

CROSSETT MIDDLE SCHOOL
Action Report
For: Parental Engagement.

Action Type: Parental Engagement

Priority 1: Every student will improve their Literacy Skills.

Supporting Data: 1.5th Grade Benchmark Data. (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

5th	# Students	1	2	3	4
2007	166	40	29	53	29
2008	163	47	33	56	34
2009	142	55	39	67	42

(1) In 2007, the lowest identified areas for the combined population were in reading with literary, content and practical applications, and in writing with multiple choice writing, content and style. The lowest identified areas for African Americans were in reading with literary, content and practical applications, and in writing with multiple choice writing, content and style. The lowest identified areas for Caucasians were in reading with literary, content and practical applications, and in writing with multiple choice writing, content and style. The lowest identified areas for socio-economically disadvantaged were in reading with literary, content and practical applications, and in writing with multiple choice writing, content and style.

(2) In 2008, the lowest identified areas for the combined population were in open response reading passages in content, literary, and practical applications. The lowest identified areas for African Americans were in open response reading passages in content, literary, and practical applications. The lowest identified areas for Caucasians were in open response reading passages in content, literary, and practical applications. The lowest identified areas for socio-economically disadvantaged were in open response reading passages in content, literary, and practical applications.

(3) In 2009, the lowest identified areas for the combined population were in multiple choice and writing in practical, content and literary applications; and in writing style and content. The lowest identified areas for African Americans were in multiple choice and writing in practical, content and literary applications; and in multiple choice writing, style and content. The lowest identified areas for Caucasians were in multiple choice and writing in practical, content applications, writing in the literary application; and in writing style and content. The lowest identified areas for socio-economically disadvantaged were in multiple choice and writing in practical, content and literary applications; and in multiple choice writing, style and content.

1.6th Grade Benchmark Data. (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

6th	# Students	1	2	3	4
2007	159	48	30	55	38
2008	154	49	41	56	36
2009	149	51	37	59	39

(1) In 2007, the lowest identified areas for the combined population were in reading with literary and practical applications, and in writing with multiple choice writing, content and style. The lowest identified areas for African Americans were in reading with literary and practical applications, and in writing with multiple choice writing, content and style. The lowest identified areas for Caucasians were in reading with literary and practical applications, and in writing with multiple choice writing, content and style. The lowest identified areas for socio-economically disadvantaged were in reading with literary and practical applications, and writing with multiple choice writing, content and style.

(2) In 2008, the lowest identified areas for the combined population was on the open response reading passage in the content application. The lowest identified areas for African Americans were in open response reading passages in content and practical applications. The lowest identified areas for Caucasians was on the open response reading passage in the content application. The lowest identified areas for socio-economically disadvantaged were in open response reading passages in content and practical applications.

(3) In 2009, the lowest identified areas for the combined population were in multiple choice and writing in content and practical applications, writing in the literary application; and in multiple choice writing, style and content. The lowest identified areas for African Americans were in multiple choice and writing in content, literary and practical applications; and in multiple choice writing, style, content, sentence formation and usage. The lowest identified areas for Caucasians were in multiple choice and writing in content application and writing in the literary application; and in multiple choice writing, style and content. The lowest identified areas for socio-economically disadvantaged students were in multiple choice and writing in content and practical applications, writing in the literary application; and in multiple choice writing, content, style, mechanics, sentence formation and usage.

1.7th Grade Benchmark Data. (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

7th	# Students	1	2	3	4
2007	166	43	32	51	31
2008	161	36	15	47	22
2009	141	39	33	46	29

(1) In 2007, the lowest identified areas for African Americans were as previously stated. The lowest identified areas for Caucasians were: the literary, content, and writing multiple choice sections; and the writing domains. The lowest identified areas for socio-economically disadvantaged were: the literary, content, and practical multiple choice sections; the practical open response section; and the writing domains.

(2) In 2008, the lowest identified areas for the combined population were in open response reading passages in practical and content applications and multiple choice questions on the practical passage. The lowest identified areas for African Americans were in open response reading passages in practical and content applications and multiple choice questions on the practical passage. The lowest identified areas for Caucasians were in open response reading passages in practical and content applications and multiple choice questions on

the practical passage. The lowest identified areas for socio-economically disadvantaged were in open response reading passages in practical, and content applications and multiple choice questions on the practical passage.

(3) In 2009, the lowest identified areas for the combined population were in multiple choice and writing in content, practical and literary applications; and in multiple choice writing, style and content. The lowest identified areas for African Americans were in multiple choice and writing in content, practical and literary applications; and in multiple choice writing, style and content. The lowest identified areas for Caucasians were in multiple choice and writing in content, practical and literary applications; and in multiple choice writing, style and content. The lowest identified areas for socio-economically disadvantaged were in multiple choice and writing in content, practical and literary applications; and in multiple choice writing, content and style.

1.8th Grade Benchmark Data. (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

8th	# Students	1	2	3	4
2007	165	40	23	52	31
2008	167	58	45	70	48
2009	155	57	41	67	41

(1) In 2007, the lowest identified areas for the combined population were: the literary and practical open response sections; the writing multiple choice section; and the writing domains. The lowest identified areas for African Americans were: content open response section; the writing multiple choice section; and the writing domains (content and style). The lowest identified areas for Caucasians were the same as stated for the African-American population. The lowest identified areas for Socio-Economically Disadvantaged were: the literary, content and practical multiple choice sections; the practical open response section; and the writing domains (content and style).

(2) In 2008, the lowest identified areas for the combined population were the open response reading passages in the literary application and the multiple choice questions on the content passage. The lowest identified areas for African Americans were the open response reading passages in the practical and literary applications, and the multiple choice questions on the content reading prompt; and the content and style areas in the writing passages. The lowest identified areas for Caucasians were open response reading passages in the literary application and the multiple choice questions on the content passage; and content and style areas in the writing passages. The lowest identified areas for socio-economically disadvantaged were open response reading passages in the literary and practical applications and the multiple choice questions on the content passage; and content and style areas in the writing passages.

(3) In 2009, the lowest identified areas for the combined population were in multiple choice and writing in literary, practical and content applications; and in multiple choice writing, style and content. The lowest identified areas for African Americans were in multiple choice and writing in literary, practical and content applications; and in multiple choice writing, style and content. The lowest identified areas for Caucasians were in multiple choice and writing in practical and content applications, writing in the literary

application; and in multiple choice writing, style and content. The lowest identified areas for Socio-Economically Disadvantaged were in multiple choice and writing in literary, practical and content applications; and in multiple choice writing, style and content.

1.Fifth Grade NRT.

Iowa Test of Basic Skills Exam: (1) In 2007, 163 students were tested on the Iowa Basic Skills Exam. 51.3% scored above the 50th percentile in Reading, and 67.9% scored above the 50th percentile in Language. An overview showed a weakness in the area of comprehension.

Stanford 10 Achievement Test: (2) In 2008, 163 students were tested. 43% scored above the 50th percentile on Reading Comprehension, and 27% scored above the 50th percentile on Comprehensive Language. (3) In 2009, 142 students were tested. 50.69% scored above the 50th percentile in Reading Comprehension; and 34.72% scored above the 50th percentile in Comprehensive Language.

2.Sixth Grade NRT.

Iowa Test of Basic Skills Exam: (1) In 2007, 163 students were tested on the Iowa Test of Basic Skills Exam. 38.6% scored above the 50th percentile in Reading, and 55.3% scored above the 50th percentile in Language. An overview showed weaknesses in the areas of vocabulary, comprehension, and punctuation.

Stanford 10 Achievement Test: (2) In 2008, 154 students were tested. 38% scored above the 50th percentile on Reading Comprehension, and 36% scored above the 50th percentile on Comprehensive Language. (3) In 2009, 149 students were tested. 32.67% scored above the 50th percentile in Reading Comprehension; and 34.00% scored above the 50th percentile in Comprehensive Language.

3.Seventh Grade NRT.

Iowa Test of Basic Skills Exam: (1) In 2007, 46% of combined students scored at or above the 50th percentile on the Iowa Test of Basic Skills: Reading Comprehension. The lowest identified areas for the combined population were: organization of ideas; noun and pronoun usage; and over capitalization.

Stanford 10 Achievement Test: (2) In 2008, 161 students were tested. 41% scored above the 50th percentile on Reading Comprehension, and 33% scored above the 50th percentile on Comprehensive Language. (3) In 2009, 141 students were tested. 31.91% scored above the 50th percentile in Reading Comprehension; and 31.91% scored above the 50th percentile in Comprehensive Language.

4.Eighth Grade NRT.

Iowa Test of Basic Skills Exam: (1) In 2007, 42% of combined students scored at or above the 50th percentile on the Iowa Test of Basic Skills: Reading Comprehension. The lowest identified areas for the combined population were: use of apostrophe/quotation/colon/semi-colon; organization of ideas; and over capitalization.

Stanford 10 Achievement Test: (2) In 2008, 167 students were tested. 45% scored above the 50th percentile on Reading Comprehension, and 35% scored above the 50th percentile on Comprehensive Language. (3) In 2009, 155 students were tested. 40.38% scored above the 50th percentile in Reading Comprehension; and 24.36% scored above the 50th percentile in Comprehensive Language.

5.5th Grade Literacy Trend Analysis Statement.The Grade 5 Benchmark Literacy three-year-trend analysis shows weaknesses in open response in all areas: literary, content and practical applications as well as the writing

strand. Item analysis indicates the greatest weaknesses in (1) Comprehension: Students shall apply a variety of strategies to read and comprehend printed material. Specifically, (a) Use such comprehension strategies as establishing purpose, inferring, and summarizing to determine essential information. (b) Summarize information including main idea and significant supporting details. (c) Compare/contrast the actions, motives and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot. (d) Classify and organize text information by level of importance in a variety of ways, including timelines and graphic organizers, to support and explain ideas. (e) Evaluate a character's decision/action. (f) Distinguish among facts and inferences supported by evidence and opinions in text. (2) Variety of texts: Students shall read, examine, and respond to a wide range of texts for a variety of purposes. Specifically, (a) Locate information to support opinions, predictions and conclusions. Identify cause/effect and problem/solution relationships. (b) Read a variety of literature, including historical fiction, biography, and realistic fiction. (3) Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently. Specifically, (a) Read a variety of literature, including historical fiction, biography, and realistic fiction. (4) Writing Conventions: Students shall apply knowledge of Standard English conventions in written work. Specifically, (a) Define and identify the parts of speech to construct effective sentences. (b) Apply conventional rules of punctuation in writing. (c) Apply conventional rules of capitalization in writing.

6.6th Grade Literacy Trend Analysis Statement. The Grade 6 Benchmark Literacy three-year-trend analysis shows weaknesses in open response in all areas: literary, content and practical applications as well as the writing strand. Item analysis indicates the greatest weaknesses in (1) Comprehension: Students shall apply a variety of strategies to read and comprehend printed material. Specifically, (a) Use knowledge of text structure(s) to enhance understanding with emphasis on cause/effect and compare/contrast. (b) Analyze information from the text, based on purpose and/or level of importance. (c) Analyze literary elements of character, plot and setting. (d) Use text features to recall information. (2) Variety of texts: Students shall read, examine, and respond to a wide range of texts for a variety of purposes. Specifically (a) Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials. (3) Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently. Specifically, (a) Use context clues to select appropriate dictionary definition. (4) Students will employ a wide range of strategies as they write. Specifically, (a) Edit individually or in groups for appropriate grade-level conventions for Sentence Formation.

7.7th Grade Literacy Trend Analysis Statement. The Grade 7 Benchmark Literacy three-year-trend analysis shows weaknesses in open response in all areas: literary, content and practical applications as well as the writing strand. Item analysis indicates the greatest weaknesses in (1) Comprehension: Students shall apply a variety of strategies to read and comprehend printed material. Specifically, (a) Connect own background knowledge and personal

experience to make inferences and to respond to new information presented in text. (b) Distinguish among stated fact, reasoned judgment, and opinion in text. (c) Identify main ideas and supporting evidence in short stories and novels. (d) Infer a character's impact on plot development. (e) Evaluate personal, social, and political issues as presented in text. (f) Analyze literary elements of fiction with emphasis on plot development, including conflict, rising action, climax, falling action and resolution. (2) Variety of texts: Students shall read, examine, and respond to a wide range of texts for a variety of purposes. Specifically, (a) Read a variety of literature, including short stories, science fiction, legends, and myths. (b) Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently. Specifically, (a) Use context to determine meaning of multiple meaning words. (4) Students will employ a wide range of strategies as they write. Specifically, (a) Write to develop narrative, expository, descriptive and persuasive pieces. (b) Write effective sentences by embedding clauses, prepositional and appositive phrases, and all compound elements.

8.8th Grade Literacy Trend Analysis Statement. The Grade 8 Benchmark Literacy three-year-trend analysis shows weaknesses in open response in all areas: literary, content and practical applications as well as the writing strand. Item analysis indicates the greatest weaknesses in (1) Comprehension: Students shall apply a variety of strategies to read and comprehend printed material. Specifically, (a) Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text. (b) Evaluate conflicts, motivations, points of view, and changes that affect the plot or theme. (c) Use literary elements and historical context to infer author's intent. (d) Identify main ideas and supporting evidence in short stories and novels. (e) Evaluate the interrelation of text and world issues events by applying connection strategies. (f) Use text features to locate and recall information, with emphasis on text organizers. (2) Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently. Specifically, (a) Identify and explains similes, metaphors, personification, hyperboles and analogies to infer the literal and figurative meanings of phrases. (b) Determine useful and relevant words. (3) Students will employ a wide range of strategies as they write. Specifically, (a) Create an effective lead paragraph by using quotes, description, or questions with the last sentence as the thesis. (b) Select a focus and an organizational structure based on purpose, audience, length, and required format.

9.Attendance.

DIS: In 2006-2007, the attendance rate was 94%. In 2007-2008, the attendance rate was 95.2%.

NJHS: In 2006-2007, the attendance rate was 93%. In 2007-2008, the attendance rate was 94.4%.

CMS: In 2008-2009, the attendance rate was 95%.

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

Benchmark Daniels Intermediate School (DIS) and Norman Junior High School (NJHS) were reorganized into Crossett Middle School (CMS) and were in a "Hold Harmless" situation for SY 2008-2009. The CMS Combined population did not meet standards scoring 50.77% proficient/advanced in 2009 and must score 67.60% proficient in 2010 or attain safe harbor (55.693). CMS is Whole School Improvement-Year 1 (WSI_1). The African-American population did not meet standards scoring 36.87% proficient/advanced in 2009 and must score 67.60% proficient in 2010 or attain safe harbor (43.183). The Caucasian population met standards scoring 61.16 % proficient/advanced in 2009 and must score 67.60% proficient in 2010. The Economically Disadvantaged population failed to meet standards scoring 38.05% proficient/advanced in 2009 and must score 67.60% proficient in 2010 or attain safe harbor (44.245).

Intervention: Provide a standards-based, student-centered literacy curriculum.

Scientific Based Research: 1) Fountas, I. and Pinnell, G. (2001). Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy. Heinemann Publishing Company. 2) Goudevis, A. and Harvey, S. (2007). Strategies that Work. Teaching Comprehension for Understanding and Engagment. Pembroke Publishers. 3) Rasinski, Timothy V. (2003). The Fluent Reader, Oral Strategies for Building Word Recognition, Fluency, and Comprehension. Scholastic Professional Books.

Actions Person Responsible Timeline Resources Source of Funds

Coordination of Funds. Federal, state, and local funds will be used to coordinate and integrate services to improve instruction and increase student achievement. (Schoolwide #10 - Coordination and integration of programs.)

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Action Type: Professional Development

Action Type: Special Education

Action Type: Title I Schoolwide

Linda Goodwin, Assistant Superintendent and Federal Programs Director Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

•Community Leaders

•District Staff

•Outside Consultants

•Teachers

ACTION BUDGET: \$

Total Budget: \$0

Intervention: Parental engagement and advocacy for the facilitation of student growth.

Scientific Based Research: 1) Colvin, Geoff. (2009). Managing Noncompliance and Defiance in the Classroom: A Road Map for Teachers, Specialists, and Behavior Support Teams. Corwin Press. 2) Darling, S. (2008). Family must be a part of the solution in closing the achievement gap. The Clearing House, 81. 3) Plevyak, L. (2003). Parental involvement in education: Who decides? Education Digest, 69. 4) Comer, J. P. (2005). The rewards of parent participation. Educational Leadership, 62 (6), 38-42. 5) Barton, A., Drake, C., Perez, J., St. Louis, K., & George, M. (2004). Ecologies of parental engagement in urban education. Educational Researcher, 33 (4), p. 3-12.

Actions Person Responsible Timeline Resources Source of Funds
Social Worker. NSLA funds will be used to hire a district level social worker (Elaine Simpson, FTE .34) and utilized by CMS to work with students and parents to ensure that medical services and/or materials, supplies, clothing, and transportation will be provided. NSLA funds will be used to provide training and travel for the Social Worker to attend professional development.

Action Type: Equity

Action Type: Parental Engagement

Action Type: Title I Schoolwide

Janice Warren, Superintendent Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

NSLA (State-281) - Employee Salaries: \$14423.00

NSLA (State-281) - Employee Benefits: \$3317.00

NSLA (State-281) - Purchased Services: \$400.00

ACTION BUDGET: \$18140

Parent Facilitator. The CMS principal will designate one certified staff member to serve as a parent facilitator to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. The parent facilitator will organize and meet with an alumni advisory committee. (ACT 307 & ACT 397, #G)

Action Type: Parental Engagement

Jim Lucas, Principal; Charlotte Burgess, Parent Facilitator Start: 07/01/2009

End: 06/30/2010

ACTION BUDGET: \$

TIPS Center. The TIPS Center will be staffed with a District Parent Coordinator(FTE .50) to oversee parental engagement activities. (This goes beyond the requirements of Act 307 - 95% of 1% Set aside rule for parental engagement.)

Action Type: Equity

Action Type: Parental Engagement

Action Type: Title I Schoolwide

Janice Warren, Superintendent Start: 07/01/2009

End: 06/30/2010 Title I - Employee Benefits: \$1941.00

Title I - Employee Salaries: \$8437.00

ACTION BUDGET: \$10378

CAPS Formation. Principal and teachers will enable formation of CMS CAPS - Caring About Parents and Students is the name of the PTA/PTO Organization in Crossett Schools. The CAPS Organization will meet to plan and organize activities for CMS students and to inform parents of upcoming events(ACT 307 & ACT 397, #F) (Schoolwide # 6 - Parental Involvement)

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Action Type: Title I Schoolwide

Jim Lucas, Principal; CMS Teachers Start: 07/01/2009

End: 06/30/2010

ACTION BUDGET: \$

Parent Center.

1) The CMS principal will designate an area to be used as the Parent Center. Informational Packets, parenting books, magazines and other informative material regarding responsible parenting will be available as for parents to borrow or review. This service will be advertised on the school website. (ACT 307 & ACT 397, #A)

2) Set up a parent computer station so all parents can have access to EDLINE.

Action Type: Equity

Action Type: Parental Engagement

Jim Lucas, Principal; Charlotte Burgess, Parent Facilitator Start: 07/01/2009

End: 06/30/2010

ACTION BUDGET: \$

Parent Involvement Meetings. Parent Involvement Meetings will be held throughout the year to discuss what students will be expected to learn, how they will be assessed, and how parents can assist to make a difference in his or her child's education. The school's process for resolving parental concerns will be discussed at these meetings. (ACT 307 & ACT 397, #B) (Schoolwide #6 - Parental Involvement)

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Jim Lucas, Principal; Charlotte Burgess, Parent Facilitator; CMS Teachers Start: 07/01/2009

End: 06/30/2010

ACTION BUDGET: \$

Volunteer Resource Book Parents will be informed of opportunities to interact with the school as volunteers through a volunteer drive during Orientation/Open House and the first few weeks of school. The school will compile a Volunteer Resource Book from the parent interest forms and make available to school staff and update yearly. Parents will be encouraged to support and become involved with classroom projects. (ACT 307 & ACT 397, #C)

Action Type: Equity

Action Type: Parental Engagement

Action Type: Title I Schoolwide

Jim Lucas, Principal; Cassa Bilbo, Principal's Secretary Start: 07/01/2009

End: 06/30/2010

ACTION BUDGET: \$

CAPS Flyers. CMS will develop fliers that include: information on the school's commitment to parent involvement, the process for resolving parent concerns (as found in the student handbook), and tips for how parents can foster their child's success. School personnel will distribute the fliers to parents of all students in the school at Orientation/Open House and Parent Teacher Conferences. The fliers will also be displayed in the Parent Center and the office. (ACT 307 & ACT 397, #D)

Action Type: Equity

Action Type: Parental Engagement

Jim Lucas, Principal; Charlotte Burgess, Parent Facilitator Start: 07/01/2009
End: 06/30/2010

ACTION BUDGET: \$

Informed Parental Decisions.

1)Parents will be informed of the district parent center, provided with the Promotion Guidelines, and introduced to the TIPS Center and the programs offered there to foster their child's success. (ACT 307 & ACT 397, #E)

2)For every 8th grader, utilize STEPS (spring student registration conferences) program to meet with parents and discuss the student's performance on state/national assessments, the student's schedule for their 9th grade year, and inform parents of opportunities to remain involved in the decision-making process of their high school student. (ACT 307 & ACT 397, #E)

Action Type: Parental Engagement

Action Type: Title I Schoolwide

Jim Lucas, Principal; Charlotte Burgess, Parent Facilitator Start: 07/01/2009

End: 06/30/2010

ACTION BUDGET: \$

Wednesday Folders. Title I funds will be used to support the purchase of "Eagle Folders" to communicate weekly grades, and information about events at school. Eagle Folders will also give the parents an opportunity to communicate concerns they have about their children's school experience. Teachers will send weekly newsletters with homework assignments and other classroom information. (This goes above the requirements of Act 307 of 2007 - 95% of 1% set aside rule for parental engagement)

Action Type: Parental Engagement

Action Type: Title I Schoolwide

Linda Goodwin, Assistant Superintendent; Jim Lucas, Principal; Start: 07/01/2009

End: 06/30/2010 Title I - Materials & Supplies: \$1200.00

ACTION BUDGET: \$1200

Transition Activities.

1)Class visits: 4th grade students from Anderson Elementary will visit CMS in May to help make the transition to 5th grade. (Schoolwide #7 - Transition)

2)Hold Orientation/Open House sessions for incoming 5th-8th graders to obtain schedules, meet teachers, and obtain class supply lists. (Schoolwide #6 - Parental Involvement)

Action Type: Equity

Action Type: Parental Engagement

Action Type: Title I Schoolwide

Jim Lucas, Principal, CMS Teachers Start: 07/01/2009

End: 06/30/2010

ACTION BUDGET: \$

School Improvement Status. CMS is in Whole School Improvement Year_1 (WSI-1) and the following may be found:

- 1) Parents were notified through mailed written notices (letters dated 7/31/09) and media releases that CMS is in Year I School Improvement; (WSI_1 #12)
- 2) Adequately publicized option to parents through media releases; and (WSI_1 #7A)
- 3) Parents declined school choice services in the CMS due to one building being available per grade level. Parents made no response to the mailed written notices about CMS School Improvement Status.

Action Type: Equity

Action Type: Parental Engagement

Jim Lucas, Principal Start: 07/01/2009

End: 06/30/2010

ACTION BUDGET: \$

Parental Involvement PD. Administrators will receive three hours of training on parental engagement. Teachers will receive two hours of training on parental engagement to enhance understanding of effective parent involvement strategies and the importance of setting expectations and creating a climate conducive to parental participation.

Action Type: Equity

Action Type: Parental Engagement

Action Type: Professional Development

Jim Lucas, Principal Start: 07/01/2009

End: 06/30/2010 •Teachers

ACTION BUDGET: \$

EDLINE.

- 1) Implement EDLINE to allow parents to track student progress, homework, assignments and activities from home computer.
- 2) Principal and APSCN Secretary attended training in the use of EDLINE and GradeQuick Web, an electronic gradebook and student reporting software.
- 3) Teachers will receive professional development training on GradeQuick and Edline to enhance communication with parents regarding student progress.
- 4) Host an "Introduction to EDLINE" night to provide parents with knowledge/skills to use EDLINE to monitor student grades and assignments. Documentation will be maintained.

Action Type: Equity

Action Type: Parental Engagement

Action Type: Professional Development

Jim Lucas, Principal; Stacy Johnson, APSCN Secretary Start: 07/01/2009

End: 06/30/2010 •Teachers

ACTION BUDGET: \$

Parent-Teacher Conferences. Four Parent/Teacher conferences are scheduled in the District calendar for 2009-2010. A three-hour Parent/Teacher Conference will be held each of the four 9-week grading period. This is equivalent to the required two Parent/Teacher Conferences. (ACT 307 of 2007 - amended ACT 603 of 2003 & ACT 397, #H)

Action Type: Equity

Action Type: Parental Engagement
Janice Warren, Superintendent Start: 07/01/2009
End: 06/30/2010

ACTION BUDGET: \$

CMS Website. CMS web site will provide information for parents concerning school events and classroom assignments to assist them with fostering their child's success.

Action Type: Equity

Action Type: Parental Engagement

Action Type: Technology Inclusion

Janice Warren, Superintendent; Jim Lucas, Principal Start: 07/01/2009

End: 06/30/2010 •Outside Consultants

ACTION BUDGET: \$

Parent-Teacher Conference.

1) Teachers will share Performance Assessments with parents at the Parent/Teacher conferences.

2) Counselors will provide parents with explanations of their child's individual report from the ACTAAP exam during Parent/Teacher conferences. (ACT 307 & ACT 397, #H)

Action Type: Equity

Action Type: Parental Engagement

Jim Lucas, Principal, CMS Counselors and Teachers Start: 07/01/2009

End: 06/30/2010 •Teachers

ACTION BUDGET: \$

Translation Services. Information and forms will be translated into Spanish for ESL families. (ACT 307 & ACT 397, #J)

Action Type: Equity

Action Type: Parental Engagement

Mrs. Nimmo, ESL teacher Start: 07/01/2009

End: 06/30/2010 •District Staff

ACTION BUDGET: \$

Parental Engagement Program Evaluation. The parental engagement intervention will be evaluated through sign in sheets, documentation of the use of the Edline web site, weekly Eagle folders, agendas, Parent/Teacher conference attendance, Volunteer Resource Book, Phone Messenger reports, and documentation of the CAPS Program.

Action Type: Equity

Action Type: Parental Engagement

Jim Lucas, Principal; Charlotte Burgess, Parent Facilitator Start: 07/01/2009

End: 06/30/2010

ACTION BUDGET: \$

Monthly Newsletter. The Eagle's Nest, a monthly newsletter will be written and distributed through Wednesday folders. (ACT 307 & ACT 397, #J) The newsletter will provide:

- 1) A letter from the principal.
- 2) Word of the month and character education information.
- 3) A 30-day event forecast.
- 4) Parenting tips for middle school students.
- 5) Instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment. (ACT 307 & ACT 397, #I)
- 6) Student and staff recognition.

Action Type: Equity

Action Type: Parental Engagement

Jim Lucas, Principal; Becky Rhodes & Charlotte Burgess, CMS Counselors Start: 07/01/2009

End: 06/30/2010 •Teachers

ACTION BUDGET: \$

Watch D.O.G.S. Crossett Middle School will be participating in the School Watch D.O.G.S. (Dads of Great Students) program. A fall recruitment drive will be held, an orientation meeting, and daily schedules will be created to encourage fathers to participate in their children's educational opportunities. Title IV-A funds will be used to support this program through the purchase of materials and supplies, and will be allocated in the district plan.

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Jim Lucas, Principal Start: 07/01/2009

End: 06/30/2010

ACTION BUDGET: \$

Total Budget: \$29718

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

Scientific Based Research: 1) Carter, Lisa. (2007). Total Instructional Alignment. From Standards to Student Success. Solution Tree. 2) Creighton, Theodore B., (2007). Schools and Data: The Educator's guide for Using Data to Improve Decision Making. Corwin Press. 3) City, Elizabeth A. and Murname, Richard J., (2008). Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning. Harvard Education Press. 4) Schlechty, Phillip C. (2002). Working On the Work: An Action Plan for Teachers, Principals, and Superintendents. Jossey-Bass. 5) York-Barr, Jennifer et al. ((2001). Reflexive Practice To Improve Schools: An Action Guide for Educators. Corwin Press.

Actions Person Responsible Timeline Resources Source of Funds

ACSIP Peer Review. Prior to submitting the school's ACSIP Plan to the ADE School Improvement Supervisor, an ACSIP Peer Review Meeting will be held to approve the ACSIP Plan. Representatives from each building will attend. Stipends will be paid to the representatives for attending the meeting on off-contract time. The ACSIP plans will be returned to the schools to make any needed corrections or changes discussed at the ACSIP Peer Review Meeting.

Action Type: Alignment

Action Type: Collaboration

Action Type: Parental Engagement

Action Type: Program Evaluation

Jim Lucas, Principal; Jeff Mock & Barbara Garner, Assistant Principals; Cynthia Ford, ACSIP Chair Start: 07/01/2009

End: 06/30/2010 •Community Leaders

•Teachers

ACTION BUDGET: \$

Total Budget: \$0

Priority 2: Every student will improve their math skills.

Supporting Data: 1.5th Grade Benchmark Data. (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

% Proficient & Advanced

5th	# Students	1	2	3	4
2007	166	38	32	47	29
2008	163	46	23	59	32
2009	142	66	52	75	55

(1) In 2007, the lowest identified areas for the combined population were open response questions in numbers and operations, algebra, geometry, measurement, and data analysis & probability; multiple choice questions in measurement and data analysis and probability. The lowest identified areas for African Americans were multiple choice and open response questions across the board with an emphasis on algebra, geometry, measurement, and date analysis & probability. The lowest identified areas for Caucasians were multiple choice and open response questions across the board with an emphasis on algebra, geometry, measurement, and date analysis & probability. The lowest identified areas for socio-economically disadvantaged were multiple choice and open response questions across the board with an emphasis on algebra, geometry, measurement, and date analysis & probability.

(2) In 2008, the lowest identified areas for the combined population were open response questions in data analysis and probability, geometry, measurement and Algebra; and multiple choice questions in measurement, and number and operations. The lowest identified areas for African Americans were all open response questions. The lowest scores were in order: data analysis and probability, geometry, measurement, Algebra, and number and operations; and multiple choice questions in measurement, and number and operations. The lowest identified areas for Caucasians were open response questions in data analysis and probability, Algebra, geometry, and measurement; and multiple choice questions in measurement, and number and operations. The lowest identified areas for socio-economically disadvantaged were all open response questions. The lowest scores were in order: data analysis and probability, geometry, measurement, Algebra, and number and operations; and multiple choice questions in measurement, and number and operations.

(3) In 2009, the lowest identified areas for the combined population were open response questions in data analysis & probability and geometry; and multiple choice and open response questions in measurement, algebra and number systems & operations. The lowest identified areas for African Americans were open response questions in data analysis & probability; and multiple choice and

open response questions in measurement, geometry, algebra and number systems & operations. The lowest identified areas for Caucasians were open response questions in data analysis & probability and geometry and algebra; and multiple choice and open response questions in measurement and data analysis & probability. The lowest identified areas for socio-economically disadvantaged were response questions in data analysis & probability; and multiple choice and open response questions in measurement, algebra, geometry, and number systems & operations.

1.6th Grade Benchmark Data. (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)% Proficient & Advanced

6th	# Students	1	2	3	4
2007	159	52	30	63	42
2008	154	62	56	69	54
2009	149	76	64	82	67

(1) In 2007, the lowest identified areas for the combined population were multiple choice and open response questions across the board with an emphasis on algebra, geometry, and data analysis and probability. The lowest identified areas for African Americans were multiple choice and open response questions across the board with an emphasis on algebra, geometry, and data analysis and probability. The lowest identified areas for Caucasians were multiple choice and open response questions across the board with an emphasis on algebra, geometry, data analysis and probability. The lowest identified areas for socio-economically disadvantaged students were multiple choice and open response questions across the board with an emphasis on algebra, geometry, and data analysis and probability.

(2) In 2008, the lowest identified areas for the combined population were open response questions in number and operations, geometry, and data analysis and probability; and multiple choice questions in number and operations. The lowest identified areas for African Americans were open response questions in number and operations, geometry, data analysis and probability, and Algebra; and multiple choice questions in number and operations. The lowest identified areas for Caucasians were open response questions in geometry, number and operations, and data analysis and probability; and multiple choice questions in number and operations. The lowest identified areas for socio-economically disadvantaged were open response questions in number and operations, data analysis and probability, geometry, and Algebra; and multiple choice questions in number and operations.

(3) In 2009, the lowest identified areas for the combined population were open response questions in measurement; multiple choice questions in data analysis & probability; and multiple choice and open response questions in geometry, algebra and number systems & operations. The lowest identified areas for African Americans were multiple choice and open response questions in measurement, algebra, geometry, number systems & operations and data analysis & probability. The lowest identified areas for Caucasians were open response questions in measurement and algebra; multiple choice questions in data analysis & probability and number systems & operations; and multiple choice and open response questions in geometry. The lowest identified socio-economically

disadvantaged were multiple choice and open response questions in measurement, algebra, geometry, number systems & operations and data analysis & probability.

1.7th Grade Benchmark Data. (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)% Proficient & Advanced

7th	# Students	1	2	3	4
2007	166	34	15	47	24
2008	161	46	21	58	34
2009	141	48	41	58	41

(1) In 2007, the lowest identified areas for the combined population were: patterns, algebra, and functions; data analysis and probability open-response strands. The lowest identified areas for African Americans were the same. The lowest identified areas for Caucasians were the same. The lowest identified areas for socio-economically disadvantaged were the same.

(2) In 2008, the lowest identified areas for the combined population were all open response questions. The lowest scores were in order: number and operations, measurement, geometry, data analysis and probability, and Algebra; and multiple choice questions in measurement, and number and operations. The lowest identified areas for African Americans were in all areas in both open response and multiple choice questions. The lowest scores were in order: number and operations, measurement, geometry, Algebra, and data analysis and probability; and in multiple choice questions in measurement, number and operations, Algebra, and data analysis and probability, and geometry. The lowest identified areas for Caucasians were all open response questions. The lowest scores were in order: number and operations, measurement, geometry, data analysis and probability, and Algebra; and multiple choice questions in number and operations, and measurement. The lowest identified areas for socio-economically disadvantaged students were all open response questions. The lowest scores were in order: number and operations, measurement, geometry, data analysis and probability, and Algebra; and multiple choice questions in measurement, number and operations, data analysis and probability, and Algebra.

(3) In 2009, the lowest identified areas for the combined population were multiple choice and open response questions in number systems & operations, measurement, geometry, algebra and data analysis & probability. The lowest identified areas for African Americans were multiple choice and open response questions in number systems & operations, geometry, measurement, algebra and data analysis & probability. The lowest identified areas for Caucasians were multiple choice and open response questions in number systems & operations, measurement, geometry, algebra and data analysis & probability. The lowest identified areas for socio-economically disadvantaged were multiple choice and open response questions in number systems & operations, measurement, geometry, algebra and data analysis & probability.

1.8th Grade Benchmark Data. (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)% Proficient & Advanced

8th	# Students	1	2	3	4
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2007	165	16	0	25	6
2008	167	37	20	52	28
2009	155	51	27	61	41

(1) In 2007, the lowest identified areas for the combined population were: the numbers and operations, geometry, and the measurement strands. The lowest identified areas for African Americans were the same. The lowest identified areas for Caucasians were the same. The lowest identified areas for socio-economically disadvantaged were the same.

(2) In 2008, the lowest identified areas for the combined population were all open response questions. The lowest scores were in order: measurement, number and operations, geometry, data analysis and probability, and algebra; and multiple choice questions in number and operations, measurement, and geometry. The lowest identified areas for African Americans were all open response questions. The lowest scores were in order: measurement, number and operations, geometry, data analysis and probability, and algebra; and multiple choice questions in number and operations, measurement, geometry, and algebra. The lowest identified areas for Caucasians were all open response questions. The lowest scores were in order: measurement, geometry, number and operations, data analysis and probability, and algebra; and multiple choice questions in number and operations, measurement, and geometry. The lowest identified areas for socio-economically disadvantaged students were all open response questions. The lowest scores were in order: measurement, number and operations, geometry, data analysis and probability, and algebra; and multiple choice questions in number and operations, measurement, and geometry.

(3) In 2009, the lowest identified areas for the combined population were multiple choice and open response questions in geometry, number systems & operations, measurement, algebra and data analysis & probability. The lowest identified areas for African Americans were multiple choice and open response questions in geometry, number systems & operations, measurement, algebra and data analysis & probability. The lowest identified areas for Caucasians were multiple choice and open response questions in geometry, number systems & operations, measurement, algebra and data analysis & probability. The lowest identified areas for socio-economically disadvantaged were multiple choice and open response questions in geometry, number systems & operations, measurement, algebra and data analysis & probability.

1. Fifth Grade NRT.

Iowa Test of Basic Skills Exam: (1) In 2006, 163 students were tested on the Iowa Test of Basic Skills Exam. 42% scored above the 50th percentile in Math. An analysis of the data showed weaknesses in probability and statistics, concepts and estimation, single step and multiple-step problem solving, and subtraction of whole numbers, multiplication of whole numbers, division of whole numbers, and addition and subtraction of decimals in computation. Stanford10 Achievement Test: (2) In 2008, 163 students were tested. 50% scored above the 50th percentile on Mathematics-Problem Solving. (3) In 2009, 142 students were tested. 60.42% scored above the 50th percentile in Math Problem Solving.

2.Sixth Grade NRT.

Iowa Test of Basic Skills Exam: (1) In 2007, 163 students were tested on the Iowa Test of Basic Skills Exam. 36% scored above the 50th percentile in Math. An overview showed weaknesses with measurement in concepts and estimation, multiple- step, and approaches and procedures in problem solving, and multiplication with whole numbers, division with whole numbers, subtraction with decimals, and multiplication/division with decimals in computation. Stanford10 Achievement Test: (2) In 2008, 154 students were tested. 59% scored above the 50th percentile on Mathematics-Problem Solving. (3) In 2009, 149 students were tested. 59.33% scored above the 50th percentile in Math Problem Solving.

3.Seventh Grade NRT.

Iowa Test of Basic Skills Exam: (1) In 2007, 45% of combined students scored at or above the 50th percentile on the ITBS: Mathematics Concepts and Estimation. The lowest identified areas for the combined population were: number properties and operations; and estimation; 48% of combined students scored at or above the 50th percentile on the ITBS: Mathematics Problem Solving and Data Interpretation. The lowest identified areas for the combined population were: problem solving: multiple-step and problem solving: approaches/procedures; 46% of combined students scored at or above the 50th percentile on the ITBS: Mathematics Computation. The lowest identified areas for the combined population were: add or subtract with fractions, multiply/divide fractions, and multiply/divide with decimals. Stanford10 Achievement Test: (2) In 2008, 161 students were tested. 36% scored above the 50th percentile on Mathematics-Problem Solving. (3) In 2009, 141 students were tested. 37.59% scored above the 50th percentile in Math Problem Solving.

4.Eighth Grade NRT.

Iowa Test of Basic Skills Exam: (1) In 2007, 33% of combined students scored at or above the 50th percentile on the ITBS: Mathematics Concepts and Estimation. The lowest identified areas for the combined population were: number properties and operations; measurement, and estimation; 40% of combined students scored at or above the 50th percentile on the ITBS: Mathematics Problem Solving and Data Interpretation. The lowest identified areas for the combined population were: problem solving: multiple-step; and problem solving: approaches and procedures: 28% of combined students scored at or above the 50th percentile on the ITBS: Mathematics Computation. The lowest identified areas for the combined population were: add or subtract with fractions, multiply/divide fractions, and multiply/divide with decimals. Stanford10 Achievement Test: (2) In 2008, 167 students were tested. 49% scored above the 50th percentile on Mathematics-Problem Solving. (3) In 2009, 155 students were tested. 50.64% scored above the 50th percentile in Math Problem Solving.

5.Algebra 1 EOC Exam: (1) In 2007, 80 students were tested on End-Of-Course Algebra I Exam. 56% of combined students scored proficient or

above on the End-Of-Course Algebra Exam. The lowest identified areas for the combined population were: data interpretation and probability, the language of Algebra, and solving non-linear functions. The lowest identified areas for African Americans were: data interpretation and probability, solving equations and inequalities, and solving non-linear functions. The lowest identified areas for Caucasians were: data interpretation and probability, the language of Algebra, and solving non-linear functions. The lowest identified areas for Socio-Economically Disadvantaged were: data interpretation and probability, and solving equations and inequalities. (2) In 2008, 113 students were tested on End-Of-Course Algebra I Exam. 63% of combined students scored proficient or above on the End-Of-Course Algebra Exam. The lowest identified areas for the combined population were: the Polynomial Operations Goal. The lowest identified areas for African Americans were: the Language of Algebra and Polynomial Operations strands. The lowest identified areas for Caucasians were: the graphs and tables and polynomial operations strands. The lowest identified areas for Socio-Economically Disadvantaged were: the polynomial operations strands. (3) In 2009, 21 students were tested on End-Of-Course Algebra I Exam. 100% of combined students scored at or above proficient on the End-Of-Course Algebra I Exam.

6.5th Grade Math Trend Analysis Statement. The Grade 5 Mathematics three-year-trend analysis shows continued weakness in open response in all areas: numbers and operations, algebra, geometry, measurement and data analysis & probability. Item analysis shows the greatest weaknesses in the strand Numbers and Operations in the following areas: (1) Use factors of numbers to introduce exponents, to find common factors, and to simplify fractions to the lowest terms. (2) Use models of fractions and their equivalent forms to analyze the size of fractions, to determine that simplification does not change the value of the fraction and to convert between mixed numbers and improper fractions. (3) Develop and use a variety of algorithms to perform whole number operations using addition and subtraction, multiplication and division, and interpret remainders. Algebra in the following areas: (1) Use relations and functions to interpret and write a rule for a one operation function table. (2) Model and describe quantities that change using real world situations. Geometry in the following area: (1) Identify and draw congruent, adjacent, obtuse, acute, right, and straight angles and label parts of an angle. Measurement in the following areas: (1) Solve real world problems involving elapsed time, counting forward (calendar and clock). (2) Develop and use strategies to solve real world problems involving perimeter and area of rectangles. Data Analysis and Probability in the following areas: (1) Interpret graphs such as line graphs, double bar graphs, and circle graphs. (2) Make predictions and justify conclusions based on data.

7.6th Grade Math Trend Analysis Statement. The Grade 6 Mathematics three-year-trend analysis shows weaknesses in open response in all areas: numbers and operations, algebra, geometry, measurement, and data analysis & probability. Item analysis shows the greatest weaknesses in the strand Numbers and Operations in the following areas: (1) Use divisibility rules to determine

if a number is a factor of another number. (2) Use proportional reasoning and ratios to represent problem situations and determine the reasonableness of solutions with and without appropriate technology. Algebra in the following area: (1) Evaluate algebraic expressions with one variable using appropriate properties and operations. Geometry in the following areas: (1) Identify and describe line and rotational symmetry in two dimensional shapes, patterns and designs. (2) Use ordered pairs to plot points in Quadrant I. Measurement in the following areas: (1) Find the distance between two points on a number line. (2) Use estimation to check the reasonableness of measurements obtained from the use of various instruments. Data Analysis and Probability in the following areas: (1) Distinguish between theoretical and experimental probability. (2) Compare and interpret information provided by measures of central tendencies (mean, median, mode) and measures of spread (range).

8.7th Grade Math Trend Analysis Statement. The Grade 7 Mathematics three-year-trend analysis shows weaknesses in open response in all areas: numbers and operations, algebra, geometry, measurement, and data analysis & probability. Item analysis shows the greatest weaknesses in the strand Numbers and Operations in the following area: (1) Solve, with and without technology, real world percent problems. Algebra in the following areas: (1) Create and complete a function table using a given rule with two operations. (2) Write and evaluate algebraic expressions using positive rational numbers. Geometry in the following areas: (1) Examine the congruence, similarity, and line or rotational symmetry of objects using transformations. (2) Investigate geometric properties and their relationships in one-, two-, and three-dimensional models, including convex and concave polygons. (3) Identify, draw, classify and compare geometric figures using models and real world examples. Measurement in the following areas: (1) Draw and measure distance to the nearest mm and $\frac{1}{16}$ inch. (2) Develop and use strategies to solve problems involving area of a trapezoid and circumference and area of a circle. (3) Solve real world problems involving two or more elapsed times, counting forward and backward (calendar & clock). (4) Estimate and compute the area of more complex or irregular two-dimensional shapes by dividing them into more basic shapes. Data Analysis and Probability in the following areas: (1) Analyze, with and without technology, a set of data by using and comparing measures of central tendencies (mean, median, mode) and measures of spread (range, quartile, interquartile range). (2) Construct and interpret circle graphs, box-and-whisker plots, histograms, scatter plots and double line graphs, with and without appropriate technology.

9.8th Grade Math Trend Analysis Statement. The Grade 8 Mathematics three-year-trend analysis shows weaknesses in open response in all areas: numbers and operations, algebra, geometry, measurement, and data analysis & probability. Item analysis shows the greatest weaknesses in the strand Numbers and Operations in the following areas: (1) Model and develop addition, subtraction, multiplication and division of rational numbers. (2) Use estimation to solve problems involving rational numbers; including ratio, proportion, percent and then judge the reasonableness of the solution. (3) Apply factorization to find LCM and GCF of algebraic expressions. Algebra in

the following areas: (1) Interpret and represent a two operation function as an algebraic expression. (2) Describe, with and without technology, the relationship between the graph of a line and its equation, including the slope and y-intercept in real world problems. (3) Solve and graph linear equations (in the form $y=mx+b$). Geometry in the following areas: (1) Form generalizations and validate conclusions about properties of geometric shapes. (2) Determine appropriate application of geometric ideas and relationships, such as congruence, similarity, and the Pythagorean theorem, with and without appropriate technology. Measurement in the following areas: (1) Describe and apply equivalent measures using a variety of units within the same system of measurement. (2) Estimate and compute the area of irregular two-dimensional shapes. (3) Solve problems involving volume and surface area of pyramids, cones and composite figures, with and without appropriate technology. (2) Apply proportional reasoning to solve problems involving indirect measurements, scale drawings or rates. Data Analysis and Probability in the following areas: (1) Given at least one of the measures of central tendency, create a data set. (2) Make predictions based on theoretical probabilities, design and conduct an experiment to test the predictions, compare actual results to predict results, and explain differences. (3) Interpret or solve real world problems using data from charts, line-plots, stem-and-leaf plots, double-bar graphs, line graphs, box-and-whisker plots, scatter plots, frequency tables or double line graphs. (4) Compute, with and without appropriate technology, probabilities of compound events , using organized lists, tree diagrams and logic grid.

10.Attendance.

DIS: In 2006-2007, the attendance rate was 94%. In 2007-2008, the attendance rate was 95.2%.

NJHS: In 2006-2007, the attendance rate was 93%. In 2007-2008, the attendance rate was 94.4%.

CMS: In 2008-2009, the attendance rate was 95%.

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

Benchmark Daniels Intermediate School (DIS) and Norman Junior High School (NJHS) were reorganized into Crossett Middle School (CMS) and are in a "Hold Harmless" situation for SY 2008-2009. The CMS Combined population met standards (MS) scoring 59.97% proficient/advanced in 2009 and must score 64.55% proficient in 2010. The African-American population met standards (SI_M)(safe harbor) scoring 55.25% proficient/advanced in 2009 and must score 64.55% proficient in 2010 or obtain safe harbor. The Caucasian population met standards (MS) scoring 77.85% proficient/advanced in 2009 and must score 64.55% proficient in 2010. The Economically Disadvantaged population met standards (MS) scoring 59.86% proficient/advanced in 2009 and must score 64.55% proficient in 2010 or obtain safe harbor. The Algebra I EOC combined population scored 100% proficient/advanced in 2009 and will continue to meet or exceed AYP.

Intervention: Parental Engagement.

Scientific Based Research: 1) Barton, A., Drake, C., Perez, J., St. Louis, K., & Geoge, M. (2004). Ecologies of parental engagement in urban education. Educational Researcher, 33 (4), 3-12. 2) Downey, D. B. (2002) Parent and Family Involvement in Education. In Molnar, A. (Ed.), "School Reform Proposals: The Research Evidence. Connecticut: Information Age Publishing. 3) Wong, Harry and Wong, Rosemary T., (2005). The First Days of School: How To Be An Effective Teacher. Harry K. Wong Publications.

Actions Person Responsible Timeline Resources Source of Funds

Family Nights. Hold family math and science nights periodically each year. Recruit teachers and student helpers, use automated call-out system, send letters to parents, and have teachers contact parents.

Action Type: Collaboration

Action Type: Parental Engagement

Action Type: Title I Schoolwide

Jim Lucas, Pricipal; Vicki Dodd & Tammy Embry, District Math IFs; Charre Todd, District Science IF; CMS Teachers Start: 07/01/2009

End: 06/30/2010 •District Staff

•Teachers

ACTION BUDGET: \$

Everyday Math/Connected Math Consultant. Bev Ross, Everyday Math/Connected Math consultant, will provide training sessions for parents to explain different areas of the curriculum and what actions/strategies parents can take to help their students succeed in the Everyday Math/Connected Math curriculum.

Action Type: Collaboration

Action Type: Parental Engagement

Action Type: Title I Schoolwide

Linda Goodwin, Asst. Superintendent; Jim Lucas, Principal Start: 07/01/2009

End: 06/30/2010 •District Staff

•Outside Consultants

•Teachers

ACTION BUDGET: \$

Parental Contact.

1)Strong parent communication involving weekly EDLINE reports and Eagle folders to parents of 5th through 8th grade students, phone calls, conferences, and classroom invitations will be maintained and documented throughout the school year.

2)A family letter will be sent home at the beginning of each Every Day math unit detailing unit objectives and vocabulary.

Action Type: Equity

Action Type: Parental Engagement

Action Type: Title I Schoolwide

Jim Lucas, Principal; CMS Teachers Start: 07/01/2009

End: 06/30/2010 •Teachers

ACTION BUDGET: \$

Parent Teacher Conferences. Teachers will share Performance Assessments in math with parents at the four scheduled Parent/Teacher conferences.

Action Type: Equity
Action Type: Parental Engagement
Action Type: Title I Schoolwide
CMS Teachers Start: 07/01/2009
End: 06/30/2010 •Teachers

ACTION BUDGET: \$

Parental Involvement in Math. The parental engagement intervention in Math will be evaluated through documentation of the weekly Edline and Eagle folders; agendas, sign-in sheets and minutes; Parent/Teacher conference attendance; Everyday Math/Connected Math meeting attendance; and documentation of communication with parents through Phone Messenger reports and letters.

Action Type: Parental Engagement
Action Type: Program Evaluation
Action Type: Title I Schoolwide
Jim Lucas, Principal; Beth Callaway, Attendance Secretary; CMS Teachers Start: 07/01/2009
End: 06/30/2010 •Teachers

ACTION BUDGET: \$

Parent Support. Actively recruit parents to help with clubs and enrichment activities such as Quiz Bowl, Chess Club, Girls Engaged in Engineering (GEE), etc.

Action Type: Equity
Action Type: Parental Engagement
Action Type: Title I Schoolwide
Jim Lucas, Principal; CMS Teachers Start: 07/01/2009
End: 06/30/2010 •Teachers

ACTION BUDGET: \$

Total Budget: \$0

Priority 4: Daniels Intermediate School (DIS) and Norman Junior High School (NJHS) were reorganized into Crossett Middle School (CMS) in June 2008. CMS continues to recognize the need to create a culture in our school that consistently promotes good nutrition and physical activity, and helps to reduce childhood obesity. Our goal is to help every child develop the skills to become responsible, healthy citizens.

Supporting Data: 1.DIS Males:

- 1) In 2006-2007, BMI results for DIS indicated that 49.7% of the student male population was at risk of being overweight or were overweight. This is a increase of 8.1% indicated from the 2005-2006 BMI screening.
- 2) In 2007-2008, BMI results for DIS indicated that 54.7% of the 6th grade male population was at risk of being overweight or were overweight. This is a increase of 5.0% indicated from the 2006-2007 BMI screening.

2.DIS Females:

- 1) In 2006-2007, BMI results for DIS indicated that 39.1% of the student female population was at risk of being overweight or were overweight. This is a increase of 2.2% indicated from the 2005-2006 BMI screening.

2) In 2007-2008, BMI results for DIS indicated that 46.6% of the 6th grade female population was at risk of being overweight or were overweight. This is a increase of 7.5% indicated from the 2006-2007 BMI screening.

3.NJHS Males: In 2006-2007, BMI results for NJH indicated that 42.2% of the student male population was at risk of being overweight or were overweight. This is a decrease of 1.5% indicated from the 2005-2006 BMI screening.

2) In 2007-2008, BMI results for NJH indicated that 32.8% of the 8th grade male population was at risk of being overweight or were overweight. This is a decrease of 9.4% indicated from the 2006-2007 BMI screening.

4.NJHS Females:

1) In 2006-2007, BMI results for NJH indicated that 37.2% of the student female population was at risk of being overweight or were overweight. This is a decrease of 3.7% indicated from the 2005-2006 BMI screening.

2) In 2007-2008, BMI results for NJH indicated that 31.6% of the 8th grade female population was at risk of being overweight or were overweight. This is a decrease of 5.6% indicated from the 2006-2007 BMI screening.

5.CMS Males:

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

6.CMS Females:

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

7.Physical Activity/Education.

1) During the 2006-2007 school year, all 7th through 9th grade students did receive 150 minutes of physical activity per week, as related by the School Health Index report.

2) ACT 317 of 2007 amended the required time for physical activity in public school. During the 2007-2008 school year, all 7th through 9th grade students did receive 60 minutes of Physical Education activity per week, as required by law.

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

8.Vending Machine Access.

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

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

9.DIS 2006-07 BMI Data:

(Column definition: 1=# Males, 2=Healthy and Underweight/Males, 3=Risk of Overweight/Males, 4=Overweight/Males, 5=# Females, 6=Healthy and Underweight/Females, 7=Risk of Overweight/Females, 8=Overweight/Females)

	1	2	3	4	5	6	7	8
5	79	55.7%	16.5%	27.8%	95	64.2%	15.8%	20.0%
6	89	55.0%	20.2%	24.7%	83	47.0%	21.7%	31.3%
Total	168	55.4%	18.5%	26.2%	178	56.2%	18.5%	25.3%

1.DIS 2007-08 BMI Data:

(Column definition: 1=# Males, 2=Healthy and Underweight/Males, 3=Risk of

Overweight/Males, 4=Overweight/Males, 5=# Females, 6=Healthy and Underweight/Females, 7=Risk of Overweight/Females, 8=Overweight/Females)

	1	2	3	4	5	6	7	8
5	0		NA		0		NA	
6	75	45.3%	25.3%	29.3%	58	53.4%	17.2%	29.3%
Total	75	45.3%	25.3%	29.3%	58	53.4%	17.2%	29.3%

1.NJHS 2006-07 BMI Data:

(Column defintion: 1=# Males, 2=Healthy and Underweight/Males, 3=Risk of Overweight/Males, 4=Overweight/Males, 5=# Females, 6=Healthy and Underweight/Females, 7=Risk of Overweight/Females, 8=Overweight/Females)

	1	2	3	4	5	6	7	8
7	60	60.0%	11.7%	28.3%	60	71.7%	16.7%	11.7%
8	71	62.0%	16.9%	21.1%	71	53.5%	12.7%	33.8%
9	68	51.5%	20.6%	25.6%	76	64.2%	11.8%	23.7%
Total	199	57.8%	16.6%	25.6%	207	62.8%	13.5%	23.7%

1.NJHS 2007-08 BMI Data:

(Column defintion: 1=# Males, 2=Healthy and Underweight/Males, 3=Risk of Overweight/Males, 4=Overweight/Males, 5=# Females, 6=Healthy and Underweight/Females, 7=Risk of Overweight/Females, 8=Overweight/Females)

	1	2	3	4	5	6	7	8
7	0		NA		0		NA	
8	61	67.2%	9.8%	23.0%	79	68.4%	17.7%	13.9%
9	0		NA		0		NA	
Total	61	67.2%	9.8%	23.0%	79	68.4%	17.7%	13.9%

1.CMS 2008-09 BMI Data:

(Column defintion: 1=# Males, 2=Healthy and Underweight/Males, 3=Overweight or Obese/Males, 4=# Females, 5=Healthy and Underweight/Females, 6=Overweight or Obese/Females)

	1	2	3	4	5	6
5	0	0	NA	0	0	NA
6	72	52.8%	47.2%	56	46.4%	53.6%
7	0	0	NA	0	0	NA
8	71	62.0%	38.0%	61	75.4%	24.6%
Total	143	57.3%	42.7%	117	61.5%	38.5%

1.Attendance.

DIS: In 2006-2007, the attendance rate was 94%. In 2007-2008, the attendance rate was 95.2%.

NJHS: In 2006-2007, the attendance rate was 93%. In 2007-2008, the attendance rate was 94.4%.

CMS: In 2008-2009, the attendance rate was 95%.

Goal: Students participating in the BMI activity show a need to improve in their cardiovascular, muscular strength/endorance, and flexibility activity. In its effort to improve the school nutrition environment,

promote student health, and reduce childhood obesity, the district will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in the Crossett School District.

Benchmark Healthier BMI results will be evident by June 30, 2010. There will be a 10% increase in the 2008-2009 BMI results indicating healthier lifestyles are being practiced.

Intervention: Crossett School District will encourage strategies and activities through policy and resources that encourage a non-sedentary, healthier lifestyle.

Scientific Based Research: Guidelines for School Health Programs to "Promote Lifelong Healthy Eating," and to "Promote Lifelong Physical Activity." Morbidity and Mortality Weekly Report, Vol 45, No. RR9; 34, 1. Department of Health & Human Services, Centers for Disease Control and Prevention. Carlson, Susan A., et al. (2008). Vail, K. (2004). The obesity epidemic. American School Board Journal, 191, AN12445844.

Actions Person Responsible Timeline Resources Source of Funds

Extra-Curricular Programs. Implement and encourage participation in extra-curricular programs that support physical activities, i.e. walking challenge, personal fitness classes, aerobics.

Action Type: Collaboration

Action Type: Parental Engagement

Action Type: Wellness

Building Principals Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

•Community Leaders

•District Staff

ACTION BUDGET: \$

Health Index Survey. Conduct School Health Index survey and use the results to guide Health and Safety, Physical Education, Nutrition Services, and Family Involvement Activities to promote overall healthhiever life-style for all students.

Action Type: Parental Engagement

Action Type: Wellness

Building Principals Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

•Community Leaders

•District Staff

•Teachers

ACTION BUDGET: \$

SPARK. Implement SPARK (Sports, Play and Recreation for Kids) program in grades 5 through 8 incorporating developmentally appropriate physical activities for all students.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Action Type: Professional Development

Action Type: Wellness

Jim Lucas, Principal; CMS PE Teachers Start: 07/01/2009

End: 06/30/2010 •Community Leaders

•Teachers

ACTION BUDGET: \$
Total Budget: \$0