

School Plan

Print Version

GENTRY INTERMEDIATE SCHOOL

Arkansas Comprehensive School Improvement Plan

2007-2008

Approved:

The primary mission of the Gentry Intermediate School is to work in partnership with students, parents, and the community to establish a strong foundation for lifelong learning in math and literacy by providing a safe, nurturing, child-centered environment. As we foster intellectual growth, we will contribute to the character and physical development of each student.

"A Strong Foundation for Lifelong Learning"

Our 07/08 Motto - "Whatever It Takes, Our Kids Are Worth It"

Grade Span: 3-5

Title I: Title I Schoolwide

School Improvement:

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Priority 1: Literacy

Goal: All students will improve by 3% or better over and above last year's benchmark score in reading comprehension and written expression.

Priority 2: Math

Goal: All students will improve in mathematics skills and answering open-response math and literacy questions.

Priority 3: Wellness

Goal: Students participation in Brain Gym and Presidential Fitness Test will show an improvement in their cardiovascular, muscular strength/endurance, and flexibility activity.

Goal: Gentry Intermediate Students will improve the percentage of students who are at a healthy weight by 2%.

Priority 1: Students in the Gentry Intermediate School will perform at grade level in the curriculum area of literacy.

1. Benchmark Exam: Benchmark-5th Grade Literacy Exam 2005-Number and Percent of Students Scoring Proficient or Advanced: 51 Students: 55.4% of Combined Students 1 Students:100.0% of African American Students 6 Students: 75.0% of Hispanic Students 35 Students: 53.8% of Caucasian Students 31 Students: 50.0% of Economically Disadvantaged Students 1 Students: 50.0% of LEP Students 3 Students: 33.3% of Students with Disabilities 2006-Number and Percent of Students Scoring Proficient or Advanced: 78 Students: 71.5% of Combined Students . Students: N/A% of African American Students 8 Students: 57.1% of Hispanic Students 59 Students: 71.9% of Caucasian Students 40 Students: 65.5% of Economically Disadvantaged Students 13 Students: 72.2% of LEP Students 0 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: multiple choice writing and practical The lowest identified areas for African Americans were: n/a The lowest identified areas for Hispanic were: multiple choice writing and practical The lowest identified areas for Caucasian were: multiple choice writing and practical The lowest identified areas for Economically Disadvantaged students were: multiple choice writing and practical The lowest identified areas for LEP students were: multiple choice writing and practical 2007 GRADE 5 BENCHMARK EXAMINATION COMBINED POPULATION LITERACY 105 STUDENTS TESTED, 64 STUDENTS: 61% PROF/ADV. FEMALE - 34 STUDENTS: 70% PROF/ADV. MALE - 30 STUDENTS: 54% PROF/ADV. ASIAN - 3 STUDENTS: 50% PROF/ADV. AFRICAN AMERICAN - N/A 0 STUDENTS HISPANIC - 5 STUDENTS: 41% PROF/ADV. CAUCASIAN - 52 STUDENTS: 66% PROF/ADV. STUDENTS W/DISABILITIES - 1 STUDENT: 9% PROF LEP - 7 STUDENTS: 44% PROF/ADV. FREE AND/OR REDUCED - 26 STUDENTS: 51% PROF/ADV. The weakest areas in literacy in the 5th grade were writing open-response and content passage open-response. Benchmark Exam: Benchmark-4th Grade Literacy Exam 2005-Number and Percent of Students Scoring Proficient or Advanced: 67 Students: 66.3% of Combined Students . Students: N/A% of African American Students 6 Students: 54.5% of Hispanic Students 55 Students: 70.5% of Caucasian Students 33 Students: 61.1% of Economically Disadvantaged Students 5 Students: 35.7% of LEP Students 1 Students: 25.0% of Students

with Disabilities 2006-Number and Percent of Students Scoring Proficient or Advanced: 64 Students: 60.3% of Combined Students . Students: N/A% of African American Students 5 Students: 50.0% of Hispanic Students 53 Students: 61.6% of Caucasian Students 29 Students: 51.7% of Economically Disadvantaged Students 4 Students: 36.3% of LEP Students 2 Students: 16.6% of Students with Disabilities The lowest identified areas for the combined population were: literary and content The lowest identified areas for African Americans were: n/a The lowest identified areas for Hispanic were: reading multiple choice, literary and content The lowest identified areas for Caucasian were: reading multiple choice, literary and content The lowest identified areas for Economically Disadvantaged students were: reading multiple choice, literary and content The lowest identified areas for LEP students were: reading multiple choice, literary and content 2007 GRADE 4 BENCHMARK EXAM COMBINED POPULATION - 115 STUDENTS TESTED, 72 STUDENTS: 63% PRO/ADV. FEMALE - 28 STUDENTS: 52% PRO/ADV. MALE - 44 STUDENTS: 72% PRO/ADV. ASIAN - 3 STUDENTS: 38% PRO/ADV. AFRICAN AMERICAN - N/A 0 STUDENTS TESTED HISPANIC - 10 STUDENTS: 62% PRO/ADV. NATIVE AMERICAN - 10 STUDENTS: 84% PRO/ADV. CAUCASIAN - 49 STUDENTS: 62% PRO/ADV. STUDENTS W/DISABILITIES - 2 STUDENTS: 17% PRO. LEP - 5 STUDENTS: 31% PRO/ADV. FREE AND/OR REDUCED - 33 STUDENTS: 57% PRO/ADV. The weakest area for 4th grade literacy was literary and content reading passage particularly open-response.

2. Benchmark Exam: Benchmark-3rd Grade Literacy Exam 2005-Number and Percent of Students Scoring Proficient or Advanced: 51 Students: 46.7% of Combined Students . Students: N/A% of African American Students 3 Students: 30.0% of Hispanic Students 43 Students: 50.0% of Caucasian Students 22 Students: 37.9% of Economically Disadvantaged Students 1 Students: 14.2% of LEP Students 2 Students: 13.3% of Students with Disabilities 2006-Number and Percent of Students Scoring Proficient or Advanced: 73 Students: 55.3% of Combined Students . Students: N/A% of African American Students 9 Students: 60.0% of Hispanic Students 55 Students: 56.1% of Caucasian Students 36 Students: 49.3% of Economically Disadvantaged Students 7 Students: 41.1% of LEP Students 1 Students: 8.3% of Students with Disabilities The lowest identified areas for the combined population were: content and style The lowest identified areas for African Americans were: n/a The lowest identified areas for Hispanic were: content and style The lowest identified areas for Caucasian were: content and style The lowest identified areas for Economically Disadvantaged students were: content and style The lowest identified areas for LEP students were: content and style 2007 GRADE 3 BENCHMARK EXAM COMBINED POPULATION 125 STUDENTS TESTED, 93 STUDENTS: 74% SCORED PRO/ADV. FEMALE - 46 STUDENTS: 73% PRO/ADV MALE - 47 STUDENTS: 75% PRO/ADV. ASIAN - 4 STUDENTS: 51% PRO/ADV. AFRICAN AMERICAN - N/A 0 STUDENTS HISPANIC - 12 STUDENTS: 63% PRO/ADV. NATIVE AMERICAN - 3 STUDENTS: 74% PRO/ADV. CAUCASIAN - 74 STUDENTS: 81% PRO/ADV. STUDENTS W/DISABILITIES - 2 STUDENTS: 17% PRO/ADV. LEP - 13 STUDENTS: 56% PRO/ADV. FREE AND/OR REDUCED - 47 STUDENTS: 68% PRO/ADV. The weakest areas is 3rd grade literacy on the 2007 Benchmark exam were literary and content passage open response.

Supporting
Data:

3. Iowa Test of Basic Skills (ITBS) 2007 Grade: 5, 106 students tested. Vocabulary 55 students: 51.9%. Reading Comprehension 56 students:52.8%. Reading Total 61 students: 57.6%. Spelling 54 students:50.9%. Capitalization 66 students:62.3%. Punctuation 75 students: 70.8%. Usage and Expression 65 students:61.4%. Language Total 67 students: 63.2% The weakest area for combined population is spelling and vocabulary. AFRICAN AMERICAN POPULATION N/A 0 students. HISPANIC POPULATION Grade 5 - 19 students tested. Vocabulary 9 students: 47.4%. Comprehension 11 students:57.9%. Reading Total 9 students: 47.4. Spelling 7 students: 36.9%. Capitalization 10 students: 52.6%. Punctuation 13 students: 68.5 %. Usage and Expression 13: 68.4%. Language Total 11 students: 57.9% The weakest area for Hispanic students is spelling and vocabulary. CAUCASIAN POPULATION Grade 5 - 93 students tested. vocabulary 69 students: 74.2%. Comprehension 69: 74.2%. Total Reading 73 students:78.5%. Spelling 66 students: 71%. Capitalization 69 students:74.2%. Punctuation 73 students: 78.5%. Usage and Expression 73 students:78.5%. Total Language 73 students: 78.5%. The weakest area for 5th grade caucasian students was Spelling. ECONOMICALLY DISADVANTAGED 52 students tested in 5th grade. Vocabulary 21 students: 40.4%. Comprehension 24 students: 46.1%. Total Reading 26 students: 50%. Spelling 24 students: 46.1%. Capitalization 27 students: 52%. Punctuation 32 students: 61.5%. Usage and Expression 29 students: 55.7%. Total Language 27 students: 51.9%. The weakest areas for economically disadvantaged students are vocabulary and comprehension and spelling. LIMITED ENGLISH PROFICIENT 16 students tested in the 5th grade. Vocabulary 2 students:12.6%. Comprehension 7 students: 43.8%. Total Reading 5 students: 31.3 %. Spelling 7 students: 43.8%. Capitalization 10 students: 62.6%. Punctuation 11 students: 68.8%. Usage and Expression 8 students: 50.1%. Total Language 9 students:56.3%. The weakest areas for LEP students in the 5th grade is vocabulary and Total Reading. STUDENTS WITH DISABILITIES 12 students tested in the 5th grade. Vocabulary 1 student: 8.3%. Comprehension 1 student: 8.3%. Total Reading 1 student: 8.3%. Spelling 1 student:8.3%. Capitalization 1 student: 8.3%. Punctuation 4 students:33.3%. Usage and Expression 2 students: 16.6%. Total Language 1 student: 8.3%. Weakest areas are vocabulary, comprehension, total reading, spelling, and total language.
4. Iowa Test of Basic Skills (ITBS) 2006 Grade:5 Vocabulary 65 Students: 63.1% Reading Comprehension 73 Students: 70.8% Reading Total 70 Students: 67.9% Spelling 58 Students: 56.3% Capitalization . Students: N/A% Punctuation . Students: N/A% Usage and Expression . Students: N/A% Language Total 65 Students: 63.1% The weakest areas for Combined Population were Capitalization and Punctuation. AFRICAN AMERICAN POPULATION Grade:5 Vocabulary 1 Students:100.0% Reading Comprehension 0 Students: 0% Reading Total 0 Students: 0% Spelling 0 Students: 0% Capitalization . Students: N/A% Punctuation . Students: N/A% Usage and Expression . Students: N/A% Language Total 0 Students: 0% HISPANIC POPULATION Grade:5 Vocabulary 5 Students: 41.6% Reading Comprehension 8 Students: 66.6% Reading Total 7 Students: 58.3% Spelling 5 Students: 41.6% Capitalization . Students: N/A% Punctuation . Students: N/A% Usage and Expression . Students: N/A% Language Total 8 Students: 66.6% The weakest area is Spelling and punctuation. CAUCASIAN POPULATION Grade:5 Vocabulary 53 Students: 66.2% Reading Comprehension 60 Students: 75.0% Reading Total 58 Students: 72.5% Spelling 46 Students: 57.5% Capitalization . Students: N/A% Punctuation . Students: N/A% Usage and Expression . Students: N/A% Language Total 49 Students:

- 61.2% The weakest area is Capitalization and punctuation. ECONOMICALLY DISADVANTAGED Grade:5 Vocabulary 27 Students: 48.2% Reading Comprehension 34 Students: 60.7% Reading Total 32 Students: 57.1% Spelling 29 Students: 51.7% Capitalization . Students: N/A% Punctuation . Students: N/A% Usage and Expression . Students: N/A% Language Total 32 Students: 57.1% The weakest area is Capitalization and punctuation. LIMITED ENGLISH PROFICIENT Grade:5 Vocabulary 4 Students: 28.5% Reading Comprehension 7 Students: 50.0% Reading Total 6 Students: 42.8% Spelling 9 Students: 64.2% Capitalization . Students: N/A% Punctuation . Students: N/A% Usage and Expression . Students: N/A% Language Total 11 Students: 78.5% The weakest area is spelling and punctuation. STUDENTS WITH DISABILITIES Grade:5 Vocabulary 1 Students: 16.6% Reading Comprehension 1 Students: 16.6% Reading Total 1 Students: 16.6% Spelling 1 Students: 16.6% Capitalization . Students: N/A% Punctuation . Students: N/A% Usage and Expression . Students: N/A% Language Total 0 Students: 0% The weakest area is Capitalization and punctuation.
5. Iowa Test of Basic Skills (ITBS) 2005 Grade: 5 Total Reading 57 Students: 66%; African American 1 student: 100%; Hispanic Population 6 Students: 75%; Caucasian Population 38 Students: 62%; Economically Disadvantaged 34 Students: 60%; Limited English Proficient 0 Students: 0%; Students With Disabilities 1 Student: 20%. The weakest areas for all groups were analysis and generalization.
 6. Iowa Test of Basic Skills (ITBS) 2007 Grade: 3. 126 students tested. Vocabulary 81 students: 63.8%. Comprehension 87 students: 68.5%. Total Reading 89 students: 70.1%. Spelling 83 students: 65.4%. Capitalization 89 students: 70%. Punctuation 95 students: 74.8%. Usage & Expression 92 students: 72.4%. Language Total 96 students: 74.6%. The weakest area for combined population is Vocabulary. Total Reading - Economically Disadvantaged 44 students: 61.1%. Limited English Proficient 9 students: 40.9%. Female 42 students: 66.7%. Male 47 students: 73.5%. Asian 4 students: 37.5%. Caucasian 73 students: 78.5%.Hispanic 9 students: 47.4%. Native American 4 students: 57.1%.
 7. Iowa Test of Basic Skills (ITBS) 2007 Grade: 4. 117 students tested. Vocabulary 69 students: 58.9%. Comprehension 68 students: 58.1%. Total Reading 65 students: 55.5%. Spelling 70 students: 59.8%. Capitalization 72 students: 60.5%. Punctuation 76 students: 65%. Usage & Expression 75 students: 64.2%. Total Language 75 students: 64.1%. The weakest area for combined population is Vocabulary. Total Reading - Economically Disadvantaged 28 students: 43.8%. Limited English Proficient 1 student: 5.9%. Female 28 students: 49.1%. Male 37 students: 61.7%. Asian N/A, Caucasian 50 students: 61%. Hispanic 6 students: 40%. Native American 9 students: 75%.
 8. Student Attendance for Gentry Intermediate: In 2007, 95% of students were in attendance. In 2006, 94.8% of students were in attendance; In 2005, 95.6% of students were in attendance.

Goal All students will improve by 3% or better over and above last year's benchmark score in reading comprehension and written expression.

Benchmark Each grade will meet or exceed the AYP standard developed by the Arkansas Department of Education.

Intervention: Total Instructional Alignment				
Scientific Based Research: Marzano, Robert, What Works in Schools, Association for Supervision and Curriculum Development (2003), Carter, Lisa, Total Instructional Alignment. Solution Tree Publishers (2007).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers will work in both vertical and horizontal teams developing formative and summative assessments in literacy. The Northwest Arkansas Educational Service Cooperative (NWAESC) coordinated the implementation of this instructional and curriculum alignment model in all 16 districts in the NWAESC beginning in January 2007. Each school district, with support of the school superintendent, sent the administrator from each school and the school's best instructional practitioners to the week long training under the direction of Lisa Carter. The resulting work (in constant progress and improvement) was a vertically and horizontally aligned curriculum and instructional document aligned with state Standards and Benchmark assessments. Teachers will be trained at the building level on how to implement TIA on a quarterly basis over the course of the school year. Teachers will work in collaborative groups to develop lessons that are aligned to their specific TIA document, grade level and content area. Exemplary lessons will be posted in the Arkansas Department of Education (ADE) provided TRIAND platform and shared across the NWAESC area.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Dr. Paul Hines, Federal Programs/Curriculum Coordinator	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Computers ● District Staff ● Outside Consultants ● Performance Assessments ● Teachers ● Title Teachers 	ACTION BUDGET: \$
Building level administrators and key instructional leaders in each building/school will be trained in the	Dr. Paul Hines, Federal	Start: 07/01/2007	<ul style="list-style-type: none"> ● Administrative Staff 	

<p>Classroom Walk Through Model (CWT) of instructional evaluation in relation to TIA. The ADE provides access to the Teachscape CWT platform where CWT data is electronically warehoused. Administrators can use wireless devices (PDAs) that are compatible with the TeachScape platform to collect data regarding implementation of TIA in all classrooms. Data can be retrieved as reports that can be analyzed in conjunction with student achievement/lesson objectives in order to make ongoing decisions about classroom instruction and professional development. The CWT process involves the building administrator/other CWT trained building leaders conducting multiple classroom visits/evaluations over the course of the year. Parents and students will be informed as to the nature of these multiple visits and how it differs from the traditional 2-3 formal/informal teacher evaluations they may be accustomed to. TIA documents will be evaluated and revised based on feedback from teachers (daily as implemented, formally at least annually). FORMATIVE evaluation will consist of teacher, grade level and content teams documenting the effectiveness of the TIA process. SUMMATIVE evaluations will occur in May when teachers conduct a reflective review of the TIA documents and make document revisions. The NWAESC will revise the TIA model, in conjunction with Lisa Carter and the 16 school district core team, for ongoing modification of the project.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	Programs/Curriculum Coordinator	End: 06/30/2008	<ul style="list-style-type: none"> ● Central Office ● Computers ● District Staff ● Outside Consultants ● Performance Assessments ● Teachers ● Teaching Aids ● Title Teachers 	ACTION BUDGET: \$
<p>Pre/post quarterly Targeted Assessments will be administered in each grade 3 - 5 in conjunction with the TIA model. The district has purchased the scanner and will administer/scan assessments each quarter. Results will be used to determine how better to serve students through reteaching and other interventions as determined necessary by the building teams. The Targeted Assessment, provided by the NWAESC, will be used to determine instructional and curriculum needs and adjustments for each student on an ongoing yearly basis.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Plan Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Dr. Paul Hines, Federal Programs/Curriculum Coordinator	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Computers ● District Staff ● Outside Consultants ● Performance Assessments ● Teachers ● Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Response to Intervention (RTI)

Scientific Based Research: Fuchs, D., Mock, D., Morgan, P.L., & Young, C.L. (2003) Responsiveness -to-Intervention: Definitions, evidence, and implications for the learning disabilities construct. Learning Disabilities Research & Practice, 18(3), 157-171. Kovalski, J.F/ (2003, December). The three tier model of identifying learning disabilities: Critical program features and system issues. Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO. Wright, J. (2005, Summer). Five interventions that work. NAESP leadership Compass, 2(4) pp.1,6.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Intervention resources will be organized into 3 tiers using both the "problem solving" and "standard protocol" methods: Tier 1 will include universal strategies for all children provided in the regular classroom (i.e. reteaching using one-on-one or small	Denise Waters	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Performance Assessments 	NSLA (State-281) - Materials & Supplies: \$900.00

<p>group instruction). Tier 2 - interventions individualized to the needs of students at-risk for learning or behavioral issues will be provided instruction in small groups using scientifically valid strategies with frequent progress monitoring. Tier 3 - Intensive student support with referral for Special Education Services complete with Parent conference and consent. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education</p>			<ul style="list-style-type: none"> • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$900
<p>SCHOOLWIDE REFORM STRATEGIES -Flexible Response to Struggling Learners. As soon as a student demonstrates that they require more assistance, the classroom teacher puts Tier 1 (universal) interventions into place and monitors the student's performance. Tier 1 is a scheduled 30 minute period daily in which another adult comes into the classroom to assist so that the teacher may work individually or in small group with the student(s) who need additional help. If the student fails to make adequate progress with Tier 1, the teacher refers that student to the multidisciplinary Student Assistance Team (SAT) for Tier 2 interventions. Tier 2 is another 30 minute scheduled time daily in which those students requiring individualized instruction are sent to small groups (no more than 6 students) for specific instruction ("Soar to Success")that is documented daily and monitored frequently using curriculum based measures. Progress-monitoring data is repeatedly compared to the student's outcome goal to determine whether the intervention is successful. If the student fails to make adequate progress over a reasonable period of time (9 weeks) the student is referred back to the SAT for referral to Tier 3, special education evaluation. Parents are kept informed of their child's progress through the RTI tiers. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion</p>	Denise Waters	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Title Teachers 	NSLA (State-281) - Materials & Supplies: \$4000.00 <hr/> ACTION BUDGET: \$4000
<p>Parent Engagement. Parents will be informed about RTI at Open House prior to the beginning of school. If a student demonstrates a need for RTI, the parent will be kept informed of their child's involvement in the prescriptive tiers by a letter from the multidisciplinary Student Assistance Team. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	Jo Derwin	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
<p>Professional Development and Teacher Decision. Teachers will be trained in the Response to Intervention model during both pre-service professional development and an on-going process through out the school year with a book study. Action Type: Collaboration Action Type: Professional Development</p>	Denise Waters	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers • Title Teachers 	NSLA (State-281) - Purchased Services: \$1000.00 <hr/> ACTION BUDGET: \$1000
<p>Collaboration and Teacher Decision. Faculty will meet once a month to review, evaluate and/or revise the school's ACSIP plan in order to keep the plan pertinent and valid. Action Type: Alignment</p>	Denise Waters	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Collaboration Action Type: Plan Evaluation Action Type: Professional Development				
Plan evaluation. District Targeted Assessments and Benchmark assessment will be used to help determine student placement in Tiers of Interventions. Action Type: AIP/IRI Action Type: Collaboration Action Type: Plan Evaluation Action Type: Special Education	Jo Derwin	Start: 08/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers • Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$5900

Intervention: GIS will utilize a comprehensive literacy approach to writing instruction to include Writing Workshop, Reading Workshop, and Strategies That Work.

Scientific Based Research: "Teaching Writing" Gail Tompkins (2000); "Guiding Readers and Writers Grades 3-6" Fountas and Pinnell (2001).

Actions	Person Responsible	Timeline	Resources	Source of Funds
HIGHLY QUALIFIED TEACHERS - In addition to the classroom teachers, the district will provide supplementary highly qualified certified teachers to work on reducing the gap for lowest achievers in grade 3-5 by serving students in small groups. Teachers will instruct writing in whole groups. Provide students with writing opportunities daily. Purchase any needed materials and supplies to carry out responsibilities and activities. Establish a uniform, school-wide program of pre-writing strategies. Curriculum development and alignment by grade levels. All teachers and staff will be trained in Writing Workshop. Teachers will instruct WW strategies. All teachers will continue to be trained in the use of WW strategies. Title IA funds will be used to pay salary/benefits/supplies/materials for one certified teacher (1.0 FTE) to provide Title IA services. NSLA funds will be used to pay salary/benefits/supplies/materials for one certified teacher (1.0 FTE) to provide supplemental services. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Denise Waters	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants • Teachers • Teaching Aids • Title Teachers 	Title I - Materials & Supplies: \$1000.00 Title I - Employee Salaries: \$44330.00 Title I - Employee Benefits: \$9727.86 NSLA (State-281) - Materials & Supplies: \$1000.00 NSLA (State-281) - Employee Benefits: \$11379.00 NSLA (State-281) - Employee Salaries: \$45300.00 ACTION BUDGET: \$112736.86
Teachers will participate in follow up activities to support use of strategies and evaluate effectiveness of process by reviewing the students' performance on weekly writing assignments including the use of writing rubrics through participation in the Writing Academy. The children will be taught how to use the rubric to write and evaluate their own work. Action Type: Plan Evaluation Action Type: Professional Development Action Type: Special Education	Denise Waters	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers • Title Teachers 	NSLA (State-281) - Purchased Services: \$1000.00 ACTION BUDGET: \$1000
NEEDS ASSESSMENT - Update student data and reports annually. Use of DRA and JEDI in the evaluation process. All students were pre-tested with the use of the DRA for placement. Each student is then post-tested in May to establish individual growth. JEDI software will be purchased and teachers trained. Students are tested at the end of each unit in the JEDI lab in order to progress to the next level. Teachers also have the ability to give	Denise Waters	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	NSLA (State-281) - Materials & Supplies: \$1750.00 ACTION BUDGET: \$1750

students a specific unit to work on in the JEDI lab. Action Type: Alignment Action Type: Plan Evaluation Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide				
TRANSITION. In order to assist the GIS 5th graders in the transition from the Intermediate School to the Middle School the Middle School counselor will meet with all fifth graders in May to brief the children on the Middle School methods and assist them in class assignments for their sixth grade year; Middle School Music and Band teachers will present program and information to fifth graders so they are informed of their fine arts choices. Action Type: Collaboration	Jo Derwin	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
ATTRACTING HIGHLY QUALIFIED STAFF - Gentry Intermediate School has and will continue to hire highly qualified teachers and paraprofessionals. The school will continue to implement strategies to recruit and hire highly qualified faculty and staff by advertising on our web-site and ensuring that all qualifications have been met or approved plans are in place for the applicant to become highly qualified prior to making a recommendation for a position within the school. Action Type: Equity Action Type: Title I Schoolwide	Denise Waters	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff 	ACTION BUDGET: \$
COORDINATION AND INTEGRATION - Federal, state, and local funds are used to coordinate and intergrate services to improved instruction and increase student achievement. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Denise Waters	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
PARENTAL ENGAGEMENT - The school will provide opportunities for parents to attend parenting training. The types of training will very depending on the needs suggested by parents, staff and the PTO. Free child care will be provided. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Jo Derwin/Julie Harrison	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • District Staff • School Library • Teachers 	ACTION BUDGET: \$
SCHOOLWIDE REFORM STRATEGIES - All students will participate in explicit writing instruction in the regular classrooms. Title 1 teachers will provide supplemental instructions to those students shown a need in RTI. This includes teacher explanation and modeling of all writing skills, followed by guided practice and independent practice. Progress in grades 3-5 will be monitored each nine weeks with weekly assignments. Parents will be informed of student progress in writing. Parents will be provided a list of suggested activities for writing in routine newsletters and at Parent Night. GIS expects all students to be proficient in writing. The program will be evaluated by the increased number of students meeting or exceeding proficiency in writing on the Augmented Benchmark Exam and Targeted Assessments. Action Type: Alignment Action Type: Parental Engagement Action Type: Plan Evaluation Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Denise Waters	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Performance Assessments • School Library • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$115486.86
Intervention: Parent Involvement Plan				

Scientific Based Research: A New Wave: The Impact of School, Family and Community Connections on Student Achievement, Anne T. Henderson and Karen L. Mapp (Austin, TX: Southwest Educational Development Laboratory, 2002).

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All teachers will participate in at least two hours of training opportunities in the area of parent involvement. Parents will receive mid-term reports and quarterly report cards. Action Type: Collaboration Action Type: Parental Engagement</p>	Denise Waters	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids • Title Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT - The district will designate no less than two parent/teacher conferences each year. We will also advertise and schedule grade level Parent Nights, student programs, and Parent Teacher Organization meetings. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Julie Harrison	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT - Designate Parent Center site and provide free materials for parents: GIS Student Handbook to all students with the following information: a. Telephone numbers, b. School web page with e-mail addresses, c. General procedures/policy information-parent visitation, pick-up procedures, classroom visitation, etc. d. Information also available on web page, e. Parent Volunteer to serve on Handbook Committee. f. School Calendar. Designate a Parent Library area and obtain parenting materials, books, etc. for parents to check-out that may help parents assist in their children's learning. Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Denise Waters	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • School Library 	<p>NSLA (State-281) - Materials & Supplies: \$500.00 ————— ACTION BUDGET: \$500</p>
<p>PARENT INVOLVEMENT - The principal and Parent Involvement Coordinator shall meet with the Parent Advisory Committee monthly. The Parent Advisory Committee shall include community members, former alumni of the Gentry Public School system, as well as those members who are representative of our student population, i.e. Hmong, Hispanic, Gifted and Talented, Special Needs, etc. It shall be the principal's responsibility to keep the Parent Advisory Committee informed about all aspects of the education of the children of Gentry, (i.e. TIA, RTI, Targeted Assessments, etc.) and seek their thoughts and advise on ways GIS can improve. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Plan Evaluation Action Type: Special Education</p>	Denise Waters	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<p>NSLA (State-281) - Materials & Supplies: \$200.00 ————— ACTION BUDGET: \$200</p>
<p>Provide Involvement through notification: a. teacher information and newsletters b. monthly GIS newsletter c. monthly Parent Teacher Organization Newsletter. Action Type: Collaboration Action Type: Parental Engagement</p>	Julie Harrison	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>The district and/or school will provide Annual Open House and Reports to the Public for parents. These meetings will provide a report of the state of the school, an overview of what students will be learning, how students will be assessed, what parents should expect, and how parents can make a difference. Action Type: Collaboration Action Type: Parental Engagement</p>	Denise Waters	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Title Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT - Parent/Student/Teacher Compacts will be distributed to all students and parents listing the student's responsibilities, the parents' responsibilities, and the teachers' responsibilities in the learning process. The compact will contain a statement</p>	Julie Harrison	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>

that attests to the school district's commitment to parental involvement. Action Type: Collaboration Action Type: Parental Engagement				
A volunteer resource book will be maintained in the parent center that contains parent surveys and lists the interests and availability of volunteers for school staff members' use. Action Type: Collaboration Action Type: Parental Engagement	Julie Harrison	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff District Staff School Library Teachers 	ACTION BUDGET: \$
Designate a Parent Involvement Facilitator for Gentry Intermediate School. Action Type: Collaboration Action Type: Parental Engagement	Denise Waters	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Gentry Intermediate School will work with the Center for Effective Parenting www.parenting-ed.org to distribute Informational Packets to parents at Parent/Teacher Conferences. Included in the packets are "How to Help Your Child Study," "Your Child and Homework," "Increasing Your Child's Motivation to Learn." and "Creating a Home Environment for Learning." Action Type: Collaboration Action Type: Parental Engagement	Julie Harrison	Start: 08/20/2007 End: 06/30/2007	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Resolving Parental Concerns - Parents will be informed in a newsletter how they may go about resolving their concerns as they arise. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Denise Waters	Start: 08/20/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$700

Intervention: GIS will utilize a comprehensive literacy approach to word study/spelling in grades 3-5 as students progress through the strategies of teaching writing.

Scientific Based Research: "Teaching Writing" Gail Tompkins (2000); "Guided Readers and Writers 3-6" Fountas and Pinnell (2001).

Actions	Person Responsible	Timeline	Resources	Source of Funds
POINT-IN-TIME REMEDIATION - All students will participate in explicit and systematic word study/spelling instruction. This includes teacher explanation and modeling of all word study/spelling skills, followed by guided practice and independent practice. Additional practice may be intergrated in RTI tiers, literacy centers or as homework. Student progress will be evaluated based on Arkansas Gr. 3, Gr. 4, and Gr. 5 Benchmark Exams, JEDI, DRA, and Targeted Assessments. Teachers will participate in continued training in strategies in Writing Workshop and Guiding Readers and Writers. Parents will be informed of student progress in word study/spelling. Parents will be provided activities to assist in word study/spelling in routine information letters and at Parent Night. Classroom sets of dictionaries will be purchased to support this action. Action Type: Alignment Action Type: Parental Engagement Action Type: Plan Evaluation Action Type: Professional Development Action Type: Title I Schoolwide	Sammie Cunningham	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Computers District Staff Outside Consultants Performance Assessments Teachers Teaching Aids Title Teachers 	NSLA (State-281) - Materials & Supplies: \$3500.00 ACTION BUDGET: \$3500
Participation of students in Great Expectations and integration of Character Education vocabulary into curriculum work study. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Jaymey Boston	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers Teaching Aids Title Teachers 	NSLA (State-281) - Materials & Supplies: \$3000.00

				ACTION BUDGET: \$3000
Total Budget:				\$6500
Intervention: GIS uses the comprehensive literacy approach to vocabulary instruction in Guiding Readers and Writers - Comprehension and Word Analysis.				
Scientific Based Research: "Teaching Writing" Gail Tompkins (2000); "Guiding Readers and Writers Grade 3-6" Fountas and Pinnell (2001).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>POINT-IN-TIME- REMEDIATION - All students will participate in explicit vocabulary instruction. Additional practice will be integrated in literacy centers and homework. Students vocabulary success will be evaluated with the use of JEDI, DRA, Targeted Assessments, Benchmark Exams, and curriculum based assessments. Teachers will participate in Writers Workshop, Guiding Readers and Writers and Strategies That Work. Teachers will also teach the "essential vocabulary" provided in the TIA pacing guides for each Student Learning Expectation. Parents will be informed of student progress in vocabulary. Parents will be provided a list of suggested activities in newsletters and during Parent Night. Student identified as not meeting the expectation for success will receive additional vocabulary instruction in RTI Tiers. Students will participate in additional school wide reading to include a variety of genres and subject areas.</p> <p>Action Type: Alignment Action Type: Parental Engagement Action Type: Plan Evaluation Action Type: Professional Development Action Type: Title I Schoolwide</p>	Rhonda Lyles	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● District Staff ● Outside Consultants ● Performance Assessments ● School Library ● Teachers ● Teaching Aids ● Title Teachers 	<p>—————</p> <p>ACTION BUDGET: \$</p>
Total Budget:				\$0
Intervention: GIS utilizes a comprehensive literacy approach to fluency instruction as detailed in Guiding Readers and Writers. GIS will also use "Soar to Success" in RTI Tier small group instruction for fluency.				
Scientific Based Research: "Teaching Writing" Gail Tompkins (2000); "Guiding Readers and Writers Grade 3-6" Fountas and Pinnell (2001). Soar to Success - Wahl, Michelle(2004)Florida Center for Reading Research				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>POINT-IN-TIME REMEDIATION - All students 3-5 will participate in fluency instruction. This includes teacher explanation and modeling of fluency skills, followed by guided practice and independent practice. Teachers will participate in a comprehensive literacy training such as writer's workshop to learn about fluency instruction. Students identified as not meeting the expectation for success will receive additional fluency instruction in RTI small groups by highly qualified certified teachers. Students performance will be monitored through weekly writing assignments to insure expectations are met. Parents will be informed of student progress in fluency. Parents will be provided suggested fluency activities in newsletters and at Parent Night. Students will meet fluency benchmarks for grades 3-5. The program will be evaluated by the number of students who succeed on the Targeted Assessments and the Benchmark Exams.</p> <p>Action Type: Alignment Action Type: Parental Engagement Action Type: Plan Evaluation Action Type: Professional Development Action Type: Title I Schoolwide</p>	Sammie Cunningham	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● District Staff ● Outside Consultants ● Performance Assessments ● School Library ● Teachers ● Teaching Aids ● Title Teachers 	<p>—————</p> <p>ACTION BUDGET: \$</p>
<p>Provide a link for parents to Accelerated Reader list on school website. Provide the Gentry Public Library with the Accelerated Reader list. Increase student opportunities for reading by encouraging their reading whenever they have free time in the classroom.</p>	Del Duncan	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● District Staff ● Public Library 	<p>NLSA (State-281) - \$1800.00 Materials &</p>

Increase number of informational books for Accelerated Reader program. Provide staff development for Technology use with Accelerated Reader. Monies will be used to maintain the Accelerated Reader Program during the school year. Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion			<ul style="list-style-type: none"> • School Library • Teachers • Title Teachers 	Supplies: <hr/> ACTION BUDGET: \$1800
Total Budget:				\$1800

Intervention: GIS will utilize a comprehensive literacy approach to comprehension instruction with emphasis on monitoring comprehension, using graphic and semantic organizers, answering questions, generating questions, recognizing story structure, summarizing, making use of prior knowledge and connections, and using mental imagery.

Scientific Based Research: "Teaching Writing" Gail Tompkins (2000); "Guiding Readers and Writers Grades 3-6" Fountas and Pinnell (2001); "Strategies That Work, Stenhouse, (2000).

Actions	Person Responsible	Timeline	Resources	Source of Funds
POINT-IN-TIME REMEDIATION AND PROFESSIONAL DEVELOPMENT. Each teacher in grades 3-5 will utilize the explicit teaching procedures for comprehension instruction in literacy and core curriculum classes. Literacy Circles will be implemented. Whole group instruction and small group instruction will be utilized as noted in the instructional protocol. All students will participate in comprehension strategy instruction. This includes teacher explanation and modeling of all comprehension strategies, followed by guided practice and independent practice. Additional practice may be integrated into literacy centers, literacy circles, or homework. DRA will be utilized as a placement tool for leveling reading instruction to meet the needs of the students in grades 3-5. Each student will receive a pre-test to determine their current ability level. All students will be post-tested each May to measure growth and determine placement for the next year. Teachers will continue training in Writers Workshop and Strategies That Work to learn about best practices in comprehension instruction. Parents will be informed of student progress in comprehension. Parents will be provided a list of comprehension activities in newsletters and at Parent Night. Student identified as not meeting the expectation for success will receive additional comprehension strategy instruction in RTI tiers. Progress will be monitored weekly until the expectation is met. Action Type: AIP/IRI Action Type: Alignment Action Type: Parental Engagement Action Type: Plan Evaluation Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Naomi Wilson	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	NSLA (State-281) - \$4200.00 Materials & Supplies: <hr/> ACTION BUDGET: \$4200
TEACHER DECISIONS - Review and evaluate plan at regular ACSIP meetings an grade level meetings and annual report to the public. Update student data and reports annually. Students that score below proficient on the Benchmark Exam will be placed in RTI Tier 2 and on AIPs by their current teacher to improve their areas of weakness. The staff will work during the year to align the curriculum both horizontally and vertically by grade level.	Jo Derwin	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$

Action Type: AIP/IRI Action Type: Alignment Action Type: Plan Evaluation Action Type: Title I Schoolwide				
ELL funds will be used to pay salary/benefits/supplies/materials for one certified teacher (1.0 FTE) to serve ESL students. Faculty will have the opportunity to attend professional development trainings to reinforce/enrich their knowledge/skills in order to better serve our students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Denise Waters	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ELL (State-276) - \$1000.00 Materials & Supplies: ELL (State-276) - \$9437.00 Employee Benefits: ELL (State-276) - \$36330.00 Employee Salaries: ELL (State-276) - \$250.00 Purchased Services: <hr/> ACTION BUDGET: \$47017
Selected faculty/staff will attend professional development opportunities that support ACSIPs at the local state, regional and national levels. PD opportunities may include but not be limited to AAEA, ASCD, BER, NCTM, IRA, AP, PLC, RTI Institutes, Instructional Conferences, ARRR/Literacy Conference, CurrMapSoftware, Technology Conference, Literacy Lab,ESL/TESOL, PLC/book Studies and other local, state, regional and national conference/trainings. Monies will be used to fund all reasonable cost associated with the professional development including fees, meals, travel, etc. Funds may be used for membership dues/fees for organizations/publications which contribute to the field of education as well as paying for substitutes while teachers are attending professional development training. Action Type: Alignment Action Type: Professional Development	Dr. Paul Hines, Federal Programs/Curriculum Coordinator	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants Teachers Title Teachers 	PD (State-223) - Purchased Services: \$5250.00 PD (State-223) - Materials & Supplies: \$8200.00 <hr/> ACTION BUDGET: \$13450
Total Budget:				\$64667

Priority 2: Students in the Gentry Intermediate School will improve their performance by 5% in the curriculum area of math.

1. Benchmark Exam: Benchmark-3rd Grade Mathematics Exam 2005-Number and Percent of Students Scoring Proficient or Advanced: 65 Students: 59.6% of Combined Students . Students: N/A% of African American Students 3 Students: 30.0% of Hispanic Students 56 Students: 65.1% of Caucasian Students 27 Students: 46.5% of Economically Disadvantaged Students 1 Students: 14.2% of LEP Students 5 Students: 33.3% of Students with Disabilities 2006-Number and Percent of Students Scoring Proficient or Advanced: 93 Students: 70.4% of Combined Students . Students: N/A% of African American Students 13 Students: 86.6% of Hispanic Students 68 Students: 69.3% of Caucasian Students 46 Students: 63.0% of Economically Disadvantaged Students 12 Students: 70.5% of LEP Students 3 Students: 25.0% of Students with Disabilities The lowest identified areas for the combined population were: Data Analysis and Probability, and measurement The lowest identified areas for African Americans were: n/a The lowest identified areas for Hispanic were: Data Analysis and Probability, and measurement The lowest identified areas for Caucasian were: Data Analysis and Probability, and measurement The lowest identified areas for Economically Disadvantaged students were: Data Analysis and Probability, and measurement The lowest identified areas for LEP students were: Data Analysis and Probability, and measurement 2007 Grade 3 Benchmark Examination 125 students tested Combined Population. proficient or advanced 108 students: 86%, female 51 Students: 61%, male 57 Students: 92% ASIAN: 7 Students: 88% AFRICAN AMERICAN: 0 Students, 0%, HISPANIC: 14 Students:

73%, NATIVE AMERICAN: 5 Students: 72%, CAUCASIAN: 82 Students: 90%, STUDENTS WITH DISABILITIES: 12 Tested, 5 students: 41% LEP: 23 students tested, 17 students: 74%, FREE AND REDUCED: 58 Students: 84%, The weakest areas were measurement and geometry.

2. Benchmark Exam: Benchmark-4th Grade Mathematics Exam 2005-Number and Percent of Students Scoring Proficient or Advanced: 67 Students: 66.3% of Combined Students . Students: N/A% of African American Students 6 Students: 54.5% of Hispanic Students 54 Students: 69.2% of Caucasian Students 35 Students: 64.8% of Economically Disadvantaged Students 8 Students: 57.1% of LEP Students 1 Students: 25.0% of Students with Disabilities 2006-Number and Percent of Students Scoring Proficient or Advanced: 65 Students: 61.3% of Combined Students . Students: N/A% of African American Students 4 Students: 40.0% of Hispanic Students 56 Students: 65.1% of Caucasian Students 29 Students: 51.7% of Economically Disadvantaged Students 4 Students: 36.3% of LEP Students 5 Students: 41.6% of Students with Disabilities The lowest identified areas for the combined population were: Number Operation and Geometry The lowest identified areas for African Americans were: Number Operation and Geometry The lowest identified areas for Hispanic were: Number Operation and Geometry The lowest identified areas for Caucasian were: Number Operation and Geometry The lowest identified areas for Economically Disadvantaged students were: Number Operation and Geometry The lowest identified areas for LEP students were: Number Operation and Geometry 2007 Grade 4 Benchmark Examination Combined Population - 115 students tested in all. 80 Students: 69% scored proficient or advanced. Female - 32 students: 59% Male - 48 students: 79% ASIAN - 3 students: 38% AFRICAN AMERICAN - N/A 0 students: 0% HISPANIC - 9 Students: 56% NATIVE AMERICAN - 11 Students:92% CAUCASIAN - 57 Students: 72% STUDENTS WITH DISABILITIES - 3 Students: 24% LEP - 16 students tested, 4 Students: 26% FREE AND REDUCED - 33 Students: 57% The weakest areas were algebra and data analysis and probability.
3. Benchmark Exam: Benchmark-5th Grade Mathematics Exam 2005-Number and Percent of Students Scoring Proficient or Advanced: 37 Students: 40.2% of Combined Students 1 Students:100.0% of African American Students 3 Students: 37.5% of Hispanic Students 27 Students: 41.5% of Caucasian Students 20 Students: 32.2% of Economically Disadvantaged Students 0 Students: 0% of LEP Students 3 Students: 33.3% of Students with Disabilities 2006-Number and Percent of Students Scoring Proficient or Advanced: 62 Students: 56.8% of Combined Students . Students: N/A% of African American Students 4 Students: 28.5% of Hispanic Students 51 Students: 62.2% of Caucasian Students 29 Students: 47.5% of Economically Disadvantaged Students 6 Students: 33.3% of LEP Students 0 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: Geometry, Data Analysis and Probability The lowest identified areas for African Americans were: n/a The lowest identified areas for Hispanic were: Geometry, Data Analysis and Probability The lowest identified areas for Caucasian were: Geometry, Data Analysis and Probability The lowest identified areas for Economically Disadvantaged students were: Geometry, Data Analysis and Probability The lowest identified areas for LEP students were: Geometry, Data Analysis and Probability 2007 Grade 5 Benchmark Exam Combined Population 105 students tested - 62 students: 59% prof/adv. female - 32 students: 66% male - 30 students: 53% ASIAN - 4 Students: 67% AFRICAN AMERICAN - N/A 0 students HISPANIC - 6 Students: 50% NATIVE AMERICAN - 3 Students: 38% CAUCASIAN - 49 Students: 62% Students w/disabilities - 3 students: 27% prof/adv. LEP - 9 students: 56% prof/adv. Free and/or Reduced - 24 students: 47% prof/adv. The weakest areas were measurement and geometry.
4. IOWA TEST OF BASIC SKILLS Fifth Grade Report Completed: March 2007 Number of students tested 106 Number and Percent of Students Scoring At or Above 50th Percentile: COMBINED POPULATION Math Concepts/Estimation: 61 students: 57.2%, Problems & Data: 61 Students: 58.1%, Computation: 46 Students: 43.8%, Math Total: 58 Students: 55.2%, The weakest area was math computation. AFRICAN AMERICAN POPULATION Grade 5: 0 students tested ASIAN Grade 5: 6 Students tested. Concepts/Estimation: 4 Students: 66.7%, Problems/Data: 2 Students: 33.3%, Computation: 5 Students: 83.3 % , Math Total: 3 Students: 50%. The weakest area was Problems/Data. CAUCASIAN Grade 5: 80 Students tested Concepts/Estimation: 48 Students: 60.7%, Problems/Data: 49 Students: 62%, Computation: 34 Students: 43%, Math Total: 47 Students: 59.5%. HISPANIC LATINO Grade 5: 12 Students Tested. Concepts/Estimation: 5 Students: 41.6%, Problems/Data: 7 Students: 58.4%, Computation: 4 Students: 33.3%, Math Total: 5 Students: 41.6%. The weakest area was Computation. NATIVE AMERICAN Grade 5: 8 Students tested. Concepts/Estimation: 3 Students: 37.5%, Problems/Data: 3 Students: 37.5%, Computation: 3 Students: 37.5%. Math Total: 3 Students: 37.5%. The weakest area was all of the above. The weakest area was Computation. Concepts/Estimation:
5. IOWA TEST OF BASIC SKILLS Fifth Grade Report Completed: Sep 7, 2006 Number and Percent of Students Scoring At or Above 50th Percentile: COMBINED POPULATION Math Concepts 77 Students: 74.7% Problems & Data Inter. 73 Students: 70.8% Math Total Without Comp. 75 Students: 72.8% Math Computation 67 Students: 65.0% Math Total With Comp. 74 Students: 71.8% Core Total Without Comp. 70 Students: 67.9% Core Total With Comp. 72 Students: 69.9% The weakest areas were estimation and fractions. AFRICAN AMERICAN POPULATION Grade:5 Math Concepts 0 Students: 0% Problems & Data Inter. 1 Students:100.0% Math Total Without Comp 1 Students:100.0% Math Computation 0 Students: 0% Math Total With Comp. 1 Students:100.0% Core Total Without Comp. 0 Students: 0% Core Total With Comp. 0 Students: 0% The weakest areas were estimation and fractions. HISPANIC POPULATION Grade:5 Math Concepts 8 Students: 66.6% Problems & Data Inter. 6 Students: 50.0% Math Total Without Comp 6 Students: 50.0% Math Computation 8 Students: 66.6% Math Total With Comp. 7 Students: 58.3% Core Total Without Comp. 6 Students: 50.0% Core Total With Comp. 8 Students: 66.6% The weakest areas were estimation and fractions. CAUCASIAN POPULATION Grade:5 Math Concepts 60 Students: 75.0% Problems & Data Inter. 60 Students: 75.0% Math Total Without Comp 62 Students: 77.5% Math Computation 53 Students: 66.2% Math Total With Comp. 60 Students: 75.0% Core Total Without Comp. 57 Students: 71.2% Core Total With Comp. 57 Students: 71.2% The weakest areas were estimation and fractions. ECONOMICALLY DISADVANTAGED Grade:5 Math Concepts 38 Students: 67.8% Problems & Data Inter. 32 Students: 57.1% Math Total Without Comp 33 Students: 58.9% Math Computation 32 Students: 57.1% Math Total With Comp. 34 Students: 60.7% Core Total Without Comp. 33 Students: 58.9% Core Total With Comp. 35 Students: 62.5% The

Supporting
Data:

- weakest areas were estimation and fractions. LIMITED ENGLISH PROFICIENT Grade:5 Math Concepts 10 Students: 71.4% Problems & Data Inter. 7 Students: 50.0% Math Total Without Comp 6 Students: 42.8% Math Computation 9 Students: 64.2% Math Total With Comp. 7 Students: 50.0% Core Total Without Comp. 7 Students: 50.0% Core Total With Comp. 9 Students: 64.2% The weakest areas were estimation and fractions. STUDENTS WITH DISABILITIES Grade:5 Math Concepts 2 Students: 33.3% Problems & Data Inter. 1 Students: 16.6% Math Total Without Comp 1 Students: 16.6% Math Computation 1 Students: 16.6% Math Total With Comp. 1 Students: 16.6% Core Total Without Comp. 1 Students: 16.6% Core Total With Comp. 1 Students: 16.6% The weakest areas were estimation and fractions.
6. Iowa Test of Basic Skills (ITBS) Iowa Test of Basic Skills (ITBS) 2005 Grade 5: Total Math 52 Students: 60%; African American 1 student: 100%; Hispanic Population 5 Students: 63%; Caucasian Population 37 Students: 61%; Economically Disadvantaged 28 Students: 49%; Limited English Proficient 0 Students: 0%; Students With Disabilities 1 Student: 20%. The weakest areas for all groups were measurement and probability.
 7. Iowa Test of Basic Skills (ITBS) 2007 Grade 3: 127 students tested for the combined population. Concepts & estimation 98 students:77.2%. Probs/Data 90 students:70.9%. Computation 65 students:51.2%. Total Math 85 students: 66.9%. Economically Disadvantaged 43 students: 59.7%. Limited English Proficient 11 students: 50%. Female 39 students: 61.9%. Male 46 students: 71.9%. Asian 3 students: 37.5%. Caucasian 68 students: 73.1%. Hispanic 11 students: 57.9%. Native American 3 students:42.9%. The weakest area for combine population was computation.
 8. Iowa Test of Basic Skills (ITBS) 2007 Grade 4: 117 students tested. Concepts & Estimation 88 students: 75.2%. Probs/Data 76 students:65%. Computation 74 students: 63.2%. Total Math 80 students: 68.4%. The weakest area for the combined population was computation. Students with Disabilities 1 student:9.1%. Economically Disadvantaged 39 students:61%. Limited English Proficient 9 students:52.9%. Females 33 students: 57.9%. Males 47 students: 78.3%. Asian 5 students: 62.5%. Caucasian 56 students:68.3%. Hispanic 10 students:66.7%. Native American 9 students: 75%.
 9. Student Attendance for GIS: In 2007, 95% of students were in attendance. In 2006, 94.8% of students were in attendance; In 2005, 95.6% of students were in attendance.

Goal All students will improve in mathematics skills and answering open-response math and literacy questions.

Benchmark Students will meet or exceed the AYP standard developed by the Arkansas Department of Education by at least 5%.

Intervention: Total Instructional Alignment				
Scientific Based Research: Marzano, Robert, "What Works in Schools" Association for Supervision and Curriculum Development (2003), Carter, Lisa. "Total Instructional Alignment", Solution Tree Publishers (2007).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will work in both vertical and horizontal teams developing formative and summative assessment in math. The Northwest Educational Service Cooperative (NWAESC) coordinated the implementation of this instructional and curriculum alignment model in 16 districts in the NWAESC beginning in January 2007. Each school district, with support of the school superintendent, sent the administrator from each school and the school's best instructional practitioners to the week long training under the direction of Lisa Carter. The resulting work (in constant progress and improvement) was vertically and horizontally aligned curriculum and instructional document aligned with state Standards and Benchmark assessments. Teachers will be trained at the building level on how to implement TIA on a quarterly basis over the course of the school year. Teachers will work in collaborative groups to develop lessons that are aligned to their specific TIA document, grade level and content area. Exemplary lessons will be posted in the Arkansas Department of Education (ADE) provided TRIAND platform and shared across the NWAESC area. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Dr. Paul Hines, Federal Programs/Curriculum Coordinator	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Computers ● District Staff ● Outside Consultants ● Teachers ● Title Teachers 	ACTION BUDGET: \$
Building level administrators and key instructional leaders in each building/school will be trained in the Classroom Walk Through Model (CWT) of instructional evaluation in relation to TIA. The ADE	Dr. Paul Hines, Federal Programs/Curriculum Coordinator	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Computers ● District Staff 	ACTION BUDGET: \$

<p>provides access to the TeachScape CWT platform where CWT data is electronically warehoused. Administrators can use wireless devices (PDAs) that are compatible with the TeachScape platform to collect data regarding implementation of TIA in all classrooms. Data can be retrieved as reports that can be analyzed in conjunction with student achievement/lesson objectives in order to make ongoing decisions about classroom instruction and professional development. The CWT process involves the building administrator/other CWT trained building leaders conducting multiple classroom visits/evaluations over the course of the year. Parents and students will be informed as to the nature of these multiple visits and how it differs from the traditional 2-3 formal/informal teacher evaluations they may be accustomed to. TIA documents will be evaluated and revised based on feedback from teachers (daily as implemented, formally at least annually). FORMATIVE evaluation will consist of teacher, grade level and content teams documenting the effectiveness of the TIA process. SUMMATIVE evaluations will occur in May when teachers conduct a reflective review of the TIA documents and make document revisions. The NWAESC will revise the TIA model, in conjunction with Lisa Carter and the 16 school districts core team, for ongoing modifications of the project.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>			<ul style="list-style-type: none"> ● Outside Consultants ● Teachers ● Title Teachers 	
<p>Pre/post quarterly Targeted Assessments will be administered each in each grade 3-5 in conjunction with the TIA model. The district has purchased the scanner and will administer/scan assessments each quarter. Results will be used to determine how better to serve students through reteaching and other interventions (RTI) as determined necessary by the building teams. The Targeted Assessment, provided by the NWAESC, will be used to determine instructional and curriculum needs and adjustments for each student on an ongoing yearly basis.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Plan Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Denise Waters	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Computers ● District Staff ● Performance Assessments ● Teachers ● Title Teachers 	<hr/> ACTION BUDGET: \$
<p>Gentry Intermediate School will work in collaboration with Jenny Gammill, Science Specialist at the Northwest Arkansas Educational Cooperative to provide professional development in science instruction for classroom teachers in alignment with state frameworks and the TIA pacing guide.</p> <p>Action Type: Professional Development</p>	Denise Waters	Start: 10/22/2007 End: 10/22/2007	<ul style="list-style-type: none"> ● Outside Consultants ● Teachers ● Teaching Aids ● Title Teachers 	NSLA (State-281) \$100.00 - Purchased Services: <hr/> ACTION BUDGET: \$100
<p>Gentry Intermediate School staff will work with Jenny Gammill, Science Specialist for</p>	Denise Waters	Start: 09/26/2007	<ul style="list-style-type: none"> ● Administrative Staff 	NSLA

Northwest Arkansas Educational Services Cooperative to provide materials for a math and science lab for Gentry Intermediate School. Action Type: Alignment Action Type: Collaboration		End: 05/30/2008	<ul style="list-style-type: none"> ● Outside Consultants ● Teachers ● Teaching Aids 	(State-281) - Purchased: \$0.00 Services: NSLA (State-281) - Materials & Supplies: \$2000.00 <hr/> ACTION BUDGET: \$2000
Total Budget:				\$2100

Intervention: Response to Intervention

Scientific Based Research: Scientific Based Research: Fuchs, D., Mock, D., Morgan, P.L., & Young, C.L. (2003) Responsiveness-to-Intervention: Definitions, evidence, and implications for the learning disabilities construct. Learning Disabilities Research & Practice, 18(3), 157-171. Kovalski, J.F/ (2003, December). The three tier model of identifying learning disabilities: Critical program features and system issues. Paper presented at the National Research Center on Learning Disabilities Responsiveness-to-Intervention Symposium, Kansas City, MO. Wright, J. (2005, Summer). Five interventions that work. NAESP leadership Compass, 2(4) pp.1,6.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Professional Development and Teacher Decision. Teachers will be trained in the Response to Intervention model during both pre-service professional development and an on-going process through out the school year with a book study. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Denise Waters	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers ● Teaching Aids ● Title Teachers 	<hr/> ACTION BUDGET: \$
Action 2: SCHOOLWIDE REFORM STRATEGIES -Flexible Response to Struggling Learners. As soon as a student demonstrates that they require more assistance, the classroom teacher puts Tier 1 (universal) interventions into place and monitors the student's performance. Tier 1 is a scheduled 30 minute period daily in which another adult comes into the classroom to assist so that the teacher may work individually or in small group with the student(s) who need additional help. If the student fails to make adequate progress with Tier 1, the teacher refers that student to the multidisciplinary Student Assistance Team (SAT) for Tier 2 interventions. Tier 2 is another 30 minute scheduled time daily in which those students requiring individualized instruction are sent to small groups (no more than 6 students) for specific instruction (Buckle Down) that is documented daily and monitored frequently using curriculum based measures. Progress-monitoring data is repeatedly compared to the student's outcome goal to determine whether the intervention is successful. If the student fails to make adequate progress over a reasonable period of time (9 weeks) the student is referred back to the SAT for referral to Tier 3, special education evaluation. Parents are kept informed of their child's progress through the RTI tiers. Tier 2 will use the "Buckle Down" research based program of intervention. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Naomi Wilson	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● District Staff ● Teachers ● Teaching Aids ● Title Teachers 	<hr/> ACTION BUDGET: \$
Action 3: Collaboration and Teacher Decision. Faculty will meet once a month to review, evaluate and/or revise the school's ACSIP plan in order to keep the plan	Denise Waters	Start: 07/01/2007 End:	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office 	<hr/> ACTION BUDGET: \$

pertinent and valid. Action Type: Alignment Action Type: Collaboration Action Type: Plan Evaluation Action Type: Professional Development		06/30/2008	<ul style="list-style-type: none"> • District Staff • Teachers • Title Teachers 	
Action 4: Plan evaluation. District Targeted Assessments and Benchmark assessment will be used to help determine student placement in Tiers of Interventions. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Jo Derwin	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	NSLA (State-281) - \$500.00 Purchased Services: <hr/> ACTION BUDGET: \$500
Action 5: Parent Engagement. Parents will be informed about RTI at Open House prior to the beginning of school. If a student demonstrates a need for RTI, the parent will be kept informed of their child's involvement in the prescriptive tiers by a letter from the multidisciplinary Student Assistance Team. \$0.00 [Modify] Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Jo Derwin	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
Intervention resources will be organized into 3 tiers using both the "problem solving" and "standard protocol" methods: Tier 1 will include universal strategies for all children provided in the regular classroom (i.e. reteaching using one-on-one or small group instruction). Tier 2 - interventions individualized to the needs of students at-risk for learning or behavioral issues will be provided instruction in small groups using scientifically valid strategies (Buckle Down)with frequent progress monitoring. Tier 3 - Intensive student support with referral for Special Education Services complete with Parent conference and consent. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Rhonda Lyles	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	NSLA (State-281) - \$1350.00 Materials & Supplies: <hr/> ACTION BUDGET: \$1350
The gifted and talented and the talent pool students will organize and operate a school store prior to the beginning of Brain Gym time each morning. This project will be used to give the students practical experience in economics, (i.e. supply, demand, marketing, advertising, sales) and mathematics in accordance with social studies and math frameworks. Action Type: Alignment Action Type: Special Education	Timothy Smithey	Start: 08/20/2007 End: 06/30/2008	<ul style="list-style-type: none"> • District Staff • Teaching Aids 	NSLA (State-281) - \$800.00 Materials & Supplies: <hr/> ACTION BUDGET: \$800
Total Budget:				\$2650

Intervention: Problem Solving and Open Response with Existing Curriculum.

Scientific Based Research: "Making Standards Work", Doug Reeves, (1999); "Classroom Instruction That Works," Marzano, Pickering, Pollock (2001); "Mapping the Big Picture." Heidi Hayes Jacobs (1997); "Writing in Math Class: A Resource for grade 2 - 8", Burns, Marilyn (1995).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Secure professional development training and teacher materials for implementation of daily writing. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Denise Waters	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers • Teaching Aids 	NSLA (State-281) - \$400.00 Purchased Services: <hr/>

Action Type: Professional Development Action Type: Special Education			<ul style="list-style-type: none"> Title Teachers 	ACTION BUDGET: \$400
Parent Involvement through notification: a. teacher information and newsletters b. monthly GIS newsletter c. monthly Parent Teacher Organization newsletters. d. Parent Nights, e. Recognitions for students/parents participation solving "Problem of the Week". Action Type: Collaboration Action Type: Parental Engagement	Julie Harrison	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Computers Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Student progress will be evaluated based on Targeted Assessments, Arkansas Benchmark, JEDI, and classroom based assessment. Action Type: Plan Evaluation	Naomi Wilson	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Include daily timed skills review in the classroom. Action Type: Collaboration	Betsy Raiford	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Computers Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
All students' needs will be addressed through the application of the building curriculum and the Response to Intervention tiers. Modifications will be made upon reviewing individual student's IEPs. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Plan Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Denise Waters	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Computers Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
PARENT INVOLVEMENT - Title 1 funded personnel and classroom teachers will develop and distribute compacts for students, parents, and teachers in grades 3-5. The compacts will help to solidify a commitment between parents, teachers, and students, to be interactive with their child in the area of math. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Denise Waters	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
Teachers will participate in follow up activities to support use of strategies and evaluate effectiveness of process. Testing of 3rd, 4th, and 5th grade students using the Targeted Tests from NWAESC, the Arkansas Benchmark, JEDI and various other pre and post testing. Action Type: Alignment Action Type: Collaboration Action Type: Plan Evaluation Action Type: Special Education Action Type: Technology Inclusion	Denise Waters	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Provide lab manager to provide assistance for student placement and reports. All teachers will be trained in available technology programs. Students work at their level based on prescriptive information provided software. Action Type: Alignment Action Type: Collaboration Action Type: Plan Evaluation Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Beth Fox	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$400
Intervention: Great Expectations Program				
Scientific Based Research: Great Expectations Program, Southwest Educational Development Laboratory Comprehensive				

Research Study, Austin, Texas, 2000.

Actions	Person Responsible	Timeline	Resources	Source of Funds
All Intermediate teachers will receive training in the Great Expectations Program. This character education program will be aligned with the regular school curriculum in each of the framework areas. The alignment will include: 1) creating active, interesting hands-on lessons that integrate multiple subjects and real world connections in the area of character development 2) providing clear classroom expectations 3) establishing positive student-centered dialogue through which student perspectives are considered and valued 4) giving students opportunities to have choices and self direct their own behavior 5) teaching life principles to students as well as help them learn competence and social problem solving skills. Action Type: Alignment Action Type: Professional Development	Denise Waters	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers Title Teachers 	NSLA (State-281) - Purchased Services: \$2800.00 ACTION BUDGET: \$2800
All students will participate in the Great Expectations program. Modifications will be made as necessary for special needs students. Parents nights will be held to inform parents of the goals of the program. Action Type: Parental Engagement Action Type: Special Education	Denise Waters	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
The success of the GE program will be determined by reviewing the number of office referrals that students have for disciplinary reasons as compared to the previous year before the program was implemented. There is at least a 10% reduction expected. Monthly informal discussions will be held at faculty meetings to document formative evaluation of the program. Teacher observations, student evaluations, and parent surveys will also be used to evaluate the program. Action Type: Collaboration Action Type: Plan Evaluation	Denise Waters	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers Title Teachers 	NSLA (State-281) - Purchased Services: \$0.00 ACTION BUDGET: \$0
Total Budget:				\$2800

Intervention: School Resource Officer to work on Safe and Drug Free Schools.

Scientific Based Research: School Resource Officer. Connelly, H. (Jan/Feb, 1999). Youth focused community policing; Establishing partnerships for addressing juvenile crime. Community Policing Exchange, Washington, D.C.: Community Policing Consortium, 1-8. Walker, W. (1995) Evaluation of the School Resource Officer Program in the Lincoln Public Schools. Lincoln, NE: Lincoln Public Schools.

Actions	Person Responsible	Timeline	Resources	Source of Funds
SRO will receive training in school safety and SRO strategies. Action Type: Collaboration Action Type: Professional Development	Keith Smith	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants 	ACTION BUDGET: \$
Books and Instructional materials, including computer software and videos, will be provided for the SRO to develop crime prevention efforts, to provide safety training for students, to train students in conflict resolution, to work with students in preventing drug and alcohol abuse, and to provide training for staff members. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Rachelle Raemer	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders Computers Teachers Teaching Aids 	ACTION BUDGET: \$
Discipline records and surveys will be reviewed annually. Collaborative meetings including parents and staff will be held to determine effectiveness of the overall Safe	Dr. Paul Hines, Federal Programs/Curriculum Coordinator	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Central Office Community 	ACTION BUDGET: \$

and Drug-Free Program and the use of the SRO. Modification will be made as recommended by the review committee. Action Type: Plan Evaluation			Leaders ● Teachers	
The Second Step Program used in the GIS guidance program teaches students empathy, anger management, impulse control and problem solving. The counselor will keep documentation of social-emotional learning. Teachers will be surveyed to determine needs and necessary changes to the program. Parents will be kept informed of the skills and strategies taught through monthly newsletters. Action Type: Collaboration Action Type: Parental Engagement Action Type: Plan Evaluation	Jo Derwin	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Teachers ● Title Teachers 	NSLA (State-281) - \$500.00 Materials & Supplies: <hr/> ACTION BUDGET: \$500
Total Budget:				\$500

Priority 3: Gentry Intermediate School recognizes each child as a unique individual. Our goal is to help every child develop the skills to become responsible citizens.

- Supporting Data:
1. In 2005-2006, BMI results for Gentry Intermediate School indicated that 36.6% of the male student population was at risk of being overweight or were overweight. In 2004-2005, BMI results for Gentry Intermediate School indicated that 39.5% of the male student population was at risk of being overweight or were overweight. In 2003-2004, BMI results for Gentry Intermediate School indicated that 46.8% of the male student population was at risk of being overweight or were overweight.
 2. In 2005-2006, BMI results for Gentry Intermediate School indicated that 28.5% of the female student population was at risk of being overweight or were overweight. In 2004-2005, BMI results for Gentry Intermediate School indicated that 27.2% of the female student population was at risk of being overweight or were overweight. In 2003-2004, BMI results for Gentry Intermediate School indicated that 45.8% of the female student population was at risk of being overweight or were overweight.
 3. The 2005-2006 School Health Index results related that each school has incorporated more physical activity time in order to meet the standard set forth by the state. The 2004-2005 School Health Index results related that students are improved in more activity and make healthier eating choices. The 2003-2004 School Health Index results related that students need to make better/healthier choices.
 4. As related by the Arkansas Governor's Initiative Healthy Arkansas, 55.3% of Arkansans failed to meet recommendations for moderate or vigorous activity. Governor Huckabee decided that since he was too fat and needed to lose weight, everyone else needed to also. Now that he is thin and can no longer eat whatever he wants, no one else will either. No cookies and ice cream for him, no cookies and ice cream for anyone. Who in their right mind would want him for president?

Goal: Students participation in Brain Gym and Presidential Fitness Test will show an improvement in their cardiovascular, muscular strength/endurance, and flexibility activity.

Benchmark: Students will gain 1/2% difference in their performance in the Presidential Fitness Test each May indicating healthier lifestyles are being practiced.

Intervention: Gentry Intermediate will encourage strategies and activities that encourage a non-sedentary lifestyle.				
Scientific Based Research: Let's Get Physical - Promotion and Education Strategies by Dr. Hal Wechsler (http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Health/Physical: Selected faculty will attend professional development opportunities over the summer (Great Expectations) for incorporating physical activities during the school day. Other faculty will do book studies of "Smart Moves" and "Brain Gym" over the summer. They will in turn train students and staff at Rise-n-Shine each morning and at Pioneer Wrap-up every Friday afternoon. Action Type: Professional Development Action Type: Title I Schoolwide Action Type: Wellness	Character Ed. Team	Start: 08/16/2007 End: 06/01/2008	<ul style="list-style-type: none"> ● Administrative Staff ● Performance Assessments ● Teachers 	ACTION BUDGET: \$
Health/Physical: Classroom teachers will implement physical activities during classroom transition times from one activity to another. Action Type: Title I Schoolwide Action Type: Wellness	Christi Coleman	Start: 08/21/2007 End: 06/01/2008	<ul style="list-style-type: none"> ● Teachers 	ACTION BUDGET: \$
Students will take part in 10 minutes of Brain Gym physical activities every morning, (50 minutes weekly). Action Type: Title I Schoolwide	Sherrie Curry	Start: 08/20/2007 End:	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	ACTION

Action Type: Wellness	05/27/2008	BUDGET: \$
Total Budget:		\$0

Goal Gentry Intermediate Students will improve the percentage of students who are at a healthy weight by 2%.

Benchmark 2: Act 1220 of 2003 made Arkansas the first state in the country to promote comprehensive measures to address the epidemic of childhood obesity. Act 1220 requires public schools to screen all students for obesity by annually assessing body mass index (BMI). Schools are then required to report these results to parents to inform them if their child has a health risk. The Arkansas Center for Health Improvement (ACHI) obtained data from schools to create individual, confidential Child Health Reports for parents

Intervention: Intervention 2: The Gentry School District is composed of 4 schools with a total of 1585 students. BMI was assessed for 1258 students (79.4%) between 9/01/2006 and 01/31/2007.				
Scientific Based Research: Arkansas Center for Health Improvement 2006-2007 Assessment of Childhood & Adolescent Obesity				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Action 1: Gentry Intermediate School will assess using the BMI all 4th grade students during the 2007-2008 school year, approximately 33% of all students in the school. Action Type: Plan Evaluation Action Type: Wellness	Debbie Allred, School nurse	Start: 08/20/2007 End: 06/30/2008		ACTION BUDGET: \$
Total Budget:				\$0

● Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Betsy Raiford	3rd Grade Teacher	ACSIP Leadership
Classroom Teacher	Betsy Raiford	3rd Grade Teacher	Math
Classroom Teacher	Christi Coleman	P.E. Teacher	Wellness
Classroom Teacher	Delores Vaughan	5th Grade Teacher	Literacy
Classroom Teacher	Delores Vaughan	5th Grade Teacher	ASCIP Leadership
Classroom Teacher	Heather Fox	3rd Grade Teacher	Literacy
Classroom Teacher	Heather Romig	Resource Teacher	Literacy
Classroom Teacher	Jaymey Boston	5th Grade Teacher	Literacy
Classroom Teacher	Jennifer Hinterthuer	5th Grade Teacher	Math
Classroom Teacher	Joan Myers	3rd Grade Teacher	Literacy
Classroom Teacher	Julie Harrison	4th Grade Teacher	Literacy
Classroom Teacher	Julie Harrison	Parent Involvement Coordinator	Parent Advisory
Classroom Teacher	Leah Queen-Braden	5th Grade Teacher	Math
Classroom Teacher	Liz Newlun	5th Grade Teacher	Literacy
Classroom Teacher	Mary Adams	3rd Grade Teacher	Literacy
Classroom Teacher	Portia Edwards	4th Grade Teacher	Literacy
Classroom Teacher	Rachael Thrailkill	3rd Grade Teacher	Literacy
Classroom Teacher	Ronnie Jones	5th grade teacher	Math
Classroom Teacher	Sammie Cunningham	4th Grade Teacher	Math
Classroom Teacher	Sammie Cunningham	ASCIP Chairman	ACSIP Leadership
Classroom Teacher	Shannon Holland	4th Grade Teacher	Literacy
Classroom Teacher	Sherrie Curry	Music Teacher	Wellness
Classroom Teacher	Tracey Bennett	4th Grade Teacher	Math
Community Representative	Mike Walker	parent	Parent Advisory
District-Level Professional	Dr. Paul Hines	Federal Programs Coordinator	Literacy
Non-Classroom Professional Staff	Angie Howie	Art Teacher	Math
Non-Classroom Professional Staff	Becky Williamson	migrant aide	Literacy
Non-Classroom Professional Staff	Beth Fox	PTO Vice President/Parent/computer aide	Math
Non-Classroom Professional Staff	Bobbie Wiand	aide	Literacy
Non-Classroom Professional Staff	Christi Coleman	Physical Education	Literacy
Non-Classroom Professional Staff	Debbie Allred	school nurse	Wellness
Non-Classroom Professional Staff	Deborah Allred	Nurse	Math
Non-Classroom Professional Staff	Del Duncan	Media Specialist	Literacy
Non-Classroom Professional Staff	Dr. Andrew Zambrano	ESL/Para-Professional	Literacy

Non-Classroom Professional Staff	Gale Carreira	Special Ed. Teacher	Math
Non-Classroom Professional Staff	Hannah Frazier	ESL Teacher	Literacy
Non-Classroom Professional Staff	Jo Derwin	Counselor	Parent Advisory
Non-Classroom Professional Staff	Jo Derwin	Counselor	Wellness
Non-Classroom Professional Staff	Jo Derwin	counselor	ACSIP Leadership
Non-Classroom Professional Staff	Julie Spohn	Secretary	Literacy
Non-Classroom Professional Staff	Kelly Page	Speech Pathologist	Literacy
Non-Classroom Professional Staff	Mary Jordan	aide	Math
Non-Classroom Professional Staff	Michelle Wade	receptionist	Wellness
Non-Classroom Professional Staff	Naomi Wilson	Title 1	ACSIP Leadership
Non-Classroom Professional Staff	Naomi Wilson	Title I Teacher	Literacy
Non-Classroom Professional Staff	Rhonda Lyle	Title I Teacher	Literacy
Non-Classroom Professional Staff	Sherrie Curry	Music Teacher	Math
Non-Classroom Professional Staff	Terri Metz	4th Grade Teacher	Math
Non-Classroom Professional Staff	Timothy Smithey	GT Teacher	Math
Non-Classroom Professional Staff	Timothy Smithey	GT Teacher	ACSIP Leadership
Parent	Dani Cypert	School Board Member	Parent Advisory
Parent	Heidi Hicks	PTO President	Parent Involvement
Parent	Kher Thao	represents Hmong community	Parent Advisory
Parent	Peggy Setzer	Parent of Child w/Special Needs	Parent Advisory
Parent	Sage Evans	PTO Vice President	Parent Advisory
Parent	Sandy Smith	Parent	Parent Advisory
Principal	Denise Waters	Principal	Literacy
Principal	Denise Waters	Principal	Wellness
Principal	Denise Waters	Principal	ACSIP Leadership
Principal	Denise Waters	Principal	Parent Advisory
Principal	Denise Waters	Principal	Math