followed at each school: Prior to submitting the ACSIP Plans to the District, the principal will set up a faculty meeting to share the ACSIP Plan with faculty and staff. Each ACSIP Chairperson will be responsible for sharing his/her priority at the meeting. All input, concerns, questions, recommendations, corrections, etc. shall be discussed and recorded in the minutes. Any needed changes discussed are to be made prior to submission to the District. An agenda, sign-in sheet and minutes will be kept for documentation. A copy of the documentation will be sent to the Assistant Superintendent. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide	Lou Gregorio, Principal; April Adams and Sherry Cotton, ACSIP Chairs	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<b>ACSIP Evaluation.</b> 1) A meeting will be conducted annually of the ACSIP Committee (Schoolwide) to evaluate the schoolwide program and organize the planning process.	Lou Gregorio, Principal; April Adams and Sherry Cotton, ACSIP Chairs,	Start: 07/01/2013 End:	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	

<p>2) Literacy teachers will meet with the Principal and Literacy Co-Chairs to evaluate plan, analyze data, consider and select scientifically based research interventions and align goals. Documentation will include agendas, sign-in sheets and minutes of meetings. (Schoolwide #8 - Collaboration)</p> <p>3) ACSIP Literacy committee will evaluate the effectiveness of the ACSIP Plan on a quarterly basis.</p> <p>4) The Principal will report the school improvement plan progress to the superintendent quarterly, so he in turn can report progress to the school board.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	CMS Teachers	06/30/2014		ACTION BUDGET: \$
<p><b>Data Analysis.</b> Administrators, Instructional Facilitators, and teachers will analyze test data and secondary indicators to determine school improvement plans. This includes:</p> <p>1) Conduct strand and item-by-item analysis to determine student deficiencies by subpopulation to inform instruction in the classroom and remediation program.</p> <p>2) Develop an Excel database that includes demographics and CRT &amp; NRT assessment results.</p> <p>3) Develop a virtual Literacy Assessment Data Wall to identify content, subpopulations and secondary indicators to be continually monitored for student growth</p> <p>4) Use the literacy "Assessment Wall" to track grade level, classroom and student growth.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Lou Gregorio, Principal; Jeff Mock & Kelly Spradlin, Assistant Principals: CMS Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p><b>Resource Allocation.</b>Principal will conduct an audit of time resource allocation for the purpose of increasing the amount of time allocated for instructional leadership.</p> <p>1) Principal and Assistant Principals were trained on the Classroom Walk Through (CWT) Observation process and will continued to conduct classroom observations as part of the school leadership team.</p> <p>2) Instructional Facilitators were trained on the Classroom Walk Through (CWT) Observation process and will continue to conduct classroom observations to assist teachers in the implementation of research-based best practices that address the specific need of the students.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	Lou Gregorio, Principal; Jeff Mock & Kelly Spradlin, Assistant Principals; Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
<p><b>Mobile Smartboard.</b> The mobile interactive Smartboard previously purchased will continue to be used to support professional development during the school year during PLCs and staff development days.</p> <p>Action Type: Collaboration</p>	Lou Gregorio, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Central Office</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$

<p>Action Type: Professional Development                  Action Type: Technology Inclusion                  Action Type: Title I Schoolwide</p>				
<p><b>Efficiency Intervention Program Evaluation.</b>                  1) Administrators, Instructional Facilitators and teachers will use CWT data (located in the supporting data) to determine implementation of research-based best practices that address the specific student needs.                  2) Administrators and teachers will analyze test data and secondary indicators to determine the success of current programs and determine future school improvement plans.                  3) Quarterly Leadership Seminars will be held for Administrators and Instructional Facilitators to evaluate instructional programs and strategies                  4) This is the fourth year for the <b>Efficiency Intervention</b>.                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Program Evaluation                  Action Type: Technology Inclusion</p>	<p>Lou Gregorio, Principal;                  Jeff Mock &amp; Kelly Spradlin, Assistant Principals; Instructional Facilitators; CMS Teachers</p>	<p>Start:                  07/01/2013                  End:                  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p><b>The Learning Institute.</b>                  NSLA funds will be used to pay The Learning Institute (TLI) for providing regularly scheduled interim assessments (module tests/chunk tests) to CMS students. These formative assessments will enable teachers and administrators to monitor student achievement, focus on the strengths and weaknesses of students, determine specific instructional gaps, and determine remediation needs for individual students.                  1) In Literacy, grades 5-8 will be given eight (4) assessments (4 reading &amp; 4 writing) spread throughout the school year based upon curriculum maps and pacing guides.                  2) In Math (includes Algebra I), grades 5-8 will be given eight (5) assessments spread throughout the school year based upon curriculum maps and pacing guides.                  3) TLI will provide professional development to teachers, instructional facilitators, and administrators on the Literacy/Math Curriculum Alignment process, TLI Web Portal procedures, scoring open response questions, and TLI Basic &amp; Advanced Reporting Procedures for analyzing and using data from the interim assessments.                  4)NSLA Funds and State Professional Development Funds will be used to support travel to the training (allocated in the district plan).                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Professional Development                  Action Type: Technology Inclusion</p>	<p>Barbara Wood, Superintendent; Lou Gregorio, Principal, Instructional Facilitators, and Teachers.</p>	<p>Start:                  07/01/2013                  End:                  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p><b>StrataLogica Digital Atlas and Map Technology.</b> Nystrom StrataLogica Digital Atlas and Map Technology packages were purchased through NSLA funds for the 5th-8th grade social studies teachers.                  1) 5th and 6th grades (7 classrooms), will use the <u>Intermediate Political and Physical Series</u> of maps, along with digital state maps to make social studies more interesting and relevant.</p>	<p>Lou Gregorio, Principal;                  Jeff Mock, Assistant Principal; Social Studies Teachers</p>	<p>Start:                  07/01/2013                  End:                  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>2) 7th and 8th grades (3 classrooms), will use the <u>Combined Land Cover and Political Relief Series</u> and <u>Sculptural Relief Series</u> of maps including the digital state map, along with outline maps to make social studies relevant.</p> <p>3) Nystrom will provide professional development activities for all social studies teachers.</p> <p>4) Teachers and administrators will develop a plan for evaluation of the program.</p> <p>Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Technology Inclusion</p>				
<p>State professional development funds will be used to support administrators attending leadership seminar meeting prior to the ASCD Conference.</p> <p>Action Type: Alignment                  Action Type: Collaboration                  Action Type: Professional Development</p>	<p>Barbara Wood,                  Superintendent</p>	<p>Start:                  07/01/2013                  End:                  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	<p>—————                  ACTION BUDGET: \$</p>
<p><b>Smart Accountability</b> support will be facilitated by the Math &amp; Science Specialists Gail Snider at the UAM Stem Center.</p> <p>Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development</p>	<p>Barbara Garner,                  Assistant Superintendent</p>	<p>Start:                  07/01/2013                  End:                  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>—————                  ACTION BUDGET: \$</p>
<p><b>CMS Building Leadership Team</b>  <b>This committee meets monthly to build leadership capacity within the school. These sessions are utilized to discuss factors that affect student achievement efforts and set goals for the next month. The team members then report goals and needs discussed at the next monthly faculty meeting.</b></p> <p>Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development</p>	<p>Lou Gregorio, Principal</p>	<p>Start:                  07/01/2013                  End:                  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>—————                  ACTION BUDGET: \$</p>
<p><b>Book Study</b> Crossett Middle School staff will continue a book study of <u>The Energy Bus</u>. The book study will establish a foundation for approaching life and work with the kind of positive, forward thinking that leads to true accomplishments. This book study provides teachers tools for success.</p> <p>Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development</p>	<p>Lou Gregorio, Principal</p>	<p>Start:                  07/01/2013                  End:                  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>—————                  ACTION BUDGET: \$</p>
<p><b>Professional Development</b> Crossett School District teachers will receive the following professional development: 2 hours of Child Maltreatment; 2 hours of Arkansas History Professional Development (Social Studies teachers); 2 hours of Parental Involvement; 6 hours of technology; and training in Anti-Bullying and Cultural Diversity.</p> <p>Action Type: Collaboration                  Action Type: Professional Development</p>	<p>Lou Gregorio, Principal;                  CMS Teachers</p>	<p>Start:                  07/01/2013                  End:                  06/30/2014</p>		<p>—————                  ACTION BUDGET: \$</p>
<p><b>Technology Professional Development.</b> Crossett Middle School teachers will receive six hours of technology professional development as part of their</p>	<p>Lou Gregorio, Principal;                  Crossett Middle School</p>	<p>Start:                  07/01/2013</p>		<p>—————</p>

required professional development. Technology training will be provided by state professional development funds. Action Type: Professional Development Action Type: Technology Inclusion	Teachers	End: 06/30/2014		ACTION BUDGET: \$
<b>School Improvement:</b> 1) Crossett Middle School has restructured the internal organization through the following: co-teaching, course offerings, project-based learning, reassignment of teachers, implementation of the Middle School Model with teaming, and a new master schedule. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Lou Gregorio, Principal; Jeff Mock, Assistant Principal; Kelly Spradlin, Assistant Principal; Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<b>Middle School Model.</b> 1) Literacy teachers will act as part of interdisciplinary teams consisting of two or more teachers from different subject areas and the group of students they commonly instruct. Team teachers plan, coordinate, and evaluate curriculum and instruction across academic areas.	Lou Gregorio, Principal; Jeff Mock, Assistant Principal; Kelly Spradlin, Assistant Principal; Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<b>CMS After School Program</b> CMS will provide an after-school program for 7th and 8th grade that targets students not performing proficient or advanced level on the 2013 benchmark exam. Middle school teachers will provide instruction for the after-school program. Continuous enrollment will be offered through Oct. 1 through Jan. 30th. Instruction will be based on individual student AIPs and areas of identified through disaggregations of TLI data and benchmark data. Parents will be notified through parent letters, the district/school website, and medias. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Lou Gregorio, Principal; April Adams and Sherry Cotton, Instructional Facilitators; CMS Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<b>21st Century Grant</b> 21st Century Grant and Title 1 funds will be used to support an after-school tutoring program for 5th and 6th grade. These funds will provide transportation, salaries, and benefits for the teachers and students.	Jan Sellers, 21st Century Director; Lou Gregorio, Principal	Start: 07/01/2013 End: 06/30/2013		ACTION BUDGET: \$
<b>Total Budget:</b>				\$0

Priority 2: Every student will improve in all areas of math across the curriculum with emphasis on improving open response and multiple choice questions in measurement, geometry, data analysis and probability, numbers and operations, and algebra.

1. **Benchmark Math Proficiency**

CMS Arkansas School ESEA Accountability Report Math% Proficient/Advanced								
5th-8th Grade	All Students	TAGG Group	African Americans	Hispanic	White	Econ Disadvantaged	English Learners	Students w/Disabilities
2011-2012	68.04	57.54	53.89	46.15	75.51	57.83	n<10	25.00
2012-2013	56.41	45.97	40.49	62.50	64.59	46.68	45.45	17.50

Supporting Data:

**Benchmark Data 2012 Summary**

**5th-8th Grade:** According to the 2012 Arkansas School ESEA Accountability Report, Crossett Middle School is a **Needs Improvement School** in Math with All Students scoring 68.04% proficient/advanced, which is 2.21% below the 2012 AMO of 70.25% and the TAGG group scoring 57.54% which is 3.86% below the 2012 AMO of 61.40%. All ESEA math Subgroups failed to meet their 2012 AMO with the exception of Students with Disabilities, which exceeded by 1.70% its 2012 AMO of 23.30.

**Benchmark Data 2013 Summary**

**5th-8th Grade:** According to the 2013 Arkansas School ESEA Accountability Report, Crossett Middle School is a **Needs Improvement School** in Math with All Students scoring 56.41% proficient/advanced, which is 16.55% below the 2013 AMO of 72.96% and the TAGG group scoring 45.97% which is 8.94% below the 2013 AMO of 64.91%. All ESEA math Subgroups failed to meet their 2013 AMOs.

2. **2009/10-2010/11 Benchmark Math Proficiency**

CMS Math % Proficient/Advanced				
5th Grade	Combined Pop	African American	Caucasian	Econ Disadvantaged
2010	70	59	75	61
2011	76	60	83	66
6th Grade				
2010	70	59	75	61
2011	68	59	72	62
7th Grade				
2010	56	35	72	43
2011	66	56	71	60
8th Grade				
2010	43	32	55	34
2011	52	35	65	41

**Benchmark Data 2009/10-2010/11 Summary**

**5th Grade:** According to the math Benchmark data from 2009/10-2010/11, the Combined Population increased by 6%; African American had a 1% increase; Caucasian had an 8% increase; and Economically Disadvantaged had a 5% increase in achievement.

**6th Grade:** According to the math Benchmark data from 2009-2011, the Combined Population had a 2% decrease in achievement; African American had a 0% increase; Caucasian had a 3% decline; and Economically Disadvantaged had a 1% increase in achievement.

**7th Grade:** According to the math Benchmark data from 2009-2011, the Combined Population had an 10% achievement increase; African American had a 21% increase; Caucasian had a 1% decline; and Economically Disadvantaged had a 17% increase in achievement.

**8th Grade:** According to the math Benchmark data from 2009-2011, the Combined Population had a 9% increase in achievement; African American had a 3% increase; Caucasian had a 10% increase; and Economically Disadvantaged had a 7% increase in achievement.

3. **8th Grade Algebra I End of Course Exam**

8th Algebra I EOC Summary					
Year	Number Tested	Below Basic	Basic	Proficient	Advanced
09-10	33	0%	0%	39%	61%
10-11	56	2%	16%	63%	20%
11-12	54	0%	16%	73%	11%
12-13	61	2%	30%	56%	13%



**Algebra I EOC Summary:** According to a 4-year average of 8th grade Algebra I EOC data, the percent of students scoring Below Basic has increased to 2%, students scoring basic has increased from 0% to 30%, students scoring proficient has increased from 39% to 59%, while the percent of students scoring Advanced has decreased by 61% to 13%.

**4. Math Growth**

<b>CMS Math Growth</b>			
Group	Percent Making Growth 2011	Percent Making Growth 2012	Percent Making Growth 2013
All Students	60.96	36.29	43.65
TAGG	50.63	34.94	33.98
African American	46.74	30.00	26.32
Hispanic	66.67	36.36	53.85
White	68.75	38.57	52.68
Econ Dis	51.13	35.44	34.10
English Learners	57.14	n<10	50.00
SWD	12.20	35.71	4.35

**Growth Summary:** All Students, TAGG Group and ESEA Subgroups did not meet their Growth AMOs for 2012.

**Growth Summary:** All Students, TAGG Group and ESEA Subgroups did not meet their Growth AMOs for 2013 with one exception, SWD met their 2013 AMO.

**5. The Learning Institute**

<b>Cumulative Math Interim Assessment Summary</b>						
<b>Percent Correct-----Points Scored</b>						
Math	10-11 Math MC Average	11-12 Math MC Average	12-13 Math MC Average	10-11 Math OR Average	11-12 Math OR Average	12-13 Math OR Average
5th Grade	61%	58%	53%	14.8/28 pts	16.3/32 pts	5.9/16 pts
6th Grade	57%	58%	40%	15/32 pts	17.9/32 pts	8.2/24 pts
7th Grade	54%	47%	41%	8.9/24 pts	14.6/28 pts	8.0/20 pts
8th Grade	44%	42%	44%	3.4/24 pts	16.8/28 pts	4.9/16 pts
8th Algebra I	57%	68%	71%	7/20 pts	12.1/32 pts	8.3/20 pts

**6. Iowa Test of Basic Skills**

<b>Math Performance-% Scoring Proficient and Advanced</b>			
Grade	10-11 Math Performance	11-12 Math Performance	12-13 Math Performance
5th Grade	52	51	43
6th Grade	55	55	49
7th Grade	26	43	43
8th Grade	44	58	40

**7. Trend Analysis for 5th-8th Math**

The three-year trend analysis for 5th-8th grade math, based on Benchmark data and The Learning Institute data, shows continuous weakness in open response in all areas: numbers and operations, algebra, geometry, measurement and data analysis and probability.

Item Analysis indicates continuous weakness in the following strands:

**Numbers and Operations:** (5th Grade) Use factors of numbers to introduce exponents, to find common factors, and to simplify fractions to the lowest terms;(6th Grade) Use divisibility rules to determine if a number is a factor of another number;(7th Grade) Solve, with and without technology, real world percent problems;(8th Grade) Model and develop addition, subtraction, multiplication and division of rational numbers.

**Algebra:**(5th Grade)Use relations and functions to interpret and write a rule for a one operation function table; (6th Grade)Evaluate algebraic expressions with one variable using appropriate properties and operations;(7th Grade)Create and complete a function table using a given rule with two operations;and (8th Grade)Interpret and represent a two operation function as an algebraic expression.

**Geometry:** (5th Grade)(1) Solve real world problems involving elapsed time, counting forward (calendar and clock); (6th Grade)(1) Identify and describe line and rotational symmetry in two dimensional shapes, patterns and designs; (7th Grade) Examine the congruence, similarity, and line or rotational symmetry of objects using transformations;(8th Grade)Form generalizations and validate conclusions about properties of geometric shapes and determine appropriate application of geometric ideas and relationships, such as congruence, similarity, and the Pythagorean theorem, with and without appropriate technology.

**Measurement:** (5th Grade)(1) Solve real world problems involving elapsed time, counting forward (calendar and clock). (2) Develop and use strategies to solve real world problems involving perimeter and area of rectangles; (6th Grade)(1)the distance between two points on a number line; and (2) Use estimation to check the reasonableness of measurements obtained from the use of various instruments; (7th Grade)Find the distance between two points on a number line. (2) Use estimation to check the reasonableness of measurements obtained from the use of various instruments; (8th Grade)(1) Describe and apply equivalent measures using a variety of units within the same system of measurement. (2) Estimate and compute the area of irregular two-dimensional shapes.

**Data Analysis & Probability:** (5th Grade)(1) Interpret graphs such as line graphs, double bar graphs, and circle graphs. (2) Make predictions and justify conclusions based on data; (6th Grade)(1) Distinguish between theoretical and experimental probability. (2) Compare and interpret information provided by measures of central tendencies (mean, median, mode) and measures of spread (range); (7th Grade): (1) Analyze, with and without technology, a set of data by using and comparing measures of central tendencies (mean, median, mode) and measures of spread (range, quartile, interquartile range). (2) Construct and interpret circle graphs, box-and-whisker plots, histograms, scatter plots and double line graphs, with and without appropriate technology; (8th Grade)(1) Given at least one of the measures of central tendency, create a data set. (2) Make predictions based on theoretical probabilities, design and conduct an experiment to test the predictions, compare actual results to predict results, and explain differences.

**Goal** Every student will improve in all areas of math with an emphasis on open response and multiple choice questions in Number and Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability.

**Benchmark** The 2013-2014 Math Proficiency AMO Goal for the All Student group is 75.66% and for the TAGG group it is 64.91%. The 2013-2014 Math Growth AMO for the All Student group is 70.72% and for the TAGG group it is 68.42%.

<b>Intervention: Provide a standards-based, student-centered math curriculum.</b>				
Scientific Based Research: Scientific Based Research: 1) Morse, Amy. (2009). Cultivating a Math Coaching Practice: A Guide for K-8 Math Educators. Corwin Press. Thousand Oaks, California. 2) Stone, Randi and Cuper, Pru. (2006). Best Practices for Teacher Leadership: What Award Winning Teachers Do for Their Professional Learning Communities. Corwin Press. Thousand Oaks, California. 3) Stronge, James H. (2007). Qualities of Effective Teachers. Association for Curriculum Development, Alexandria, Virginia. 4) Baker, S.; et. al. (2006) The sustained use of research-based instructional practice: A case study of peer-assisted learning strategies in mathematics. Remedial and Special Education, 25.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<b>Systemic Improvement Process.</b> 1) Train teachers in the curriculum mapping and alignment process and evaluation of student achievement across the district.	Lou Gregorio, Principal; Sherry Cotton 5-8 Math IF, CMS Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$

<p>2) Use curriculum maps to develop activities which stress strategies students use to solve the open response questions on the Benchmark exam.                  3) Provide administrators and instructional facilitators with the training and tools used in the process which includes: Systemic Performance Rubric; School Leadership Rubric; School/Teacher Performance Rubric; Student Engagement; Building Walk-Through Form; and Classroom Observation Form.                  4) Use CMS Leadership Team meetings, Departmental Meetings and Professional Learning Communities (PLCs) to horizontally and vertically align the math curriculum at CMS.                  Action Type: Alignment                  Action Type: Professional Development</p>			<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	
<p><b>Teacher Conference Periods.</b> Teacher conference periods for 5th-8th grade teachers will be scheduled to allow for departmental meetings to plan curriculum, lesson plans, and monitor student progress.                  Action Type: Alignment                  Action Type: Collaboration</p>	<p>Lou Gregorio, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p><b>Student Assessment.</b>                  1) Teachers will assess student learning frequently with standards-based assessments.                  2) Teachers will evaluate student's progress using data from TLI module tests, Benchmark test, and the Iowa Basic Skills.                  3) Teachers will disaggregate data from these tests, emphasizing all subgroups, to target areas of weakness and plan strategies for interventions as they relate to individual AIPs.                  4) Teachers in grades 5-8 will use a variety of assessment activities including open-response questions modeled after Benchmark test items.                  5) Teachers will use Benchmark score data to identify students who were within 10 points of making proficient on the 2013 math Benchmark exam.                  6) Teachers will target these indentified students by providing additional encouragement and opportunities to practice the skills needed to perform at the proficient or advanced levels on the spring Benchmark exam.                  Action Type: Alignment                  Action Type: Collaboration</p>	<p>Lou Gregorio, Principal; CMS Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p><b>Extended Math Classes.</b>                  1) Implement block schedule for 6th-8th grade GO Math and Holt McDougal Math classes.                  2) CMS will implement a double block schedule in 5th grade that meet every day.                  3) Students in 6th-8th grades who scored basic or below basic on the state benchmark exam will attend Compass Learning classes as part of their remediation in Math to master essential skills and knowledge to improve student achievement.                  Action Type: Alignment</p>	<p>Lou Gregorio, Principal; CMS Math Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>Action Type: Collaboration Action Type: Equity</p>												
<p><b>Instructional Facilitators.</b> 1) Title I funds will be used to hire a Math Instructional Facilitator and who will be used by CMS to provide professional development, mentoring services and assistance to teachers. (FTE 1.0, Sherry Cotton). Mentoring will include classroom visits, presentations of model lessons, and assistance for teachers in planning lessons which follow the math frameworks and emphasize high-yield strategies to improve student achievement and prepare students for the Benchmark exams. 2) 2) The Instructional Facilitator will co-chair the weekly Professional Learning Community (PLC) meetings for 5th-8th teachers to evaluate and discuss instruction and performance assessments used in the classroom. 3) The Instructional Facilitator will supervise and provide on-going professional development in the Math classrooms in grades 5-8. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Lou Gregorio, Principal; Sherry Cotton 5-8 Math IF</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<table border="0"> <tr> <td>Title I - Employee Salaries:</td> <td style="text-align: right;">\$43701.32</td> </tr> <tr> <td>Title I - Employee Benefits:</td> <td style="text-align: right;">\$9941.33</td> </tr> <tr> <td colspan="2"><hr/></td> </tr> <tr> <td>ACTION BUDGET:</td> <td style="text-align: right;">\$53642.65</td> </tr> </table>	Title I - Employee Salaries:	\$43701.32	Title I - Employee Benefits:	\$9941.33	<hr/>		ACTION BUDGET:	\$53642.65
Title I - Employee Salaries:	\$43701.32											
Title I - Employee Benefits:	\$9941.33											
<hr/>												
ACTION BUDGET:	\$53642.65											
<p><b>Professional Learning Communitiess.</b> PLC meetings will be held once a week during planning and teaming times. Math teachers will also meet in PLCs with their interdisciplinary team because it provides an opportunity to plan collaboratively. PLC topics include: 1) align grade-level curriculum maps and pacing guides, 2) develop scope and sequences of math skills for each grade level, 3) plan, discuss and evaluate performance assessments used in the classroom, 4) analyze data, 5) reflect, exchange ideas and discuss best practices, and 6) collectively develop interventions that provide all students with additional time and support when they experience initial difficulty in their learning. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Lou Gregorio, Principal; Sherry Cotton 5-8 Math IF; CMS Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<table border="0"> <tr> <td>ACTION BUDGET:</td> <td style="text-align: right;">\$</td> </tr> </table>	ACTION BUDGET:	\$						
ACTION BUDGET:	\$											
<p><b>Math Curriculum Program Evaluation.</b> 1) The standards based math curriculum will be evaluated through documented classroom walk-through (CWT) observations using CWT forms and website, formal classroom observations, collection of lesson plans, use of released items and open response questions, display of student work, evaluation of assessments and results from TLI module tests, Benchmark and Iowa Basic Skills exams.</p>	<p>Lou Gregorio, Principal; Jeff Mock &amp; Kelly Spradlin, Assistant Principals; Sherry Cotton, Math IF, CMS Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<table border="0"> <tr> <td>ACTION BUDGET:</td> <td style="text-align: right;">\$</td> </tr> </table>	ACTION BUDGET:	\$						
ACTION BUDGET:	\$											

<p>2) Teachers will document common core standards, objectives, class-starters, and strategies in lesson plans and submit to the Principal on a weekly basis. Assessments will be prepared and available for review prior to instruction.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Program Evaluation                  Action Type: Technology Inclusion</p>				
<p><b>Pre-AP Training.</b> Send teachers from each core subject area in grades 6-8 to AP or Pre-AP training workshops in support of curriculum.                  Action Type: Equity                  Action Type: Professional Development</p>	<p>Lou Gregorio, Principal;                  Romona Sawyer, GT Coordinator</p>	<p>Start:                  07/01/2013                  End:                  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p><b>Document Cameras.</b>                  1) Document Cameras will continued to be used to facilitate the use of technology in the 5th through 8th grade mathematics classrooms and allow presentation of a variety of documents and media in support of the Math curriculum.                  2) Teachers new to the building will be trained to use the document cameras.                  Action Type: Alignment                  Action Type: Equity                  Action Type: Technology Inclusion                  Action Type: Title I Schoolwide</p>	<p>Barbara Wood, Superintendent;                  Lou Gregorio, Principal</p>	<p>Start:                  07/01/2013                  End:                  06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p><b>Math Curriculum.</b> To ensure that each student experiences a rigorous mathematics curriculum aligned to the Common Core State Standards:                  1) Go Math will be utilized for all 5th and 6th grade students,                  2) Holt McDougald Mathematics will be utilized for all 7th and those 8th grade students in regular math classes, and                  3) Algebra 1 for 8th grade Pre-AP math classes.                  4) Teachers will meet at year-end to align curriculum.                  5) Teachers will use the Mathview software to enhance instruction. This software license will be purchased using NSLA funds.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Title I Schoolwide</p>	<p>Lou Gregorio, Principal;                  Sherry Cotton, Math IF;                  CMS Math Teachers</p>	<p>Start:                  07/01/2013                  End:                  06/30/2014</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>NSLA (State-281) - Materials &amp; Supplies: \$1032.00</p> <hr/> <p>ACTION BUDGET: \$1032</p>
<p><b>Math Inclusion.</b> In an attempt to prepare the special needs child for the Benchmark exam/PARCC,                  1) A daily schedule for the 5th through 8th grade math classes will be designed and piloted to allow special needs students to attend regular education math classes for 82 minutes then attend a 45 minute pull-out session with the special education teacher to receive focused small group instruction designed to reinforce the concepts learned in the math class.</p>	<p>Lou Gregorio, Principal;                  Sherry Cotton 5-8 Math IF; Stephanie Cole, Special Ed. Supervisor;                  CMS Teachers</p>	<p>Start:                  07/01/2013                  End:                  06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>2)Special education teachers will receive training in Go Math/Hold McDougald Math so that lessons in pull-out sessions will build on the foundation provided in the 5th through 8th grade math classes.                  3)Administrators and CMS teachers will implement Co-teaching teams (for the support of special needs students).                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Special Education</p>				
<p>1)Calculators &amp; Batteries                  CMS will continue to utilize activities and lessons aligned with the Common Core State Standards that incorporate calculator use into the curriculum. Funds from Title I will be used to purchase replacement calculators as needed to maintain &amp; support student centered, standards-based mathematics instruction. 2)Batteries will be purchased to support the calculators. 3) Technologically current calculators will be provided to students in math and science classrooms.                   Action Type: Technology Inclusion                  Action Type: Title I Schoolwide</p>	<p>Sherry Cotton, 5-8 Math Instructional Facilitator</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>Learning Centers.</b> Center based instruction will be implemented in the math classroom and will be planned and organized with appropriate learning materials designed for students to work in self-directing learning activities, either individually, with partners, or small groups. Centers will be designed to integrate with the overall classroom math program.                  Action Type: Collaboration                  Action Type: Equity</p>	<p>Lou Gregorio, Principal</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p><b>Algebra One Training:</b>                  The Algebra 1 teacher and Math Instructional Faciliator attended an eight day professional develop training at the UAM provided by the stem center. This training was sponsored by the Department of Education. Strategies from this training will be used in classroom instruction in the 2013-2014 school year.</p>	<p>Barbara Garner, Assistant Superintendent; Lou Gregorio, principal; Sherry Cotton, Math Instructional Facilitator, CM</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p><b>Technology Lab</b> CMS will implement an Technology Lab for 7th and 8th students that will be funded by NSLA Funds. NSLA Funding will be used to hire a Technology Lab teacher (1.0 FTE, Judy Johnson).                  The lab learning environment will support the instructional program by providing opportunities for students to engage their learning in various aspects of technology use and application.                  Action Type: Alignment                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Program Evaluation                  Action Type: Technology Inclusion</p>	<p>Barbara Wood, Superintendent; Lou Gregorio, Principal</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>NSLA (State-281) - Employee Benefits: \$8848.00                  NSLA (State-281) - Employee Salaries: \$38650.00                   ACTION BUDGET: \$47498</p>
<p>Total Budget:</p>				<p>\$102172.65</p>

Intervention: <b>Implement a remediation program to provide targeted supplemental instruction and enrichment to increase math proficiency.</b>				
Scientific Based Research: Scientific Based Research: 1) Denstaedt, Linda et al. (2009). Winning Strategies for Test Taking Grades 3-8: A Practical Guide for Teaching Test Preparation. Corwin Press. Thousand Oaks, California. 2) Miller, Jeffrey and Desberg, Peter. (2009). Understanding and Engaging Adolescents. Corwin Press. Thousand Oaks, California. 3) Fogarty, Robin. (2009). Brain Compatible Classrooms. Corwin Press. THousand Oaks, California. 4) Tileston, Donna W. and Darling, Sandra, K., (2009) Closing the Poverty & Culture Gap: Strategies to Reach Every Student. Corwin Press. Thousand Oaks, California.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p><b>Math Remediation.</b></p> <p>1) Provide a remedial math program (supplemental during the school day) for 5th-6th grade students scoring less than proficient on the Benchmark exam with special emphasis on low socio-economic students and African-American male students.</p> <p>2) Provide a remedial math program for 5th-8th grade students using Compass Learning, a web-based software program thereby allowing students the option of working before school, at lunch, after school or at home. Compass Learning replaced Jedi in the 2011/2012 school year as the web-based software program for remediation. Title VI-State funds will be used to purchase the web-based services.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Lou Gregorio, Principal, CMS Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<p>Title VI State - Purchased \$11000.00 Services:</p> <hr/> <p>ACTION BUDGET: \$11000</p>
<p><b>AIP Data Analysis.</b></p> <p>1)Conduct strand and item-by-item analysis to determine student deficiencies by sub-population to inform instruction in the remediation program.</p> <p>2)Teachers will receive AIPs for each student scoring below basic and basic in math on the Benchmark exam for the purpose of identifying weak skills and documenting support services and progress of learning strategies.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Lou Gregorio, Principal; CMS Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p><b>Remediation Program Evaluation.</b> The remediation program will be evaluated using the following tools:</p> <p>1) Monitoring of lesson plans</p> <p>2) Classroom Walk-throughs (CWTs)</p> <p>3) Classroom Observations/Post Conferences with the Principal/Assistant Principal</p> <p>4) District Level Instructional Facilitators</p> <p>5) SE Arkansas Educational Service Cooperative IFs</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Assistant Superintendent, Secondary Curriculum Coordinator; Lou Gregorio, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Program Evaluation Action Type: Technology Inclusion				
<p><b>Student Evaluation.</b> The progress of students being served by remedial services will be assessed by analyzing the results of their:</p> <ol style="list-style-type: none"> <li>1) Math Formative Assessments,</li> <li>2) TLI Module Tests</li> <li>3) Compass Learning assignments &amp; post-tests, and</li> <li>4) The state-mandated Augmented Benchmark Exam as found in the supporting data.</li> </ol> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	Lou Gregorio, Principal; CMS Math Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p><b>AIPs.</b> Develop an AIP for every student who did not score proficient/advanced on the 4th, 5th, 6th and 7th grade benchmark test. Parents will be provided copies of their student's AIP at Parent-Teacher Conferences.</p> <ol style="list-style-type: none"> <li>1) Following strand and item analysis, 5th &amp; 6th grade students will be grouped by identified weakness and will be scheduled into remediation classes.</li> <li>2) Following strand and item analysis, 7th &amp; 8th grade students will take a pre-test on the web-based Compass Learning system and will be allowed to complete their personal remediation plan in the computer lab before school, during lunch or after school.</li> </ol> <p>Action Type: AIP/IRI</p>	Lou Gregorio, Principal; CMS Counselors; CMS Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$11000

Intervention: **Parental Engagement.**

Scientific Based Research: 1)Parent's Involvement in Children's Education. <http://www.articlesbase.com/education-articles/parents-involvement-in-childrens-education-117944.html>.2007. 2) Darling, S. (2008). Family must be a part of the solution in closing the achievement gap. The Clearing House, 81. 3)Hill, Nancy and Tyson, Diana (2009).Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement, 45 (3), 740-763.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p><b>Family Nights.</b> Hold family math and science nights periodically each year. Recruit teachers and student helpers, use automated call-out system, send letters to parents, and have teachers contact parents.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Lou Gregorio, Principal; Sherry Cotton, 5-8 Math IF; CMS Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p><b>Parental Contact.</b></p> <ol style="list-style-type: none"> <li>1)Strong parent communication involving weekly e-school reports and Eagle folders to parents of 5th through 8th grade students, phone calls, conferences, and classroom invitations will be maintained and documented throughout the school year.</li> <li>2)A family letter will be sent home at the beginning of each Go Math unit detailing unit objectives and vocabulary.</li> <li>3) Title I funds will be used to purchase Eagle Folders for reporting to parents on a</li> </ol>	Lou Gregorio, Principal; CMS Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	Title I - Materials & \$3000.00 Supplies:  ACTION BUDGET: \$3000



<p>weekly basis. Title I funds will be used for other parental engagement materials and supplies.                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Title I Schoolwide</p>																																		
<p><b>Parent Teacher Conferences.</b> Teachers will share performance assessments in math with parents at the four scheduled Parent/Teacher conferences.                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Title I Schoolwide</p>	<p>CMS Teachers</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>																														
<p><b>Parental Involvement in Math.</b> The parental engagement intervention in math will be evaluated through documentation of the weekly agendas, sign-in sheets and minutes; Parent/Teacher conference attendance; and documentation of communication with parents through Phone Messenger reports and letters.                  Action Type: Parental Engagement                  Action Type: Program Evaluation                  Action Type: Title I Schoolwide</p>	<p>Lou Gregorio, Principal; Beth Callaway, Attendance Secretary; CMS Teachers</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>																														
<p><b>Parent Support.</b>                  1) Actively recruit parents to help with clubs and enrichment activities such as Quiz Bowl and Girls Engaged in Engineering (GEE).                  2) Invite parents to help monitor/share in their child's success during excursions and Awards assemblies                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Title I Schoolwide</p>	<p>Lou Gregorio, Principal; CMS Teachers</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>																														
<p><b>Parental Engagement Program Evaluation.</b> The parental engagement intervention will be evaluated through sign in sheets, the CMS Parent Surveys, documentation of the number of activated accounts on E-School agendas, Parent/Teacher conference attendance, Volunteer Resource Book, Phone Messenger reports, and documentation of the CAPS Program. This will be the fourth year for the Parental Engagement Program Evaluation.                  1) <b>CMS Parent Survey.</b> Although there is positive growth in every area, there is still need for continued improvement.                   1) <b>CMS Parent Survey.</b> Although there is positive growth in every area, there is still need for continued improvement.                   Question #1. The physical structures and condition of the school provide all students and staff members with a safe, healthy, orderly and equitable learning environment.</p> <table border="1" data-bbox="172 1255 1003 1455"> <thead> <tr> <th colspan="6">Question #1</th> </tr> <tr> <th>Answer</th> <th>Poor</th> <th>Needs Improvement</th> <th>Average</th> <th>Above Average</th> <th>Excellent</th> </tr> </thead> <tbody> <tr> <td>Fall 2012</td> <td>0%</td> <td>3.8%</td> <td>15.4%</td> <td>46.2%</td> <td>34.6%</td> </tr> <tr> <td>Fall 2011</td> <td>0%</td> <td>0%</td> <td>33.3%</td> <td>33.3%</td> <td>33.3%</td> </tr> <tr> <td>Difference</td> <td>-0%</td> <td>+3.8%</td> <td>-17.9%</td> <td>+12.9%</td> <td>+1.3%</td> </tr> </tbody> </table>	Question #1						Answer	Poor	Needs Improvement	Average	Above Average	Excellent	Fall 2012	0%	3.8%	15.4%	46.2%	34.6%	Fall 2011	0%	0%	33.3%	33.3%	33.3%	Difference	-0%	+3.8%	-17.9%	+12.9%	+1.3%	<p>Lou Gregorio, Principal; April Adams, Parental Involvement Coordinator; CMS Teachers</p>	<p>Start: 07/01/2013                  End: 06/30/2014</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
Question #1																																		
Answer	Poor	Needs Improvement	Average	Above Average	Excellent																													
Fall 2012	0%	3.8%	15.4%	46.2%	34.6%																													
Fall 2011	0%	0%	33.3%	33.3%	33.3%																													
Difference	-0%	+3.8%	-17.9%	+12.9%	+1.3%																													

Question # 2. Teachers set high academic expectations for all students, challenge the students to set high expectations for themselves and provide the structure and support to ensure student success.

Question #2					
Answer	Poor	Needs Improvement	Average	Above Average	Excellent
Fall 2012	0%	3.8%	23.1%	38.5%	34.6%
Fall 2011	0%	33.3%	33.0%	0%	33.3%
Difference	0%	-29.5%	-9.9%	+38.5%	+1.3%

Question #3. School leadership facilitates ongoing learning experiences designed to encourage family members, business leaders and other community members to share in the school's vision of learning.

Question #3					
Answer	Poor	Needs Improvement	Average	Above Average	Excellent
Fall 2012	0%	7.7%	34.6%	23.1%	34.6%
Fall 2011	0%	0%	66.7%	0%	33.3%
Difference	0%	+7.7%	-32.1%	+23.1%	+1.3%

Question # 4. Standards of student behavior are clearly communicated to students and parents and equitably applied to all students.

Question #4					
Answer	Poor	Needs Improvement	Average	Above Average	Excellent
Fall 2012	3.8%	11.5%	23.1%	38.5%	23.1%
Fall 2011	0%	0%	100%	0%	0%
Difference	+3.8%	+11.5%	-76.9%	+38.5%	+23.1%

Question # 5. Teachers regularly contact families to discuss student progress. Examples are: phone calls, notes, emails, progress reports, Edline, home visits, etc.

Question #5					
Answer	Poor	Needs Improvement	Average	Above Average	Excellent
Fall 2012	0%	11.5%	42.3%	23.1%	23.1%
Fall 2011	33.3%	33.3%	33.3%	0%	0%
Difference	-33.3%	-22.8%	+9.0%	+23.1%	+23.1%

Action Type: Collaboration  
 Action Type: Equity

Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion				
<b>CMS After School Program</b> CMS will provide an after-school program for 7th and 8th grade that targets students not performing proficient or advanced level on the 2013 benchmark exam. Middle school teachers will provided instruction for the after-school program. Continuous enrollment will be offered through Oct. 1 through Jan. 30th. Instruction will be based on individual student AIPs and areas of identified through dis-aggregations of TLI data and benchmark data. Parents will be notified through parent letters, the district/school website, and medias. Title I funds will provide for salaries and benefits for teachers in the program, as well as transportation. (4 teachers X 2 hrs X 90 days X \$35.00/hr = \$25,200 Salaries) Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Lou Gregorio, Principal; April Adams and Sherry Cotton, Instructional Facilitators; CMS Teachers	Start: 07/01/2013 End: 06/30/2014		Title I - Purchased Services: \$6000.00 Title I - Employee Salaries: \$25202.00 Title I - Employee Benefits: \$5541.00 <hr/> ACTION BUDGET: \$36743
<b>21st Century Community Learning Center Grant</b> 21st Century Grant and Title 1 funds will be used to support an after-school tutoring program for 5th and 6th grade. Title I Funds will provide supplemental transportation, salaries, and benefits for the teachers and students. (10 tchrs X 1.5 hrs X 90 days X \$5/hr supplemental)	Jan Sellers, 21st Century Director; Lou Gregorio, Principal	Start: 07/01/2013 End: 06/30/2013		Title I - Purchased Services: \$12000.00 Title I - Employee Salaries: \$6750.00 Title I - Employee Benefits: \$1485.00 <hr/> ACTION BUDGET: \$20235
<b>Total Budget:</b>				\$59978

Priority 4: CMS recognizes the need to create a culture in our school that consistently promotes good nutrition and physical activity, and helps to reduce childhood obesity. Our goal is to help every child develop the skills to become responsible, healthy citizens.

1.

**BMI Summary Data.**

2010-2011 BMI Data Crossett School District			
Grade	6	8	Total
Males (#)	59	84	143
Healthy and Underweight Males (%)	52.5%	54.8%	53.8%
Overweight Males (%)	15.3%	21.4%	18.9%
Obese Males (%)	32.2%	23.8%	27.3%
Females (#)	81	65	146
Healthy and Underweight Females (%)	66.7%	44.6%	56.8%

Supporting Data:

Overweight Females (%)	14.8%	26.2%	19.9%
Obese Females (%)	18.5%	29.2%	23.3%

**BMI Summary Data.**

<b>2011-2012 BMI Data Crossett School District</b>			
Grade	6	8	Total
Males (#)	79	60	139
Healthy and Underweight Males (%)	57.0%	60.0%	58.2%
Overweight Males (%)	19.0%	15.00%	17.3%
Obese Males (%)	24.1%	25.0	24.5%
Females (#)	62	70	132
Healthy and Underweight Females (%)	67.7%	62.9%	65.2%
Overweight Females (%)	12.9%	22.9%	18.2%
Obese Females (%)	14.3%	16.7%	15.9%

**BMI Summary Data.**

<b>2012-2013 BMI Data Crossett School District</b>			
Grade	6	8	Total
Males (#)	71	48	119
Healthy and Underweight Males (%)	56.3%	58.3%	57.1%
Overweight Males (%)	15.5%	14.6%	15.1%
Obese Males (%)	28.2%	27.1%	27.7%
Females (#)	56	73	129
Healthy and Underweight Females (%)	66.1%	63.0%	64.3%
Overweight Females (%)	16.1%	17.8%	17.1%
Obese Females (%)	17.9%	19.2%	18.6%

**2. CMS Males:**

1) In 2008-2009, BMI results indicated that 42.7% of the 6th & 8th grade male population was at risk of being overweight or obese. This is the first time this subset of the CMS male population has been examined so no indication of an increase or decrease can be determined.

2) In 2009-2010, BMI results indicated that 41.4% of the 6th & 8th grade male population was at risk of being overweight or obese. This was a decrease of 1.3%.

(3) In 2010-2011, BMI results indicated that 46.2% of the 6th and 8th grade male population was at risk of being overweight or obese. This was an increase of 4.8% over the prior year.

(4) In 2011-2012, BMI results indicated that 41.7% of the 6th and 8th grade male population was at risk of being overweight or obese. This was a decrease of 4.5% under the prior year.

**3. CMS Females:**

In 2008-2009, BMI results indicated that 38.5% of the 6th & 8th grade female population was at risk of being overweight or obese. This is the first time this subset of the CMS female population has been examined so no indication of an increase or decrease may be determined.

2) In 2009-2010, BMI results indicated that 42.4% of the 6th & 8th grade female population was at risk of being overweight or obese. This was an increase of 3.9%.

(3)2010-2011, BMI results indicated that 43.2% of the 6th and 8th grade female population was at risk of being overweight or obese. This was a slight increase of 0.8% over the prior year.

(4)In 2011-2012, BMI results indicated that 34.8% of the 6th and 8th grade female population was at risk of being overweight or obese. This was a decrease of 8.4% under the prior year.

4. **Physical Activity/Education.**

ACT 317 of 2007 amended the required time for physical activity in public school.

1) In the 2007-2008 school year, all 7th through 9th grade students receive 60 minutes of Physical Education activity per week, as required by law.

2) In the 2008-2009 school year, all 5th through 8th grade students receive 60 minutes of Physical Education activity per week, as required by law.

3) In the 2009-2010 school year, all 5th through 8th grade students receive 60 minutes of Physical Education activity per week, as required by law.

4) In the 2010-11 school year, all 5th through 8th grade students received 60 minutes of Physical Education activity per week, as required by law.

5) In the 2011-12 school year, all 5th through 8th grade students received 60 minutes of Physical Education activity per week, as required by law.

5. **Vending Machine Access.**

1) During the 2007-2008 school year, all 7th through 9th grade students access to beverage vending was restricted in time and selection was limited to water and juice, as related by the School Health Index report for 2006.

2) During the 2008-2009 school year, all 5th through 8th grade students access to beverage vending was restricted in time and selection was limited to water and juice.

3) During the 2009-2010 school year, all 5th through 8th grade students access to beverage vending was restricted in time and selection was limited to water and juice.

4) During the 2010-2011 school year, all 5th through 8th grade students access to beverage vending was restricted in time and selection was limited to water and juice.

3) During the 2011-2012 school year, all 5th through 8th grade students access to beverage vending was restricted in time and selection was limited to water and juice.

6. **Attendance.**

CMS Attendance Data					
	Quarter 1	Quarter 2	Quarter 3	Average	Percentage
<b>2013</b>					
Average Daily Attendance	542.17	534.26	536.79	537.74	96.07%
Average Daily Membership	558.21	560.51	560.41	559.71	.
<b>2012</b>					
Average Daily Attendance	563.83	553.83	547.74	555.13	95.80%
Average Daily Membership	583.74	577.46	577.12	579.44	.
<b>2011</b>					
Average Daily Attendance	561.41	560.06	553.79	558.42	95.03%
Average Daily Membership	585.38	587.48	590.00	587.62	.
<b>2010</b>					

Average Daily Attendance	565.06	555.24	551.78	557.53	94.13%
Average Daily Membership	595.70	589.80	591.33	592.28	.

7. **Arkansas Prevention Needs Assessment.** (most recent four years)

*Statistics reported are from Table 21: Any Drug - Lifetime Use*

*Crossett Schools did not participate in the APNA for 2011-12*

Grade	2007	2008	2009	2010
6th	17.2	20.5	16.4	19.8
8th	41.8	40.6	38.0	22.0
10th	33.7	51.0	38.5	50.0
12th	43.5	39.6	39.1	56.1
<b>District</b>	<b>33.7</b>	<b>37.4</b>	<b>31.5</b>	<b>33.5</b>

8. **CMS STUDENT LUNCH DATA**

The number of students receiving free or reduced lunch in **2008/2009** was 317.

The number of students receiving free or reduced lunch in **2009/2010** was 350, which is an **increase of 33** students.

The number of students receiving free or reduced lunch in **2010/2011** was 343, which is an **decrease of 7** students.

The number of students receiving free or reduced lunch in **2011/2012** was 329, which is an **decrease of 14** students.

- Goal Students participating in the BMI activity show a need to improve in their cardiovascular, muscular strength/endurance, and flexibility activity. In its effort to improve the school nutrition environment, promote student health, and reduce childhood obesity, the district will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in the Crossett School District.
- Benchmark Healthier BMI results will be evident by June 30, 2013.

Intervention: <b>Crossett School District will encourage strategies and activities through policy and resources that encourage a non-sedentary, healthier lifestyle.</b>				
Scientific Based Research: Guidelines for School Health Programs to "Promote Lifelong Healthy Eating," and to "Promote Lifelong Physical Activity." Morbidity and Mortality Weekly Report, Vol 45, No. RR9; 34, 1. Department of Health & Human Services, Centers for Disease Control and Prevention. Carlson, Susan A., et al. (2008). Vail, K. (2004). The obesity epidemic. American School Board Journal, 191, AN12445844.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p><b>Health and Nutrition In-Service.</b> Staff and parents will be provided information and inservice on the ADE requirements for health and nutrition.</p> <p><b>Program Evaluation</b> Progress made in improving the health and fitness of our students will be measured by analyzing data from activities and BMI, SHI, and attendance improvements. The results for evaluation are placed in the supporting data sources.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	Food Service Director, School Health Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
<p><b>District Wellness Policy.</b> District Wellness Policy will be followed by all administrators, staffs, and students. 5.29 - Wellness Policy The health and physical well-being of our students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and</p>	Superintendent, School Health Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$

diabetes. The increased risk carries forward into their adulthood. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be magically changed overnight, but at the same time, the Board of Directors believes it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity. The problem of obesity and inactivity is a public health issue. The Board is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the Department of Education, but with the community and its residents, organizations and agencies. Therefore, the District shall enlist the support of the larger community to find solutions which improve the health and physical activity of our students. Goals: In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the District will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. Adhering to these rules will include, but it is not limited to district efforts to:

- 1) Appoint a district **school health coordinator** who shall be responsible for ensuring that each school fulfills the requirements of this policy;
- 2) Implement a **grade appropriate nutrition education program** that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum;
- 3) **Enforce existing physical education requirements** and engage students in healthy levels of vigorous physical activity;
- 4) Strive to **improve the quality of physical education curricula** and increase the training of physical education teachers;
- 5) Follow the **Arkansas Physical Education and Health Education Frameworks** in grades K-12;
- 6) **Not use food or beverages as rewards** for academic, classroom, or sports performances;
- 7) **Ensure that drinking water is available** without charge to all students;
- 8) **Establish class schedules, and bus routes that don't directly or indirectly restrict meal access;**
- 9) Provide students with **ample time to eat meals** in pleasant cafeteria and dining areas;
- 10) Establish **no more than nine (9) school wide events which permit exceptions to the food and beverage limitations** established by Rule. The schedule of the events shall be by school, and approved by the Principal;
- 11) Abide by the **current allowable food and beverage portion standards;**
- 12) **Meet the more stringent of Arkansas' or the U.S. Department of Agriculture's Nutrition Standards** for reimbursable meals and a la' carte foods served in the cafeteria;
- 13) **Restrict access to vended foods, competitive foods, and foods of minimal nutritional value (FMNV)** as required by law and Rule; Crossett High School will restrict access to vending machines when current contract expires in 2009. All other schools are in compliance;

<p>14) <b>Conform new and/or renewed vending contracts to the content restrictions</b> contained in the Rules and reduce district dependence on profits from the sale of FMNV;</p> <p>15) <b>Provide professional development</b> to all district staff on the topics of nutrition and/or physical activity;</p> <p>16) Utilize the <b>School Health Index</b> available from the Center for Disease Control (CDC) to access how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students;</p> <p>17) Utilize an <b>Advisory Committee</b> to enhance the district's efforts to improve the health of our students, School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed. It shall be structured in a way that ensures age-appropriate recommendations are made which correlate to our district's grade configurations. The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule. The overarching goal of the committee shall be to promote student wellness by monitoring how well the district is doing at implementing this policy. The SNPAAC shall use modules 1,2,3,4, and 8 of the CDC's School Health Index as a basis for assessing each school's progress toward meeting the requirements of this policy. The results of the annual assessment shall be included in each school's ACSIP, provided to each school's principal, and reported to the board. Legal References: Richard B. Russell National School Lunch Act 42 U.S.C. sec. 1751 et seq. Child Nutrition Act of 1966 42 U.S.C. sec. 1771 et seq. A.C.A. sec. 20-17-133, 134, &amp; 135 ADE Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools Allowable Competitive Foods/Beverages - Maximum Portion Size List for Middle, Junior High, and High School Nutrition Standards for Arkansas Public Schools (Commissioner's Memo FIN-06-106) Date Adopted: April 17, 2006. Action Type: Collaboration Action Type: Wellness</p>				
<p><b>Extra-Curricular Programs.</b> Implement and encourage participation in extra-curricular programs that support physical activities, i.e. walking challenge, personal fitness classes, aerobics. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	Building Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
<p><b>Health Index Survey.</b> Conduct School Health Index survey and use the results to guide Health and Safety, Physical Education, Nutrition Services, and Family Involvement Activities to promote overall healthier life-style for all students. Action Type: Parental Engagement Action Type: Wellness</p>	Building Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p><b>SPARK.</b> Implement SPARK (Sports, Play and Recreation for Kids) program in grades 5 through 8 incorporating developmentally appropriate physical activities for all students. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	Principal; CMS PE Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$



Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness				
<b>SPARK In-Service.</b> Provide training for all Physical Education and Health teachers on SPARK (Sports, Play and Active Recreation for Kids) Program. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Wellness	Lou Gregorio, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<b>School Nurse:</b> Crossett School District will employ and additional school nurse for the CMS campus to support wellness strategies in the plan and provide for a healthier campus through student health intervention. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	NSLA (State-281) - Employee \$6013.00 Benefits: NSLA (State-281) - Employee \$25559.00 Salaries: <hr/> ACTION BUDGET: \$31572
Teachers will receive two (2) hours of professional development in Child Maltreatment in 2013-14 as part of the required 60 hours of annual professional development. Action Type: Equity Action Type: Professional Development Action Type: Wellness	Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
<b>Total Budget:</b>				\$31572

Priority 5: The school will provide a quality education program emphasizing the acquisition of English for students qualified as English Language Learners with support from the district.

1. **2013 ESEA AMOs - Crossett MIDDLE School**

For ENGLISH LEARNERS  
 LITERACY Performance:  
 -->Pct Proficient 2011 - 57.14% BASE YEAR  
 Year 2012 AMO - 60.71% Pct Prof - n < 10  
 Year 2013 AMO - 64.28% Pct Prof - 40.00%  
 Year 2014 AMO - 67.86%  
 LITERACY Growth:  
 -->Pct Making Growth 2011 - 63.64% BASE YEAR  
 Year 2012 AMO - 71.43% Pct Prof - n < 10  
 Year 2013 AMO - 76.19% Pct Prof - 30.00%  
 Year 2014 AMO - 78.57%  
 MATH Performance:  
 -->Pct Proficient 2011 - 71.43% BASE YEAR

Supporting Data:

Year 2012 AMO - 73.81% Pct Prof - 50.00%  
 Year 2013 AMO - 76.19% Pct Prof - 45.45%  
 Year 2014 AMO - 78.57%  
 MATH Growth:  
 -->Pct Making Growth 2011 - 57.14% BASE YEAR  
 Year 2012 AMO - 60.71% Pct Prof - n < 10  
 Year 2013 AMO - 64.28% Pct Prof - 50.00%  
 Year 2014 AMO - 67.86%

2.

<b>ELDA Crossett School District 2013</b>					
<b>Levels for Mean of Student Scores per Test</b>					
Grade	# of Students	Listening	Speaking	Reading	Writing
Kg	5	Advanced	Advanced	Advanced	Advanced
1	7	FEP	Advanced	Advanced	Advanced
2	2	FEP	FEP	Advanced	Advanced
3	2	Beginning	Advanced	<i>Beginning</i>	<i>Beginning</i>
4	3	Intermediate	Advanced	Advanced	Intermediate
5	3	FEP	FEP	FEP	Advanced
6	2	Beginning	Advanced	Beginning	<i>Beginning</i>
7	1	FEP	FEP	Intermediate	Intermediate
8	2	FEP	Advanced	FEP	Advanced
9	1	FEP	FEP	FEP	Advanced
10	1	FEP	Advanced	Advanced	Advanced
11	1	FEP	FEP	Intermediate	Advanced
12	1	FEP	FEP	Advanced	Advanced

<b>ELDA Crossett Middle School 2012</b>					
<b>Levels for Mean of Student Scores per Test</b>					
Grade	# of Students	Listening	Speaking	Reading	Writing
5	3	FEP	Advanced	Advanced	Intermediate
6	2	FEP	FEP	Advanced	<i>Beginning</i>
7	1	Advanced	FEP	Advanced	Advanced
8	2	FEP	FEP	Advanced	Advanced

3. >

<b>ELDA Crossett Middle School 2012</b>							
<b>Mean Scores per Grade and Per Test</b>							
Grade	# Students	Listening	Speaking	Reading	Writing	Comprehension	Composite
5	3	766	701	721	673	744	716
6	2	900	934	770	647	835	813
7	1	751	934	754	724	753	791

8	2	843	917	827	790	836	845
<b>ELDA Crossett Middle School 2011</b>							
<b>Levels for Mean of Student Scores per Test</b>							
Grade	# of Students	Listening	Speaking	Reading	Writing		
5	4	FEP	FEP	Intermediate	Intermediate		
6	2	FEP	FEP	FEP	Advanced		
7	2	Advanced	FEP	Intermediate	Intermediate		
8	1	FEP	FEP	FEP	Advanced		

<b>ELDA Crossett Middle School 2011</b>							
<b>Mean Scores per Grade and Per Test</b>							
Grade	# Students	Listening	Speaking	Reading	Writing	Comprehension	Composite
5	4	836	931	647	620	742	759
6	2	911	911	835	830	873	872
7	2	773	924	662	708	718	767
8	1	877	936	896	727	887	859

<b>ELDA Crossett Middle School 2010</b>					
<b>Levels for Mean of Student Scores per Test</b>					
Grade	# of Students	Listening	Speaking	Reading	Writing
5	1	FEP	Advanced	FEP	Advanced
6	3	Advanced	FEP	Advanced	Advanced
7	1	FEP	FEP	FEP	Advanced
8	2	Advanced	Advanced	Beginning	Beginning

<b>ELDA Crossett Middle School 2010</b>							
<b>Mean Scores per Grade and Per Test</b>							
Grade	# Students	Listening	Speaking	Reading	Writing	Comprehension	Composite
5	1	751	768	855	745	803	780
6	3	805	881	722	870	764	820
7	1	826	853	901	826	864	852
8	2	751	777	596	661	673	696

8. **LMS - Language Minority Students Enrolled**  
**LEP - Limited English Proficient**

**ASSESSMENTS**  
**LAS / MACII / ELDA**  
**Benchmark - Augmented Benchmark Exam 3-8 and EOC Literacy Grade 11**  
**NRT - Norm Referenced Test**

<b>DISTRICT Home Language Survey Report</b>						
Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Total Lang Minority Students	61	67	60	TBD	57	52
K-5 Lang Minority Students	32	33	27	TBD	30	26
6-12 Lang Minority Students	29	34	33	TBD	27	26
K-5 Limited Eng Proficient	20	22	17	TBD	29	25
K-5 Limited Eng Prof PCT	62.5%	66.6%	63.0%	TBD	96.7%	96.1%
6-12 Limited Eng Proficient	6	7	8	TBD	12	12
6-12 Limited Eng Prof Pct	20.6%	20.6%	24.2%	TBD	44.4%	46.1%
Retained K-6	0	2	0	TBD	1	1
Retained 7-12	0	0	0	TBD	0	0
Title I Program Eligible	23	28	24	TBD	31	32
Title I Prog Elig Pct	88.5%	96.5%	96.0%	TBD	%	%
Migrant	0	2	5	TBD	0	0
LAS/MACII/ELDA Assessments	26	29	25	TBD	41	37
Benchmark Assessments	9	20	16	TBD	36	32
NRT Assessments	18	8	0	TBD	TBD	TBD

9. **BENCHMARK Results for LEP Crossett School Middle School 2010-2011**

Level	Subject	Below Basic	Basic	Proficient	Advanced
<b>5th Grade</b>	Math	1	0	2	1
	Literacy	0	1	3	0
	Science	0	3	1	0
<b>6th Grade</b>	Math	0	0	0	2
	Literacy	0	1	1	0
<b>7th Grade</b>	Math	1	0	1	0
	Literacy	0	1	1	0
	Science	1	1	0	0
<b>8th Grade</b>	Math	1	0	0	0
	Literacy	0	1	0	0

10. **BENCHMARK Results for LEP Crossett Middle School 2009-2010**

Level	Subject	Below Basic	Basic	Proficient	Advanced
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<b>5th Grade</b>	Math	0	0	1	0
	Literacy	0	0	1	0
	Science	0	0	1	0
<b>6th Grade</b>	Math	0	0	2	1
	Literacy	0	1	2	0
<b>7th Grade</b>	Math	0	1	0	0
	Literacy	0	1	0	0
	Science	0	1	0	0
<b>8th Grade</b>	Math	1	1	0	0
	Literacy	1	1	0	0

Goal Provide services and support for the acquisition of English for students identified and qualified as English Language Learners in order to increase achievement for these students.

Benchmark The ELL students in Crossett Middle School will achieve the expected 2013 Annual Measurable Objectives achievement proficiency levels: Literacy - Performance: 64.28%; Growth: 76.19% Math - Performance: 76.19%; Growth: 64.28%

Intervention: Provide a quality educational program emphasizing acquisition of English for students qualified as English Language Learners.				
Scientific Based Research: Harmer, J. (2005) The Practice of English Language Teaching. Pearson Education				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Provide ELL program coordination and instruction utilizing professional services with Title I funding.                      An <b>ELL assistant</b> will be contracted through State ELL funded purchased services (allocated in the district plan) to address the tutoring needs of English Language Learners for regular programs. The ELL Assistant will be under the supervision of a certified teacher and will help ELL students with academics and socialization. The ELL Assistant will serve as a liaison between the school and the ESL parents. On-going assessment of LEP student progress will be reviewed through achievement test data and student progress reports.                      Action Type: Alignment                      Action Type: Equity                      Action Type: Title I Schoolwide</p>	Superintendent, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
<p>During the May annual federal programs/state programs peer review, annually evaluate the effectiveness of the ELL program by analyzing student achievement data of ELL students, including CRT/NRT/Target Tests/ELDA. Results of ELDA will determine if students move out of ELL status and become designated as English learners. Ensure the intervention is implemented as designed and that monies allocated were expended as intended. Provide evidence of the impact of student achievement, using the most recent student achievement reports. Adjust the intervention to provide resources and support as needed. ELL data (ESEA AMO's, Home Parent Survey, ELDA, and Benchmark for LEP) from prior years is located in the supporting data for this intervention, and will be used as a basis for evaluation of this intervention. Data from current year is be posted in next year's plan.                      Action Type: Alignment</p>	Superintendent, Principal, ELL Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation				
Provide assessments and instructional materials for ELL program to enhance effectiveness of the intervention. Provide training for staff of ELL students. Select and purchase age-appropriate materials for ELL students and purchase assessment activities, if needed, which will identify learning needs. Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Superintendent; Lou Gregorio, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Professional development will be provided to counselors, ELL Assistant, ELL Coordinator, and Test Coordinator. ELL Funding at the district level will be used to provide ELL Parent Involvement training, ELDA training, and training on communicating with ELL parents and families. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Superintendent, Instructional Specialist, ELL Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 8: CMS in the 2011-2012 school year received a comprehensive review of the learning environment, organizational efficiency, and academic performance through a scholastic audit. The audit process resulted in recommendations to improve teaching and learning in our school. Continuing efforts to address three priority areas are ongoing with annual evaluation on the progress toward complete standards per indicators in the measurement.

- Standard 1-Academic Performance-Curriculum: The school develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards.** There are seven indicators in Standard One: **1.1 Curriculum:** 1.1a)There is evidence that the curriculum is aligned with the Arkansas Academic Content Standards and Student Learning Expectations. 1.1b)The district/school initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (K-12). 1.1c)The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps. 1.1d)There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations. 1.1e)The school curriculum provides specific links to continuing education, life and career options. 1.1f)In place is a systematic process for monitoring, evaluating and reviewing the curriculum. 1.1g)The curriculum provides access to an academic core for all students. *Out of the seven indicators in standard one forty-three percent of the indicators were rated a two showing limited development or partial implementation. Fifty-seven percent of the seven indicators were rated one showing little or no development in implementation.*
- Standard 2- Classroom Evaluation/Assessment: The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.** There are eleven indicators in Standard Two: **2.1 Evaluation/Assessment** 2.1a)Classroom assessments of student learning are frequent, rigorous and aligned with the Arkansas' Academic Content Standards. 2.1b)Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter. 2.1c)Students can articulate the academic expectations in each class and know what is required to be proficient. 2.1d)Test scores are used to identify curriculum gaps. 2.1e)Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes. 2.1f)Performance standards are clearly communicated, evident in classrooms and observable in student work. 2.1g)Implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) is coordinated by school and district leadership. 2.1h)Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress. *Out of the eleven indicators in standard two thirteen percent of the indicators were rated a three showing fully functional and operational level of development and implementation. Thirty-eight percent of the indicators were rated a two showing limited development or partial implementation, and forty-nine percent of the indicators were rated a one showing little or no development in implementation.*
- Standard 3-Instruction: The school's instructional program actively engages all students by using effective, varied and research-based practices to improve student academic performance.** There are eight indicators in Standard Three: **3.1 Instruction** 3.1a)There is evidence that effective and varied instructional strategies are used in all classrooms. 3.1b)Instructional strategies and

Supporting Data:

learning activities are aligned with the district, school and state learning goals, and assessment expectations for student learning. 3.1c) Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed. 3.1d) Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning. 3.1e) There is evidence that teachers incorporate the use of technology in their classrooms. 3.1f) Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum. 3.1g) Teachers examine and discuss student work collaboratively and use this information to inform their practice. 3.1h) There is evidence that homework is frequent and monitored and tied to instructional practice. *Out of the eight indicators in standard three fifty percent of the indicators were rated a two showing limited development or partial implementation. Fifty percent of the eight indicators were rated a one showing little or no development in implementation.*

4. **Standard 4-School Culture: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.** There are eleven indicators in Standard Four: **4.1 School Culture** 4.1a) There is leadership support for a safe, orderly, and equitable learning environment. 4.1b) Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning. 4.1c) Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice. 4.1d) Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning. 4.1e) Teachers recognize and accept their professional role in student success and failure. 4.1f) The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths. 4.1g) Teachers communicate regularly with families about individual students' progress. 4.1h) There is evidence that the teachers and staff care about students and inspire their best efforts. 4.1i) Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders. 4.1j) There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies). 4.1k) The district/school provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity. *Out of the eleven indicators in standard four twenty-seven percent of the indicators rated a two showing limited development or partial implementation. Seventy-three percent rated a one showing little or no development in implementation.*
5. **Standard 5- Student, Family, Community Support Programs/Services: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of students.** There are five indicators in Standard Five: **5.1 Student, Family, Community Support Programs/Services** 5.1a) Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students. 5.1a (Continued) Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students. 5.1b) Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, supplemental or remedial instruction). 5.1b (Continued) Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, supplemental or remedial instruction). 5.1c) The school/district provides organizational structures and supports instructional practices to reduce barriers to learning. 5.1d) Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction. 5.1e) The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development. *Out of the five indicators in standard five twenty percent of the indicators rated a three showing fully functional in operational level of development and implementation. Forty percent rated a two showing limited development or partial implementation. Forty percent rated a one showing little or no development in implementation.*
6. **Standard 6- Professional Growth, Development and Evaluation: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.** There are twelve indicators in Standard Six: **6.1 Professional Development** 6.1a) There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth. 6.1b) The school has an intentional plan for building instructional capacity through on-going professional development. 6.1c) Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff. 6.1d) Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities. 6.1e) Professional development is ongoing and job-embedded. 6.1f) Professional development planning shows a direct connection to an analysis of student achievement data. **6.2 Professional Growth and Evaluation** 6.2a) The school/district provides a clearly defined evaluation process. 6.2b) Leadership provides the fiscal resources for the appropriate professional growth and development of licensed staff based on identified needs. 6.2c) The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency. 6.2d) Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulation. 6.2e) The school/district improvement plan identifies specific instructional leadership needs and has strategies to address them. 6.2f) Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices. *Out of the twelve indicators in standard six twenty-five percent rated a two showing limited development or partial*

*implementation. Seventy-five percent rated a one showing little or no development in implementation.*

7. **Standard 7-Leadership:School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture and developing leadership capacity.** There are eleven indicators in Standard Seven: **7.1 Leadership** 7.1a)Leadership has developed and sustained a shared vision. 7.1b)Leadership decisions are focused on student academic performance and are data-driven and collaborative. 7.1c)There is evidence that all administrators have an individual professional growth plan focused on the development of effective leadership skills. 7.1d)There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan. 7.1e)Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the student learning expectations for Arkansas public schools. 7.1f)Leadership ensures that time is protected and allocated to focus on curricular and instructional issues. 7.1g)Leadership plans and allocates resources, monitors progress, provides organizational infrastructure, and removes barriers in order to sustain continuous school improvement. 7.1h)The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment. 7.1i)Leadership provides a process for the development and the implementation of district policy based on anticipated needs. 7.1j)There is evidence that the local board of education and the school have an intentional focus on student academic performance. 7.1k)There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency. *Out of the eleven indicators in standard seven twenty-seven percent rated a two showing limited development or partial implementation. Seventy-three percent rated a one showing little or no development in implementation.*
8. **Standard 8-Organizational Structure and Resources: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.** There are ten indicators in Standard Eight: <8.1 Organization of the School 8.1a)There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance. 8.1b)The master class schedule reflects all students have access to all of the curriculum (Smart Core). 8.1c)The instructional and noninstructional staff are allocated and organized based upon the learning needs of all students. 8.1d)There is evidence that the staff makes efficient use of instructional time to maximize student learning. 8.1e)Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time and integrated units). 8.1f)The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.) **8.2 Resource Allocation and Integration** 8.2a)The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources. 8.2b)The district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data. 8.2c)District staff and local board of education analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs. 8.2d) State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, NSLA, ALE, ELL, and Professional Development) to address student needs identified by the school/district. *Out of the ten indicators in standard eight one-hundred percent rated a one showing little or no development in implementation.*
9. **Standard 9- Comprehensive and Effective Planning: The school/district develops, implements, and evaluates an ACSIP that communicates a clear purpose, direction and action plan focused on teaching and learning.** There are sixteen indicators in Standard Nine: **9.1 Defining the School's Vision, Mission, Beliefs** 9.1a)There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners. **9.2 Development of the Profile** 9.2a)There is evidence the school/district planning process involves collecting, managing and analyzing data. 9.2b)The school/district uses data for school improvement planning. **9.3 Defining Desired Results for Student Learning** 9.3a)School and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team. 9.3b)The school/district analyzes their students' unique learning needs. 9.3c)The desired results for student learning are defined. **9.4 Analyzing Instructional and Organizational Effectiveness** 9.4a)Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data. 9.4b)The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined. **9.5 Development of the Improvement Plan** 9.5a) The action steps for school improvement are aligned with the school improvement goals and objectives. 9.5b)The plan identifies the resources, timelines and persons responsible for carrying out each activity. 9.5c)The means for evaluating the effectiveness of the ACSIP is established. 9.5d) The ACSIP is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness. **9.6 Implementation and Documentation** 9.6a)The ACSIP is implemented as developed. 9.6b)The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan. 9.6c)The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance



specified in the plan. 9.6d)There is evidence of attempts to sustain the commitment to continuous improvement. *Out of sixteen indicators in standard nine sixty-nine percent were rated a two showing limited development or partial implementation. Thirty-one percent were rated a one showing little or no development and implementation.*

**Goal** Crossett Middle School will continue the implementation of the Middle School Concept in the 2013-2014 school year, and will improve in the areas of assessing students using formative assessment, implementing classroom management techniques to ensure and orderly learning environment, and implementing high probability research-based strategies to increase student engagement and achievement.

**Benchmark** During the 2011-2012 school year Crossett Middle School participated in a Scholastic Audit. Three areas of improvement have been targeted by the CMS staff for improvement in the 2012-2013 school year. The three goals include: By May 1, 2013, all there will be a 15% increase in the use of formative assessments to guide planning as evidenced by the use of exit tickets and reflections in lesson plans. By March 13, 2013, there will be 15% decrease in the number of D-halls and referrals as measured by the improvement of student behavior in the classroom. By the end of each nine weeks, there will be a student interactive notebook utilized in each unit of study as evidence by demonstration of student work. By May 1, 2013, there will be a 15% increase in teacher's use of High Yield Strategies as measured by CWT's, formal observations, student work, and by the teacher's reflections in their lesson plans.

Intervention: <b>Assess students using a formative Assessment</b>				
Scientific Based Research: 1) Alber, Rebecca (2011). Why Formative Assessments Matter. www.edutopia.com 2)Garrison, Catherine and Ehringhaus,Michael (2011). Formative and Summative Assessments in the Classroom. National Middle School Association. Westerville, Ohio 3) Chappuis,Stephen and Chappuis,Jan (2007). The Best Value in Formative Assessment. Educational Leadership, 65 (4), 14-19.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<b>Formative Assessments:</b> Provide job-embedded professional development on formative assessments in all Professional Learning Communities. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development	Lou Gregorio, Principal; April Adams and Sherry Cotton, Instructional Facilitators; CMS Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<b>Formative Assessment List:</b> Teachers will collaborate and provide a list of formative assessments used in classrooms in Professional Learning Communities. Action Type: ADE Scholastic Audit Action Type: Collaboration	Lou Gregorio, Principal; April Adams and Sherry Cotton, Instructional Facilitators, CMS Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<b>Formative Assessment Examples:</b> Teachers will provide examples and share formative assessments used in their classrooms in Professional Learning Communities. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development	Lou Gregorio, Principal; Jeff Mock and Kelly Spradlin, Assistant Principals; Instructional Facilitators, CMS Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<b>Create a Formative Assessment:</b> Teachers will create a formative assessment to evaluate their progress on current units of study in their classroom. Action Type: ADE Scholastic Audit Action Type: Collaboration	Lou Gregorio, Principal; Jeff Mock and Kelly Spradlin, Assistant Principals; Instructional Facilitators; CMS Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<b>Formative Assessments in Lesson Plans:</b> Teachers will identify formative assessments in their lesson plans by color coding each assessment in red font. Action Type: ADE Scholastic Audit	Lou Gregorio, Principal; Jeff Mock and Kelly Spradlin, Assistant Principals; Instructional Facilitators; CMS Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance</li> </ul>	ACTION BUDGET: \$

Action Type: Collaboration			Assessments • Teachers	
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Total Budget:				\$0
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**Intervention: Implement classroom management techniques to ensure an orderly learning environment**

Scientific Based Research: 1)Rothstein-Fisch, Carrie and Trumbull, Elise. (2008). Managing Diverse Classrooms: How to Build on Students' Cultural Strengths. Association for Supervision and Curriculum Development (ASCD). Alexandria, VA. 2)Emmer, Edmund and Hickman, Julia (2011). Teacher Efficacy in Classroom Management and Discipline. Management in Education. 25, 175-181. 3)Beaty-O'Ferrall,Mary Ellen , Green,Alan, & Hanna ,Fred. (2010). Classroom Management Strategies for Difficult Students: Promoting Change through Relationships. National Middle School Association. Westerville, OH. 4)Marzano, R. J. (2011). Classroom management: Whose job is it? Educational Leadership 69(2), 85-86.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<b>Classroom Management:</b> Job-embedded professional development on classroom management will be provided in Professional Learning Communities. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development	Lou Gregorio, Principal; Jeff Mock, Assistant Principal; Kelly Spradlin, Assistant Principal; Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$
<b>New Teacher PLC:</b> Implement a Professional Learning Communities for new teachers to provide additional support for classroom management. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development	Lou Gregorio, Principal; Jeff Mock and Kelly Spradlin, Assistant Principals; Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: \$
<b>Token Economy:</b> Implement the technique of a token economy system as an intervention for classroom management to create an orderly learning enviroment. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development	Lou Gregorio, Principal; Jeff Mock and Kelly Spradlin, Assistant Principals; CMS Teachers	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: \$
<b>School Wide Rules:</b> Crossett Middle School will implement universal school-wide rules to ensure consistency of student expectations and behavior. Action Type: ADE Scholastic Audit Action Type: Collaboration	Lou Gregorio, Principal; Jeff Mock and Kelly Spradlin, Assistant Principals; CMS Teachers	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: \$

Total Budget:				\$0
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**Intervention: Implement high probability research-based instructional strategies to increase student engagement and achievmnt.**

Scientific Based Research: 1)Marzano, R. J. (2011). Art & science of teaching: It's how you use a strategy. Educational Leadership, 69(4), 88-89. 2)Marzano, R. J. (2012). Writing to learn. Educational Leadership, 69(5), 82-83. 3)Marzano, R. J. (2010). High expectations for all. Educational Leadership, 68(1), 82-85 4)Marzano, R. J. (2010). High expectations for all. Educational Leadership, 68(1), 82-85.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<b>Student Interactive Notebooks:</b> Teachers will implement interactive notebooks as an essential structure that will serve as the organization anchor for facilitating learning and	Lou Gregorio, Principal; Jeff Mock and Kelly Spradlin, Assistant Principals; Instructional	Start: 07/01/2013 End:	• Administrative Staff • Teachers	ACTION BUDGET: \$

comprehension. Action Type: ADE Scholastic Audit Action Type: Collaboration	Facilitators; CMS Teachers	06/30/2014	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	
<b>High Yield Strategies:</b> Teachers will collaborate and share High Probability Research-based Instructional Strategies used in their classrooms in Professional Learning Communities. Action Type: ADE Scholastic Audit Action Type: Collaboration	Lou Gregorio, Principal; Jeff Mock and Kelly Spradlin, Assistant Principals; Instructional Facilitators; CMS Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
<b>Student Work Samples:</b> Teachers will provide examples of students work using High Probability Research-based Instructional Strategies. Samples will be turned in to a designated place in the Professional Learning Community room. Action Type: ADE Scholastic Audit Action Type: Collaboration	Lou Gregorio, Principal; Jeff Mock and Kelly Spradlin, Assistant Principals; Instructional Facilitators, CMS Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
<b>New Teacher PLC</b> New teacher PLC's will provide job-embedded professional development for additional support on using High Probability Research-based Instructional Strategies. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development	Lou Gregorio, Principal; Jeff Mock, Assistant Principal; Kelly Spradlin, Assistant Principal; Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

**Intervention: Begin the implementation of the Middle School Concept**

Scientific Based Research: 1)Mertens, S. B., & Anfara, V. A., Jr. (2006). Research summary: Student achievement and the middle school concept. Retrieved from <http://www.nmsa.org/ResearchSummaries/StudentAchievement/tabid/276/Default.aspx> 2)Cummings, Ken. (2010)Back to the Middle School Concept. Middle Ground: The Magazine of Middle Level Education, 14 (2), 30. 3)Seed, Allen. (2011). The Middle School Concept Meets the Age of Assessments: How One Middle School Has Adapted to the New Age. Current Issues in Middle Level Education, 16 (2), 7-12.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<b>Middle School Concept</b> The discussion of the Middle School Concept began in the Spring of 2012. Teachers read articles and reported out on what they have learned about implementing the Middle School Concept. Action Type: ADE Scholastic Audit Action Type: Collaboration	Lou Gregorio, Principal; Jeff Mock and Kelly Spradlin, Assistant Principals; Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<b>Master Schedule</b> A new master schedule will be designed for the 2012-2013 school year that reflects components of implementing the Middle School Concept. Action Type: ADE Scholastic Audit	Lou Gregorio, Principal; Jeff Mock, Assistant Principal; Kelly Spradlin, Assistant Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<b>Interdisciplinary Teaming</b> CMS will implement an interdisciplinary teaming model that combines core area teachers (english language arts, math, science, and social studies) into small learning communities responsible for providing classroom instruction. Teachers share common planning time for collaboration and work as a team to meet the learning needs of their students.	Lou Gregorio, Principal; Jeff Mock and Kelly Spradlin, Assistant Principals; Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration				
<b>Advisory Classes</b> The CMS Advisory Program will seek to ensure that every student is a success, as defined by Crossett Middle School's mission statement. Teachers work with the student, the family, and the rest of the faculty to ensure that he or she has a positive learning experience during the middle school years. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity	Lou Gregorio, Principal; Jeff Mock and Kelly Spradlin, Assistant Principals; Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
	Canley, Kyler	Student	Math
	Carter, Katie Lynn	Student	Math
	Courson, Garrett	Student	Math
	Grannon, Carson	Student	Literacy
	Kelley, Amanda	Parent	Literacy
	Overby, Jacob	Student	Literacy
	Rush, Emily	Student	Literacy
	Wright, Grace	Student	Literacy
Classroom Teacher	Abney, Julianne	Member	Literacy
Classroom Teacher	Adcock, James	Member	Literacy
Classroom Teacher	Baker, Tasha	Member	Math
Classroom Teacher	Burford, Heather	Member	Math
Classroom Teacher	Clay, Nicholas	Member	Math
Classroom Teacher	Dickerson, Morgan	Member	Literacy
Classroom Teacher	Dickson, Pam	Member	Literacy
Classroom Teacher	Fairiss, Stacey	Member	Literacy
Classroom Teacher	Gasaway, Rachel	Co-Chair	Literacy
Classroom Teacher	Gibson, Sue	Member	Literacy
Classroom Teacher	Goodwin, Jesse	Member	Math
Classroom Teacher	Hatkevich, Amanda	Member	Math
Classroom Teacher	Hatkevich, Scott	Member	Literacy
Classroom Teacher	Hollis, Chuck	Member	Math
Classroom Teacher	Hoover, Mike	Member	Literacy
Classroom Teacher	House, Paul	Member	Literacy
Classroom Teacher	Johnson, Judy	Member	Math
Classroom Teacher	Jones, Pam	Member	Literacy
Classroom Teacher	Keton, Carol	Member	Math

Classroom Teacher	Kirkpatrick, Bobby	Member	Math
Classroom Teacher	Lawson, Rodney	Member	Math
Classroom Teacher	Martar, Melissa	Member	Literacy
Classroom Teacher	Martin, Sherry		Math
Classroom Teacher	McFarland, Kim	Member	Math
Classroom Teacher	McMahen, Vickie	Member	Math
Classroom Teacher	Menapace, Whitney	Member	Math
Classroom Teacher	Miller, Leslie	Member	Literacy
Classroom Teacher	Morrison, Aubrey	Co-Chair	Math
Classroom Teacher	Mullenax, Tim	Member	Literacy
Classroom Teacher	Neel, Belinda	Member	Literacy
Classroom Teacher	Parker, Lynn	Member	Literacy
Classroom Teacher	Reed, Lisa	Member	Math
Classroom Teacher	Rice, Nicole	Member	Literacy
Classroom Teacher	Scott, Zach	Member	Math
Classroom Teacher	Smith, Payton	Member	Literacy
Classroom Teacher	Stephenson, Kristy	Member	Math
Classroom Teacher	Stroud, Brenda	Member	Literacy
Classroom Teacher	Swanson, Brittney	Member	Math
Classroom Teacher	Thomsen, Marley	Member	Literacy
Classroom Teacher	Todd, Charre	Member	Math
Classroom Teacher	White, Jennifer	Member	Literacy
Classroom Teacher	Wisecarver, Jewel	member	Math
Community Representative	Holt, India	Member	Math
Community Representative	Taunton, Stacy	Member	Math
District-Level Professional	Garner, Barbara	Secondary Curriculum Coordinator	Coordinating
Non-Classroom Professional Staff	Adams, April	ACSIP Chair	Coordinating
Non-Classroom Professional Staff	Allen, Jenny	Federal Program Data Clerk	Federal Programs Advisory Committee
Non-Classroom Professional Staff	Barnett, Courtney	Counselor	Literacy
Non-Classroom Professional Staff	Cotton, Sherry	ACSIP Chair	Coordinating
Parent	Junior, Regina	Member	Literacy
Principal	Gregorio, Lou	CMS Principal	Coordinating
Principal	Mock, Jeff	CMS Asst Principal	Math
Principal	Spradlin, Kelly	CMS Assistant Principal	Literacy