

School Plan

Print Version

GENTRY MIDDLE SCHOOL

Arkansas Comprehensive School Improvement Plan

2007-2008

Approved:

Gentry Middle School will focus on the improvement of students' academic achievement in Literacy and Math

Grade Span: 6-8

Title I: Not Applicable

School Improvement:

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Priority 1: Improve Literacy Scores

Goal: All students will improve in answering open response questions and in reading comprehension.

Priority 2: Improvement in Mathematics Scores

Goal: Students will work on multiple choice question in geometry and open response questions in measurement to meet or exceed the AYP in the areas of Mathematic on the Benchmark exam in the 2007-2008 school year.

Priority 3: Wellness

Goal: Students participating in the BMI activity show a need to improve their cardiovascular, muscular strenght/endurance, and flexibility activity.

Priority 1: Gentry Middle School will improve in Literacy.

1. 2007-Number and Percent of Students Scoring Proficient or Advanced: 8th grade Literacy 111 Students: 79 % of Combined Students . Students: N/A% of African American Students 15 Students: 53% of Hispanic Students 81 Students: 83 % of Caucasian Students 54 Students: 69 % of Economically Disadvantaged Students 15 Students: 53% of LEP Students 2 Students: 16.6% of Students with Disabilities The lowest identified areas for the combined population were: Multiple Choice Writing The lowest identified areas for African Americans were: Multiple Choice Writing The lowest identified areas for Hispanic were: Multiple Choice Writing The lowest identified areas for Caucasian were: Multiple Choice Writing The lowest identified areas for Economically Disadvantaged students were: Mulitple choice Writing The lowest identified areas for LEP students were: Multiple Choice Writing
2. 2006-Number and Percent of Students Scoring Proficient or Advanced: 8th grade Literacy 101 Students: 77.1% of Combined Students . Students: N/A% of African American Students 15 Students: 53% of Hispanic Students 82 Students: 82.8% of Caucasian Students 47 Students: 71.2% of Economically Disadvantaged Students 9 Students: 33.0% of LEP Students 2 Students: 16 % of Students with Disabilities The lowest identified areas for the combined population were: Multiple Choice Writing The lowest identified areas for African Americans were: Multiple Choice Writing The lowest identified areas for Hispanic were: Multiple Choice Writing The lowest identified areas for Economically Disadvantaged students were: Mulitple choice Writing The lowest identified areas for LEP students were: Multiple Choice Writing
3. 2005-Number and Percent of Students Scoring Proficient or Advanced: 8th grade Literacy 81 Students: 66.9% of Combined Students . Students: N/A% of African American Students 7 Students: 50.0% of Hispanic Students 60 Students: 70.5% of Caucasian Students 35 Students: 53.0% of Economically Disadvantaged Students 2 Students: 33.3% of LEP Students 2 Students: 13.3% of Students with Disabilities The lowest identified areas for the combined population were OR in content reading. The lowest identified areas for African Americans were: N/A The lowest identified areas for Hispanic were: OR Reading Practical area. The lowest identified areas for Caucasian were: OR Reading Content area. The lowest identified areas for Economically Disadvantaged Students were: OR Reading Content area. The lowest identified areas for LEP students were: OR Reading Practical area.
4. 2007- Number and Percent of Students Scoring Proficient or Advanced: 7th grde literacy 88 Students: 62% of Combined Students . Students: N/A% of African American Students 7 Students: 83% of Hispanic Students 63

Students: 59 % of Caucasian Students 57 Students: 65% of Economically Disadvantaged Students 2 Students: 0% of LEP Students 5 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: Multiple Choice Writing The lowest identified areas for African Americans were: Multiple Choice Writing The lowest identified areas for Hispanic were: Multiple choice Writing The lowest identified areas for Caucasian were: Multiple Choice Writing The lowest identified areas for Economically Disadvantaged students were: Multiple Choice Writing The lowest identified areas for LEP students were: Multiple Choice Writing.

5. 2006-Number and Percent of Students Scoring Proficient or Advanced: 7th grde literacy 70 Students: 60.8% of Combined Students . Students: N/A% of African American Students 7 Students: 43.7% of Hispanic Students 55 Students: 66.2% of Caucasian Students 31 Students: 56.3% of Economically Disadvantaged Students 1 Students: 7.6% of LEP Students 1 Students: 9.0% of Students with Disabilities The lowest identified areas for the combined population were: Multiple Choice Writing The lowest identified areas for African Americans were: Multiple Choice Writing The lowest identified areas for Hispanic were: Multiple choice Writing The lowest identified areas for Caucasian were: Multiple Choice Writing The lowest identified areas for Economically Disadvantaged students were: Multiple Choice Writing The lowest identified areas for LEP students were: Multiple Choice Writing.
6. 2007-Number and Percent of Students Scoring Proficient or Advanced: 6th grade Literacy 98 Students: 88% of Combined Students 1 Students:100.0% of African American Students 12 Students: 83% of Hispanic Students 70 Students: 89% of Caucasian Students 48 Students: 80% of Economically Disadvantaged Students 3 Students: 0% of LEP Students 3 Students: 33% of Students with Disabilities The lowest identified areas for the combined population were: Multiple Choice Writing The lowest identified areas for African Americans were: N/A The lowest identified areas for Hispanic were: Multiple Choice Writing The lowest identified areas for Caucasian were: Multiple Choice Writing The lowest identified areas for Economically Disadvantaged students were: Multiple Choice Writing The lowest identified areas for LEP students were: Multiple choice Writing
7. 2006-Number and Percent of Students Scoring Proficient or Advanced: 6th grade Literacy 75 Students: 74.2% of Combined Students 1 Students:100.0% of African American Students 5 Students: 55.5% of Hispanic Students 55 Students: 76.3% of Caucasian Students 51 Students: 70.8% of Economically Disadvantaged Students 3 Students: 37.5% of LEP Students 5 Students: 50.0% of Students with Disabilities The lowest identified areas for the combined population were: Multiple Choice Writing The lowest identified areas for African Americans were: N/A The lowest identified areas for Hispanic were: Multiple Choice Writing The lowest identified areas for Caucasian were: Multiple Choice Writing The lowest identified areas for Economically Disadvantaged students were: Multiple Choice Writing The lowest identified areas for LEP students were: Multiple choice Writing
8. 2005-Number and Percent of Students Scoring Proficient or Advanced: 6th Grade literacy 71 Students: 67.6% of Combined Students . Students: N/A% of African American Students 7 Students: 70.0% of Hispanic Students 55 Students: 67.9% of Caucasian Students 31 Students: 63.2% of Economically Disadvantaged Students 1 Students: 16.6% of LEP Students 1 Students: 8.3% of Students with Disabilities The lowest identified areas for the combined population were: OR Reading Content and Practical. The lowest identified areas for African American: N/A. The lowest identified areas for Hispanic were: OR Reading Practical. The lowest identified areas for Caucasian were: OR Reading Content. The lowest identified areas for Economically Disadvantaged Studnets were: OR Reading Practical. The lowest identified areas for LEP students were: OR Reading Practical.
9. 2007 -ITBS 8TH Grade Literacy Combined Population Vocabulary 112Students: 45% Reading Comprehension 112 Students: 52% Reading Total 71 Students: 49 Spelling 59 Students: 49.0% Capitalization . Students: 46% Punctuation . Students: N48% Usage and Expression . Students: 49% Language Total 59 Students: 47.0% The lowest identified areas was vocabulary No African American sub Population. Hispanic population. Vocabulary 1 Students: 40.0% Reading Comprehension 4 Students: 41.0% Reading Total 3 Students: 41.0% Spelling 3 Students: 34.0% Capitalization . Students: 29% Punctuation . Students: 36% Usage and Expression . Students: N/A% Language Total 4 Students: 31.0% The lowest identified area was vocabulary Caucasian: Vocabulary 50 Students: 51.5% Reading Comprehension 63 Students: 64.9% Reading Total 61 Students: 62.8% Spelling 48 Students: 49.4% Capitalization . Students: N/A% Punctuation . Students: N/A% Usage and Expression . Students: N/A% Language Total 48 Students: 49.4% Lowest identified area:Spelling Economic Disadvantage students: Vocabulary 24 Students: 37.5% Reading Comprehension 37 Students: 57.8% Reading Total 31 Students: 48.4% Spelling 31 Students: 48.4% Capitalization . Students: N/A% Punctuation . Students: N/A% Usage and Expression . Students: N/A% Language Total 29 Students: 45.3% Lowest identified area Spelling. LEP students: Vocabulary 1 Students: 10.0% Reading Comprehension 2 Students: 20.0% Reading Total 1 Students: 10.0% Spelling 2 Students: 20.0% Capitalization . Students: N/A% Punctuation . Students: N/A% Usage and Expression . Students: N/A% Language Total 1 Students: 10.0% Lowest identified area was vobaculary. Students with Disabilities: Vocabulary 1 Students: 9.0% Reading Comprehension 1 Students: 9.0% Reading Total 2 Students: 18.1% Spelling 0 Students: 0% Capitalization . Students: N/A% Punctuation . Students: N/A% Usage and Expression . Students: N/A% Language Total 0 Students: 0% lowest identified area was: Spelling , vocabulary
10. 2006 ITBS 8TH Grade Literacy Combined Population Vocabulary 56 Students: 43.7% Reading Comprehension 78 Students: 60.9% Reading Total 71 Students: 55.4% Spelling 59 Students: 46.0% Capitalization . Students: N/A% Punctuation . Students: N/A% Usage and Expression . Students: N/A% Language Total 59 Students: 46.0% The lowest identified areas was vocabulary No African American sub Population. Hispanic population. Vocabulary 1 Students: 10.0% Reading Comprehension 4 Students: 40.0% Reading Total 3 Students: 30.0% Spelling 3 Students: 30.0% Capitalization . Students: N/A% Punctuation . Students: N/A% Usage and Expression . Students: N/A% Language Total 4 Students: 40.0% The lowest identified area was vobaculary Caucasian: Vocabulary 50 Students: 51.5% Reading Comprehension 63 Students: 64.9% Reading Total 61 Students: 62.8% Spelling 48 Students: 49.4% Capitalization . Students: N/A% Punctuation . Students: N/A% Usage and Expression . Students: N/A% Language Total 48 Students: 49.4% Lowest

Supporting Data:

- identified area:Spelling Economic Disadvantage students: Vocabulary 24 Students: 37.5% Reading Comprehension 37 Students: 57.8% Reading Total 31 Students: 48.4% Spelling 31 Students: 48.4% Capitalization . Students: N/A% Punctuation . Students: N/A% Usage and Expression . Students: N/A% Language Total 29 Students: 45.3% Lowest identified area Spelling. LEP students: Vocabulary 1 Students: 10.0% Reading Comprehension 2 Students: 20.0% Reading Total 1 Students: 10.0% Spelling 2 Students: 20.0% Capitalization . Students: N/A% Punctuation . Students: N/A% Usage and Expression . Students: N/A% Language Total 1 Students: 10.0% Lowest identified area was vobaculary. Students with Disabilities: Vocabulary 1 Students: 9.0% Reading Comprehension 1 Students: 9.0% Reading Total 2 Students: 18.1% Spelling 0 Students: 0% Capitalization . Students: N/A% Punctuation . Students: N/A% Usage and Expression . Students: N/A% Language Total 0 Students: 0% lowest identified area was: Spelling , vocabulary
11. 2005 ITBS 8th Grade Literacy Combined Population 118 students tested 57 students above 50th 48.3% with the lowest area being analyze style IEP students 15 students tested 2 tested above the 50th 13.3% with the lowest area being understaning words in context. Economic Disadvantaged students 60 students 24 scored above the 50th 40.0% lowest area analyze style LEP students 5 students tested 1 scored above the 50th 20.0% lowest area analyze style,infer feeling Caucasian 84 students tested 46 scored above the 50th 54.8% lowest area analyze style Hispanic 12 students tested 2 students scored above the 50th 16.6% lowest area infer feeling no African American students
 12. Attendance Rate 2007-95.9% 2006-96.1% 2005-95.1%
 13. 2005-Number and Percent of Students Scoring Proficient or Advanced: 7th Grade literacy 72 Students: 62.0% of Combined Students . Students: N/A% of African American Students 4 Students: 40.0% of Hispanic Students 59 Students: 66.0% of Caucasian Students 32 Students: 59.0% of Economically Disadvantaged Students 1 Students: 16.6% of LEP Students 1 Students: 8.3% of Students with Disabilities The lowest identified areas for the combined population were: OR Reading Content and Practical. The lowest identified areas for African American: N/A. The lowest identified areas for Hispanic were: OR Reading Practical. The lowest identified areas for Caucasian were: OR Reading Content. The lowest identified areas for Economically Disadvantaged Studnets were: OR Reading Practical. The lowest identified areas for LEP students were: OR Reading Practical.
 14. 2007 -ITBS 7TH Grade Literacy Combined Population Vocabulary Students: 52% Reading Comprehension 59% Reading Total Students: 57 Spelling 44.0% Capitalization Students: 44% Punctuation Students: N53% Usage and Expression . 49% Language Total Students: 48.0% The lowest identified areas was vocabulary No African American sub Population. Hispanic population. Vocabulary Students: 40.0% Reading Comprehension 41.0% Reading Total Students: 41.0% Spelling 34.0% Capitalization Students: 29% Punctuation Students: 36% Usage and Expression N/A% Language Total Students: 31.0% The lowest identified area was vobaculary Caucasian: Vocabulary Students: 51.5% Reading Comprehension 64.9% Reading Total Students: 62.8% Spelling 49.4% Capitalization Students: N/A% Punctuation Students: N/A% Usage and Expression N/A% Language Total Students: 49.4% Lowest identified area:Spelling Economic Disadvantage students: Vocabulary Students: 37.5% Reading Comprehension 57.8% Reading Total Students: 48.4% Spelling 48.4% Capitalization Students: N/A% Punctuation N/A% Usage and Expression N/A% Language Total Students: 45.3% Lowest identified area Spelling. LEP students: Vocabulary Students: 10.0% Reading Comprehension 20.0% Reading Total Students: 10.0% Spelling 20.0% Capitalization Students: N/A% Punctuation Students: N/A% Usage and Expression N/A% Language Total Students: 10.0% Lowest identified area was vobaculary. Students with Disabilities: Vocabulary Students: 9.0% Reading Comprehension 9.0% Reading Total Students: 18.1% Spelling 0% Capitalization Students: N/A% Punctuation Students: N/A% Usage and Expression N/A% Language Total Students: 0% lowest identified area was: Spelling , vocabulary
 15. 2007 ITBS 6TH Grade Literacy Combined Population Vocabulary 97 Students: 49% Reading Comprehension 59% Reading Total 54.0% Spelling 46.0% Capitalization . 44% Punctuation . 48% Usage and Expression 56% Language Total Students: 48.0% The lowest identified areas was vocabulary No African American sub Population. Hispanic population. Vocabulary Students: 10.0% Reading Comprehension 40.0% Reading Total Students: 30.0% Spelling 30.0% Capitalization . Students: N/A% Punctuation . Students: N/A% Usage and Expression Language Total Students: 40.0% The lowest identified area was vobaculary Caucasian: Vocabulary Students: 51.5% Reading Comprehension 64.9% Reading Total Students: 62.8% Spelling 49.4% Capitalization Students: N/A% Punctuation Students: N/A% Usage and Expression N/A% Language Total Students: 49.4% Lowest identified area:Spelling Economic Disadvantage students: Vocabulary 24 Students: 37.5% Reading Comprehension 57.8% Reading Total Students: 48.4% Spelling 48.4% Capitalization Students: N/A% Punctuation Students: N/A% Usage and Expression N/A% Language Total Students: 45.3% Lowest identified area Spelling. LEP students: Vocabulary Students: 10.0% Reading Comprehension 20.0% Reading Total Students: 10.0% Spelling 20.0% Capitalization Students: N/A% Punctuation Students: N/A% Usage and Expression N/A% Language Total Students: 10.0% Lowest identified area was vobaculary. Students with Disabilities: Vocabulary Students: 9.0% Reading Comprehension 9.0% Reading Total Students: 18.1% Spelling 0 Students: 0% Capitalization Students: N/A% Punctuation Students: N/A% Usage and Expression N/A% Language Total Students: 0% lowest identified area was: Spelling , vocabulary

Goal All students will improve in answering open response questions and in reading comprehension.

Benchmark The combined population and each subgroup MET the 2007 AYP target of 52.25%. It is expected that each of these populations will meet, or exceed, the 2008 AYP Target of 65.91.

Intervention: Gentry Middle school uses a comprehensive Literacy approach to comprehension instruction with emphasis on monitoring comprehension,answering and generating questions, recognizing story structure, summarizing,making use of prior knowledge and using mental imagery

Scientific Based Research: Subjects Matter, teachers guide to content-area reading. Harvey Daniels and Steven Zemelman, 2004 Heinemann 361 Hanover St. Portsmouth, NH 03801-3912.

Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>New books and software will be added to The AR programs library collection to provide a wider range of books for the students to enjoy and read. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	Kathy Baxter	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) \$1000.00 - Materials & Supplies: <hr/> ACTION BUDGET: \$1000
<p>Teachers attending lit lab training will practice techniques learned. The praactices learned in Strategies That Work as applied to Arkansas reading frameworks, will continue. Action Type: Collaboration Action Type: Professional Development</p>	Larry Cozens	Start: 07/01/2007 End: 07/30/2008	<ul style="list-style-type: none"> District Staff Outside Consultants 	<hr/> ACTION BUDGET: \$
<p>Students will be assessed with teacher made assessment using state rubric. Those students not meeting expectations will be provided extra time during the day to work with at teacher on those skills not mastered. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	Steve Summers	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
<p>Each teacher will give at least one open response question each week for the students to answer. Copies will be given to the office with examples of students responses to help monitor progress. Action Type: AIP/IRI Action Type: Alignment Action Type: Plan Evaluation Action Type: Professional Development</p>	Larry Cozens	Start: 07/01/2007 End: 06/30/0008	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$
<p>Students will be given a Developmental. Reading Assessment(DRA) throught out the year to check on progress and to check on areas where improvement is needed. Action Type: Alignment Action Type: Collaboration Action Type: Plan Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	Janie Eldridge	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
<p>Teachers will continue their book study with Improving Adolescent Literacy this year. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	Larry Cozens	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Outside Consultants School Library Teachers 	<hr/> ACTION BUDGET: \$
<p>Gentry Schools will have a teachers that will continue to work with students in areas of needed improvement in Literacy. This will provide those students with two literacy classes. One will be regular language arts class and the other will be their 8th hour. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	Dr. Randy Barrett, Superintendent	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
<p>JEDI software will be purchased and teachers trained. Teaches will get training in the Jedi program so they can use this as a tool to help children with different needs. Computers will be purchased in order to create a lab for supplemental services</p>	Joni Wilson	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Computers District Staff Teachers 	NSLA (State-281) \$1750.00 - Materials & Supplies: <hr/>

where students to work in using the JEDI software. Students will also be able to get on line and do work at home. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide				ACTION BUDGET: \$1750
ELL funds will be used to pay salary/benefits/supplies/materials for .5 FTE person 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	Dr. Paul Hines, Federal Programs/Curriculum Coordinator	Start: 07/01/2007 End: 06/30/0008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ELL (State-276) - Materials & Supplies: \$1500.00 ELL (State-276) - Employee Benefits: \$3448.00 ELL (State-276) - Employee Salaries: \$12997.00 <hr/> ACTION BUDGET: \$17945
Total Budget:				\$20695

Intervention: Parent involvement with student learning will increase.

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

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Gentry Middle School is COMMITED to parental involvement and distribute the statement to parents and students. A PI Facilitator will be designated to work with teachers, parents, students, and volunteers to the advantage of the students. They will also work with Alumni groups, Parent groups, and the communittee. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Kaye Cripps	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$
Facilitator will work with teachers and volunteers to provide help for students in areas where students need help. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Kaye Cripps	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
All parents will recieve a Informational Packets. In the packets will be: A) Parental involvement plan B) School calendar C) Ways and areas of needed parental involvement D) TIPS FOR HOW PARENTS CAN FOSTER THEIR CHILD'S SUCCESS Action Type: Alignment Action Type: Parental Engagement Action Type: Special Education	Kaye Cripps	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers Teaching Aids 	ACTION BUDGET: \$
Teachers and Administators will recieve training to enhance understanding of effective parent involvement Action Type: Professional Development	Dr. Randy Barrett, Superintendent	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff District Staff Outside 	ACTION BUDGET: \$

			<ul style="list-style-type: none"> • Consultants • Teachers • Teaching Aids • Title Teachers 	
District will designate two Parent/Teacher Conferences each year. Teacher will provide feedback to parents with notes and information in students personal agendas. Parents nights will be scheduled for each grade level Action Type: Parental Engagement Action Type: Professional Development	Dr. Randy Barrett, Superintendent	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
Parent Center and library will continue to grow by adding new resources. PARENTING BOOKS, MAGAZINES AND OTHER MATERIALS REGARDING RESPONSIBLE PARENTING THROUGH THE LIBRARY, ADVERTISE THE CURRENT SELECTION, AND GIVE PARENTS AN OPPORTUNITY TO BORROW THESE MATERIALS.The PI Facilitator will review and provide information to parents on Parent Center Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion	Kaye Cripps	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Central Office 	NSLA (State-281) \$500.00 - Materials & Supplies: ACTION BUDGET: \$500
Administrators, teachers, and parents will develop a volunteer resource book including:a parent interest survey,an option for parents to designate how frequently they would participate in the program, and include opportunities for parents to assist from home. Action Type: Parental Engagement Action Type: Technology Inclusion	Kaye Cripps	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Computers • School Library 	ACTION BUDGET: \$
Parent facilitator will develop an Alumni advisory committee to review actions of the Gentry Middle School. Action Type: Parental Engagement	Kaye Cripps	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Community Leaders • Teachers 	ACTION BUDGET: \$
Principal will give a report on the state of the school and an overview of what students will be learning: how students will be assessed: what parents should expect for their child's education: and how parents can assist and make a difference Action Type: Parental Engagement	Larry Cozens	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	ACTION BUDGET: \$
Parent facilitator will keep a volunteer resource book with a listing of the interests and availability of volunteers for the school staff members' use including parent surveys. Action Type: Collaboration Action Type: Parental Engagement	Kaye Cripps	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Community Leaders • Computers 	ACTION BUDGET: \$
Meeting will be scheduled to provide parents with information to help them understand what the laws and school guidelines are for graduations at Gentry Schools Action Type: Parental Engagement	Larry Cozens	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants 	ACTION BUDGET: \$
The Gentry Middle School will provide parents with the process for resolving parental concerns in the information packet handed out when the student start to school. Action Type: Parental Engagement	Steve Summers	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Central Office • District Staff • Teachers 	ACTION BUDGET: \$
Gentry Middle School will publish notice in the newspaper at the end of the school year honoring parents for the many things they did to help provide the children a better education. Action Type: Parental Engagement	Kaye Cripps	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
Gentry Middle School wants to provide the parents every opportunity to be involved in their child's education. A list of activities will be provide	Kaye Cripps	Start: 07/01/2007 End:	<ul style="list-style-type: none"> • Central Office • Community Leaders 	ACTION BUDGET: \$

to the parents in the parent package handed out at the start of the year. Action Type: Parental Engagement		06/30/2008	<ul style="list-style-type: none"> District Staff Teachers 	
Each student will have an agenda that will have assignments and teacher notes for each day. Parents will be able to look at these and see what the students is doing. This is a way for Parents and teachers to communicate with each other every day. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement	Larry Cozens	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
In order to take advantage of community reources,our school will ENABLE THE FORMATION OF A PARENT TEACHER ASSOCIATION, OR ORGANIZATION, that will foster parental and community involvement within the school Action Type: Parental Engagement Action Type: Professional Development	Kaye Cripps	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Community Leaders Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$500

Intervention: Teachers will use readers and writers workshop to aid students in improvement in their Writing Skills, Vocabulary, and Word Study

Scientific Based Research: Subjects Matter teachers guide to content-area reading. Harvey Daniels adn Steven Zemelman. 2004

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will have students write regularly in all content areas. Action Type: Collaboration Action Type: Plan Evaluation Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Larry Cozens	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Computers District Staff Outside Consultants Public Library School Library Teachers 	ACTION BUDGET: \$
Teachers will have book studies and talk about areas of need and what is working and what is not with subject area teachers. Teachers will use Improving Adolescent Literacy. Funds will be allocated to add to the Professional Development library for staff. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Larry Cozens	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Outside Consultants School Library Teachers 	PD (State-223) - \$0.00 Materials & Supplies: NSLA (State-281) - \$1000.00 Materials & Supplies: ACTION BUDGET: \$1000
All students will participate in writing instruction. This includes teachers explanation and modeling of all writing skills, followed by guided practice and independent practice. Additional practice may be intergrated in literacy centers or as homework. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Marcy Stave	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Computers District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Gentry Middle School expects all students to be proficient in writing. The program will be evaluated by teacher made test and the increased number of studnets meeting or exceeding proficiency in writing on the CRT as well as increased scores on the constructed responses in reading on the CRT Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Marcy Stave	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$

All students will participate in explicit vocabulary instruction. Additional practice may be integrated in literacy centers or as homework Action Type: Alignment Action Type: Collaboration Action Type: Equity	Rene Moore	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
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 integrated in literacy centers or as homework Action Type: Alignment Action Type: Collaboration Action Type: Plan Evaluation	Janie Eldridge	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$1000

Intervention: Gentry Middle School uses the Comprehensive Literacy approach of fluency instruction.

Scientific Based Research: National Reading Panel Report, Teaching Children to Read. (2000); Rasinski, Timothy, The Fluent Reader, (2003)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Middles school teachers will provide explicit instruction in fluency as a part of the core reading program. Action Type: Alignment	Reine Moore	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
All students(6-8) will participate in fluency instruction. This includes teacher explanation and modeling of all fluency skills, gollowed by guided practice and independent practice Action Type: Alignment Action Type: Professional Development	Janie Eldridge	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Outside Consultants • School Library • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
Students identified as not meeting the expectation for success as measured by teacher made test and DRA's will receive additional fluency instruction in small groups Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Reine Moore	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Gentry Middle School expects all students to meet the end-of-year fluency benchmark for grades 6-8. The program will be evaluated by increasing the number of students meeting each benchmark. Action Type: Plan Evaluation	Renee Moore	Start: 01/05/2008 End: 06/30/2008	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Total Instructional Alignment

Scientific Based Research: 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 assessments in literacy. The Northwest 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	Dr. Paul Hines, Federal Programs/Curriculum Coordinator	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • School Library • Teachers 	ACTION BUDGET: \$

<p>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 are. 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: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>				
<p>Building level administrators and key instructional leaders in each building/school will be trained the 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 modifications of the project.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	<p>Dr. Paul Hines, Federal Programs/Curriculum Coordinator</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>		<p>————— ACTION BUDGET: \$</p>
<p>Pre/post quarterly Targeted Assessments will be administered each in each grade (3-5, 6-8, Algebra I and Geometry...use where applicable according to your building) 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: Alignment Action Type: Collaboration Action Type: Equity Action Type: Plan Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Dr. Paul Hines, Federal Programs/Curriculum Coordinator</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>		<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 2: Gentry Middle School students will show improvement in the area of mathematics

1. 2007-Number and Percent of Students Scoring Proficient or Advanced: 8th Grade Math 72 Students: 54.9% of Combined Students . Students: N/A% of African American Students 2 Students: 16.6% of Hispanic Students 59 Students: 59.6% of Caucasian Students 31 Students: 46.9% of Economically Disadvantaged Students 3 Students: 25.0% of LEP Students 1 Students: 8.3% of Students with Disabilities The lowest identified areas for combined population were: OR Geometry The lowest identified areas for African Americans were: N/A The Lowest identified areas for Hispanic were: OR Algebra and Geometry The lowest identified areas for Caucasian were: OR Geometry The lowest identified areas for Economically disadvantaged students were: Or Number and operation, algebra, and Geometry. The lowest identified areas for LEP students were: OR Number and Operations,Algebra, and Geometry.
2. 2006-Number and Percent of Students Scoring Proficient or Advanced: 8th Grade Math 72 Students: 54.9% of Combined Students . Students: N/A% of African American Students 2 Students: 16.6% of Hispanic Students 59 Students: 59.6% of Caucasian Students 31 Students: 46.9% of Economically Disadvantaged Students 3 Students: 25.0% of LEP Students 1 Students: 8.3% of Students with Disabilities The lowest identified areas for combined population were: OR Geometry The lowest identified areas for African Americans were: N/A The Lowest identified areas for Hispanic were: OR Algebra and Geometry The lowest identified areas for Caucasian were: OR Geometry The lowest identified areas for Economically disadvantaged students were: Or Number and operation, algebra, and Geometry. The lowest identified areas for LEP students were: OR Number and Operations,Algebra, and Geometry.
3. 2005-Number and Percent of Students Scoring Proficient or Advanced:8th grade math 36 Students: 29.7% of Combined Students . Students: N/A% of African American Students 1 Students: 7.1% of Hispanic Students 28 Students: 32.9% of Caucasian Students 14 Students: 21.2% of Economically Disadvantaged Students 0 Students: 0% of LEP Students 0 Students: 0% of Students with Disabilities The lowest identified areas for the combine population were OR Number and Operation The lowest identified areas for African American were:N/A The lowest identified areas for Hispanic were: OR Number and Operation. the lowest identified areas for Caucasian were: OR Number and Operation. The lowest identified areas for Economically Disadvantaged studnets were: Number adn Operations. The lowest identified areas for LEP students were: Number and Operation.
4. 2006 and 2007 benchmarks 2007-Number and Percent of Students Scoring Proficient or Advanced: 7th grade Math 57 Students: 65% of Combined Students . Students: N/A% of African American Students 2 Students: 20.0% of Hispanic Students 55 Students: 61.1% of Caucasian Students 30 Students: 52.6% of Economically Disadvantaged Students 0 Students: 0% of LEP Students 2 Students: 20.0% of Students with Disabilities The lowest identified areas for th combined population was OR Geometry The lowest identified areas for African American; N/A The lowest identified areas for hispanic were: OR Geometry, and number and operation the loest identified areas for caucasian were: OR Number adn operation. The lowest identified areas fo Economically Disadvantaged studnets were: Or Data Analysias, adn number and operation. the lowest identified areas for theLEP students were: OR Number and Operation 2006-Number and Percent of Students Scoring Proficient or Advanced: 7th Grade Math 62 Students: 53.9% of Combined Students . Students: N/A% of African American Students 6 Students: 37.5% of Hispanic Students 47 Students: 56.6% of Caucasian Students 25 Students: 45.4% of Economically Disadvantaged Students 2 Students: 15.3% of LEP Students 0 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: OR Number and opereation. The lowest identified areas for African American wereN/A The lowet identified areas for hispanic were: Or Number and operation the lowest identified areas for Caucasian were: Or number adn operation. The lowest identified areas for Economically Disadvantaged students were: OR number and operation. The lowest identified areas for the LEP students were: OR number and operation.
5. 2005-Number and Percent of Students Scoring Proficient or Advanced: 7th grade Math 66 Students: 55.4% of Combined Students . Students: N/A% of African American Students 5 Students: 72.0% of Hispanic Students 41 Students: 63.0% of Caucasian Students 37 Students: 65.0% of Economically Disadvantaged Students 0 Students: 0% of LEP Students 2 Students: 20.0% of Students with Disabilities The lowest identified areas for th combined population was OR Geometry The lowest identified areas for African American; N/A The lowest identified areas for hispanic were: OR Geometry, and number and operation the loest identified areas for caucasian were: OR Number adn operation. The lowest identified areas fo Economically Disadvantaged studnets were: Or Data Analysias, adn number and operation. the lowest identified areas for theLEP students were: OR Number and Operation
6. 2007-Number and Percent of Students Scoring Proficient or Advanced: 6th grade math 70 Students: 63.3% of Combined Students 1 Students:100.0% of African American Students 8 Students: 88.8% of Hispanic Students 47 Students: 65.2% of Caucasian Students 47 Students: 65.2% of Economically Disadvantaged Students 7 Students: 87.5% of LEP Students 4 Students: 40.0% of Students with Disabilities The lowest identified areas for the combined population were: OR Algbra The lowest identified areas for African Americans were: OR Algebra The lowest identified areas for Hispanic were: OR algebra The lowest identified areas for Caucasian were: Or algebra The lowest identified areas for Economically Disadvantaged students were: OR algebra The lowest identified areas for LEP students were: OR algebra
7. 2006-Number and Percent of Students Scoring Proficient or Advanced: 6th grade math 70 Students: 69.3% of Combined Students 1 Students:100.0% of African American Students 8 Students: 88.8% of Hispanic Students 47 Students: 65.2% of Caucasian Students 47 Students: 65.2% of Economically Disadvantaged Students 7 Students: 87.5% of LEP Students 4 Students: 40.0% of Students with Disabilities The lowest identified areas for the combined population were: OR Algbra The lowest identified areas for African Americans were: OR Algebra The lowest identified areas for Hispanic were: OR algebra The lowest identified areas for Caucasian were: Or algebra The lowest identified areas for Economically Disadvantaged students were: OR algebra The lowest identified areas for LEP students were: OR algebra
8. 2005-Number and Percent of Students Scoring Proficient or Advanced: 6th grade Math 44 Students: 41.9% of Combined Students . Students: N/A% of African American Students 6 Students: 60.0% of Hispanic Students 32 Students: 39.5% of Caucasian Students 13 Students: 26.5% of Economically Disadvantaged Students 0

Students: 0% of LEP Students 2 Students: 16.6% of Students with Disabilities The lowest identified areas for the combined population were: Or Algebra the lowest identified areas for African American were:N/A The lowest identified areas for Hispanic were: Or Algrbra and number adn opereation The lowest identified areas for Caucasian were: OR Algebra The lowest identified areas for the Economically Disadvantaged were: OR algebra. the lowest identified areas for LEP were; Or Number adn operation, algebra

9. 2007-Number and Percent of Students Scoring Proficient or Advanced:EOC Algebra 12 Students:100.0% of Combined Students . Students: N/A% of African American Students . Students: N/A% of Hispanic Students 12 Students:100.0% of Caucasian Students 12 Students:100.0% of Economically Disadvantaged Students . Students: N/A% of LEP Students . Students: N/A% of Students with Disabilities The lowest identified areas for the combined population were:OR geometry The lowest identified areas for African Americans were: N/A The lowest identified areas for Hispanic were: N/A The lowest identified areas for Caucasian were: OR Geometry The lowest identified areas for Economically Disadvantaged students were: N/A The lowest identified areas for LEP students were: N/A
10. 2006-Number and Percent of Students Scoring Proficient or Advanced:EOC Algebra 12 Students:100.0% of Combined Students . Students: N/A% of African American Students . Students: N/A% of Hispanic Students 12 Students:100.0% of Caucasian Students 12 Students:100.0% of Economically Disadvantaged Students . Students: N/A% of LEP Students . Students: N/A% of Students with Disabilities The lowest identified areas for the combined population were:OR geometry The lowest identified areas for African Americans were: N/A The lowest identified areas for Hispanic were: N/A The lowest identified areas for Caucasian were: OR Geometry The lowest identified areas for Economically Disadvantaged students were: N/A The lowest identified areas for LEP students were: N/A
11. 2005-Number and Percent of Students Scoring Proficient or Advanced: EOC Algebra 18 Students:100.0% of Combined Students . Students: N/A% of African American Students 1 Students:100.0% of Hispanic Students 13 Students:100.0% of Caucasian Students 6 Students:100.0% of Economically Disadvantaged Students . Students: N/A% of LEP Students . Students: N/A% of Students with Disabilities The lowest Identified areas for combined population were: Data Analysis. the lowest identified areas for African American were: N/A the lowest identified areas for Hispanic were: OR Geometry the lowest identified areas for Caucasian were: OR Geometry The lowest identified areas for Econmically
12. 2007 8th grade ITBS Math combined population Math Concepts 89 Students: 55% Problems & Data Inter. 72 Students: 55% Math Total Without Comp. 74 Students: 57.8% Math Computation 75 Students: 40% Math Total With Comp. 72 Students: 56.2% Core Total Without Comp. 66 Students: 51.5% Core Total With Comp. 67 Students: 51% Math Concepts 4 Students: 40.0% Problems & Data Inter. 4 Students: 40.0% Math Total Without Comp 4 Students: 40.0% Hispanic Studnts: Math Computation 5 Students: 50.0% Math Total With Comp. 3 Students: 30.0% Core Total Without Comp. 2 Students: 20.0% Core Total With Comp. 2 Students: 20.0% Caucasian students Math Concepts 72 Students: 74.2% Problems & Data Inter. 60 Students: 61.8% Math Total Without Comp 60 Students: 61.8% Math Computation 59 Students: 60.8% Math Total With Comp. 57 Students: 58.7% Economically Disadvantaged students: Math Concepts 43 Students: 67.1% Problems & Data Inter. 33 Students: 51.5% Math Total Without Comp 35 Students: 54.6% Math Computation 36 Students: 56.2% Math Total With Comp. 34 Students: 53.1% LEP students: Math Concepts 3 Students: 30.0% Problems & Data Inter. 2 Students: 20.0% Math Total Without Comp 1 Students: 10.0% Math Computation 3 Students: 30.0% Math Total With Comp. 1 Students: 10.0% The lowest identified areas for combined population were: Computation the lowest areas identified for Caucasian were: Computation. Lowest identified areas for hispanic were: concept/estimate. Lowest identified areas for Economically Disadvantage students were: Computaion. The lowest identified areas for African American were: N/A
13. 2005-2006 8th grade ITBS 2006 8th grade ITBS Math combined population Math Concepts 89 Students: 69.5% Problems & Data Inter. 72 Students: 56.2% Math Total Without Comp. 74 Students: 57.8% Math Computation 75 Students: 58.5% Math Total With Comp. 72 Students: 56.2% Core Total Without Comp. 66 Students: 51.5% Core Total With Comp. 67 Students: 52.3% Math Concepts 4 Students: 40.0% Problems & Data Inter. 4 Students: 40.0% Math Total Without Comp 4 Students: 40.0% Hispanic Studnts: Math Computation 5 Students: 50.0% Math Total With Comp. 3 Students: 30.0% Core Total Without Comp. 2 Students: 20.0% Core Total With Comp. 2 Students: 20.0% Caucasian students Math Concepts 72 Students: 74.2% Problems & Data Inter. 60 Students: 61.8% Math Total Without Comp 60 Students: 61.8% Math Computation 59 Students: 60.8% Math Total With Comp. 57 Students: 58.7% Economically Disadvantaged students: Math Concepts 43 Students: 67.1% Problems & Data Inter. 33 Students: 51.5% Math Total Without Comp 35 Students: 54.6% Math Computation 36 Students: 56.2% Math Total With Comp. 34 Students: 53.1% LEP students: Math Concepts 3 Students: 30.0% Problems & Data Inter. 2 Students: 20.0% Math Total Without Comp 1 Students: 10.0% Math Computation 3 Students: 30.0% Math Total With Comp. 1 Students: 10.0% The lowest identified areas for combined population were: Computation the lowest areas identified for Caucasian were: Computation. Lowest identified areas for hispanic were: concept/estimate. Lowest identified areas for Economically Disadvantage students were: Computaion. The lowest identified areas for African American were: N/A 2005 8th grade ITBS Combined population 119 students tested 67 students scored above the 50th 56.3% lowest area for all groups was use standard rounding Hispanic 12 students tested 3 scored above the 50th 25.0% Caucasian 85 students tested 52 scored above the 50th 61.2% LEP 6 students tested 1 scored above the 50th 16.7% Economic Disadvantage students 61 students tested 29 scored above the 50th 47.5% IEP 15 students tested 3 scored above the 50th 20.0%
14. 6th and 7th grade 2007 ITBS 6th grade concept/estim 60% prob/data 65% computation 50% total 60% African American 6th grade concept/estim 44% prob/data 48% computation 39% total 43% Hispanic concept/estim 58% prob/data 70% computation 45% total 60% Caucasian concept/extim 64% prob/data 65% computation 51% total 61% lowest areas in all sub groups was computaion. F/R lunch 66 students tested concept/estim 56% prob/data 62% computation 47% total 56% lowest area was computaion 7th grade 110 students tested concept/estim 52% prob/data 57% computation 44% total 52% African American 7th grade No students tested concept/estim 0% prob/data 0% computation 0% total 0% Hispanic 12 students tested concept/estim 53% prob/data 55% computation 50% total 53% Caucasian 82 students tested

Supporting
Data:

concept/extim 53% prob/data 59% computation 44% total 53% lowest areas in all sub groups was computaion. Free/Reduced lunch 54 students tested con/est 43% prob/data 53% comput. 41% total 46% lowest area was computaion

15. Attendance Rate 2007-95.9 2006-96.1 2005-95.1

Goal Students will work on multiple choice question in geometry and open response questions in measurement to meet or exceed the AYP in the areas of Mathematic on the Benchmark exam in the 2007-2008 school year.

Benchmark The combined population and each subgroup MET the 2007 AYP target of 50.60%. It is expected that each of these populations will meet, or exceed, the 2008 AYP Target of 64.72%.

Intervention: Math teachers will research and implement best standards-based mathematics into our curriculum.				
Scientific Based Research: Learning by Doing. Richard DuFour, Solution Tree 2006, 304 West Kirkwood Avenue, Bloomington, IN 47404-5131.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will look at test items and where areas of weakness may be found in curriculum. Action Type: Collaboration Action Type: Plan Evaluation Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Larry Cozens	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
Teachers will review data from Benchmark exam and new math frameworks. They will also research new math adoption with standards based curriculum. When new curriculum is selected teachers and coach will be trained and material will be aligned to the frameworks. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion	Phyllis Berry	Start: 07/01/2007 End: 06/01/2008	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants Performance Assessments Teachers 	PD (State-223) - Purchased Services: \$0.00 PD (State-223) - Materials & Supplies: \$0.00 ACTION BUDGET: \$0
By grade level and discipline, teachers will work together to create learning activities based upon identified goals and expected evidences of learning , including differentiated instruction based on individual needs Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Phyllis Berry	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$
In addition to the regular classroom teachers, the district will support a certified teacher who will be used for supplemental services to work with students that are not meeting the academic goals set by the standards. This will provide these students with two periods of math. NSLA monies will be used to pay salary/benefits/ for a 1.0 FTE person to provide these services. Action Type: Collaboration Action Type: Equity	Dr. Randy Barrett, Superintendent	Start: 08/20/2007 End: 06/30/2008	<ul style="list-style-type: none"> Central Office Teachers 	NSLA (State-281) - Employee Benefits: \$7386.00 NSLA (State-281) - Employee Salaries: \$32830.00 ACTION BUDGET: \$40216
Teachers will get training with the Jedi programs so they can use this tool as a supplemental service to help children with problems in all areas of math. With this program students can log on at home and parents can see work. Action Type: AIP/IRI Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	Joni Wilson	Start: 07/01/2007 End: 06/30/0008	<ul style="list-style-type: none"> Computers District Staff 	ACTION BUDGET: \$
Total Budget:				\$40216
Intervention: placing measurement in all areas of the curriculumn.				

Scientific Based Research: Principles and Standards for School Mathematics National Council of Teachers of Mathematics (2000)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Math teachers will work with other content area teachers to add different measurement activities into their curriculum Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Wayne Pipkin	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Manipulatives, calculators, document cameras and batteries will be purchased to build the knowledge and skill level necessary for improved student achievement Action Type: Alignment Action Type: Special Education Action Type: Technology Inclusion	Larry Cozens	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Teachers Teaching Aids 	NSLA (State-281) - Materials \$6000.00 & Supplies: ACTION BUDGET: \$6000
Total Budget:				\$6000

Intervention: Gentry Middle School will provide a safe and drug free environment for its students.

Scientific Based Research: The Learning Leader, How to Focus School improvement for Better Results. Douglas B. Reeves. 2006 ASCD publication 1703 N. Beauregard St. Alexandria VA 22311-1714.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Gentry Schools will continue to work with the police department to provide a SRO for the school Action Type: Collaboration	Dr. Randy Barrett, Superintendent	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
Training will be provided to help teachers work with students, programs and other needs in Gentry Middle School Action Type: Collaboration 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"> Outside Consultants 	NSLA (State-281) - Purchased Services: \$3000.00 ACTION BUDGET: \$3000
Students going to ISS will have activities assigned to them that will provide social skills, character education, and drug education. Action Type: Alignment Action Type: Collaboration Action Type: Plan Evaluation	Steve Summers	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
Set up an information table during parent nights and other times when parents are available. To show information that is in the Parent Center the could help parents with student problems and questions. Action Type: Parental Engagement	Kaye Cripps	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> District Staff Outside Consultants Teaching Aids 	ACTION BUDGET: \$
Set up speakers from the community to provide information to students, parents, and teachers. Action Type: Collaboration Action Type: Professional Development	Kaye Cripps	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Community Leaders Outside Consultants Teachers 	ACTION BUDGET: \$
Utilize the program Positive Action and its components in classes such as health, athletics, PE, and study hall. There will be a link on the GMS web site to the PA web site for sample lessons and activities so that parents have access to them. Action Type: Parental Engagement Action Type: Professional Development	Steve Summers	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Community Leaders District Staff Outside Consultants 	NSLA (State-281) - Materials & Supplies: \$500.00 ACTION BUDGET: \$500
Total Budget:				\$3500

Intervention: Curriculum Alignment & Mapping

Scientific Based Research: Breaking Ranks in the Middle. Theodore Sizer and Deborah Meier 2006 NASSP 1904 Association Drive, Reston VA 20191-1537

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Math teachers will look into data and see where there are gaps in the process and how they can be filled in. A core group of teachers will be trained in the Triand software and then serve as the training team for the remainder of the faculty at each building. Curriculum Mapping Software will be purchased.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Joni Wilson</p>	<p>Start: 07/01/2007 End: 06/30/0008</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● District Staff ● Outside Consultants ● Performance Assessments ● Teachers 	<p>ACTION BUDGET: \$</p>
<p>Curriculum Read Throughs will be conducted throughout the year at the building level. There will be at least two district level curriculum reads.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Dr. Paul Hines, Federal Programs/Curriculum Coordinator</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● District Staff ● Teachers 	<p>NSLA (State-281) - Materials & Supplies: \$1000.00</p> <p>ACTION BUDGET: \$1000</p>
<p>Teachers will receive training from the leadership academy. They will review data they compile and look for resources that will help them improve their teaching skills.</p> <p>Action Type: Collaboration Action Type: Professional Development</p>	<p>Dr. Paul Hines, Federal Programs/Curriculum Coordinator</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> ● Outside Consultants 	<p>NSLA (State-281) - Materials & Supplies: \$1000.00</p> <p>ACTION BUDGET: \$1000</p>
<p>Selected teachers will attend Lit Lab training to increase knowledge to help students with reading and writing skills. The teachers will work to build classroom libraries/resources to better work with students. 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 Institutes, Instructional Leaders Conference, TechPaths CurrMapSoftware, Technology Conference, ESL/TESOL, PLC/book studies, test/data analysis 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. Surveys will be used as an evaluation tool and completed by faculty at the close of the professional development activities. The overall plan evaluation will be determined by increased student achievement on CRT/NRT assessments.</p> <p>Action Type: Professional Development</p>	<p>Dr. Paul Hines, Federal Programs/Curriculum Coordinator</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Community Leaders ● Computers ● Outside Consultants 	<p>PD (State-223) - Materials & Supplies: \$5800.00</p> <p>PD (State-223) - Purchased Services: \$4750.00</p> <p>ACTION BUDGET: \$10550</p>
<p>As a part of the Arkansas Leadership Academy School Support Program we will</p>	<p>Larry Cozens</p>	<p>Start: 07/01/2007</p>	<ul style="list-style-type: none"> ● Administrative Staff 	<p></p>

<p>work to establish Professional Learning Communities throughout the course of the year. Time will be spent in professional development activities in the beginning of the year to develop an understanding of PLCs and establish the first team learning activity, which will be to study Improving Adolescent Literacy. PLC teams will be re-grouped throughout the year depending on the topics to be studied/worked-on. Over the course of the year faculty members will serve on a grade level team as well as a cross-curricular team. PLC time will be provided within the school day by creative scheduling/combining students during the last period of the day (study hall time) and use of outside resources/people.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>End: 06/30/0008</p>	<ul style="list-style-type: none"> • Central Office • Community Leaders • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>			<p>\$12550</p>

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 math. The Northwest 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 are. 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: Technology Inclusion</p>	<p>Dr. Paul Hines, Federal Programs/Curriculum Coordinator</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Building level administrators and key instructional leaders in each building/school will be trained the Classroom Walk Through Model (CWT) of instructional evaluation in relation to TIA. The ADE provides access to the TeachScope CWT platform where CWT data is electronically warehoused. Administrators can use wireless devices (PDAs) that are compatible with the TeachScope 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</p>	<p>Dr. Paul Hines, Federal Programs/Curriculum Coordinator</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>

<p>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 modifications of the project.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>				
<p>Pre/post quarterly Targeted Assessments will be administered each in each grade (3-5, 6-8, Algebra I and Geometry...use where applicable according to your building) 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: Alignment Action Type: Collaboration Action Type: Equity Action Type: Plan Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Dr. Paul Hines, Federal Programs/Curriculum Coordinator</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> ● Computers ● District Staff ● Outside Consultants ● Teachers ● Teaching Aids 	<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

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

1. In 2006-2007, Bmi results for Gentry Middle school indicated that 40.0% of the male students were at risk of being overweight or were overweight. In 2005-2006, BMI results for Gentry Middle School indicated that 40.8% of the male student population was at risk of being overweight or were overweight. In 2004-2005, BMI results for Gentry Middle School indicated that 33.6% of the male student population was at risk of being overweight or were overweight.
2. In 2006-2007, BMI results for Gentry Middle School indicated that 42.2% of the female students population was at risk of being overweight or were overweight. In 2005-2006, BMI results for Gentry Middle School indicated that 45.8% of the female student population was at risk of being overweight or were overweight. In 2004-2005, BMI results for Gentry Middle School indicated that 38.4% 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 student need to make better/healthier choices.
4. AS related by the Arkansas Govenor's Initiative healthy Arkansas, 55.3% of Arkansans failed to meet recommendations for moderate or vigorous activity. (<http://www.arkansas.gov/ha/physical>)

Supporting Data:

Goal: Students participating in the BMI activity show a need to improve their cardiovascular, muscular strenght/endurance, and flexibility activity.

Benchmark: Healthier BMI results will be evident by June 30, 2008. There will be a 1/2% difference in the 2007-2008 BMI results indicating healthier lifestyles are being practiced.

<p>Intervention: Gentry Middle School will encourage strategies and activities that encourage a non-sedemtary lifestyle.</p>				
<p>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</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>

Encourage development and participation in family oriented, community-based physical activity program. walking programs. family activities night. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Brea Harper	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
Promote reduction of time children spend engaged in sedentary activities such as watching TV and playing video games. Have physical activity homework. Action Type: Parental Engagement Action Type: Wellness	Brea Harper	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Community Leaders 	ACTION BUDGET: \$
Added time for all students to have an increased of physical activity during the school day. This will be done with a structured lunch time with different activities for the students to do while they are outside or in the gym going to or coming from lunch Action Type: Alignment Action Type: Professional Development Action Type: Wellness	Larry Cozens	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Health/Nutritional: District will host community awareness fair. Local medical providers/ agencies will perform basic fitness exams, i.e., blood pressure, cholesterol. Action Type: Parental Engagement	Kaye Cripps	Start: 07/01/2007 End: 06/30/0008	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants 	ACTION BUDGET: \$
Students in PE classes will have heart monitors attached so that it will record the heart rate of the students while they are doing the different activities. This will check their cardiovascular and record each child to have data to assess their fitness. Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide Action Type: Wellness	Chuck Jones	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Computers Teachers 	NSLA (State-281) - Materials & Supplies: \$4000.00 ACTION BUDGET: \$4000
Total Budget:				\$4000

Intervention: Students will be encouraged to make healthy nutritional choices in the food that they eat.

Scientific Based Research: 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
Only water will be in the vending machines at the Gentry Middle School. Action Type: Wellness	Larry Cozens	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Central Office 	ACTION BUDGET: \$
A wider selection of healthier more nutritional foods will be provided in the lunch room Action Type: Wellness	Betty Harrington	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
Total Budget:				\$0

● Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amy Starkenberg	8th grade	Literacy
Classroom Teacher	April Teague	7th grade	Liteacy
Classroom Teacher	Bobby Hogan	6th grade	Math
Classroom Teacher	Cristy Smith	vocational teacher	parent involvement
Classroom Teacher	Darla Wilson	business	math
Classroom Teacher	Dianne Burrus	science	math

Classroom Teacher	Georgia Peoples	science	math
Classroom Teacher	Janie Eldridge	English teacher	Literacy
Classroom Teacher	Kathy Baxter	Media	Literacy
Classroom Teacher	Kori Wilber	7th grade	Math
Classroom Teacher	Linda Shoup	Special Ed	ACSIP Leadership
Classroom Teacher	Marcy Stave	member	literacy
Classroom Teacher	Maxine Abernathy	social studies	ACSIP Leadership
Classroom Teacher	Nick Bartmeir	P.E. and Health	Literacy
Classroom Teacher	Nika West	P.E. Health	Literacy
Classroom Teacher	Phyllis Berry	math	ACSIP Leadership
Classroom Teacher	Posy Summers	math	math
Classroom Teacher	Reine Moore	Reading	Literacy
Classroom Teacher	Terri Swicegood	science	literacy
Classroom Teacher	Tonya Sweeten	Math	Math
Classroom Teacher	Wayne Pipkin	Math	Math
Community Representative	Betty Harington	lunch room	ACSIP Leadership
Community Representative	Coy Cripps	alumnus	parent involvement
Non-Classroom Professional Staff	Paul Hines	central office	parent involvement
Non-Classroom Professional Staff	Steve Summers	Counselor	intervention
Parent	Brandy Bolinger	parent	literacy
Parent	Dena Hutchins	Parent	literacy
Parent	Kaye Cripps	parent	parent involvement
Parent	Linda Adler	parent	literacy
Principal	Larry Cozens	principal	ACSIP Leadership