



School Plan

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WALDRON MIDDLE SCHOOL

Arkansas Comprehensive School Improvement Plan

2009-2010

The purpose of education at Waldron Middle School is to help students achieve success in learning. The staff, in partnership with home and community, will provide opportunities for all students to achieve academic excellence in Literacy and Math. We accept the challenge to prepare students to succeed in a changing world.

Grade Span: 5-8

Title I: Title I Schoolwide

School Improvement: SI_4

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Priority 1: Literacy

Goal: All students will improve reading comprehension and reading vocabulary skills across the curriculum grades five through eight.

Goal: All students will improve writing skills across the curriculum using Arkansas Frameworks as guidelines.

Priority 2: Math

Goal: All students will improve Mathematics problem-solving skills, data analysis and probability, math computation skills, and abilities to respond to open-response items (number order, geometry, and measurement).

Priority 3: Wellness

Goal: Our goal is to provide a Wellness Policy that will focus on student exercise and nutrition.

Goal: Waldron Middle School is implementing activities and strategies that encourage more activity and a less sedentary lifestyle.

Priority 4: Special Education

Goal: To reduce the relative proportion of Caucasian students and Caucasian students receiving special education services.

Priority 5: Parental Engagement

Goal: Increase parental engagement at Waldron Middle School.

Priority 6: ELL Population

Goal: Increase proficiency in English and in the content areas.

Priority 7: Restructuring for School Improvement

Goal: It is the goal of Waldron Middle School to have a plan of action for Restructuring due to reaching schoolwide Year 4 school improvement.

Priority 1: All students will improve reading comprehension and reading vocabulary skills across the curriculum.

1. Arkansas Comprehensive School Improvement Data Source for WALDRON MIDDLE SCHOOL
NORM REFERENCED TEST -- Report Completed: Sep 18, 2008
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 120 121 137
% At/Above 50th NPR In:
Reading Comprehension 61.7% 56.2% 49.6%
Math Problem Solving 59.2% 56.2% 50.7%

AFRICAN AMERICAN POPULATION Grade:5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 1 2 3
% At/Above 50th NPR In:
Reading Comprehension 0.0% 50.0% 33.3%
Math Problem Solving 0.0% 50.0% 33.3%

Supporting Data:

HISPANIC POPULATION Grade:5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 13 7 15
% At/Above 50th NPR In:
Reading Comprehension 46.2% 57.1% 40.0%
Math Problem Solving 53.8% 85.7% 33.3%

CAUCASIAN POPULATION Grade:5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 91 105 107
% At/Above 50th NPR In:
Reading Comprehension 63.7% 57.1% 50.5%
Math Problem Solving 60.4% 53.3% 53.8%
ECONOMICALLY DISADVANTAGED Grade:5
ITBS ITBS SAT10
Year 2006 2007 2008

Number Tested 73 86 93
% At/Above 50th NPR In:
Reading Comprehension 60.3% 44.2% 41.9%
Math Problem Solving 56.2% 52.3% 44.6%
LIMITED ENGLISH PROFICIENT Grade:5

ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 14 10 13
% At/Above 50th NPR In:
Reading Comprehension 57.1% 40.0% 23.1%
Math Problem Solving 71.4% 70.0% 38.5%

STUDENTS WITH DISABILITIES Grade:5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 15 12 16
% At/Above 50th NPR In:
Reading Comprehension 20.0% 8.3% 0.0%
Math Problem Solving 6.7% 8.3% 13.3%

2. ACSIP CRT Data Source for WALDRON MIDDLE SCHOOL
Benchmark-6th Grade Literacy Exam

Report Created: Sep 7, 2007
2006-# Tested & Percent of Students Scoring Proficient/Advanced:
138 Students: 56.5% of Combined Students

NA African American Students:
20 Students: 55.0% of Hispanic Students
108 Students: 59.2% of Caucasian Students
87 Students: 48.2% of Econ. Disadvantaged Students
19 Students: 36.8% of LEP Students
18 Students: 11.1% of Students with Disabilities

2007-# Tested & Percent of Students Scoring Proficient/Advanced:
125 Students: 62.4% of Combined Students

NA African American Students
16 Students: 37.5% of Hispanic Students
98 Students: 65.3% of Caucasian Students
80 Students: 58.7% of Econ. Disadvantaged Students
15 Students: 40.0% of LEP Students
19 Students: 21.0% of Students with Disabilities

The lowest identified areas for the combined population were: Practical and content

The lowest identified areas for African Americans were: No significant number tested

The lowest identified areas for Hispanic were: Practical and Literary

The lowest identified areas for Caucasian were: Literary

The lowest identified areas for Econ. Disadvantaged students were: Literary

The lowest identified areas for LEP students were: Practical and Literary

2008-# Tested & Percent of Students Scoring Proficient/Advanced:

104 Students: 65.4% of Combined Students
NA African American Students
NA Hispanic Students
93 Students: 67.7% of Caucasian Students
70 Students: 52.9% of Econ. Disadvantaged Students
NA LEP Students
10 Students: 0% of Students with Disabilities

The lowest identified areas for the combined population were: multiple choice writing and open response content passage

The lowest identified areas for African Americans were: N/A

The lowest identified areas for Hispanic were: open response content passage and practical passage

The lowest identified areas for Caucasian were: open response content passage and writing multiple choice

The lowest identified areas for Econ. Disadvantaged students were: open response content passage and practical passage

The lowest identified areas for LEP students were: open response content passage and multiple choice practical passage

TREND ANALYSIS for 2006, 2007, and 2008 Benchmark exams indicates this area for concern: content passage open

response.

3. Arkansas Comprehensive School Improvement Data Source for

WALDRON MIDDLE SCHOOL

NORM REFERENCED TEST -- Report Completed: Sep 18, 2008

Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:6

ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 137 130 112
% At/Above 50th NPR In:
Reading Comprehension 50.4% 50.0% 41.1%
Math Problem Solving 55.5% 48.4% 51.8%

AFRICAN AMERICAN POPULATION Grade:6

ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 1 1 1
% At/Above 50th NPR In:
Reading Comprehension 0.0% 0.0% 0.0%
Math Problem Solving 0.0% 0.0% 0.0%

HISPANIC POPULATION Grade:6

ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 15 17 7
% At/Above 50th NPR In:
Reading Comprehension 26.7% 17.6% 14.3%
Math Problem Solving 46.7% 35.3% 85.7%

CAUCASIAN POPULATION Grade:6

ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 105 102 100
% At/Above 50th NPR In:
Reading Comprehension 58.1% 53.9% 44.0%
Math Problem Solving 60.0% 49.0% 50.0%

ECONOMICALLY DISADVANTAGED Grade:6

ITBS ITBS SAT10
Year 2006 2007 2008

Number Tested 90 81 75
 % At/Above 50th NPR In:
 Reading Comprehension 43.3% 44.4% 29.3%
 Math Problem Solving 47.8% 49.4% 40.0%
 LIMITED ENGLISH PROFICIENT Grade:6
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 4 15 9
 % At/Above 50th NPR In:
 Reading Comprehension 0.0% 26.7% 22.2%
 Math Problem Solving 0.0% 46.7% 77.8%
 STUDENTS WITH DISABILITIES Grade:6
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 17 19 9
 % At/Above 50th NPR In:
 Reading Comprehension 5.9% 5.3% 0.0%
 Math Problem Solving 23.5% 0.0% 11.1%
 ACSIP CRT Data Source for WALDRON MIDDLE SCHOOL
 Benchmark-7th Grade Literacy Exam
 Report Created: Sep 7, 2007
 2006-# Tested & Percent of Students Scoring Proficient/Advanced:
 124 Students: 34.6% of Combined Students
 NA African American Students
 NA Hispanic Students
 104 Students: 33.6% of Caucasian Students
 69 Students: 27.5% of Econ. Disadvantaged Students
 10 Students: 40.0% of LEP Students
 16 Students: 0% of Students with Disabilities
 2007-# Tested & Percent of Students Scoring Proficient/Advanced:
 131 Students: 54.9% of Combined Students
 NA African American Students
 21 Students: 52.3% of Hispanic Students
 101 Students: 56.4% of Caucasian Students
 83 Students: 51.8% of Econ. Disadvantaged Students
 18 Students: 44.4% of LEP Students
 16 Students: 6.2% of Students with Disabilities
 The lowest identified areas for the combined population were: Literary
 The lowest identified areas for African Americans were: No significant number were tested
 The lowest identified areas for Hispanic were:Literary and cntent
 The lowest identified areas for Caucasian were:Literary
 The lowest identified areas for Econ. Disadvantaged students were: Literary
 The lowest identified areas for LEP students were: Literary, Content
 2008-# Tested & Percent of Students Scoring Proficient/Advanced:
 115 Students: 54.8% of Combined Students
 NA African American Students
 15 Students: 53.3% of Hispanic Students
 87 Students: 55.2% of Caucasian Students
 72 Students: 45.8% of Econ. Disadvantaged Students
 15 Students: 60% of LEP Students
 19 Students: 15.8% of Students with Disabilities
 The lowest identified areas for the combined population were: open response and multiple choice practical passage
 The lowest identified areas for African Americans were: N/A
 The lowest identified areas for Hispanic were: open response and multiple choice practical passage
 The lowest identified areas for Caucasian were: open response and multiple choice practical passage
 The lowest identified areas for Econ. Disadvantaged students were: open response content passage and practical passage
 The lowest identified areas for LEP students were: open response content passage and practical passage
 TREND ANALYSIS for 2006, 2007, and 2008 benchmark exams indicates these areas for concern: content passage open
 response, practice passage multiple choice, and practice passage open response.
 5. Arkansas Comprehensive School Improvement Data Source for
 WALDRON MIDDLE SCHOOL
 NORM REFERENCED TEST -- Report Completed: Sep 18, 2008
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

 COMBINED POPULATION Grade:7
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 132 141 121
 % At/Above 50th NPR In:
 Reading Comprehension 43.2% 50.4% 45.5%
 Math Problem Solving 44.3% 56.8% 56.2%
 AFRICAN AMERICAN POPULATION Grade:7
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 0 0 2
 % At/Above 50th NPR In:
 Reading Comprehension N/A% N/A% 0.0%
 Math Problem Solving N/A% N/A% 50.0%
 HISPANIC POPULATION Grade:7
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 7 21 18
 % At/Above 50th NPR In:
 Reading Comprehension 42.9% 28.6% 33.3%
 Math Problem Solving 28.6% 47.6% 55.6%
 CAUCASIAN POPULATION Grade:7
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 108 110 90
 % At/Above 50th NPR In:
 Reading Comprehension 42.6% 55.5% 48.9%
 Math Problem Solving 43.0% 58.3% 55.6%
 ECONOMICALLY DISADVANTAGED Grade:7
 ITBS ITBS SAT10
 Year 2006 2007 2008

Number Tested 77 90 77
 % At/Above 50th NPR In:
 Reading Comprehension 42.9% 44.4% 36.4%
 Math Problem Solving 36.8% 49.4% 51.9%
 LIMITED ENGLISH PROFICIENT Grade:7
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 9 18 16
 % At/Above 50th NPR In:
 Reading Comprehension 44.4% 27.8% 50.0%
 Math Problem Solving 66.7% 38.9% 62.5%
 STUDENTS WITH DISABILITIES Grade:7
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 10 19 17
 % At/Above 50th NPR In:
 Reading Comprehension 0.0% 5.3% 0.0%
 Math Problem Solving 0.0% 11.1% 11.8%
 ACSIP CRT Data Source for WALDRON MIDDLE SCHOOL
 Benchmark-8th Grade Literacy Exam
 Report Created: Sep 7, 2007
 2006-# Tested & Percent of Students Scoring Proficient/Advanced:
 130 Students: 50.7% of Combined Students
 NA African American Students
 NA Hispanic Students
 110 Students: 52.7% of Caucasian Students
 81 Students: 40.7% of Econ. Disadvantaged Students
 11 Students: 27.2% of LEP Students
 22 Students: 4.5% of Students with Disabilities
 2007-# Tested & Percent of Students Scoring Proficient/Advanced:
 114 Students: 57.0% of Combined Students
 NA African American Students
 NA Hispanic Students
 92 Students: 56.5% of Caucasian Students
 66 Students: 51.5% of Econ. Disadvantaged Students
 11 Students: 45.4% of LEP Students
 12 Students: 16.6% of Students with Disabilities
 The lowest identified areas for the combined population were:Literary
 The lowest identified areas for African Americans were:No significant number tested
 The lowest identified areas for Hispanic were:Literary and content
 The lowest identified areas for Caucasian were: Literary
 The lowest identified areas for Econ. Disadvantaged students were: Literary
 The lowest identified areas for LEP students were: Literary and content
 2008-# Tested & Percent of Students Scoring Proficient/Advanced:
 123 Students: 65% of Combined Students
 NA African American Students
 18 Students: 72.2% of Hispanic Students
 94 Students: 64.9% of Caucasian Students
 73 Students: 57.5% of Econ. Disadvantaged Students
 14 Students: 35.7% of LEP Students
 16 Students: 12.5% of Students with Disabilities
 The lowest identified areas for the combined population were: open response literary passage and practical passage
 The lowest identified areas for African Americans were: N/A
 The lowest identified areas for Hispanic were: open response literary passage and multiple choice content passage
 The lowest identified areas for Caucasian were: open response literary passage and practical passage
 The lowest identified areas for Econ. Disadvantaged students were: open response literary passage and practical passage
 The lowest identified areas for LEP students were: open response literary passage and multiple choice writing
 TREND ANALYSIS for 2006, 2007, and 2008 Benchmark exams indicate this area for concern: literary passage open response.
 7. Arkansas Comprehensive School Improvement Data Source for
 WALDRON MIDDLE SCHOOL
 NORM REFERENCED TEST -- Report Completed: Sep 18, 2008
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

 COMBINED POPULATION Grade:8
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 136 119 130
 % At/Above 50th NPR In:
 Reading Comprehension 43.4% 52.9% 50.8%
 Math Problem Solving 40.4% 51.7% 65.4%
 AFRICAN AMERICAN POPULATION Grade:8
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 0 0 0
 % At/Above 50th NPR In:
 Reading Comprehension N/A% N/A% N/A%
 Math Problem Solving N/A% N/A% N/A%
 HISPANIC POPULATION Grade:8
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 9 9 20
 % At/Above 50th NPR In:
 Reading Comprehension 44.4% 22.2% 45.0%
 Math Problem Solving 44.4% 11.1% 70.0%
 CAUCASIAN POPULATION Grade:8
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 116 96 99
 % At/Above 50th NPR In:
 Reading Comprehension 43.1% 56.3% 53.5%
 Math Problem Solving 40.5% 53.7% 63.6%
 ECONOMICALLY DISADVANTAGED Grade:8
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 89 68 79

- % At/Above 50th NPR In:
 Reading Comprehension 31.5% 45.6% 43.0%
 Math Problem Solving 30.3% 36.8% 64.6%
 LIMITED ENGLISH PROFICIENT Grade:8
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 8 11 16
 % At/Above 50th NPR In:
 Reading Comprehension 37.5% 18.2% 25.0%
 Math Problem Solving 37.5% 27.3% 68.8%
 STUDENTS WITH DISABILITIES Grade:8
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 22 10 17
 % At/Above 50th NPR In:
 Reading Comprehension 0.0% 0.0% 17.6%
 Math Problem Solving 0.0% 20.0% 5.9%
8. In 2007 95 students were tested on the 8th grade Explore Test. The Mean Reading Score was 13.2. In 2008 121 students were tested on the 8th grade Explore Test. The Mean Reading Score was 13.4.
 9. In 2007, the percentage of students making a "C" or lower in Reading was: Grade 5 Reading: 37% Grade 6 Reading: 27% In 2007, the percentage of students making a "C" or lower in Language Arts was: Grade 7 Language Arts: 43% Grade 8 Language Arts: 40% In 2008, the percentage of students making a "C" or lower in Reading was: Grade 5 Reading: 53% Grade 6 Reading: 23% In 2008, the percentage of students making a "C" or lower in Language Arts was: Grade 7 Language Arts: 35% Grade 8 Language Arts: 21.9%
 10. NORMES data indicated that Waldron Middle School met the attendance goal of 91.13%. In 2007-2008, the attendance was 95.18%

Goal All students will improve reading comprehension and reading vocabulary skills across the curriculum grades five through eight.
Benchmark The 2009 AYP Target of 67.60% was met by the Combined Population and all subgroups except the IEP subgroup in Literacy in which 9.5% scored proficient/advanced. The Combined Population and all subgroups are expected to meet or exceed the 2010 AYP Target of 75.70% proficient/advanced or meet the provisions required to invoke Safe Harbor or Growth.

Intervention: Waldron Middle School will implement a standards-based curriculum that will incorporate strategies that will increase reading comprehension and reading vocabulary skills, including using the computer lab and associated computer software (JED, A+, AR, Study Island) to close the achievement gap.				
Scientific Based Research: Harvey, S and A. Goudvis (2007). Strategies that Work: Teaching Comprehension for Understanding and Engagement. New York, NY: Stenhouse Publishers. Keene, E. O. and S. Zimmermann (2007). Mosaic of Thought, Second Edition: The Power of Comprehension Strategy Instruction. Portsmouth, NH: Heinemann.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Use locally or WAESC developed assessments as formative and summative evaluations to ensure the achievement of all students including Special Education, ALE and ESL students. Tests will be administered periodically at each grade level 5-8. Action Type: Title I Schoolwide	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● District Staff ● Performance Assessments ● Teachers 	ACTION BUDGET: \$
Students will use the application of acquired knowledge out of the instructional context. Action Type: Collaboration	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Performance Assessments ● Teachers ● Teaching Aids 	ACTION BUDGET: \$
Teachers will continue reading aloud and model sustained silently in the classrooms. Action Type: AIP/IRI Action Type: Collaboration	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● School Library ● Teachers 	ACTION BUDGET: \$
Teachers will develop a curriculum map showing vertical and horizontal alignment with the Arkansas Frameworks within each discipline. Action Type: Alignment Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Teachers 	ACTION BUDGET: \$
Continue to implement elements of a Literacy Lab in 5-8 literacy classes. Purchase teacher resource books and a variety of classroom library books to encourage vocabulary development and expand reading experiences. Action Type: Equity Action Type: Technology Inclusion	Steven Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Teachers ● Teaching Aids 	Title I - Materials & Supplies: \$1000.00 ACTION BUDGET: \$1000
Maintain materials (dictionaries, libraries, Franklin Speller, etc.) for Language Arts classes to help improve test	Pam Butler, Federal	Start: 08/20/2009	<ul style="list-style-type: none"> ● Administrative Staff 	

performance and determine student achievement. Action Type: Equity	Funds Coordinator	End: 06/30/2010	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Continue to utilize TAGS Writing across the curriculum. The purpose is to have a common language across the content areas. The process is through a teacher-training workshop and posters for each room. Action Type: Equity	Angela Tallmadge, Literacy Specialist	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Utilize 1.0 FTE highly qualified paraprofessional to assist students in computer lab and to provide individual and small group assistance to students under the direct supervision of a teacher. Action Type: Equity	Steven Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office 	Title I - Employee Salaries: \$13310.00 Title I - Employee Benefits: \$3148.60 ACTION BUDGET: \$16458.6
Middle School teachers will maintain Academic Improvement Plans annually for students scoring basic or below basic on the Benchmark exam. Action Type: AIP/IRI	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
PROGRAM EVALUATION: During and at the end of the 2008 - 2009 school year, we will use Target Assessments, Star, and DRA to determine student growth for all students including Special Education. We will also use the Augmented Benchmark scores to analyze and compare scores to evaluate this intervention to determine if the objectives of this intervention are reached and to be reviewed throughout the year and put into a PROGRAM EVALUATION RESULT to capture the success/failure or need for adjustment in the 2009-2010 Plan. Action Type: Program Evaluation	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments 	ACTION BUDGET: \$
Utilize a .5 FTE highly qualified teacher with an ESL endorsement to provide literacy support for English Language Learners. Action Type: Equity	Steven Rose, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Because Waldron Middle School is in Year 4 School Improvement, Corrective Action is being taken through the school reform provider, America's Choice. Administrators will purchase using School Improvement Year 4 Grant funding and help teachers implement America's Choice Ramp-Up to Literacy to address specific skills that are lacking in students who are two reading levels below grade level in the seventh and eighth grades. Staff will be trained in the use of Ramp-Up to Literacy. This will include the hiring of a Literacy Instructional Facilitator to assist in implementing the program and to assist other teachers in the use of literacy in their classrooms. Action Type: Equity Action Type: Special Education	Steve Rose (Principal)	Start: 01/01/2010 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	Title I SIP04 - Purchased Services: \$22725.00 Title I SIP04 - Materials & Supplies: \$22153.00 Title I SIP04 - Employee Salaries: \$43800.00 Title I SIP04 - Employee Benefits: \$11322.00 Title I - Materials & Supplies: \$657.80 ACTION BUDGET: \$100657.8
The Computer Lab software programs JEdI, A+, Study Island, and STAR used as an intervention to meet and to strengthen the Reading alignment to the Arkansas Frameworks standards will be used as a FORMATIVE EVALUATION through the teacher-made and program generated TESTS and the scores will be used to evaluate and adjust the processes, and activities that make up the action descriptions within this Intervention to make sure that it continues to be effective. We will use the evaluation results in making decisions that impact our instructional program, the 2009-2010. Action Type: Equity Action Type: Technology Inclusion	Steve Rose, Principal	Start: 08/20/2009 End: 07/20/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	Title I - Purchased Services: \$0.00 ACTION BUDGET: \$0
Use A+ software and purchase JEdI subscriptions for students to use in the Computer Lab as an intervention in Language Arts. Also, purchase subscriptions to Accelerated Reader and STAR Reader, and use pre- and post- test and evaluate student growth in reading.	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	Title I - Purchased Services: \$31000.00

Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion			<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$31000
Use Reading programs in the Computer Lab to enhance students' reading skills throughout all subject areas. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$
Continue to schedule classes into the Computer Lab and media center for across-the-curriculum use of technology resources Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Carla Waddle, Computer Lab Teacher	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers 	ACTION BUDGET: \$
Purchase 17 computers for student use within the classroom. Action Type: Equity Action Type: Technology Inclusion	Steve Rose, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Materials & Supplies: \$11928.90 ACTION BUDGET: \$11928.9
Total Budget:				\$161045.3

Intervention: Waldron Middle School will use the Comprehensive Literacy approach for fluency instruction.				
Scientific Based Research: National Reading Panel Report, Teaching Children to Read, (2000); Rasinski, Timothy, The Fluent Reader, Scholastic Professional Books, (2003); Rasinski, Timothy, Assessing Reading Fluency, Pacific Regional Educational Laboratory, (2004)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Fluency instruction is aligned with the ELA Framework Standard 11. A pacing guide is in place to identify benchmarks at each semester of 1-8 as noted on page 9 of Assessing Reading Fluency. Action Type: Alignment	Angela Tallmadge, Instructional Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Public Library School Library Teachers 	ACTION BUDGET: \$
Teachers will participate in Comprehensive Literacy training such as Literacy Lab for Content Areas. To improve the literacy environment, classrooms will include a classroom library to increase access to books. Action Type: Professional Development Action Type: Special Education	Cindy Franklin, Instructional Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Outside Consultants Public Library School Library Teaching Aids 	ACTION BUDGET: \$
The instructional facilitator will monitor the level of implementation of fluency instruction (training to be provided) in classrooms according to the observation protocol. The instructional facilitator will confer with the teacher to discuss the level of implementation. Action Type: Alignment	Cindy Franklin, Instructional Facilitator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
All students (5-8) will participate in fluency activities. Teachers will explain and model all fluency skills, followed by guided practice and independent practice. Choral reading, repeated reading, cross-age tutoring, echo reading, responsive reading, and reader's theater will be some of our fluency exercises. Action Type: Alignment	Cindy Franklin, Instructional Facilitator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Public Library Teachers 	ACTION BUDGET: \$

Fifth and sixth grade students who score basic or below on the spring 2009 Benchmark will receive additional reading instruction in small groups. Progress will be monitored and interventions will be provided. Reading A-Z subscriptions will be purchased for reading interventions. Action Type: Alignment	Cindy Franklin, Instructional Facilitator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Performance Assessments Teachers 	Title I - Purchased Services: \$800.00 <hr/> ACTION BUDGET: \$800
The DRA will be utilized and administered to all students, including special education and English language learners, who were basic and below periodically to determine those students who are on track for reading success as well as those who may be at risk for reading difficulties. Action Type: Equity	Cindy Franklin, Instructional Facilitator	Start: 08/15/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
Students will participate in additional independent reading. Action Type: Alignment	Steven Rose, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Public Library School Library Teachers 	<hr/> ACTION BUDGET: \$
Waldron Middle School expects all students to be proficient in reading comprehension and vocabulary skills. The Comprehensive Literacy Approach will be evaluated by monitoring the number of students meeting or exceeding proficiency in reading on the CRT and/or NRT. During and at the end of the 2009- 2010 school year, we will use Target Assessments, STAR, Study Island, and DRA to determine student growth for all students with an emphasis on Special Education. We will also use the Augmented Benchmark scores to analyze and compare scores to evaluate this intervention to determine if the objectives of this intervention are reached and to be reviewed throughout the year and put into a PROGRAM EVALUATION RESULT to capture the success/failure or need for adjustment in the 2009-2010 Plan. Action Type: Program Evaluation	Steve Rose, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Performance Assessments School Library 	<hr/> ACTION BUDGET: \$
Purchase literacy materials and utilize document cameras to be used in content area, special education, and ESL classes. These class sets of books will be used to promote literacy through the Comprehensive Literacy Approach in history and ESL classes. The document cameras will be used in the Special Education classroom to reinforce literacy concepts. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Pam Butler, Federal Programs Coordinator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teaching Aids 	<hr/> ACTION BUDGET: \$
Purchase additional books for the library and classrooms for use in the AR, Literacy Lab, and intervention programs. Action Type: Collaboration Action Type: Equity	Connie Maxell (Media Specialist)	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff School Library Teachers 	Title I - Materials & Supplies: \$11271.11 Title VI State - Materials & Supplies: \$1197.00 <hr/> ACTION BUDGET: \$12468.11
Total Budget:				\$13268.11
Intervention: Systems Organization for Improved Student Achievement				
Scientific Based Research: Senge, Peter. (2006) The fifth discipline: the art and practice of the learning organization. New York: Bantam Doubleday Dell.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT: All certified personnel will attend sixty(60) approved professional development hours each year. The approved professional development hours shall be aligned to the National Staff Development Council Standards and include: Technology - 6 hours annually	Angela Tallmadge, Literacy Specialist	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Central Office District Staff 	<hr/> ACTION BUDGET: \$

Arkansas History-2 hours annually for all teachers teaching Arkansas History Parent Involvement-2 hours annually for teachers and 3 hours annually for administrators Data disaggregation, instructional leadership, and fiscal management professional development shall be included annually for all administrators. Action Type: Professional Development Action Type: Title I Schoolwide			<ul style="list-style-type: none"> Teachers 	
Waldron Middle School will RECRUIT AND MAINTAIN HIGHLY QUALIFIED MIDDLE SCHOOL TEACHERS to teach at the Waldron Middle School. They will be recruited from colleges and job fairs and through ads in the local and area newspapers. Newly licensed teachers will be mentored through the state Pathwise Mentoring Program to develop the characteristics of high quality teachers. Action Type: Equity Action Type: Title I Schoolwide	Steven Rose, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	ACTION BUDGET: \$
First year teachers will be mentored by highly qualified and experienced teachers. Action Type: Equity Action Type: Title I Schoolwide	Steven Rose, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Provide transfer-related transportation for the Waldron Middle School which is in year 4 School Improvement. Transportation costs are not applicable because there are no other middle schools in our district for student transfer. Provide supplemental education services for students in the Waldron Middle School, which is in School Improvement year 4. SES invitations were mailed to parents, and a notice was placed in the newspaper to notify parents. Action Type: Equity	Steven Rose, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	ACTION BUDGET: \$
Various surveys will be given to monitor this intervention, including but not limited to: students, teachers, parents, community members, and other stakeholders. Surveys will be given over student transitions, professional development, teacher retention, etc. The results from this year's survey will be used as base-line data to determine the effectiveness of the intervention. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Steve Rose (Principal)	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Establish and maintain an Alternative Learning Environment to provide specialized educational services to students meeting district and state requirements for enrollment and exit from the program. Materials, equipment, and supplies will be purchased and utilized for students in the ALE program. These will include, but not be limited to, 40 netbooks, 8 handheld GPS units, 1 wireless hub, library books, 5 electronic readers and e-books, 1 whiteboard, 1 projector, and 1 screen. Action Type: AIP/IRI Action Type: Equity	Ryan Walker, ALE Director	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers Title Teachers 	Title VI State - Materials & Supplies: \$10748.00 Title VI State - Capital Outlay: \$3000.00 ALE (State-275) - Materials & Supplies: \$11152.64 ACTION BUDGET: \$24900.64
A variety of books will be purchased and utilized by the ALternative Learning Environment teacher to increase reading comprehension and vocabulary skills. Action Type: Equity	Jackie Lewis, ALE teacher	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Appropriate personnel will be hired to provide research-based activities using best practices strategies. Students will move towards proficiency using a curriculum designed around Arkansas Frameworks. Students will be recruited/mandated to participate in the summer program. Breakfast and lunch will be provided. District, Title I, and Title VI will coordinate funds to provide the extended school year. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Steve Rose, Principal	Start: 01/01/2010 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	Title I - Other Objects: \$7734.96 Title I - Materials & Supplies: \$1200.00 Title I - Employee Salaries: \$20000.00 Title I - Employee Benefits: \$4329.99 ACTION BUDGET: \$33264.95
After School tutoring will be offered to all students. Highly qualified teachers will work with students two days per week for 1.5 hours each day to tutor and provide homework assistance. Snacks will be provided. Action Type: Equity Action Type: Special Education	Steve Rose, Principal	Start: 07/01/2009 End: 06/20/2010	<ul style="list-style-type: none"> Teachers Teaching Aids 	Title I - Employee Benefits: \$2720.00 Title I - Materials & Supplies: \$500.00

				Title I - Employee Salaries: \$8600.00
				ACTION BUDGET: \$11820
Maintain twelve laptops with applicable software housed in the media center and are available for checkout by students. Laptops are available for all students for use in tutoring, make up work, assignments, reports, etc. Students who scored basic or below basic are from the economically disadvantaged subpopulation will be targeted for this program. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Computers ● District Staff ● School Library ● Teachers ● Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$69985.59

Goal All students will improve writing skills across the curriculum using Arkansas Frameworks as guidelines.
Benchmark The 2008 AYP target of 51.40% was met by the Combined Population and all subgroups except the IEP subgroups in Literacy in which 9.5% scored proficient/advanced. The Combined Population and all subgroups are expected to meet or exceed AYP Target of 59.50% proficient/advanced or meet the provisions required to invoke Safe Harbor or Growth.

Intervention: Waldron Middle School will incorporate a standards-based curriculum aligned to Arkansas Frameworks for grades five through eight and improve writing skills across the curriculum incorporating TAGS and the Writing Process.				
Scientific Based Research: American Federation of Teachers. (2001). Seven Promising Reading and English Language Arts Programs. Retrieved October 18, 2002, from http://aft.com Smith, M. K. (2002). The Social/Situational Orientation to Learning. Retrieved October 24, 2002, from Informal Education. Web Site: http://infed.org				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Continue using a uniform rubric to be used by all teachers in evaluating students' writing. Action Type: Alignment Action Type: Collaboration	Iris Dean, classroom teacher	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Performance Assessments ● Teachers 	ACTION BUDGET: \$
Analyze students' scores on the Augmented Benchmark and Target Assessments to provide various interventions throughout the school year and to ensure that all students including Special Education, ALE and ESL are making progress. Action Type: Collaboration	Cindy Franklin, Literacy Coach	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Performance Assessments ● Teachers 	ACTION BUDGET: \$
English teachers will conduct a workshop for all teachers to train them in the TAGS writing process. Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Iris Dean, classroom teacher	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Teachers 	ACTION BUDGET: \$
Students will use scoring rubrics for self-evaluation during the writing process on interim TA to help improve style and content. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Iris Dean, Literacy Teacher	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Teachers 	ACTION BUDGET: \$
Teachers will hold horizontal and vertical meetings to ensure coordination of the instruction of writing skills to the Arkansas Frameworks. Action Type: Alignment Action Type: Collaboration	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● District Staff ● Teachers 	ACTION BUDGET: \$
Use Alpha Smart Lab for student use to improve keyboarding and writing skills. Action Type: Equity Action Type: Technology Inclusion	Lisa Davis, classroom teacher	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers ● Teaching Aids 	ACTION BUDGET: \$
Classroom teachers will provide instructional practice for students in the Benchmark exam format. Action Type: AIP/IRI Action Type: Collaboration	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff 	ACTION BUDGET: \$

Action Type: Parental Engagement			<ul style="list-style-type: none"> Teachers 	
Utilize Franklin Spellers, dictionaries, and thesauruses to aid students in becoming better writers and spellers. Action Type: Technology Inclusion	Pam Butler, Federal Funds Coordinator	Start: 08/21/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: To improve Mathematics Skills.

- ACSIP CRT Data Source for WALDRON MIDDLE SCHOOL
Benchmark-5th Grade Mathematics Exam
Report Created: Sep 23, 2008
2006-# Tested & Percent of Students Scoring Proficient/Advanced:
120 Students: 40% of Combined Students
NA African American Students
16 Students: 25% of Hispanic Students
95 Students: 41.1% of Caucasian Students
74 Students: 39.2% of Econ. Disadvantaged Students
17 Students: 41.2% of LEP Students
16 Students: 0% of Students with Disabilities
2007-# Tested & Percent of Students Scoring Proficient/Advanced:
118 Students: 48.3% of Combined Students
NA Students: 0% of African American Students
NA Students: 50% of Hispanic Students
104 Students: 48.1% of Caucasian Students
84 Students: 45.2% of Econ. Disadvantaged Students
10 Students: 60% of LEP Students
11 Students: 18.2% of Students with Disabilities
2008-# Tested & Percent of Students Scoring Proficient/Advanced:
139 Students: 50.4% of Combined Students
NA Students: 66.7% of African American Students
15 Students: 33.3% of Hispanic Students
109 Students: 50.5% of Caucasian Students
94 Students: 46.8% of Econ. Disadvantaged Students
13 Students: 38.5% of LEP Students
18 Students: 16.7% of Students with Disabilities
The lowest identified areas for the combined population were: open response Algebra and Measurement
The lowest identified areas for African Americans were: N/A
The lowest identified areas for Hispanic were: open response Data and Probability and Measurement
The lowest identified areas for Caucasian were: open response Algebra and Data and Probability
The lowest identified areas for Econ. Disadvantaged students were: open response Algebra and Data And Probability
The lowest identified areas for LEP students were: open response Measurement and Data And Probability
TREND ANALYSIS for 2006, 2007, and 2008 Benchmark exams indicates the following area(s) of concern: Algebra open response, measurement open response, and Data Analysis Probability
- Arkansas Comprehensive School Improvement Data Source for
WALDRON MIDDLE SCHOOL
NORM REFERENCED TEST -- Report Completed: Sep 18, 2008
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

Supporting Data:

COMBINED POPULATION Grade:5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 120 121 137
% At/Above 50th NPR In:
Reading Comprehension 61.7% 56.2% 49.6%
Math Problem Solving 59.2% 56.2% 50.7%

AFRICAN AMERICAN POPULATION Grade:5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 1 2 3
% At/Above 50th NPR In:
Reading Comprehension 0.0% 50.0% 33.3%
Math Problem Solving 0.0% 50.0% 33.3%

HISPANIC POPULATION Grade:5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 13 7 15
% At/Above 50th NPR In:
Reading Comprehension 46.2% 57.1% 40.0%
Math Problem Solving 53.8% 85.7% 33.3%

CAUCASIAN POPULATION Grade:5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 91 105 107
% At/Above 50th NPR In:
Reading Comprehension 63.7% 57.1% 50.5%
Math Problem Solving 60.4% 53.3% 53.8%

ECONOMICALLY DISADVANTAGED Grade:5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 73 86 93
% At/Above 50th NPR In:
Reading Comprehension 60.3% 44.2% 41.9%
Math Problem Solving 56.2% 52.3% 44.6%

LIMITED ENGLISH PROFICIENT Grade:5
ITBS ITBS SAT10
Year 2006 2007 2008

Number Tested 14 10 13
 % At/Above 50th NPR In:
 Reading Comprehension 57.1% 40.0% 23.1%
 Math Problem Solving 71.4% 70.0% 38.5%
 STUDENTS WITH DISABILITIES Grade:5
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 15 12 16
 % At/Above 50th NPR In:
 Reading Comprehension 20.0% 8.3% 0.0%
 Math Problem Solving 6.7% 8.3% 13.3%

3. ACSIP CRT Data Source for WALDRON MIDDLE SCHOOL
 Benchmark-6th Grade Mathematics Exam
 Report Created: Sep 23, 2008
 2006-# Tested & Percent of Students Scoring Proficient/Advanced:
 138 Students: 58% of Combined Students
 NA Students: NA% of African American Students
 20 Students: 50% of Hispanic Students
 108 Students: 62% of Caucasian Students
 87 Students: 50.6% of Econ. Disadvantaged Students
 19 Students: 36.8% of LEP Students
 18 Students: 16.7% of Students with Disabilities
 2007-# Tested &Percent of Students Scoring Proficient/Advanced:
 125 Students: 66.4% of Combined Students
 NA Students: 0% of African American Students
 16 Students: 62.5% of Hispanic Students
 98 Students: 66.3% of Caucasian Students
 80 Students: 65% of Econ. Disadvantaged Students
 15 Students: 66.7% of LEP Students
 19 Students: 26.3% of Students with Disabilities
 2008-# Tested & Percent of Students Scoring Proficient/Advanced:
 104 Students: 63.5% of Combined Students
 NA Students: 0% of African American Students
 NA Students: NA% of Hispanic Students
 93 Students: 62.4% of Caucasian Students
 70 Students: 54.3% of Econ. Disadvantaged Students
 NA Students: NA% of LEP Students
 10 Students: 20% of Students with Disabilities
 The lowest identified areas for the combined population were: open response number order and geometry
 The lowest identified areas for African Americans were: N/A
 The lowest identified areas for Hispanic were:open response Number Order and Geometry
 The lowest identified areas for Caucasian were:open response Number Order and Geometry
 The lowest identified areas for Econ. Disadvantaged students were: open response number order and geometry
 The lowest identified areas for LEP students were: open response Number Order and Geometry
 TREND ANALYSIS for 2006, 2007, and 2008 Benchmark exams indicate the following area(s) for concern: Number Order
 Open Response and Geometry Open Response.

4. Arkansas Comprehensive School Improvement Data Source for
 WALDRON MIDDLE SCHOOL
 NORM REFERENCED TEST -- Report Completed: Sep 18, 2008
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:6
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 137 130 112
 % At/Above 50th NPR In:
 Reading Comprehension 50.4% 50.0% 41.1%
 Math Problem Solving 55.5% 48.4% 51.8%
 AFRICAN AMERICAN POPULATION Grade:6
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 1 1 1
 % At/Above 50th NPR In:
 Reading Comprehension 0.0% 0.0% 0.0%
 Math Problem Solving 0.0% 0.0% 0.0%
 HISPANIC POPULATION Grade:6
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 15 17 7
 % At/Above 50th NPR In:
 Reading Comprehension 26.7% 17.6% 14.3%
 Math Problem Solving 46.7% 35.3% 85.7%
 CAUCASIAN POPULATION Grade:6
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 105 102 100
 % At/Above 50th NPR In:
 Reading Comprehension 58.1% 53.9% 44.0%
 Math Problem Solving 60.0% 49.0% 50.0%
 ECONOMICALLY DISADVANTAGED Grade:6
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 90 81 75
 % At/Above 50th NPR In:
 Reading Comprehension 43.3% 44.4% 29.3%
 Math Problem Solving 47.8% 49.4% 40.0%
 LIMITED ENGLISH PROFICIENT Grade:6
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 4 15 9
 % At/Above 50th NPR In:
 Reading Comprehension 0.0% 26.7% 22.2%
 Math Problem Solving 0.0% 46.7% 77.8%
 STUDENTS WITH DISABILITIES Grade:6
 ITBS ITBS SAT10

- Year 2006 2007 2008
Number Tested 17 19 9
% At/Above 50th NPR In:
Reading Comprehension 5.9% 5.3% 0.0%
Math Problem Solving 23.5% 0.0% 11.1%
5. ACSIP CRT Data Source for WALDRON MIDDLE SCHOOL
Benchmark-7th Grade Mathematics Exam
Report Created: Sep 23, 2008
2006-# Tested & Percent of Students Scoring Proficient/Advanced:
124 Students: 51.6% of Combined Students
NA African American Students
NA Students: 14.3% of Hispanic Students
104 Students: 50% of Caucasian Students
69 Students: 42% of Econ. Disadvantaged Students
10 Students: 50% of LEP Students
16 Students: 6.3% of Students with Disabilities
2007-# Tested & Percent of Students Scoring Proficient/Advanced:
131 Students: 56.5% of Combined Students
NA Students: .% of African American Students
21 Students: 38.1% of Hispanic Students
101 Students: 59.4% of Caucasian Students
83 Students: 47% of Econ. Disadvantaged Students
18 Students: 38.9% of LEP Students
16 Students: 12.5% of Students with Disabilities
2008-# Tested & Percent of Students Scoring Proficient/Advanced:
116 Students: 60.3% of Combined Students
NA African American Students:
16 Students: 50% of Hispanic Students
87 Students: 60.9% of Caucasian Students
73 Students: 53.4% of Econ. Disadvantaged Students
16 Students: 56.3% of LEP Students
19 Students: 21.1% of Students with Disabilities
The lowest identified areas for the combined population were: open response number order and measurement
The lowest identified areas for African Americans were: N/A
The lowest identified areas for Hispanic were: open response Number Order and Measurement
The lowest identified areas for Caucasian were: open response Number Order and Measurement
The lowest identified areas for Econ. Disadvantaged students were: open response number order and measurement
The lowest identified areas for LEP students were: open response Number Order and Measurement
TREND ANALYSIS for 2006, 2007, and 2008 Benchmark exams indicate these areas for concern: Number Order Open Response and Measurement Open Response.
6. Arkansas Comprehensive School Improvement Data Source for
WALDRON MIDDLE SCHOOL
NORM REFERENCED TEST -- Report Completed: Sep 18, 2008
Number Tested and Percent of Students Scoring At/Above 50th Percentile:
- COMBINED POPULATION Grade:7
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 132 141 121
% At/Above 50th NPR In:
Reading Comprehension 43.2% 50.4% 45.5%
Math Problem Solving 44.3% 56.8% 56.2%
- AFRICAN AMERICAN POPULATION Grade:7
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 0 0 2
% At/Above 50th NPR In:
Reading Comprehension N/A% N/A% 0.0%
Math Problem Solving N/A% N/A% 50.0%
- HISPANIC POPULATION Grade:7
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 7 21 18
% At/Above 50th NPR In:
Reading Comprehension 42.9% 28.6% 33.3%
Math Problem Solving 28.6% 47.6% 55.6%
- CAUCASIAN POPULATION Grade:7
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 108 110 90
% At/Above 50th NPR In:
Reading Comprehension 42.6% 55.5% 48.9%
Math Problem Solving 43.0% 58.3% 55.6%
- ECONOMICALLY DISADVANTAGED Grade:7
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 77 90 77
% At/Above 50th NPR In:
Reading Comprehension 42.9% 44.4% 36.4%
Math Problem Solving 36.8% 49.4% 51.9%
- LIMITED ENGLISH PROFICIENT Grade:7
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 9 18 16
% At/Above 50th NPR In:
Reading Comprehension 44.4% 27.8% 50.0%
Math Problem Solving 66.7% 38.9% 62.5%
- STUDENTS WITH DISABILITIES Grade:7
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 10 19 17
% At/Above 50th NPR In:
Reading Comprehension 0.0% 5.3% 0.0%
Math Problem Solving 0.0% 11.1% 11.8%
7. ACSIP CRT Data Source for WALDRON MIDDLE SCHOOL

Benchmark-8th Grade Mathematics Exam
 Report Created: Sep 23, 2008
 2006-# Tested & Percent of Students Scoring Proficient/Advanced:
 130 Students: 41.5% of Combined Students
 NA African American Students:
 NA Hispanic Students:
 110 Students: 40.9% of Caucasian Students
 81 Students: 30.9% of Econ. Disadvantaged Students
 11 Students: 18.2% of LEP Students
 22 Students: 0% of Students with Disabilities
 2007-# Tested & Percent of Students Scoring Proficient/Advanced:
 114 Students: 45.6% of Combined Students
 NA African American Students:
 NA Hispanic Students:
 92 Students: 44.6% of Caucasian Students
 66 Students: 34.8% of Econ. Disadvantaged Students
 11 Students: 45.5% of LEP Students
 12 Students: 8.3% of Students with Disabilities
 2008-# Tested & Percent of Students Scoring Proficient/Advanced:
 123 Students: 55.3% of Combined Students
 NA African American Students
 18 Students: 44.4% of Hispanic Students
 94 Students: 56.4% of Caucasian Students
 73 Students: 43.8% of Econ. Disadvantaged Students
 14 Students: 50% of LEP Students
 16 Students: 6.3% of Students with Disabilities
 The lowest identified areas for the combined population were: open response number order and measurement
 The lowest identified areas for African Americans were: N/A
 The lowest identified areas for Hispanic were: open response Number Order and Measurement
 The lowest identified areas for Econ. Disadvantaged students were: open response number order and measurement
 The lowest identified areas for LEP students were: open response Number Order and Data and Probability
 TREND ANALYSIS for 2006, 2007, and 2008 Benchmark exams indicate the following areas of concern: Number Order Open Response, Measurement Open Response, and Data Analysis and Probability Open Response.

8. Arkansas Comprehensive School Improvement Data Source for WALDRON MIDDLE SCHOOL
 NORM REFERENCED TEST -- Report Completed: Sep 18, 2008
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:
 COMBINED POPULATION Grade:8
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 136 119 130
 % At/Above 50th NPR In:
 Reading Comprehension 43.4% 52.9% 50.8%
 Math Problem Solving 40.4% 51.7% 65.4%
 AFRICAN AMERICAN POPULATION Grade:8
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 0 0 0
 % At/Above 50th NPR In:
 Reading Comprehension N/A% N/A% N/A%
 Math Problem Solving N/A% N/A% N/A%
 HISPANIC POPULATION Grade:8
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 9 9 20
 % At/Above 50th NPR In:
 Reading Comprehension 44.4% 22.2% 45.0%
 Math Problem Solving 44.4% 11.1% 70.0%
 CAUCASIAN POPULATION Grade:8
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 116 96 99
 % At/Above 50th NPR In:
 Reading Comprehension 43.1% 56.3% 53.5%
 Math Problem Solving 40.5% 53.7% 63.6%
 ECONOMICALLY DISADVANTAGED Grade:8
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 89 68 79
 % At/Above 50th NPR In:
 Reading Comprehension 31.5% 45.6% 43.0%
 Math Problem Solving 30.3% 36.8% 64.6%
 LIMITED ENGLISH PROFICIENT Grade:8
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 8 11 16
 % At/Above 50th NPR In:
 Reading Comprehension 37.5% 18.2% 25.0%
 Math Problem Solving 37.5% 27.3% 68.8%
 STUDENTS WITH DISABILITIES Grade:8
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 22 10 17
 % At/Above 50th NPR In:
 Reading Comprehension 0.0% 0.0% 17.6%
 Math Problem Solving 0.0% 20.0% 5.9%
9. In 2007, the percentage of students making a "C" or lower in Mathematics was: Grade 5 Mathematics: 41% Grade 6 Mathematics: 36% Grade 7 Mathematics: 49% Grade 8 Mathematics: 34% In 2008, the percentage of students making a "C" or lower in Mathematics was: Grade 5 Mathematics: 54% Grade 6 Mathematics: 58% Grade 7 Mathematics: 48% Grade 8 Mathematics: 3.1%
10. NORMES data indicated that Waldron Middle School met attendance goal of 91.13%. In 2007-2008, attendance was 95.18%
11. (Explore Test: Total Math) In 2006, 130 students were tested on the 8th grade Explore test and 14.1 was the mean score on the Total Math Subtest. In 2007, 113 students were tested on the 8th grade Explore test and 14.9 was the mean score on the Total Math Subtest. In 2008, 121 students were tested on the 8th grade Explore test and 14.9 was the mean score on

the Total Math Subtest.

- 12.
- 13.
- 14.

Goal All students will improve Mathematics problem-solving skills, data analysis and probability, math computation skills, and abilities to respond to open-response items (number order, geometry, and measurement).

Benchmark The 2009 AYP Target of 55.69% was met by the Combined Population and all subgroups. The Combined Population and all subgroups are expected to meet or exceed the 2010 AYP Target of 64.55% proficient/advanced or meet the provisions required to invoke Safe Harbor or Growth.

Intervention: Waldron Middle School will develop and use a set problem-solving process, math computation process, and open response rubric into the curriculum to address closing the achievement gap needs assessment.				
Scientific Based Research: Bay, J. M., Beem, J. K., Reys, R. E., Papick, I., & Barnes, D. E. (1999). Student Reactions to Standards- Based Mathematics Curricula: the Interplay Between Curriculum, Teachers, and Students. School Science & Mathematics, 99(4), 182-189. Retrieved October 24, 2002, from EBSCO Host Research Databases Web Site: http://search.epnet.com McKendree, J., Small, C., Stenning, K., & Conlon, T. (2002). The Role of Representation in Teaching and Learning Critical Thinking. Educational Review, 54(1), 57-67. Pandey, T. (1990). Emerging Ideas in Authentic Mathematics Assessment. revised October 24, 2002, from ERIC Digest Web Site: http://www.askeric.org Kohler, P & Reese, J. (2006). A Report to the ADE on Academic Gains of the JEdI Initiative. Arkansas Department of Education JEdI. Last revised on September 6, 2006 from http://jedilearning.com				
Actions	Person Responsible	Timeline	Resources	Source of Funds
During and at the end of the 2009-2010 school year we will use Target Assessments, JEdI, and Unit tests, to determine student growth for all students especially special education. We will also use the Augmented Benchmark to analyze and compare scores to evaluate this intervention to determine if the objectives of this intervention are reached and to be reviewed throughout the year to be put into a program evaluation to capture the success/failure or need for adjustment in the 2010-2011 plan. Action Type: Program Evaluation Action Type: Title I Schoolwide	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Performance Assessments ● Teachers ● Title Teachers 	ACTION BUDGET: \$
Teachers will engage students in interactive problem solving processes in response to classroom/real experiences. Students will use manipulatives and realistic and realavent activities to move them towards real-life applications. Action Type: Collaboration Action Type: Equity	Audria Daniels, Instructional Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Teachers ● Teaching Aids 	ACTION BUDGET: \$
Teachers will continue the use of rubric scoring guides and the problem-solving process in the classroom. Action Type: Equity	Audria Daniels, Instructional Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Teachers 	ACTION BUDGET: \$
Students will use the application of acquired knowledge out of the instructional context while performing math problem-solving processes across the curriculum. Action Type: Collaboration	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Teachers 	ACTION BUDGET: \$
Maintain supplementary materials for Math classes to help improve test performance and to determine student achievement. Maintain and have available calculators to ensure all students, including Special Education and ESL, have access to a grade appropriate calculator to facilitate learning. Action Type: Equity Action Type: Technology Inclusion	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● District Staff ● Teachers 	Title I - Materials & Supplies: \$3000.00 ACTION BUDGET: \$3000
Middle School teachers will maintain Academic Improvement Plans for all students scoring basic or below basic on the Benchmark exam and will evaluate students periodically for progress towards proficiency. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Performance Assessments ● Teachers 	ACTION BUDGET: \$
Because Waldron Middle School is in Year 4 Whole School Intensive Improvement, Corrective Action is being taken through America's Choice. Math teachers who use the America's Choice Programs will attend professional development activities to obtain training to continue utilizing the America's Choice Ramp Up and Math Navigator programs. These will provide 7th and 8th grade students with intensified instruction to prepare them for pre-algebra and algebra, respectively. Action Type: Equity Action Type: Professional Development	Steve Rose, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● District Staff ● Teachers ● Title Teachers 	ACTION BUDGET: \$

Action Type: Title I Schoolwide				
Purchase 6 classroom computers and utilize software such as JEdI, Study Island, and A+ for the Title I computer lab to reinforce Benchmark skills. Action Type: Equity Action Type: Technology Inclusion	Pam Butler, Federal Funds Coordinator	Start: 02/14/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Computers ● Teachers 	Title VI State - Materials & \$5000.00 Supplies: <hr/> ACTION BUDGET: \$5000
Teachers will attend professional development activities to learn strategies to integrate math into all curricular areas. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Steven Rose, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● District Staff ● Outside Consultants ● Teachers 	ACTION BUDGET: \$
Purchase and utilize subscriptions to Ed Helper, an on-line teacher resource. These subscriptions will be used by math and science teachers particularly to increase student performance but may be used by any teacher at the middle school. Action Type: Collaboration Action Type: Equity	Connie Maxell, Media Specialist	Start: 08/19/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● School Library ● Teachers 	Title I - Purchased \$300.00 Services: <hr/> ACTION BUDGET: \$300
Total Budget:				\$8300

Intervention: The Waldron Middle School will implement NEW CURRICULA including the Standards-Based Mathematics programs Everyday Math and Connected Math and America's Choice for each unit based on Arkansas state frameworks for grades 5-8.

Scientific Based Research: Research: McTighe, Jay & Wiggins, Grant (1998) Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development.

Actions	Person Responsible	Timeline	Resources	Source of Funds
CMP Connected Math for 6th, 7th, and 8th grades and Everyday Math for 5th grade have been purchased and adopted. They are a concrete hands-on standards-based curricula. Action Type: Alignment Action Type: Equity	Steve Rose, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers ● Teaching Aids 	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT: All math teachers, including special education teachers, will receive training for the continuing use of CMP Connected Math and Every Day Math Action Type: Professional Development Action Type: Special Education	Steve Rose, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	ACTION BUDGET: \$
During and at the end of the 2009-2010 school year, baseline data will be collected to determine program effectiveness. Math teachers will collaborate during the summer and early fall of 2009 to align their curriculum to the revised Arkansas Mathematics Frameworks Vertically and Horizontally. This Curriculum will be reviewed yearly after receipt of Benchmark scores to identify strengths and weaknesses. As a result of the collaboration, screener tests were administered to identify targeted students for intervention. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Steve Rose, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● District Staff ● Outside Consultants ● Teachers 	ACTION BUDGET: \$
All teachers will utilize pacing guides for instructional and assessment purposes periodically that are connected to the current curriculum we use. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Steve Rose, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● District Staff ● Outside Consultants ● Teachers 	ACTION BUDGET: \$
Grade level teachers, in conjunction with special education teachers, will identify core mathematical concepts to be taught. An essential question will be developed to guide both instruction and assessment for math for each quarter. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Steve Rose, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Outside Consultants ● Teachers 	ACTION BUDGET: \$
Using the essential question as the guiding focus, teachers will develop or identify assessment instruments prior to developing the sequence of instruction for that	Steve Rose, Principal	Start: 07/01/2009 End:	<ul style="list-style-type: none"> ● Administrative Staff 	ACTION BUDGET: \$

unit. These assessments will identify what students should know, understand, and be able to do at the conclusion of the unit. Action Type: Alignment		06/30/2010	<ul style="list-style-type: none"> ● Outside Consultants ● Teachers 	
Teachers will identify methods of assessing student learning during the unit study to guide instruction and to adapt to individual needs. Evidences of learning will be described that will determine if a student has met desired goals and achievement. Action Type: Alignment Action Type: Parental Engagement	Audria Daniels, Instructional Facilitator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	ACTION BUDGET: \$
Teachers will plan learning experiences for each unit based on the identified core concepts (essential questions) Action Type: Alignment	Steve Rose, Principal	Start: 08/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Teachers 	ACTION BUDGET: \$
By grade level or discipline, teachers will work together to create learning activities based upon identified goals (essential questions) and expected evidences of learning, including differentiated instruction based on individual needs. Action Type: Collaboration Action Type: Special Education	Tammie Rose, Special Education Supervisor	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Teachers 	ACTION BUDGET: \$
Students scoring below proficiency on the mathematics section of the Benchmark exam will be remediated through classes in Learning Skills, Tools for Learning, Ramp-up and Navigator. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Steve Rose, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Teachers 	ACTION BUDGET: \$
Utilize two 1.0 FTE additional math instructors to provide students with double math classes and to reduce class sizes in grades 5-6. The teacher/student ratio was 1:23 in grades 5 and 6 before adding these teachers and now is 1:20. Action Type: Alignment Action Type: Equity	Steven Rose, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Teachers 	Title II-A - Employee Salaries: \$75900.00 Title II-A - Employee Benefits: \$20110.59 ACTION BUDGET: \$96010.59
Total Budget:				\$96010.59

Priority 3: Our goal is to improve students' physical and mental health.

1. The 2005-2006 BMI results for the 5th-8th grades indicate that out of 230 males that 58.2 % were normal or underweight, that 41.8% were overweight or at risk for being overweight. Out of 212 females 63.9% were healthy or underweight, that 36.01% were overweight or at risk for being overweight.
2. The 2006-2007 BMI results for the 5th-8th grades indicate that out of 270 males that 57.8% were normal or underweight, that 43.3% were overweight or at risk for being overweight. Out of 260 females 58.8% were healthy or underweight, that 41.2% were overweight or at risk for being overweight.
3. The 2007-2008 BMI results for the 6th and 8th grades indicate that our of 120 males that 62.5% were healthy or underweight, and that 37.5% were overweight or at risk for being overweight. Out of 104 females, 57.7% were healthy or underweight, and that 42.4% were overweight or at risk for being overweight.
4. The recommendations submitted to the Nutrition and Physical Advisory Committee by the School Health Index Committee on 4/14/06 were: 1. All students at Waldron Middle School get at least 30 minutes of physical activity per day. This could be accomplished with activities that are fun for the student, but also involve a fairly rigorous physical activity. All those activities used should be within the student's capability level. 2. This committee felt that it would be in the best interest of the students if all soda machines were replaced with fruit juices, water or other healthy products. 3. The scheduling of athletics immediately following the lunch period should be reevaluated. It was found that students involved in athletics after lunch were eating very little or nothing at all during the lunch period. They did not want to get sick as a result of eating prior to their athletic period, so they eat sparsely or simply do not eat at all.
5. The 2007-8 School Health Index committee recommended several suggestions. Offer professional development on asthma for faculty. Offer health screenings for staff members. Introduce tobacco cessation program for staff and students.
6. In 2008 - 2009 we will continue to work with a School Health Coordinator due to findings on the APNA data.

Supporting Data:

Goal Our goal is to provide a Wellness Policy that will focus on student exercise and nutrition.

Benchmark Healthier BMI results will be evident by June 30, 2010. There will be a 1% difference in the 2010-2011 BMI results indicating healthier lifestyles are being practiced.

Intervention: Waldron Middle School will integrate a wellness program that will enhance the health and well-being of all students.				
Scientific Based Research: Sallis, J., McKenzie, TI, Kolody, B., Lewis, M., Marshall, S., & Rosengard, P/ (1999). Effects of health-related physical education on academic achievement: Project SPARK. Research Quarterly for Exercise and Sport, 70 (2), 127-134.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students 5 - 8 will participate in a nutrition and fitness Program "The Power of Choice" provided by the University of Arkansas County Extension Office. This program will be integrated into the curriculum by certified teachers. Action Type: Wellness	Steve Rose, Principal	Start: 08/21/2009 End: 05/23/2010	<ul style="list-style-type: none"> ● Teachers 	ACTION BUDGET: \$
Students will participate 60 minutes weekly with a certified physical education teacher and 30 minutes of planned activity periodically with a classroom teacher.	Steve Rose, Principal	Start: 08/21/2009 End:	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff 	ACTION BUDGET: \$

Action Type: Professional Development Action Type: Wellness		05/23/2010	<ul style="list-style-type: none"> Teachers 	
A full-time school nurse will be utilized to attend to students' health problems and concerns. Classroom and small group instruction will be conducted several times a year. Action Type: Wellness	Hona Tanner, LPN	Start: 08/21/2009 End: 05/23/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
The Food Services Department is still in the process of changing menus to reflect healthier choices, portion size and more variety. Action Type: Wellness	Karen Harris, Food Services Manager	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
During and at the end of the 2009-2010 school year, we will collect data to determine plan effectiveness. Action Type: Program Evaluation Action Type: Wellness	Steve Rose, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Goal Waldron Middle School is implementing activities and strategies that encourage more activity and a less sedentary lifestyle.

Benchmark Students who have poor health-related behaviors do not perform as well in school. Student's life-long health habits are being developed during the middle school years.

Intervention: Waldron Middle School will work with Community leaders, Parents, and students to promote reduction in the time students spend in sedentary activities.				
Scientific Based Research: Wechsler, Hal Dr. Let's Get Physical - Promotion and Education Strategies				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT: Encourage development of lesson plans that use the outdoor classroom. Professional development will be offered for teachers to integrate curricula. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Steve Rose, Principal	Start: 08/21/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
Develop appropriate walking challenges and other activities to encourage staff and students to use the Outdoor Walking Trail Action Type: Collaboration Action Type: Wellness	Joyce Reed, Wellness Chairperson	Start: 08/21/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
A Health Fair is held each year to invite health professionals, safety workers, community leaders, and business organizations to participate in educating and dispensing information to our students about health matters. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Hona Tanner, LPN	Start: 08/30/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants Teachers 	ACTION BUDGET: \$
During and at the end of the 2009-2010 school year, we will collect baseline data to determine plan effectiveness. Action Type: Program Evaluation Action Type: Wellness	Steve Rose, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

- Priority 4: To improve DISPROPORTIONALITY for the Caucasian student population of students with disabilities
- APSCN data (Cycle 4) for Waldron Middle School 2008-09-Number and percent of Students with Disabilities by subgroups- Caucasian students 54 (87%) Hispanic students 5 (8%) Asian students 1 (2%) Native American students 2 (3%)
 - APSCN data (Cycle 4) for Waldron Middle School 2007-08-Number and percent of Students with Disabilities by subgroups- Caucasian students 58 (84%) Hispanic students 7 (10%) Asian students 0 (0%) Native American students 1 (1%)
 - APSCN data (Cycle 4) for Waldron Middle School 2006-07-Number and percent of Students with Disabilities by subgroups- Caucasian students 59 (91%) Hispanic students 5 (8%) Asian students 0 (0%) Native American students 1 (.01%)
 - From 2007 until 2009, the weakness was identified as the Caucasian student population which decreased by 21 students, and the number of Caucasian students identified decreased by 6 students.
 - APSCN (Cycle 2) data for Waldron Middle School 2008-09-Number of Students by subgroups- Caucasian students 403 Hispanic students 51 Asian students 28 Native American students 13 Black students 5
 - APSCN (Cycle 2) data for Waldron Middle School 2007-08-Number of Students by subgroups- Caucasian students 424 Hispanic students 61 Asian students 31 Native American students 3 Black students 2
 - APSCN (Cycle 2) data for Waldron Middle School 2006-07-Number of Students by subgroups- Caucasian students 433 Hispanic students 56 Asian students 35 Native American students 5 Black students 3
 - In 2008-09, Waldron Middle School had 500 total students of which 81% were Caucasian; 11% were Hispanic; 6% were Asian; 3% were Native American; and 1% was Black.
 - In 2007-08, Waldron Middle School had 532 total students of which 81.3% were Caucasian; 10.5% were Hispanic; 6.6% were Asian; .01% was Native American; and .01% was Black.
 - In 2006-07, Waldron Middle School had 564 total students of which 81.3% were Caucasian; 10.1% were Hispanic; 6.7% were Asian; 1.6% were Native American; and .001% was Black.
- Supporting Data:

11. Even though the student population is decreasing, the percent of Caucasian students is remaining the same.

Goal To reduce the relative proportion of Caucasian students and Caucasian students receiving special education services.
 Benchmark Waldron Middle School will reduce the relative proportion of Caucasian students and Caucasian students receiving special education services to within one standard deviation of the state average by the end of the 2008-2009 school year.

Intervention: Provide early intervention services.				
Scientific Based Research: Rice, N., Drame, E., Owens, L., and Frattura, El. (2007). "Co-instructing at the secondary level" Teaching Exceptional Children. Vol 39, No 6, p12-18. Kovalski, Joseph & Prasse, David P. (2004). Response to Instruction in the Identification of Learning Disabilities: A Guide to School Teams.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROGRAM EVALUATION: During and at the end of the 2009-2010 school year, we will collect baseline data to determine plan effectiveness. Using Responding to Individual Differences in Education, continuous progress monitoring(JEDI), and pre/post testing, the building leadership team will disaggregate data to determine program effectiveness. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Tammie Rose, Special Education Supervisor	Start: 01/01/2010 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Utilize special education teachers in the co-teaching model to help with intervention services. Action Type: Equity Action Type: Special Education	Tammie Rose, Special Education Supervisor	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
The special education teachers will use periodic testing such as DRA, JEdI, and Study Island, and Target Assessments to chart student growth and educational direction. Action Type: Equity Action Type: Special Education	Tammie Rose, Special Education Supervisor	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Performance Assessments Teachers 	Special Ed. IDEA: \$4000.00 ACTION BUDGET: \$4000
FORMATIVE: Target assessments will be utilized quarterly to evaluate instructional strategies. Action Type: Equity Action Type: Special Education	Tammie Rose, Special Education Supervisor	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
SUMMATIVE: Annually evaluate CRT and NRT assessment data to determine program effectiveness. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Tammie Rose, Special Education Supervisor	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$4000
Intervention: To continue training for all teachers in special education pre-referral procedures and effective instructional interventions both behavioral and academic.				
Scientific Based Research: Reponse to Intervention (RTI): The What, How, and Why! by Lauren Reynolds(2008). RTI Toolkit: A Practical Guide for Schools by Jim Wright (2007). The Classroom Connection for Literacy Reading Intervention and Measurement by Karen A. Kemp & Mary Ann Eaton (2008). Fuchs, Douglas, Fuchs, Lynn S. (2001). Responsiveness to Intervention: A Blueprint for Practioners, Policymakers, and Parents in Teaching Exceptional Children. URL: http://www.advocacyinstitute.org/resources/TEC_RTIBlueprint.pdf				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROFESSIONAL DEVELOPMENT: PROFESSIONAL DEVELOPMENT: Provide Orton Gillingham training for the interventionist to implement with students identified for this program. Orton Gillingham training is a multi-sensory method of language instruction which is the focus of the intervention team. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Tammie Rose, Special Education Supervisor	Start: 08/19/2010 End: 06/30/2010	<ul style="list-style-type: none"> Outside Consultants Teachers 	Special Ed. IDEA: \$7000.00 ACTION BUDGET: \$7000
FORMATIVE: All teachers will evaluate the effectiveness of staff development through a formal survey at the completion of each training. Action Type: Equity Action Type: Special Education	Tammie Rose, Special Education, Supervisor	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
PROGRAM (SUMMATIVE)EVALUATION-Because this is a new intervention, no data is available yet. During and at the end of the 2009-2010 school year, we will collect baseline data to determine plan effectiveness. All teachers will complete an end of year evaluation regarding special education trainings. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Tammie Rose, Special Education, Supervisor	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$7000

Priority 5: It is the goal of Waldron Middle School to improve student achievement through increasing parental engagement.

Supporting Data:

Goal Increase parental engagement at Waldron Middle School.

Benchmark

Benchmark

We will increase the number of parents from 2009-2010 school year by ten percent in the 2010-2011 school year.

Intervention: Increase the number of parents who come to our school.				
Scientific Based Research: Harris, A., K. Andrew-Power, and J. Goodall (2009). Do Parents Know They matter?: Raising Achievement Through Parental Engagement. New York, NY; Continuum. Tellett-Royce, N. and S. Wootten (2008). Engage Every Parent!: Encouraging Families to Sign On, Show Up, and Make a Difference. Minneapolis, MN; Search Institute Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Conduct a family night to share the standards-based curriculum with family and community members. Purchase materials, such as teacher resource books and learning games, to provide hands on experiences for parents and students. Action Type: Collaboration Action Type: Parental Engagement	Daniel Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	Title I - Materials & Supplies: \$1951.00 <hr/> ACTION BUDGET: \$1951
Parent Engagement Night will be held annually. Class schedules will be available for students to enable them to familiarize themselves with locker placement, classrooms, cafeteria procedures, and to meet administrators, teachers, and staff members. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Daniel Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	<hr/> ACTION BUDGET: \$
WMS will participate in an annual Title I Meeting to give parents the following information including, but not limited to: the right of parents to be involved in planning, review, and improvement of parent programs and a description and explanation of the curriculum used in the school, types of assessment and proficiency levels. This information may be presented to parents several times and in several ways throughout the year. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Pam Butler, Federal Programs Coordinator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	<hr/> ACTION BUDGET: \$
Teachers and parents will discuss an academic improvement plan for students scoring below proficient on the Benchmark exam. The AIP will be evaluated periodically for effectiveness. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Daniel Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	<hr/> ACTION BUDGET: \$
Share samples with parents and tests their child completes in order to identify strengths and weaknesses and to show progress. Action Type: Parental Engagement	Daniell Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
WMS will host a fifth grade academy with activities designed to Transition students into a middle school setting. It will be provided for all incoming fifth grade students. Parents and community members are welcome to attend. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Daniel Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	Title I - Employee Benefits: \$302.00 Title I - Employee Salaries: \$1440.00 <hr/> ACTION BUDGET: \$1742
WMS will utilize the High School 101 Program, which is a program consisting of student books and teacher resources and designed to be used at the eighth grade level to facilitate transition to high school. The program will be implemented during the last semester of the 2009-2010 school year. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide	Doug Maxwell, teacher	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
Periodically evaluate parent engagement plan for effectiveness through sign-in sheets, volunteer counts, CAP conferences, and parent visitation logs. During and at the end of the year of 2009-2010 school year, we will collect baseline data to determine intervention effectiveness. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Pam Butler, Parent Engagement District Chair	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff School Library 	<hr/> ACTION BUDGET: \$

			<ul style="list-style-type: none"> Teachers 	
A designated certified staff member will serve as a parent facilitator to organize meaningful training for staff and parents, promoting and encouraging and welcoming atmosphere in the school. This staff member shall receive supplemental pay for the assigned duties. Action Type: Parental Engagement	Daniel Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
To encourage communication with parents, the school shall prepare informational packets, appropriate for the age and grade of the child. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Daniel Fielding, Parent Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff School Library Teachers 	ACTION BUDGET: \$
Purchase parenting books, magazines, and other informative materials through the school library and engage parents in responsible parenting as funds are available. Maintain and update parent center so that parents will have useful and current information as funds are available. Action Type: Equity Action Type: Parental Engagement	Daniel Fielding, Parental Engagement Chair	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office School Library Teachers 	ACTION BUDGET: \$
Publish a volunteer resource book, listing the interests and availability of volunteers. Encourage school staff members to use this book. Action Type: Parental Engagement	Daniel Fielding, Parental Engagement Chair	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Consider recruiting alumni from the school to serve on a committee. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Daniel Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
To enhance understanding of effective parental engagement strategies, professional development opportunities must be provided annually. No less than two hours for teachers and three hours for administrators according to ACT 397, which may be included in the sixty hours of required professional development. Action Type: Parental Engagement Action Type: Professional Development	Daniel Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
The parent engagement committee will develop and reevaluate the school-parent compact to encourage parental engagement in student achievement. These compacts will be included in the student handbooks each year. We will train parents in workshops involving academic assessment and achievement. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Daniel Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Enable the formation of a PTO or PTA. Action Type: Parental Engagement	Daniel Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
By law, parents will be notified in writing as mandated by the state of the status of school improvement as well as our plans for improvement such as interventions and remediation, such as: Everyday Math, Ramp-Up to Pre-Algebra and Algebra, Math Navigator, Ramp-Up to Literacy, Study Island, and JEdI. Action Type: Parental Engagement	Daniel Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
A parent contact will be made for each student receiving a failing grade after four weeks. The contact may be by agenda, phone, letter, or e-mail. Tutoring sessions may be scheduled after school. Action Type: AIP/IRI Action Type: Parental Engagement	Daniel Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

A math/literacy night will be held once a year to teach parents about the difference between standards-based instruction and traditional instruction. Materials and supplies will be purchased to support the training. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Daniel Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● District Staff ● Public Library ● Teachers 	ACTION BUDGET: \$
Parents will be informed of student progress in comprehension and fluency. Parents will engage in activities to support comprehension and fluency at a parent engagement meeting. A list of suggested activities will be provided. Action Type: Parental Engagement	Daniel Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Public Library ● School Library ● Teachers 	ACTION BUDGET: \$
Maintain laptop computer for literacy instructional facilitator to use in classroom presentations and for parent engagement meetings. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Pam Butler, Federal Programs Coordinator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff 	ACTION BUDGET: \$
Total Budget:				\$3693

Priority 6: It is the goal of Waldron Middle School to increase English proficiency for ELLs and increase proficiency in content. We hope to exit at least one ELL from each grade every year.

1. 2009 Benchmark--5th grade math: 55% below or basic literacy: 73% below or basic 2009 Benchmark--6th grade math: 34% below or basic literacy: 44% below or basic 2009 Benchmark--7th grade math: 0% below or basic literacy: 67% below or basic 2009 Benchmark--8th grade math: 40% below or basic literacy: 40% below or basic
2. 2009 ELDA --5th grade Composite scores 9% scored a 5, 36% scored a 4, 27% scored a 3, 27% scored a 2, 0% scored a 1
2009 ELDA --6th grade Composite scores 0% scored a 5, 42% scored a 4, 17% scored a 3, 17% scored a 2, 25% scored a 1
2009 ELDA --7th grade Composite scores 0% scored a 5, 83% scored a 4, 17% scored a 3, 0% scored a 2, 0% scored a 1
2009 ELDA --8th grade Composite scores 18% scored a 5, 45% scored a 4, 27% scored a 3, 0% scored a 2, 9% scored a 1

Goal Increase proficiency in English and in the content areas.
Benchmark The Waldron Middle School will exit a minimum of one student per grade annually.

Intervention: Provide English Language Learners with modifications and interventions.				
Scientific Based Research: Collier, Virginia P. (1995). Promoting Academic Success for ESL Students (Understanding Second Language Acquisition for School) Hill, Jane D. and Flynn, Kathleen. (2006) Classroom Instruction that Works for English Language Learners. Alexandria: ASCD.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Utilize 1.0 FTE highly qualified paraprofessionals for the English as a Second Language program and to provide individual and small group assistance to students under the direct supervision of a teacher. Action Type: Equity	Pam Butler, ESL Coordinator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office 	Title I - Employee Salaries: \$13510.00 Title I - Employee Benefits: \$3192.04 ACTION BUDGET: \$16702.04
Utilize a .5 FTE highly qualified teacher with an ESL endorsement to provide literacy support for English Language Learners. Action Type: Equity	Pam Butler, ESL Coordinator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Teachers 	Title III - Employee Salaries: \$14159.00 Title III - Employee Benefits: \$3198.73 Title I - Employee Salaries: \$3580.00 Title I - Employee Benefits: \$779.22 ACTION BUDGET: \$21716.95

A Home Language Survey is used to identify potential ESL students. Students who are identified are then given the LAS assessment to determine their English language level. The LPAC decides on the most effective placement for each student. Students are placed in either pullout, sheltered, or mainstream. To exit the program students must score all 5's on the ELDA, proficient or advanced in literacy and math on the ACTAAP, and maintain a C or higher in all content areas. Action Type: Equity	Kandi Morris, ESL Teacher	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$38418.99

Priority 7: Our school will have a plan for restructuring for Year 4 School Improvement.

1. Refer to 2009 Benchmark scores for Literacy
2. Refer to 2009 Benchmark scores for Math
3. Refer to 2009 subpop Benchmark scores

Supporting Data:

Goal It is the goal of Waldron Middle School to have a plan of action for Restructuring due to reaching schoolwide Year 4 school improvement.

Benchmark Scores from the 2009 Benchmark placed Waldron Middle School in Year 4 Schoolwide Improvement.

Intervention: School Improvement Year 1 and 2 status interventions include, but are not limited to: professional development, teacher mentoring, parent written notices about school status, promotion of parent engagement, Classroom Walk-Throughs, research-based best practices.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will develop a curriculum map showing vertical and horizontal alignment with the Arkansas Frameworks within each discipline. Action Type: Alignment Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Use locally or WAESC developed assessments as formative and summative evaluations to ensure the achievement of all students including Special Education, ALE, and ESL students. Tests will be administered periodically at each grade level 5-8. Action Type: Title I Schoolwide	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Hold a teacher-training workshop over the writing process TAGS to be used across the curriculum. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Iris Dean, Literacy teacher	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Waldron Middle School will purchase and utilize the America's Choice Programs Ramp-Up to Pre-Algebra, Algebra, and Literacy. These programs are targeted to assist students who are falling behind. Teachers will attend professional development to learn to implement the programs. Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Utilize various computer software (JEdI, A+, Study Island, STAR, AR) for various grades and levels as an intervention to meet and strengthen curriculum alignment in literacy and math. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Teachers will participate in Comprehensive Literacy training such as Lit Lab for content areas. Action Type: Professional Development	Cindy Franklin, Instructional Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants School Library Teachers 	ACTION BUDGET: \$
The DRA will be utilized and administered to all students who were basic and below periodically to determine those students who are on track for reading success as well as those who may be at risk	Cindy Franklin, Instructional Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$

for reading difficulties. Teachers will be trained in administering DRAs. Action Type: Equity Action Type: Professional Development			<ul style="list-style-type: none"> ● Performance Assessments ● Teachers ● Teaching Aids 	
Teachers will hold horizontal and vertical meetings to ensure coordination of the instruction of writing skills to the Arkansas Frameworks. Action Type: Alignment Action Type: Collaboration	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● District Staff ● Teachers 	ACTION BUDGET: \$
Middle School teachers will maintain Academic Improvement Plans for all students scoring basic or below basic on the Benchmark exam and will evaluate students periodically for progress. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Performance Assessments ● Teachers 	ACTION BUDGET: \$
Teachers will attend professional development activities to learn strategies to integrate math into all curricular areas. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● District Staff ● Outside Consultants ● Teachers 	ACTION BUDGET: \$
Purchase and utilize subscriptions to EdHelper, an online teacher resource. These subscriptions will be used by math and science teachers particularly to increase student performance, but may be used by any teacher at the middle school. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Connie Maxell, Media Specialist	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● School Library ● Teachers 	ACTION BUDGET: \$
Math teachers will receive training for the continuing use of CMP connected Math and Every Day Math. Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Steve Rose, Principal	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Teachers 	ACTION BUDGET: \$
Use outside consultant to provide strategies and techniques for all teachers in the special education intervention strategies both academic and behavioral. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Tammie Rose, Special Education Supervisor	Start: 01/01/2010 End: 06/30/2009	<ul style="list-style-type: none"> ● Administrative Staff ● Outside Consultants ● Teachers 	ACTION BUDGET: \$
Conduct a family night to share the standards-based curriculum with family and community members. Action Type: Collaboration Action Type: Parental Engagement	Daniel Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Teachers 	ACTION BUDGET: \$
Meet the Teacher Night will be held annually. Class schedules will be available for students to enable them to familiarize themselves with locker placement, classrooms, cafeteria procedures, and to meet administrators, teachers, and staff members. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Daniel Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● District Staff ● Teachers 	ACTION BUDGET: \$
WMS will participate in an annual Title I Meeting to give parents information about the school, parents' roles in school, our curriculum, and their rights as parents. This information may be presented to parents several times and in several ways throughout the year. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Target Assistance	Pam Butler, Federal Programs Coordinator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● District Staff ● Teachers 	ACTION BUDGET: \$
Teachers and Parents will discuss an academic improvement plan for students scoring below proficient on the Benchmark exam. The AIP will be evaluated periodically for effectiveness.	Daniel Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Community Leaders 	ACTION BUDGET: \$

Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide			<ul style="list-style-type: none"> Teachers 	
Share samples with parents and tests their child completes in order to identify strengths and weaknesses and to show progress. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Daniel Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
WMS will host a fifth grade academy with activities designed to transition students into a middle school setting. It will be provided for all incoming fifth grade students. Parents and community members are welcome to attend. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Daniel Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Periodically evaluate parent engagement plan for effectiveness through sign-in sheets, volunteer counts, CAP conferences, and parent visitation logs. During and at the end of the year of 2009-2010, we will collect baseline data to determine intervention effectiveness. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide	Pam Butler, Parental Engagement District Chair	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
TO encourage communication with parents, the school shall prepare informational packets, appropriate for the age and grade of the child. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Daniel Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff School Library Teachers 	ACTION BUDGET: \$
To enhance understanding of effective parental engagement strategies, professional development opportunities must be provided annually. No less than two hours for teachers and three hours for administrators according to ACT 397, which may be included in the sixty hours of required professional development. Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide	Angela Tallmadge, Professional Development Coordinator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
By law, parents will be notified in writing as mandated by the state of the status of school improvement as well as our plans for improvement such as interventions and remediation, such as: Everyday Math, Ramp-Up to Pre-Algebra and Algebra, Math Navigator, Ramp-Up to Literacy, Study Island, and JEdI. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Title I Schoolwide	Daniel Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
By law, parents will be notified in writing as mandated by the state of the status of school improvement as well as our plans for improvement such as interventions and remediation, such as: Everyday Math, Ramp-Up to Pre-Algebra and Algebra, Math Navigator, Ramp-Up to Literacy, Study Island, and JEdI. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Title I Schoolwide	Daniel Fielding, Parental Engagement Facilitator	Start: 08/20/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: School Improvement Year 3 status interventions include, but are not limited to: professional development, teacher mentoring, written notices to parents, promotion of parental engagement, institution of new curriculum, use of outside experts, extended school year, daily CWTs, research-based interventions, and providing additional time on task.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will develop a curriculum map showing vertical and horizontal alignment with the Arkansas Frameworks within each discipline.	Steve Rose, Principal	Start: 08/20/2009 End:	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$

Action Type: Alignment Action Type: Special Education Action Type: Title I Schoolwide		06/30/2010	• Teachers	
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
	Carla Waddle	Computer lab	Wellness
	Dan Lokey	Counselor	Wellness
	Daniel Fielding	Assissant Principal	Parental Engagement
Business Representative	Tammy Faber	member	Federal Programs
Classroom Teacher	Adrienne Riddle	member	Math
Classroom Teacher	Andrea Blair	member	Math
Classroom Teacher	Audria Daniels	member	Math
Classroom Teacher	Beverly Frederick	Teacher	Literacy
Classroom Teacher	Bobbie Brown	Teacher	Special Education
Classroom Teacher	Candy Cox	Teacher	Special Education
Classroom Teacher	Candy Morris	Teacher	Literacy
Classroom Teacher	Carla Brigance	member	Federal Programs
Classroom Teacher	Carla Brigance	member	Mission Statement
Classroom Teacher	Carla Brigance	member	Math
Classroom Teacher	Carolyn Hill	member	Math
Classroom Teacher	Charlie Moudy	Teacher	Special Education
Classroom Teacher	Chris Lipham	member	Wellness
Classroom Teacher	Daniel Cooper	Member	Math
Classroom Teacher	Debbie Saunders	Member	Wellness
Classroom Teacher	Doug Maxwell	member	Literacy
Classroom Teacher	Duana Hawkins	member	Math
Classroom Teacher	Emily Parkhurst	member	Math
Classroom Teacher	Erik Warrington	Teacher	Wellness
Classroom Teacher	Fon Apostol	member	Literacy
Classroom Teacher	Gwenda Self	member	Math
Classroom Teacher	Iris Dean	Chair person	Literacy
Classroom Teacher	Jada Settle	Para-Professional	Wellness
Classroom Teacher	Jim Emberson	member	Math
Classroom Teacher	Josh Walker	member	Wellness
Classroom Teacher	Joyce Reed	member	Literacy
Classroom Teacher	Joyce Reed	Chairperson	Wellness
Classroom Teacher	Kandis Hunsucker	member	Math
Classroom Teacher	Keith Brigance	member	Literacy
Classroom Teacher	Kristy Richmond	member	Literacy
Classroom Teacher	Leanne Morgan	member	Literacy
Classroom Teacher	Leslie Myers	member	Math
Classroom Teacher	Lisa Davis	member	Literacy
Classroom Teacher	Lucretia Reed	member	Federal Programs
Classroom Teacher	Lucretia Reed	member	Mission Statement
Classroom Teacher	Lucretia Reed	member	Literacy
Classroom Teacher	Maurene Brigance	member	Federal Programs
Classroom Teacher	Maurene Brigance	member	Math
Classroom Teacher	Nicole Evans	Teacher	Special Education
Classroom Teacher	Patrick Millard	member	Math
Classroom Teacher	Rachel Poor	member	Literacy
Classroom Teacher	Reiko Cothran	member	Math
Classroom Teacher	Robin Bowles	member	Federal Programs
Classroom Teacher	Sarah Kelly	Teacher	Math
Classroom Teacher	Shauna Cox	member	Literacy
Classroom Teacher	Sherri Wright	member	Federal Programs
Classroom Teacher	Susan Erke	member	Literacy
Classroom Teacher	Tammy Chronister	member	Math
Classroom Teacher	Tammy Chronister	member	Federal Programs
Classroom Teacher	Tanya Dozier	member	Literacy
Classroom Teacher	Teresa Bollwine	member	Literacy
Classroom Teacher	Tracie Adams	member	Wellness
Classroom Teacher	Tracie Adams	member	Math
Classroom Teacher	Yolanda Ocampo	Member	Literacy
Community Representative	Alishia Cabe	member	Federal Programs
Community Representative	David Millard	member	Federal Programs
Community Representative	Judy Bloesch	County Agent, FCS	Wellness
Community Representative	Kelli Evans	member	Federal Programs
Community Representative	Randy Butler	member	Federal Programs
Community Representative	Vivian Napier	member	Mission Statement

District-Level Professional	Daniel Fielding	member	Literacy
District-Level Professional	Daniel Fielding	member	Mission Statement
District-Level Professional	James Floyd	member	Federal Programs
District-Level Professional	James Floyd	member	Mission Statement
District-Level Professional	Pam Butler	member	Federal Programs
District-Level Professional	Pam Butler	member	Mission Statement
District-Level Professional	Pam Butler	member	Steering
District-Level Professional	Tammie Rose	member	Steering
District-Level Professional	Tammy Goodner	member	Federal Programs
Non-Classroom Professional Staff	Connie Maxell	member	Federal Programs
Non-Classroom Professional Staff	Connie Maxell	member	Literacy
Non-Classroom Professional Staff	Dan Lokey	member	Federal Programs
Non-Classroom Professional Staff	Dave Maxwell	member	Wellness
Non-Classroom Professional Staff	Hona Tanner	member	Federal Programs
Non-Classroom Professional Staff	Joy Carmean	member	Federal Programs
Non-Classroom Professional Staff	Lynda Hunt	member	Federal Programs
Non-Classroom Professional Staff	Missy Maxwell	member	Wellness
Non-Classroom Professional Staff	Phyllis Aspinwall	member	Literacy
Non-Classroom Professional Staff	Sherri Parker	member	Federal Programs
Non-Classroom Professional Staff	Vivian Napier	member	Federal Programs
Non-Classroom Professional Staff	Vivian Napier	ACSIP Chairperson	Steering
Non-Classroom Professional Staff	Vivian Napier	member	Wellness
Parent	Carla Waddle	member	Federal Programs
Parent	Carolyn Hanna	member	Federal Programs
Parent	Darla Mortimore	Parent	Federal Programs
Parent	Jana Holcomb	member	Federal Programs
Parent	Judy Knapp	member	Literacy
Parent	Leanne Morgan	member	Mission Statement
Principal	Steve Rose	member	Federal Programs
Principal	Steve Rose	member	Mission Statement
Principal	Steve Rose	member	Steering
