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## School Plan

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### GENTRY MIDDLE SCHOOL

#### Arkansas Comprehensive School Improvement Plan

#### 2009-2010

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: MS

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**Priority 1: Improve Literacy Scores**

**Goal:** All students will improve in answering open response questions and in answering multiple choice question 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 2008-2009 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 4: Special Education**

**Goal:** To reduce the percentage of white students in the special education programs in relation to the proportion of the percent of white students in the general educaiton programs.

Priority 1:	Gentry Middle School will improve in Literacy. <ol style="list-style-type: none"> <li>1. Students that are in the 8th grade this year have shown a weakness in the area of content reading in answering both multiple choice questions and open response question on the Benchmark, SAT10, and teacher made test for the past three years.</li> <li>2. Students that are in the 7th grade this year have shown a weakness in the area of content reading in answering both multiple choice questions and open response question on the Benchmark, SAT10, and teacher made test for the past three years.</li> </ol>
Supporting Data:	<ol style="list-style-type: none"> <li>3. Students that are in the 6th grade this year have shown a weakness in the area of content reading in answering both multiple choice questions and open response question on the Benchmark, SAT10, and teacher made test for the past three years.</li> <li>4. Attendance Rate 2007-94.1% 2008-94.2% 2009-95.1%</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> </ol>
Goal	All students will improve in answering open response questions and in answering multiple choice question in reading comprehension.
Benchmark	The combined population and each subgroup MET the 2009 AYP target. It is expected that each of these populations will meet, or exceed, the 2010 AYP Target.

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
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	Kathy Baxter	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers that attended lit lab training will practice techniques learned. The practices learned in Strategies That Work as applied to Arkansas reading frameworks, will continue. Action Type: Collaboration Action Type: Professional Development	Larry Cozens	Start: 07/01/2009 End: 07/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
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. Parents will be provided areas of need and given opportunities to work with both student and teacher to improve areas of weakness. Communication will be kept up with in the student's agenda Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Steve Summers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
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: Professional Development Action Type: Program Evaluation	Larry Cozens	Start: 07/01/2009 End: 06/30/0010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
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. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Dr. Randy Barrett, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
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	Joni Wilson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>where students can work in using the JEDI software. Students will also be able to get on line and do work at home. Teachers will communicate with parents to keep them up on what their child is doing. Parents will be able to then know what is being asked of the students to do and can work with them at home.</p> <p>Action Type: AIP/IRI                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Special Education                  Action Type: Title I Schoolwide</p>				
<p>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.</p> <p>Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development</p>	<p>Dr. Randy Barrett</p>	<p>Start: 07/01/2009                  End: 06/30/0010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>—————                  ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

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 Pate, P. E., & Andrews, P. G. (2006). Research summary: Parent involvement. Retrieved [date] from <http://www.nmsa.org/Research/ResearchSummaries/ParentInvolvement/tabid/274/Default.aspx>.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>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. A list of volunteers will be kept in the office as they sign into the school.</p> <p>Action Type: AIP/IRI                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Program Evaluation</p>	<p>Kaye Cripps</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<p>—————                  ACTION BUDGET: \$</p>
<p>Facilitator will work with teachers and volunteers to provide help for students in areas where students need help.</p> <p>Action Type: Collaboration                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Special Education</p>	<p>Kaye Cripps</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>—————                  ACTION BUDGET: \$</p>
<p>All parents will recieve a Informational Packets. In the packets will be: A) Parental involvement plan B) School</p>	<p>Kaye Cripps</p>	<p>Start: 07/01/2009                  End:</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community</li> </ul>	<p>—————                  ACTION \$</p>

calendar C) Ways and areas of needed parental involvement D) TIPS FOR HOW PARENTS CAN FOSTER THEIR CHILD'S SUCCESS E) Parents will have opportunities to be trained on how to incorporate developmentally appropriate learning activities at home. Action Type: Alignment Action Type: Parental Engagement Action Type: Special Education		06/30/2010	<ul style="list-style-type: none"> <li>Leaders</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	BUDGET:
Teachers and Administrators will receive training to enhance understanding of effective parent involvement Action Type: Professional Development	Dr. Randy Barrett, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	————— ACTION BUDGET: \$
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: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	————— 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: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	————— 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: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Teachers</li> </ul>	————— 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: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	————— 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: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Computers</li> </ul>	————— 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	Larry Cozens	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Outside</li> </ul>	————— ACTION BUDGET: \$

Schools Action Type: Parental Engagement			Consultants	
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: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	————— 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: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	————— ACTION BUDGET: \$
Gentry Middle School wants to provide the parents every opportunity to be involved in their childs education. A list of activities will be provide to the parents in the parent package handed out at the start of the year. Action Type: Parental Engagement	Kaye Cripps	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	————— ACTION BUDGET: \$
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: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	————— ACTION BUDGET: \$
In order to take advantage of community rources,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: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	————— ACTION BUDGET: \$
Total Budget:				\$0
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: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Larry Cozens	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Public Library</li> <li>• School Library</li> <li>• Teachers</li> </ul>	————— 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 and new books for students. Action Type: AIP/IRI	Larry Cozens	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• School Library</li> <li>• Teachers</li> </ul>	————— ACTION BUDGET: \$

Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion				
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: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> 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: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> 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	April Teague	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> 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: Program Evaluation	Janie Eldridge	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
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: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
All students(6-8) will participate in fluency instruction. This includes teacher explanation and modeling of all fluency	Janie Eldridge	Start: 07/01/2009 End:	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• School Library</li> </ul>	<hr/> ACTION \$

skills, followed by guided practice and independent practice Action Type: Alignment Action Type: Professional Development		06/30/2010	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	BUDGET:
Students identified as not meeting the expectation for success as measured by teacher made test and other test data will receive additional fluency instruction in small groups Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Reine Moore	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	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: Program Evaluation	Renee Moore	Start: 01/05/2010 End: 06/30/2010	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	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 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 Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	April Teague	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
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	Larry Cozens	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$

<p>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 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>Pre/post quarterly Targeted Assessments will be administered each in each grade in conjunction with the TIA model. In 08-09 we wanted to see an increase in the Content reading scores of 3-5% on the Benchmark test. We are expecting to see that percent again this year. 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, Developed by each subject level PLC , 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: Program Evaluation                  Action Type: Special Education                  Action Type: Technology Inclusion</p>	<p>Larry Cozens</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	<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. Over the last three year the students in the 8th grade has shown a weakness in the areas of numbers and operation. This data was collected from the SAT10, Benchmark and teacher made test.

2. Over the last three year the students in the 7th grade has shown a weakness in the areas of numbers and operation and Geometry. This data was collected from the SAT10, Benchmark and teacher made test.
3. Over the last three year the students in the 6th grade has shown a weakness in the areas of numbers and operation and measurement. This data was collected from the SAT10, Benchmark and teacher made test.

Supporting Data:

4. Attendance Rate 2007-94.1% 2008-94.2% 2009-95.1%
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.

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 2008-2009 school year.

Benchmark

The combined population and each subgroup MET the 2009 AYP target. It is expected that each of these populations will meet, or exceed, the 2010 AYP Target.

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. Then math team will work to make corrections in those areas Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Kori Wilber	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr style="width: 50%; margin-left: 0;"/> 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 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	Tonya Sweeten	Start: 07/01/2009 End: 06/01/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr style="width: 50%; margin-left: 0;"/> ACTION BUDGET: \$
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. Materials, manipulatives, calculators, documentcameras and batteries willbe purcheded to build knowledge and skill level necessary for improved students achievement in CRT, NRT and teacher made test. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Phyllis Berry	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Performance Assessments</li> </ul>	<hr style="width: 50%; margin-left: 0;"/> ACTION BUDGET: \$
Teachers will get training with the Jedi programs so they can use this tool as a	Joni Wilson	Start: 07/01/2009	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> </ul>	<hr style="width: 50%; margin-left: 0;"/> ACTION

supplemental service to help children with problems as identified by NRT,CRT, and teacher made test in all areas of math. Parents will be contacted about the program and will be given aid in what is expected. 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	End: 06/30/0010	BUDGET: \$
Total Budget:		\$0

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 an SRO for the school Action Type: Collaboration	Dr. Randy Barrett, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	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. Randy Barrett	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
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: Program Evaluation	Steve Summers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	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: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teaching Aids</li> </ul>	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: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	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. a survey will be given to teachers, parents, and students to measure the program. Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Steve Summers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

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 and diagnostic testing material will be purchased.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	Kori Wilber	Start: 07/01/2009 End: 06/30/0010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</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. They will meet as content area teams and evaluate the program from the data that is collected.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	Larry Cozens	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</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>	Dr. Randy Barrett	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Computers</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will continue to use the information learned from Arkansas Leadership Academy School Support Program. They will 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</p>	Larry Cozens	Start: 07/01/2009 End: 06/30/0010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>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.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Professional Development</p>			<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	
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Total Budget:	\$0
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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.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Technology Inclusion</p>	Dr. Randy Barrett	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>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</p>	Larry Cozens	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$

<p>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.                  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 grade6-8 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 will be used to determine instructional and curriculum needs and adjustments for each student on an ongoing yearly basis.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Program Evaluation                  Action Type: Special Education                  Action Type: Technology Inclusion</p>	<p>Larry Cozens</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>● Computers</li> <li>● District Staff</li> <li>● Outside Consultants</li> <li>● Teachers</li> <li>● Teaching Aids</li> </ul>	<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.

Supporting Data:

1. In 2007-2008 BMI results for the Gentry Middle School indicated that approximately 23.2% of all children measured were in the at risk for overweight category and approximately 19.9% of all children measured were identified as overweight. 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.arkaansas.gov/ha/physical>)

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, 2010. There will be a 1/2% difference in the 2008-2009 BMI results indicating healthier lifestyles are being practiced.

Intervention: Gentry Middle School will encourage strategies and activities that encourage a non-sedemary lifestyle.				
Scientific Based Research: Let's Get Physical-Promotion and Education Strategies by Dr. Hal Wechsler. <a href="http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf">http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
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: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	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: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> </ul>	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: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	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: 07/01/2009 End: 06/30/0010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	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: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
A survey of students to check on amout of time spent outside in a physical activity will be given at the start of the year and at the	Larry Cozens	Start: 07/01/2009 End:	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	ACTION

end of the year to check on amount of physical activity of student. We will also compare student BMI's Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation		06/30/2010		BUDGET: \$
Total Budget:				\$0
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. <a href="http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf">http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf</a>				
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: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
A wider selection of healthier more nutritional foods will be provided in the lunch room Action Type: Wellness	Betty Harrington	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
Surveys will be developed to measure teacher, student, and parent responses on the changes in the wellness of the students at Gentry Middle School. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Larry Cozens	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: To address the special education trigger area of Disproportionality.

- Supporting Data:
1. Focus Monitoring-Special Education District Data: In 2007-2008 school year the percentage of white students in special education was 81.82% compared to the percentage of white students in the district at 72.51%
  2. Special Education District Data: In 2006-2007 school year the percentage of white students in special education was 81.02% compared to the percentage of white students in the district at 74.50%
  3. Special Education District Data: In 2005-2006 school year the percentage of white students in special education was 82.27% compared to the percentage of white students in the district at 76.56%
  4. 2007-2008 Special Education Referral Tracking Data indicates that no white students were referred at the middle or high school level.

Goal: To reduce the percentage of white students in the special education programs in relation to the proportion of the percent of white students in the general education programs.

Benchmark: Gentry School District will reduce the relative proportion of white students receiving special education services to within one standard deviation of the state average by the end of the 2009-2010 school year. The state's established benchmark of -3.004% plus one standard deviation of 6.7968% will not be exceeded.

Intervention: Gentry Middle School will reduce the number of white students referred by using intervention strategies and the school-based intervention team				
Scientific Based Research: Referral Rates for Intervention and Assessment, Journal of Special Education, (2003), 37,67-81. Gerstein, Russell, and Dimino, Joseph. (2006) New Directions in Research RTI (Response To Intervention): Rethinking special education for students with reading difficulties (yet again)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teacher decisions and coordination of programs will be worked out with behavior intervention teams. Action Type: Collaboration	Steve Summers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education				
RTI program will be developed to provide guidelines for students who are having academic problems Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion	Steve Summers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Selected Staff will participate in local and regional conferences, workshops and seminars to gain knowledge in differentiated instruction. This information will be brought back and presented to the staff. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Janie Eldridge	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amanda Shelly	8th grade Lang.	Literacy
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	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	Nick Bartmeir	P.E. and Health	Literacy
Classroom Teacher	Phyllis Berry	math	ACSIP Leadership
Classroom Teacher	Posy Summers	math	math
Classroom Teacher	Reine Moore	Reading	Literacy
Classroom Teacher	Susan Carlton	8th grade Science	Literacy
Classroom Teacher	Terri Swicegood	science	literacy
Classroom Teacher	Tonya Sweeten	Math	Math
Community Representative	Betty Harington	lunch room	ACSIP Leadership
Community Representative	Coy Cripps	alumnus	parent involvement
Non-Classroom Professional Staff	Steve Summers	Counselor	intervention
Parent	Brandy Bolinger	parent	literacy
Parent	Dena Hutchins	Parent	math
Parent	Kaye Cripps	parent	parent involvement
Parent	Linda Adler	parent	math
Principal	Larry Cozens	principal	ACSIP Leadership