School Plan- Submitted 31 January, 2014

Print Version

BERRYVILLE MIDDLE SCHOOL
902 West Trimble, Berryville, AR 72616

Arkansas Comprehensive School Improvement Plan

2013-2014

The mission of Berryville Middle School is to provide opportunities for all students to succeed academically, physically, emotionally, and socially. Our goal is to prepare students to be responsible, respectful, successful citizens. We will work with parents and the community to provide a safe, positive learning environment.

Grade Span: 6-8   Title I: Title I Schoolwide   School Improvement: A

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Priority 1:	Improving Literacy
Supporting Data:	1. COMPREHENSIVE NEEDS ASSESSMENT We formed ACSIP Leadership Teams and analyzed the test scores from the 2009 administration of the 6-8 grade Augmented Benchmark and SAT 10 Exams. We examined the results for both the combined population and EACH subpopulation. We heard a report from our Formative Assessment Team who showed written evidence documenting our main areas of weakness. In addition, we studied our Attendance, Disciplinary, and Achievement Data over the past three years. Based on the data, we have identified areas of need to help align classroom instruction in literacy. Based on our analyses of the data, we have concluded that Special Education (SPED)students and English Language Learners (ELLs) reflect the greatest challenge in meeting future AYP.
	2. 2012 Arkansas School ESEA Accountability Report District: BERRYVILLE SCHOOL

DISTRICT Superintendent: RANDY BYRD School: BERRYVILLE MIDDLE SCHOOL Principal: PHILLIP SUMMERS LEA: 801003 Grades: 06 - 08 Address: 902 W TRIMBLE AVE Enrollment: 474 BERRYVILLE, AR 72616 Attendance Rate: 94.20% (3 QTR AVG) Phone: 870-480-4633 Poverty Rate: 55.70% Needs Improvement School Achieving School Percent Tested # Expected Literacy Literacy # Expected Math Math All Students 479 YES 503 YES Targeted Achievement Gap Group 311 YES 318 YES ESEA Subgroups # Expected Literacy Literacy # Expected Math Math African Americans n < 10 n < 10 n < 10 n < 10 Hispanic 111 YES 115 YES White 356 YES 375 YES Economically Disadvantaged 281 YES 287 YES English Learners 83 YES 84 YES Students with Disabilities 58 YES 58 YES Achieving School in Literacy # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 443 83.30 82.41 411 84.67 83.76 Targeted Achievement Gap Group 281 76.16 77.26 252 79.37 79.05 Three Year Performance Three Year Growth All Students 1262 80.11 82.41 1173 82.61 83.76 Targeted Achievement Gap Group 793 73.14 77.26 720 76.67 79.05 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 103 80.58 85.06 93 82.80 85.81 White 332 84.64 81.72 314 85.03 83.03 Economically Disadvantaged 252 78.57 78.59 226 81.42 80.53 English Learners 74 71.62 78.84 66 77.27 80.07 Students with Disabilities 53 32.08 33.50 42 35.71 32.46 Needs Improvement School in Math # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 466 82.40 85.95 413 79.66 83.34 Targeted Achievement Gap Group 287 76.31 81.87 254 72.44 79.50 Three Year Performance Three Year Growth All Students 1340 84.03 85.95 1176 81.89 83.34 Targeted Achievement Gap Group 818 78.36 81.87 723 76.07 79.50 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 107 79.44 88.42 94 72.34 82.54 White 351 83.76 85.33 314 81.85 83.63 Economically Disadvantaged 257 78.60 83.46 228 74.56 80.21 English Learners 75 72.00 81.33 68 63.24 74.65 Students with Disabilities 53 43.40 46.08 42 38.10 46.93

3. ACSIP CRT Data Source for BERRYVILLE MIDDLE SCHOOL
   Benchmark-6th Grade Literacy Exam
   Report Created: Sep 30, 2008
   2006-# Tested & Percent of Students Scoring Proficient/Advanced:
   123 Students: 61% of Combined Students
   0 Students: .% of African American Students
   20 Students: 45% of Hispanic Students
   102 Students: 64.7% of Caucasian Students
   66 Students: 50% of Econ. Disadvantaged Students
   11 Students: 18.2% of LEP Students
   17 Students: 5.9% of Students with Disabilities
   2007-# Tested & Percent of Students Scoring Proficient/Advanced:
   125 Students: 67.2% of Combined Students
   0 Students: .% of African American Students
   21 Students: 71.4% of Hispanic Students
   103 Students: 66% of Caucasian Students
   57 Students: 61.4% of Econ. Disadvantaged Students
   5 Students: 40% of LEP Students
   7 Students: 14.3% of Students with Disabilities
   2008-# Tested & Percent of Students Scoring Proficient/Advanced:
   138 Students: 72.5% of Combined Students
   0 Students: .% of African American Students
   36 Students: 63.9% of Hispanic Students
   100 Students: 75% of Caucasian Students
   70 Students: 62.9% of Econ. Disadvantaged Students
   17 Students: 35.3% of LEP Students
   13 Students: 38.5% of Students with Disabilities
   The lowest identified areas for the combined population were: Literary- Open Response
   The lowest identified areas for African Americans were: Not Applicable
   The lowest identified areas for Hispanic were: Literary- Open Response

The lowest identified areas for Caucasian were: Literary- Open Response
The lowest identified areas for Econ. Disadvantaged students were: Literary- Open Response
The lowest identified areas for LEP students were: Literary- Open Response

ACSIP CRT Data Source for BERRYVILLE MIDDLE SCHOOL
Benchmark-7th Grade Literacy Exam
Report Created: Sep 10, 2007
ACSIP CRT Data Source for BERRYVILLE MIDDLE SCHOOL
Benchmark-7th Grade Literacy Exam
Report Created: Sep 30, 2008
2006-# Tested & Percent of Students Scoring Proficient/Advanced:
125 Students: 65.6% of Combined Students
0 Students: .% of African American Students
19 Students: 52.6% of Hispanic Students
103 Students: 68% of Caucasian Students
60 Students: 56.7% of Econ. Disadvantaged Students
7 Students: 28.6% of LEP Students
17 Students: 0% of Students with Disabilities
2007-# Tested & Percent of Students Scoring Proficient/Advanced:
113 Students: 61.1% of Combined Students
0 Students: .% of African American Students
18 Students: 33.3% of Hispanic Students
94 Students: 67% of Caucasian Students
55 Students: 54.5% of Econ. Disadvantaged Students
12 Students: 16.7% of LEP Students
17 Students: 11.8% of Students with Disabilities
2008-# Tested & Percent of Students Scoring Proficient/Advanced:
126 Students: 66.7% of Combined Students
0 Students: .% of African American Students
20 Students: 60% of Hispanic Students
105 Students: 67.6% of Caucasian Students
59 Students: 49.2% of Econ. Disadvantaged Students
7 Students: 0% of LEP Students
8 Students: 0% of Students with Disabilities
The lowest identified areas for the combined population were: Literary- Open Response
The lowest identified areas for African Americans were: Not Applicable
The lowest identified areas for Hispanic were: Literary- Open Response
The lowest identified areas for Caucasian were: Literary- Open Response
The lowest identified areas for Econ. Disadvantaged students were: Literary- Open Response
The lowest identified areas for LEP students were: Multiple Choice Writing

ACSIP CRT Data Source for BERRYVILLE MIDDLE SCHOOL
Benchmark-8th Grade Literacy Exam
Report Created: Sep 10, 2007
ACSIP CRT Data Source for BERRYVILLE MIDDLE SCHOOL
Benchmark-8th Grade Literacy Exam
Report Created: Sep 30, 2008
2006-# Tested & Percent of Students Scoring Proficient/Advanced:
138 Students: 74.6% of Combined Students
0 Students: .% of African American Students
18 Students: 72.2% of Hispanic Students
116 Students: 75% of Caucasian Students
77 Students: 67.5% of Econ. Disadvantaged Students
7 Students: 85.7% of LEP Students
19 Students: 21.1% of Students with Disabilities
2007-# Tested & Percent of Students Scoring Proficient/Advanced:
133 Students: 72.2% of Combined Students
0 Students: .% of African American Students

25 Students: 64% of Hispanic Students
106 Students: 74.5% of Caucasian Students
68 Students: 63.2% of Econ. Disadvantaged Students
11 Students: 45.5% of LEP Students
15 Students: 6.7% of Students with Disabilities
2008-# Tested & Percent of Students Scoring Proficient/Advanced:
117 Students: 65.8% of Combined Students
0 Students: .% of African American Students
19 Students: 36.8% of Hispanic Students
97 Students: 72.2% of Caucasian Students
53 Students: 56.6% of Econ. Disadvantaged Students
12 Students: 33.3% of LEP Students
15 Students: 6.7% of Students with Disabilities
The lowest identified areas for the combined population were: Content- Open Response
The lowest identified areas for African Americans were: Not Applicable
The lowest identified areas for Hispanic were: Content- Open Response
The lowest identified areas for Caucasian were: Content- Open Response
The lowest identified areas for Econ. Disadvantaged students were: Content- Open Response
The lowest identified areas for LEP students were: Content- Open Response and Multiple Choice Writing

4. Arkansas Comprehensive School Improvement Data Source for
BERRYVILLE MIDDLE SCHOOL
NORM REFERENCED TEST -- Report Completed: Sep 30, 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 124 129 140
% At/Above 50th NPR In:
Reading Comprehension 57.3% 72.9% 52.1%
Math Problem Solving 56.9% 67.4% 78.6%
AFRICAN AMERICAN POPULATION Grade:6
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:6
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 22 22 35
% At/Above 50th NPR In:
Reading Comprehension 31.8% 45.5% 28.6%
Math Problem Solving 33.3% 59.1% 80.0%
CAUCASIAN POPULATION Grade:6
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 101 100 103
% At/Above 50th NPR In:
Reading Comprehension 63.4% 80.0% 60.2%
Math Problem Solving 62.4% 70.0% 77.7%
ECONOMICALLY DISADVANTAGED Grade:6
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 64 62 72
% At/Above 50th NPR In:
Reading Comprehension 46.9% 64.5% 37.5%

Math Problem Solving 54.0% 58.1% 70.8%
LIMITED ENGLISH PROFICIENT Grade: 6
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 10 5 17
% At/Above 50th NPR In:
Reading Comprehension 0.0% 0.0% 11.8%
Math Problem Solving 10.0% 20.0% 64.7%
STUDENTS WITH DISABILITIES Grade: 6
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 15 6 12
% At/Above 50th NPR In:
Reading Comprehension 6.7% 16.7% 16.7%
Math Problem Solving 6.7% 0.0% 58.3%
Arkansas Comprehensive School Improvement Data Source for
BERRYVILLE MIDDLE SCHOOL
NORM REFERENCED TEST -- Report Completed: Sep 30, 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 132 111 127
% At/Above 50th NPR In:
Reading Comprehension 63.6% 63.1% 67.7%
Math Problem Solving 62.1% 60.4% 69.8%
AFRICAN AMERICAN POPULATION Grade: 7
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: 7
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 21 19 21
% At/Above 50th NPR In:
Reading Comprehension 33.3% 21.1% 66.7%
Math Problem Solving 52.4% 42.1% 65.0%
CAUCASIAN POPULATION Grade: 7
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 107 89 105
% At/Above 50th NPR In:
Reading Comprehension 70.1% 70.8% 67.6%
Math Problem Solving 64.5% 62.9% 70.5%
ECONOMICALLY DISADVANTAGED Grade: 7
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 68 53 60
% At/Above 50th NPR In:
Reading Comprehension 57.4% 49.1% 56.7%
Math Problem Solving 58.8% 54.7% 61.0%
LIMITED ENGLISH PROFICIENT Grade: 7
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 6 11 7
% At/Above 50th NPR In:
Reading Comprehension 0.0% 9.1% 14.3%

Math Problem Solving 16.7% 36.4% 33.3%
STUDENTS WITH DISABILITIES Grade:7
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 15 14 8
% At/Above 50th NPR In:
Reading Comprehension 0.0% 14.3% 25.0%
Math Problem Solving 0.0% 7.1% 12.5%
Arkansas Comprehensive School Improvement Data Source for
BERRYVILLE MIDDLE SCHOOL
NORM REFERENCED TEST -- Report Completed: Sep 30, 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 137 138 121
% At/Above 50th NPR In:
Reading Comprehension 60.6% 66.7% 54.5%
Math Problem Solving 60.6% 61.6% 70.2%
AFRICAN AMERICAN POPULATION Grade:8
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 0 1 0
% At/Above 50th NPR In:
Reading Comprehension N/A% 100.0% N/A%
Math Problem Solving N/A% 100.0% N/A%
HISPANIC POPULATION Grade:8
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 19 26 19
% At/Above 50th NPR In:
Reading Comprehension 36.8% 38.5% 31.6%
Math Problem Solving 47.4% 46.2% 42.1%
CAUCASIAN POPULATION Grade:8
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 114 105 102
% At/Above 50th NPR In:
Reading Comprehension 64.9% 73.3% 58.8%
Math Problem Solving 63.2% 66.7% 75.5%
ECONOMICALLY DISADVANTAGED Grade:8
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 76 71 57
% At/Above 50th NPR In:
Reading Comprehension 46.1% 59.2% 49.1%
Math Problem Solving 48.7% 57.7% 68.4%
LIMITED ENGLISH PROFICIENT Grade:8
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 10 12 12
% At/Above 50th NPR In:
Reading Comprehension 10.0% 16.7% 16.7%
Math Problem Solving 30.0% 25.0% 25.0%
STUDENTS WITH DISABILITIES Grade:8
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 19 16 15
% At/Above 50th NPR In:
Reading Comprehension 21.1% 18.8% 13.3%

Math Problem Solving 5.3% 0.0% 26.7%

5. Middle School Attendance Rate: In 2011-2012, attendance rate for the building was not available at time of submission due date. In 2007-08, the attendance rate for the building was 95.5%. In 2006-07, the attendance rate for the building was 95.9%. In 2005-06, the attendance rate for the building was 95.9%.

Goal
All students will improve in Reading Comprehension and Written Expression with additional attention to practical, literary and content reading passages and content and style writing passages

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2013 AMO Status Performance for Middle School Literacy is:
84.01;   TAGG: 79.33
2013 Percentage for Status Performance for Middle School
Literacy is:  79.37;   TAGG:  71.92


2012 ESEA AMOs
BERRYVILLE MIDDLE SCHOOL

801003
Literacy Performance

Group   Total Number
Attempting
Literacy,
Year 2011       Percent Proficient
in Literacy,
Year 2011       Year 2012
AMO     Year 2013
AMO     Year 2014
AMO     Year 2015
AMO     Year 2016
AMO     Year 2017
AMO
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Benchmark

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All Students    422     80.81   82.41   84.01   85.61   87.21
        88.81   90.41
Targeted Ach Gap        266     75.19   77.26   79.33   81.39
        83.46   85.53   87.60
African American        0       .       .       .       .       .
Hispanic        92      83.70   85.06   86.42   87.78   89.13
        90.49   91.85
Caucasian       326     80.06   81.72   83.38   85.05   86.71
        88.37   90.03
Econ Disa       244     76.64   78.59   80.53   82.48   84.43
        86.37   88.32
English Learners        52      76.92   78.84   80.77   82.69
        84.61   86.54   88.46
Students with Disa      51      27.45   33.50   39.54   45.59
        51.63   57.68   63.73


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2012 ESEA AMOs
BERRYVILLE MIDDLE SCHOOL

801003
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Literacy Growth
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Group	Total Number with a Growth Trajectory in Lit, Year 2011	Percent Making Growth in Literacy, Year 2011	Year 2012	Year 2013 AMO	Year 2014 AMO	Year 2015 AMO	Year 2016 AMO	Year 2017 AMO
All Students	395	82.28	83.76	85.23	86.71	88.19	89.66	91.14
Targeted Ach Gap	245	77.14	79.05	80.95	82.86	84.76	86.67	88.57
African American	0	.	.	.	.	.		
Hispanic	84	84.52	85.81	87.10	88.39	89.68	90.97	92.26
Caucasian	308	81.49	83.03	84.58	86.12	87.66	89.20	90.75
Econ Disa	226	78.76	80.53	82.30	84.07	85.84	87.61	89.38
English Learners	46	78.26	80.07	81.88	83.70	85.51	87.32	89.13
Students with Disa	38	26.32	32.46	38.60	44.74	50.88	57.02	63.16

Intervention: Comprehensive Literacy Approach				
Scientific Based Research: Brown, J. and Stephens, E. (2005) A Handbook of Content Literacy Strategies: 125 Practical Reading and Writing Ideas.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Accelerated Reader tests and books will be added to the library and classroom collections to provide adequate resources to accommodate student needs. Action Type: Equity Action Type: Technology Inclusion	Rebecca Jones	Start: 07/01/2013 End: 06/30/2014	• School Library • Teachers	ACTION BUDGET: $
All students will have access to the Accelerated Reader Program through the Middle School Technology Lab, reading classes, special education classes, ELL classes and /or library. Action Type: Equity	Rebecca Jones	Start: 07/01/2013 End: 06/30/2014	• Computers • School Library • Teachers	ACTION BUDGET: $

Action Type: Special Education Action Type: Technology Inclusion				
Parents will have access to Accelerated Reader quiz list online through the school web page. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Tracie Holle	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Outside Consultants • School Library	ACTION BUDGET: $
Selected staff members will attend training sessions for increased understanding of the "Comprehensive Literacy Approach." Information and instructional strategies will be shared with Reading and English teachers during team meetings. Action Type: Collaboration Action Type: Professional Development	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• District Staff • Outside Consultants	ACTION BUDGET: $
Accelerated Reader is a many-leveled reading program designed to encourage all students to choose books that they can and want to read independently. Students read books and then take comprehension quizzes on the computer. Records are kept on comprehension and performance levels. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Rebecca Jones	Start: 07/01/2013 End: 06/30/2014	• District Staff • School Library	ACTION BUDGET: $
Evaluate Accelerated Reader comprehension test data to determine student achievement by the number of books read, tests mastered, and reading goals met. Parents will receive a quarterly report of student progress toward meeting Accelerated Reader goals. Action Type: Alignment Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion	Rebecca Jones	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • School Library • Teachers	ACTION BUDGET: $
Throughout each school week, all classroom teachers will provide silent reading time for	Brenda Floyd	Start: 07/01/2013	• Teachers	ACTION BUDGET: $

the students. Action Type: Alignment Action Type: Equity Action Type: Special Education		End: 06/30/201 4		
Teachers will teach students reading strategies outlined in Literacy Lab. These strategies include: visualizing, questioning, inferring or predicting; connecting to self, text, and/or world; key words and/or concepts; synthesizing; and fix-up strategies. Action Type: Alignment	Brenda Floyd	Start: 07/01/201 3 End: 06/30/201 4	• Teachers	ACTION BUDGET: $
Parents and community leaders will volunteer to help students create and present literacy projects. Action Type: Parental Engagement	Linda Winkle	Start: 07/01/201 3 End: 06/30/201 4	• Administrative Staff • District Staff • School Library • Teachers	ACTION BUDGET: $
Each literacy classroom will receive funding for books and other materials to keep libraries current and updated, following SSLLCP training. Action Type: Alignment Action Type: Professional Development	David Gilmore	Start: 07/01/201 3 End: 06/30/201 4	• Administrative Staff • District Staff	ACTION BUDGET: $
Literacy night will be held to showcase students' reading and writing. Action Type: Collaboration Action Type: Parental Engagement	Eileen Raines	Start: 07/01/201 3 End: 06/30/201 4	• Administrative Staff • Teachers	ACTION BUDGET: $
Students will be evaluated using TLI or other testing tools according to the prescribed schedule or bi-annually for grade-equivalent reading level. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Rebecca Jones	Start: 07/01/201 3 End: 06/30/201 4	• Administrative Staff • Teachers	ACTION BUDGET: $
Using Benchmark data, student weaknesses will be identified. Teacher Teams will meet to discuss strategies that each teacher can use in their classroom to reinforce Common Core State Standards, especially identified weaknesses. Strategies that may be used are reading aloud books relative to their individual subjects, having subject appropriate books available in their classrooms	David Gilmore	Start: 07/01/201 3 End: 06/30/201 4	• District Staff • School Library • Teachers	ACTION BUDGET: $

for students to read, tests formatted like the Benchmark tests, writing essays and scoring them by a common rubric, etc. Action Type: Alignment Action Type: Collaboration				
Teachers will use Literature Circles to study novels and work on reading skills and weaknesses as identified by an evaluation of the test data. Students will be grouped according to book selection. Action Type: Alignment Action Type: Equity Action Type: Special Education	Eileen Raines	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: $
Teachers will make a point to share their love of reading, exposing students to different genres, in an attempt to increase student interest in new books and authors. Teachers will collaborate to ensure that books are not duplicated horizontally or vertically. Action Type: Alignment Action Type: Collaboration	Karie Sayer	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: $
Teachers will create student friendly reading environments in their classrooms with easy access to books and reading areas with comfortable chairs, cushions, warm lighting, etc. Action Type: Alignment Action Type: Special Education	Brenda Floyd	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: $
Teachers will post a sign outside their door that shows what the teacher is, has, and wants to read. This is to encourage student/teacher discussion of favorite books and model an active love of reading. Action Type: Collaboration Action Type: Special Education	Eileen Raines	Start: 07/01/2013 End: 06/30/2014	• School Library • Teachers	ACTION BUDGET: $
Distribution of Spanish/English dictionaries as well as supplementary materials to all teachers. Action Type: Collaboration Action Type: Equity	Linda Summers	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: $
Reading, English, Special Education, and vocational teachers will collaborate with science, social studies, and math teachers to help all	Grade Level Team	Start: 07/01/2013 End: 06/30/201	• District Staff • Teachers	ACTION BUDGET: $

students with different styles of writing such as narrative, expository, persuasive, etc. keeping in mind the Common Core State Standards. Action Type: Collaboration		4		
All students, regardless of level, will be given instruction from teachers on how to write paragraphs and essays. Action Type: Alignment Action Type: Special Education	Darline Morrow	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: $
Teachers will be provided with samples of student writing at all levels, and complete writing assessments each quarter using content-specific, timed-writing prompts, and scoring rubrics. Action Type: Collaboration Action Type: Special Education	Karie Sayer	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: $
Teachers will meet as content area teams to share and evaluate student writing samples at each level. The teams will also grade one timed writing assignment together, using the Berryville Middle School Rubric. Students' Portfolio Assessment will be used to determine writing strengths and weaknesses. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Teresa Harrison	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teachers	ACTION BUDGET: $
Each student will publish a quality, processed-based writing piece via technology at least once each school year. Action Type: Collaboration Action Type: Technology Inclusion	Candy Phillips	Start: 07/01/2013 End: 06/30/2014	• Computers • Teachers	ACTION BUDGET: $
All students, regardless of level, will be given time to write across the curriculum on a daily basis. Action Type: Alignment Action Type: Equity Action Type: Special Education	Teresa Harrison	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: $
Teachers will score writing prompts and display proficient and advanced writing in the classroom and in hallways. Action Type: Alignment	Bryce Albertson	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: $

Students will be trained in the use of dictionaries and thesauruses so that they can use them to improve their writing. Action Type: Equity	Teresa Harrison	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: $
Using Test Released items, classroom teachers and special education teachers will work with students to help raise those who scored Below Basic and Basic on the Benchmark Test to proficient or better. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Scott Tucker	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teachers	ACTION BUDGET: $
All 7th grade students will be trained in keyboarding. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Steve Winkle	Start: 07/01/2013 End: 06/30/2014	• Computers • Teachers	ACTION BUDGET: $
Teachers will use Gradequick to record attendance and grades. These will be uploaded weekly to Edline for parents to view current grades through the school website. Parents may contact their child's teachers via e-mail. To obtain teachers' addresses, parents may go to the school's webpage, bobcat.k12.ar.us, and choose the teacher from the list of users, or may click the teacher's name while in Edline. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion	Debbie Harris	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
Individual students attending the Benchmark Boot Camp will be evaluated as to their improvement in the benchmark scores at the end of eighth grade, relative to their scores. Action Type: Alignment	Jeanie Hagler	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teachers	ACTION BUDGET: $
In accordance with their individual IEP's, modifications will be made for Special Education students through shortened essays, help typing, extra time, etc.	Scott Tucker	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: $

Action Type: Equity Action Type: Special Education				
ELL modifications will be made according to the ELL program of studies as determined by the ESL staff. Individual modifications will be made for ELL students through shortened essays, help typing, extra time, etc. Action Type: Equity Action Type: Special Education	JoBeth Evans	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: $
All instruction will be delivered by highly-qualified staff consisting of highly-qualified teachers and highly-qualified paraprofessionals. All teachers will have HQ forms on file in the Federal Programs Office of the District. Strategies to attract highly-qualified staff in all areas will be developed and implemented across the District. Measures will be developed to include all stakeholders in all relevant decisions. Stakeholders in education include parents, teachers, student, faculty, administration, and community members. All programs across the district will be coordinated and integrated to assure that the most effective and most efficient use of all resources is occurring. Action Type: Collaboration	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders	ACTION BUDGET: $
Title I funds will be used to provide all instructional staff with professional development that exceeds the state-required 60 hours to enhance their ability to facilitate learning. These professional development opportunities will include both in-district and out-of-district training, inservice, professional networking, and all activities that comply with the ADE rules for professional development. All instructional staff will submit periodic assessments and evaluations for current professional development opportunities and areas needed. Action Type: Professional	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $

Development				
The school will comply with Parent Engagement: Act 307, 2007 by 1. Informational Packets 2. Parent Involvement Meetings 3. Volunteer Resource Book 4. School's process for resolving parental concerns in handbook 5. Enable formation of PTA/PTO 6. Parent Facilitator 7. Two Parent/Teacher Conferences Requirement 8. School Handbook 9. E-mail addresses of teachers and other general information 10. Web page address for the school http://bobcat.oursc.k12.ar.us 11. Web addresses for parents http://www.familylit.com, http://www.arkansaspta.org, http://www.parentsplace.com, http://www.parentsoup.com, http://www.parenthoodweb.com, http://www.parenting-ed.org 12. Tips for Parents concerning ways to foster student success 13. Information about the parent center 14. Policies for parent visitation and pick-up procedures Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Linda Winkle	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff	ACTION BUDGET: $
The Middle School will meet all requirements of the Schoolwide components for Schoolwide Title Schools including: 1) needs assessment, 2)alignment, 3) instruction from highly qualified teachers, 4) professional development, 5) recruiting and maintaining of highly qualified teachers, 6) parental involvement, 7) transition, 8) collaboration, 9) point-in-time remediation, and 10) coordination of funds (fed/state). Action Type: Title I Schoolwide	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: $
One computer lab, consisting of access points, computers, monitors, printers, and associated networking components will be installed to support the literacy and math	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	• Computers	ACTION BUDGET: $

school-wide instruction initiatives to improve math comprehension and overall literacy in core academic areas. All listed items will cost less than $1,000 each. Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Title I funds will be used to tutor selected students both during the school day and after school in areas identified as below proficient by both observations and by other testing especially in the literacy area. Teachers are paid $25.00 per session/hour and currently there are seven teachers that tutor after the school day. The $25.00 per session/hour was set by the school board and is listed on the Berryville School Supplemental Pay Rates schedule on the district website. The school estimates 80 tutoring sessions/days. Title I funds will be used to purchase items from a group costing less than $1,000 or more per item such as laptops, LCD projectors, carts, ELMO cameras, and/or other hardware and/or supplies and materials to support the tutoring effort. Action Type: Equity	Mindy Hicks	Start: 07/01/2013 End: 06/30/2014	• District Staff	Title I - Employee Salaries: $2000.00 Title I - Employee Benefits: $500.74 ACTION BUDGET: $2500.74
Hold annual CAP conferences for parents, student, and teacher advisor to discuss curriculum planning and elective scheduling for the move to high school. Individual appointments are required of all 8th grade students and their parents, who are notified by mail and by telephone. Career and long-term educational planning are also discussed, as well as EXPLORE test national comparison results. Strategies will be developed to improve the transition success of all students from school-to-school and from school-to-work. Action Type: Parental Engagement	Cheryl Howard	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $

All subjects, including those outside literacy and math, will align courses with math and literacy Common Core State Standards to ensure reinforcement of tested skills toward proficiency when and where possible. Action Type: Alignment	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Annually review test data to determine future areas of concern and target students scoring basic or below basic on the Benchmark Exam. All teachers will implement open-response questions for evaluation purposes within the discipline. Action Type: Equity	Mindy Hicks	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff	ACTION BUDGET: $

Annually, all data, including the benchmark assessments, the Learning Institute (TLI) interim assessments, EXPLORE tests, norm-referenced assessments, and other relevant data will be examined to determine areas of weakness. Weaknesses will be shared with the staff and all staff members are encouraged to reinforce frameworks where weaknesses occur. A check for gaps and redundancies in the curriculum will be made and needed changes to curriculum maps will be implemented. All student scoring below proficient will receive AIP's based on their weaknesses. Teachers who continue to have areas where their students score low will be offered training in those content areas or building-wide professional development opportunities will be planned according to data indicators. PROGRAM EVALUATION: After one year of using TLI, we have found that our TLI evaluations have given us a statistically significant correlation (58.0%) between TLI scores and Benchmark Exams. Based on first year results we should be able to use our TLI information to help detect gaps in learning and to format effective AIP's for students. Action Type: AIP/IRI	Mindy Hicks	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Highly Qualified Teachers will attend technology conferences. Highly Qualified Teachers will gain knowledge about websites that can enhance their subject areas. This knowledge will help the Highly Qualified teachers use technology in their classrooms through having students do online research, scavenger hunts about people or places, author websites, etc. Action Type: Technology Inclusion Teachers meet weekly in grade-level teams to discuss curriculum, student issues, and lesson planning. Action Type: Collaboration	Tracie Holle	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $

Special Education and ELL Highly Qualified teachers will collaborate with librarian to help these students be successful in the Accelerated Reader program. Action Type: Special Education	Linda Summers	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Highly Qualified Classroom teachers will use novel studies to help students build reading and writing skills. These studies will be aligned with the Common Core State Standards. Action Type: Alignment	Eileen Raines	Start: 07/01/2013 End: 06/30/2014	• School Library • Teachers	ACTION BUDGET: $
Highly Qualified teachers will be recruited, hired, and retained. Teachers who are not highly qualified will receive mentoring. Action Type: Professional Development	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: $
ELL Coordinator will hold staff development for all staff in the culture, assessment, instruction, second language acquisition, and ELL methods and strategies. Action Type: Professional Development	Linda Summers	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: $
Purchase English and home-language versions of software and materials, hardware, and training for the ELL program to improve literacy for students scoring below proficient. Action Type: Technology Inclusion	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: $
AIPs will be divided into content area teachers' responsibilities with student weaknesses noted during team time and through collaboration. Remediation within the individual classroom will be addressed by the cooperating teachers. Parents will be approached for signatures at parent-teacher conferences and in individual meetings, as well as by mail (if no response). Action Type: AIP/IRI	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff	ACTION BUDGET: $
TLI Testing will be set up to emulate benchmark exams. SPED students will be tested using small group and other modifications according to	Mindy Hicks	Start: 07/01/2013 End: 06/30/201	• Administrative Staff • District Staff	ACTION BUDGET: $

each student's IEP. Action Type: Special Education		4		
Character Education material and/or supplies will be purchased and distributed to meet identified needs of the school to promote a SAFE AND DRUG FREE school environment. Action Type: Equity	Linda Winkle	Start: 07/01/2013 End: 06/30/2014	• District Staff	_____ ACTION BUDGET: $
Our ELL program will identify students through the LPAC committee, and provide those students with content area and language acquisition instruction from two, certified ELL teachers with primary and/or supplementary services including classroom modifications and interventions as needed. PROGRAM EVALUATION: Disaggregate data from ELDA/LAS, Benchmark Exam, SAT-10, and TLI formative assessments to determine the effectiveness of our ELL program and instruction. Action Type: Equity	Linda Summers	Start: 07/01/2013 End: 06/30/2014	• Performance Assessments	_____ ACTION BUDGET: $
At enrollment, counselors, the migrant and special education departments will coordinate efforts to identify homeless students. At the start of the school year, teachers will complete a homeless survey to better identify the needs of our students. At any time during the school year, teachers and staff member may report to the counselor or coordinator changes in homeless status for any student. The building counselor will coordinate with the District Homeless Liaison to meet the needs of the homeless students. Action Type: Equity	Apryl Harmon	Start: 07/01/2013 End: 06/30/2014	• District Staff	_____ ACTION BUDGET: $
Teachers will participate in a professional development in a focused environment. Teachers will work together with the direction of nationally recognized education professionals to maximize the impact of teacher performance and student learning. Action Type: Collaboration	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	_____ ACTION BUDGET: $

Action Type: Professional Development				
Students and teachers will use Flip Video cameras to increase student participation in literacy programs (Literacy Night) and in daily classroom activities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Kevin Matthews	Start: 07/01/2013 End: 06/30/2014	• Computers • District Staff • Teachers	ACTION BUDGET: $
Interwrite Mobi's have been purchased for classroom use. Mobi's will allow teachers to be more mobile while using the computer and allow for student interaction. Action Type: Technology Inclusion	Kevin Matthews	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $
The Berryville School Information Center has been established on the school website so that parents and other interested parties may send information request to the school using the school website. Action Type: Parental Engagement Action Type: Technology Inclusion	Tracie Holle	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $
The School Reach Program has been implemented to keep parents informed using the telephone system. This system combined with Edline and the school website should keep the district's parents informed and involved in school activities. Action Type: Parental Engagement Action Type: Technology Inclusion	Tracie Holle	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: $
Title I funds may be used for field trips that improve literacy by the teacher articulating the who, what, when, where, and how and by assessing each event by each student writing an essay explaining the field trip experience. Teachers will keep student-produced essays as evidence that the field trips meet federal guidelines for improving literacy efforts. Action Type: Alignment Action Type: Equity	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: $

Action Type: Program Evaluation				
Title I funds will be used to support the After-School Boot Camp for at-risk 6th-8th graders, in an after school tutoring program. Action Type: Alignment Action Type: Equity	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
Writing Project: Writing Project intervention Since Berryville Middle and High Schools have been selected as a Rural Site for the i3 grant, the National Writing Project will be training Berryville Literacy and Content Area teachers over the 2013/14 and 2014/15 school years. Students' academic progress in writing arguments, informative texts, and narratives will be tracked. Professional development will be concerned with argument, vertical alignment, rubrics, key terms, informal and formal settings, time spent writing, tech. tools, research, and critical reading skills.	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• Outside Consultants • Teachers • Teaching Aids	ACTION BUDGET: $
Title I funds will be used to hire one .7 FTE Literacy Facilitator/ESL COORDINATOR (Summers, Linda, .7 FTE, .7 salary = $42,000, .7 benefits =$8,985.99) to work with students to improve learning. Action Type: Equity Action Type: Title I Schoolwide	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• District Staff	Title I - Employee Salaries: $42000.00 Title I - Employee Benefits: $8985.99 ACTION BUDGET: $50985.99
Total Budget:				$53486.73

Priority 2:   Improving mathematics

Supporting Data:

1. 1. COMPREHENSIVE NEEDS ASSESSMENT We formed ACSIP Leadership Teams and analyzed the test scores from the 2009 administration of the 6-8 grade Augmented Benchmark and SAT 10 Exams. We examined the results for both the combined population and EACH subpopulation. We heard a report from our Formative Assessment Team who showed written evidence documenting our main areas of weakness. In addition, we studied our Attendance, Disciplinary, and Achievement Data over the past three years. Based on the data, we have identified areas of need to help align classroom instruction in math. Based on our analyses of the data, we have concluded that Special Education (SPED) students and English Language Learners (ELLs) reflect the greatest challenge in meeting future AYP.
2. 2012 Arkansas School ESEA Accountability Report District: BERRYVILLE SCHOOL DISTRICT Superintendent: RANDY BYRD School: BERRYVILLE MIDDLE SCHOOL Principal: PHILLIP SUMMERS LEA: 801003 Grades: 06 - 08 Address: 902 W

TRIMBLE AVE Enrollment: 474 BERRYVILLE, AR 72616 Attendance Rate: 94.20% (3 QTR AVG) Phone: 870-480-4633 Poverty Rate: 55.70% Needs Improvement School Achieving School Percent Tested # Expected Literacy Literacy # Expected Math Math All Students 479 YES 503 YES Targeted Achievement Gap Group 311 YES 318 YES ESEA Subgroups # Expected Literacy Literacy # Expected Math Math African Americans n < 10 n < 10 n < 10 n < 10 Hispanic 111 YES 115 YES White 356 YES 375 YES Economically Disadvantaged 281 YES 287 YES English Learners 83 YES 84 YES Students with Disabilities 58 YES 58 YES Achieving School in Literacy # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 443 83.30 82.41 411 84.67 83.76 Targeted Achievement Gap Group 281 76.16 77.26 252 79.37 79.05 Three Year Performance Three Year Growth All Students 1262 80.11 82.41 1173 82.61 83.76 Targeted Achievement Gap Group 793 73.14 77.26 720 76.67 79.05 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 103 80.58 85.06 93 82.80 85.81 White 332 84.64 81.72 314 85.03 83.03 Economically Disadvantaged 252 78.57 78.59 226 81.42 80.53 English Learners 74 71.62 78.84 66 77.27 80.07 Students with Disabilities 53 32.08 33.50 42 35.71 32.46 Needs Improvement School in Math # Attempted Percentage 2012 AMO # Applicable Percentage 2012 AMO 2012 Performance 2012 Growth All Students 466 82.40 85.95 413 79.66 83.34 Targeted Achievement Gap Group 287 76.31 81.87 254 72.44 79.50 Three Year Performance Three Year Growth All Students 1340 84.03 85.95 1176 81.89 83.34 Targeted Achievement Gap Group 818 78.36 81.87 723 76.07 79.50 ESEA Subgroups 2012 Performance 2012 Growth African Americans n < 10 n < 10 n < 10 n < 10 n < 10 n < 10 Hispanic 107 79.44 88.42 94 72.34 82.54 White 351 83.76 85.33 314 81.85 83.63 Economically Disadvantaged 257 78.60 83.46 228 74.56 80.21 English Learners 75 72.00 81.33 68 63.24 74.65 Students with Disabilities 53 43.40 46.08 42 38.10 46.93 Page 1/1

3. ACSIP CRT Data Source for BERRYVILLE MIDDLE SCHOOL

Benchmark-6th Grade Mathematics Exam

Report Created: Sep 30, 2008

2006-# Tested & Percent of Students Scoring Proficient/Advanced:

123 Students: 53.7% of Combined Students

0 Students: .% of African American Students

20 Students: 40% of Hispanic Students

102 Students: 56.9% of Caucasian Students

66 Students: 50% of Econ. Disadvantaged Students

11 Students: 27.3% of LEP Students

17 Students: 5.9% of Students with Disabilities

2007-# Tested &Percent of Students Scoring Proficient/Advanced:

126 Students: 78.6% of Combined Students

0 Students: .% of African American Students

22 Students: 63.6% of Hispanic Students

103 Students: 82.5% of Caucasian Students

58 Students: 72.4% of Econ. Disadvantaged Students

6 Students: 33.3% of LEP Students

7 Students: 0% of Students with Disabilities

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

138 Students: 80.4% of Combined Students

0 Students: .% of African American Students

36 Students: 83.3% of Hispanic Students

100 Students: 79% of Caucasian Students

70 Students: 74.3% of Econ. Disadvantaged Students

17 Students: 64.7% of LEP Students

13 Students: 61.5% of Students with Disabilities

The lowest identified areas for the combined population were: Number and Operations and Algebra- Open Response

The lowest identified areas for African Americans were: Not Applicable

The lowest identified areas for Hispanic were: Number and Operations and Algebra- Open Response

The lowest identified areas for Caucasian were: Number and Operations and

Algebra- Open Response
The lowest identified areas for Econ. Disadvantaged students were: Number And Operations and Algebra- Open Response
The lowest identified areas for LEP students were: Data Analysis and Probability-Open Response

ACSIP CRT Data Source for BERRYVILLE MIDDLE SCHOOL
Benchmark-7th Grade Mathematics Exam
Report Created: Sep 30, 2008
2006-# Tested & Percent of Students Scoring Proficient/Advanced:
125 Students: 51.2% of Combined Students
0 Students: .% of African American Students
19 Students: 31.6% of Hispanic Students
103 Students: 54.4% of Caucasian Students
60 Students: 40% of Econ. Disadvantaged Students
7 Students: 0% of LEP Students
17 Students: 0% of Students with Disabilities
2007-# Tested &Percent of Students Scoring Proficient/Advanced:
113 Students: 54.9% of Combined Students
0 Students: .% of African American Students
18 Students: 16.7% of Hispanic Students
94 Students: 62.8% of Caucasian Students
55 Students: 43.6% of Econ. Disadvantaged Students
12 Students: 16.7% of LEP Students
17 Students: 5.9% of Students with Disabilities
2008-# Tested & Percent of Students Scoring Proficient/Advanced:
126 Students: 68.3% of Combined Students
0 Students: .% of African American Students
20 Students: 60% of Hispanic Students
105 Students: 70.5% of Caucasian Students
59 Students: 55.9% of Econ. Disadvantaged Students
7 Students: 14.3% of LEP Students
8 Students: 25% of Students with Disabilities
The lowest identified areas for the combined population were: Algebra- Open Response
The lowest identified areas for African Americans were: Not Applicable
The lowest identified areas for Hispanic were: Algebra- Open Response
The lowest identified areas for Caucasian were: Algebra- Open Response
The lowest identified areas for Econ. Disadvantaged students were: Algebra-Open Response
The lowest identified areas for LEP students were: Algebra- Open Response

ACSIP CRT Data Source for BERRYVILLE MIDDLE SCHOOL
Benchmark-8th Grade Mathematics Exam
Report Created: Sep 30, 2008
2006-# Tested & Percent of Students Scoring Proficient/Advanced:
138 Students: 56.5% of Combined Students
0 Students: .% of African American Students
18 Students: 61.1% of Hispanic Students
116 Students: 55.2% of Caucasian Students
77 Students: 50.6% of Econ. Disadvantaged Students
7 Students: 85.7% of LEP Students
19 Students: 5.3% of Students with Disabilities
2007-# Tested &Percent of Students Scoring Proficient/Advanced:
133 Students: 50.4% of Combined Students
0 Students: .% of African American Students
25 Students: 32% of Hispanic Students
106 Students: 54.7% of Caucasian Students
68 Students: 41.2% of Econ. Disadvantaged Students
11 Students: 9.1% of LEP Students
15 Students: 0% of Students with Disabilities

2008-# Tested & Percent of Students Scoring Proficient/Advanced:
117 Students: 59% of Combined Students
0 Students: .% of African American Students
19 Students: 42.1% of Hispanic Students
97 Students: 62.9% of Caucasian Students
53 Students: 50.9% of Econ. Disadvantaged Students
12 Students: 41.7% of LEP Students
15 Students: 13.3% of Students with Disabilities
The lowest identified areas for the combined population were: Measurement-Open Response
The lowest identified areas for African Americans were: Not Applicable
The lowest identified areas for Hispanic were: Measurement- Open Response
The lowest identified areas for Caucasian were: Measurement- Open Response
The lowest identified areas for Econ. Disadvantaged students were: Measurement- Open Response
The lowest identified areas for LEP students were: Numbers and Operations and Measurement- Open Response

4. Middle School Attendance Rate: In 2011-2012, attendance rate for the building was not available at time of submission due date. In 2007-08, the attendance rate for the building was 95.5%. In 2006-07, the attendance rate for the building was 95.9%. In 2005-06, the attendance rate for the building was 95.5%.

Goal	All students will improve in Mathematics skills and responding to constructed response questions 2013 AMO Status Performance for Middle School Math is: 87.23; TAGG: 83.52 2013 Percentage for Status Performance for Middle School Math is: 75.37; TAGG: 68.45
Benchmark	2012 ESEA AMOs BERRYVILLE MIDDLE SCHOOL 801003 Math Performance Group Total Number Attempting Math, Year 2011 Percent Proficient in Math, Year 2011 Year 2012 AMO Year 2013 AMO Year 2014 AMO Year 2015 AMO Year 2016 AMO Year 2017 AMO All Students 450 84.67 85.95 87.23 88.50 89.78 91.06 92.34 Targeted Ach Gap 278 80.22 81.87 83.52 85.17 86.81 88.46 90.11 African American 0 . . . . . Hispanic 95 87.37 88.42 89.48 90.53 91.58 92.63 93.69 Caucasian 350 84.00 85.33 86.67 88.00 89.33

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               90.67   92.00
Econ Disa          255    81.96   83.46   84.97   86.47   87.97
               89.48   90.98
English Learners        54    79.63   81.33   83.03   84.72
               86.42   88.12   89.82
Students with Disa      51    41.18   46.08   50.98   55.89
               60.79   65.69   70.59
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2012 ESEA AMOs
BERRYVILLE MIDDLE SCHOOL

801003
Math Growth

Group   Total Number
with a Growth
Trajectory
in Math,
Year 2011      Percent Making
Growth in
Math, Year
2011    Year 2012
AMO     Year 2013
AMO     Year 2014
AMO     Year 2015
AMO     Year 2016
AMO     Year 2017
AMO
All Students    396    81.82   83.34   84.85   86.37   87.88
               89.40   90.91
Targeted Ach Gap 246    77.64   79.50   81.37   83.23   85.09
               86.96   88.82
African American        0       .       .       .       .       .
Hispanic        84     80.95   82.54   84.13   85.71   87.30
               88.89   90.48
Caucasian       308    82.14   83.63   85.12   86.61   88.09
               89.58   91.07
Econ Disa       227    78.41   80.21   82.01   83.81   85.61
               87.41   89.21
English Learners        47     72.34   74.65   76.95   79.26
               81.56   83.87   86.17
Students with Disa      38     42.11   46.93   51.76   56.58
               61.41   66.23   71.06
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Intervention: Standards-Based Mathematics Instruction				
Scientific Based Research: McTighe, J., & Wiggins, G. (2005). Understanding by Design, ACSD.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Released Test Items will be gathered and distributed to math teachers. Action Type: Alignment	David Gilmore	Start: 07/01/2013 End:	• District Staff • Teachers	ACTION BUDGET: $

Action Type: Collaboration		06/30/2014		
Compare last year's test scores to current scores; students' scores and progression. Action Type: AIP/IRI Action Type: Alignment	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teachers	ACTION BUDGET: $
A copy of the math rubric/scoring guide will be available to parents with an explanation of its use. Action Type: Collaboration Action Type: Parental Engagement	Leonda Davis	Start: 07/01/2013 End: 06/30/2014	• Community Leaders • Teachers	ACTION BUDGET: $
Training will be provided to math teachers in task-specific scoring guides. New teachers will be trained as needed. Action Type: Professional Development Action Type: Special Education	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• District Staff • Outside Consultants	ACTION BUDGET: $
A rubric will be developed for a weekly open-response math question. Action Type: Alignment Action Type: Collaboration	Erin Hall	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: $
Title I and Title VI funds will be used to purchase supplies and materials to increase students' ability to apply knowledge of numbers and numerical relationships. Evaluation will be and summative by teacher observation and test scores. Action Type: Equity Action Type: Technology Inclusion	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: $
The school will notify the parents of school improvement status through direct mail, school website, and local news media explaining what SI means, the reason for the designation, an explanation of what the school is doing about the issues, an explanation of how parents can become involved, and the options offered to parents under the NCLB law. Action Type: Parental Engagement	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• Community Leaders • District Staff	ACTION BUDGET: $
Title I funds will be used to support the ASAP (After School Advantage Program) for at-risk	David Gilmore	Start: 07/01/2013	• Administrative Staff	ACTION BUDGET: $

6th-8th graders as after school tutoring program. Action Type: Collaboration Action Type: Equity		End: 06/30/2014	• Teachers	
Formative evaluation will be conducted by monitoring effectiveness of ASAP (After School Advantage Program) by comparing test scores of basic students attending after school program with weekly progress. Summative evaluation will be conducted through pre and post testing. A participation goal of 50% of those students at proficient or above is anticipated. Action Type: Alignment Action Type: Program Evaluation	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff	ACTION BUDGET: $
Community members will provide refreshments, incentives, and rewards for student participants. Action Type: Collaboration Action Type: Parental Engagement	Beth Swallow	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Community Leaders	ACTION BUDGET: $
Highly Qualified Teachers will be hired and students will be chosen for after school tutoring ASAP (After School Advantage Program) program by assessments and/or teacher recommendations. Action Type: Alignment Action Type: Collaboration	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: $
Provide in-school point-in-time remediation and out-of-school-day tutoring, materials, supplies, and salary to assist students in reaching the proficient level. Snacks and awards will be provided by community partners. Equipment costing $1,000 or more per item may include laptop computers, video playing technology, or other equipment necessary to provide remediation. Action Type: Alignment Action Type: Equity	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Highly Qualified Teachers will use curriculum mapping to maintain curriculum alignment to Common Core State Standards. Action Type: Alignment Action Type: Collaboration	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: $

Highly Qualified Teachers will develop AIP's for students who qualify. Formative evaluations, including the Learning Institute (TLI) interim assessments, and other assessments, will be given to monitor the progress of the students' learning strategies. Action Type: AIP/IRI Action Type: Program Evaluation	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• Teachers	ACTION BUDGET: $
Use Title VI funds to purchase computers to use in the improvement of math proficiency effort by incorporating math into the technology curriculum. Action Type: Technology Inclusion	Kevin Matthews	Start: 07/01/2013 End: 06/30/2014	• Computers	ACTION BUDGET: $
The school will comply with Parent Engagement: Act 307, 2007 by 1. Informational Packets 2. Parent Involvement Meetings 3. Volunteer Resource Book 4. School's process for resolving parental concerns in handbook 5. Enable formation of PTA/PTO 6. Parent Facilitator 7. Two Parent/Teacher Conferences Requirement 8. School Handbook 9. E-mail addresses of teachers and other general information 10. Web page address for the school http://bobcat.oursc.k12.ar.us 11. Web addresses for parents http://www.familylit.com, http://www.arkansaspta.org, http://www.parentsplace.com, http://www.parentsoup.com, http://www.parenthoodweb.com, http://www.parenting-ed.org 12. Tips for Parents concerning ways to foster student success 13. Information about the parent center 14. Policies for parent visitation and pick-up procedures Action Type: Parental Engagement	Linda Winkle	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff	ACTION BUDGET: $
The Middle School will meet all requirements of the Schoolwide components for Schoolwide Title Schools including: 1) needs assessment, 2)alignment, 3) instruction from highly qualified teachers, 4) professional development, 5) recruiting and maintaining of highly qualified	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET: $

teachers, 6) parental involvement, 7) transition, 8) collaboration, 9) point-in-time remediation, and 10) coordination of funds (fed/state). Action Type: Title I Schoolwide				
Purchase materials/supplies, software, and/or hardware to expand the AR Math program into the classrooms to increase student access. Action Type: Equity	Dr. Doug Harris	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teachers	ACTION BUDGET: $
New math teachers (6th grade) will receive AR Math training. Action Type: Professional Development	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Coaches will use math skills and terms in teaching Physical Education classes. Action Type: Wellness	Cody Alexander	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teachers	ACTION BUDGET: $
Students will participate in Math remediation, based on test scores and/or teacher referrals, utilizing the AR Math Program. Action Type: Alignment Action Type: Equity	Aaron Hall	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: $
Success Your Way: The Middle School has adopted a Math Curriculum from Glencoe Math that is aligned with the new Common Core State Standards. Action Type: Alignment	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• Teachers • Teaching Aids	ACTION BUDGET: $
Total Budget:				$0

Priority 3:	Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance, and flexibility.
Supporting Data:	1. 1. COMPREHENSIVE NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the BMI, free and reduced lunch, discipline and attendance data. We heard a report from our Formative Assessment Team who showed written evidence documenting our main of areas of weakness. In addition, we studied our Attendance, Disciplinary, and Achievement Data over the past three years. Based on the data, we have identified areas of need to help promote wellness within our student population. 2. BMI (Body Mass Index): In 2007-08, BMI results for the Berryville Middle School showed that 43.9% of males and 39.3% of females participating were either at risk or currently overweight. In 2006-07, BMI results for the Berryville Middle School showed that 44% of males and 40.6% of females participating were either at risk or currently overweight. In 2005-06, BMI results for the Berryville Middle School showed that 44.6% of males and 38.4% of females participating were either at risk or currently overweight. These data indicate an increasing trend in the number of students who are either at-risk or currently overweight. 3. SHI (School Health Index): The 2006-07 SHI revealed that health promotion

for staff for all schools was low at 29% while school health services score for all schools was less than 80%. In the elementary area, nutrition services score was 69% while rating 74% in the middle school area. All low-scoring areas will be addressed in the District's Health and Wellness Plan.

4. Free/Reduced: In 2007-08, the Berryville Middle School had a free/reduced lunch rate of 48% with 407 students. In 2006-07, the Berryville Middle School had a free/reduced lunch rate of 50% with 416 students. In 2005-06, the Berryville Middle School had a free/reduced lunch rate of 52.1% with 413 students. The data indicates that the Middle School student population and percentage of free/reduced lunch students seems to be dropping. However, poverty statistics do not agree with this drop so underreporting at this school seems to be indicated.

5. Middle School Attendance Rate: In 2007-08, the attendance rate for the building was 95.5%. In 2006-07, the attendance rate from the building was 95.9%. In 2005-06, the attendance rate for the building was 93.9%.

Goal	Create an environment where students will show an increase in health and wellness based on the BMI results and the SHI assessments.
Benchmark	The BMI and risk assessments will show a 10% increase in the health and wellness of all students.

Intervention: Berryville Middle School will encourage strategies and activities that promote healthier lifestyles and meet the requirements of Act 1220 of 2003.				
Scientific Based Research: Let's Get Physical- Promotion and Education Strategies by Dr. Hal Wechsler. http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Promote the reduction of time that students spend in sedentary activities such as watching television or playing video games. Action Type: Parental Engagement	Tye Roberts	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teachers	ACTION BUDGET: $
Incorporate developmentally appropriate physical activity into during-school and after-school curriculum. Action Type: Collaboration Action Type: Wellness	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
Encourage and implement participation in curricular and extracurricular programs that promote physical activity such as athletics, band, workforce education classes, walking, bowling, and other programs for special education students. Action Type: Special Education	Cody Alexander	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teachers	ACTION BUDGET: $
Encourage development and implementation of family-oriented, community-based physical activity and wellness programs. Action Type: Professional Development	David Gilmore	Start: 07/01/2013 End: 06/30/2014	• Administrative Staff • Teachers	ACTION BUDGET: $
Evaluate all wellness activities for	Dr. Doug	Start:	• Administrative	

effectiveness. PROGRAM EVALUATION: State obesity rates in 2008 were 28.7%. Berryville High School was at 31.1% for males and 21.3% for females. Our goal for the 2009-2010 school year is to reduce male obesity rates by 5% and to maintain a lower-than-average female obesity rate. Action Type: Collaboration Action Type: Program Evaluation	Harris	07/01/2013 End: 06/30/2014	• Staff • Teachers	ACTION BUDGET:	$
Physical Education teachers will align P.E. activities with state frameworks and will strive to promote physical activities throughout the school day. Action Type: Alignment	Cody Alexander	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teachers	ACTION BUDGET:	$
All students will participate in Red Ribbon Week during the month of October to promote a SAFE and DRUG FREE environment for all students. Action Type: Equity	Linda Winkle	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:	$
Berryville Middle School will direct parents to http://www.state.ar.us/ha/physical/ to calculate BMI and to learn about healthy lifestyles. Action Type: Technology Inclusion	Kristy Hulse	Start: 07/01/2013 End: 06/30/2014	• District Staff • Teachers	ACTION BUDGET:	$
Breakfast On the Go is a program designed to help students who may not receive an adequate breakfast or who may not have time for breakfast. Action Type: Wellness	Denise Van Hook	Start: 07/01/2013 End: 06/30/2014	• District Staff	ACTION BUDGET:	$
Students will participate in the "Presidential Fitness Program." Action Type: Equity	Kristy Hulse	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:	$
Total Budget:					$0

- Planning Team

Classification	Name	Position	Committee
	Sara Hale	Student	Wellness
Business Representative	Jason Tennant	Parent	Parental Involvement
Business Representative	Kristie Noble	Parent	Mathematics
Business Representative	Regina Williams	Banker	Wellness
Classroom Teacher	Aaron Hall	Teacher	Wellness
Classroom Teacher	Andrew Enis	Teacher	Mathematics
Classroom Teacher	Anna Newton	ELL	Literacy
Classroom Teacher	Ashley Casey	Teacher	Wellness
Classroom Teacher	Ashley Casey	Teacher	Mathematics

Classroom Teacher	Austin Winters	Teacher	Math
Classroom Teacher	Brenda Floyd	Language Arts	Literacy
Classroom Teacher	Brent Compton	Physical Education	Parental Involvement
Classroom Teacher	Bryce Albertson	Literacy Specialist	Literacy
Classroom Teacher	Bryce Albertson	Language Arts	Wellness
Classroom Teacher	Candy Phillips	7th Grade Literacy Teacher	Literacy
Classroom Teacher	Cheryl Howard	Family and Consumer Science	Mathematics
Classroom Teacher	Cheryl Howard	Teacher	Wellness
Classroom Teacher	Cindy Ward	Gifted	Mathematics
Classroom Teacher	Cody Alexander	Teacher	Wellness
Classroom Teacher	Darline Morrow	Special Education Instructor	Literacy
Classroom Teacher	Darline Morrow	Teacher	Parental Involvement
Classroom Teacher	Donesa Mann	Teacher	Parental Involvement
Classroom Teacher	Drew Killingsworth	Teacher	Wellness
Classroom Teacher	Eileen Raines	Language Arts	Literacy
Classroom Teacher	Erin Hall	Math	Mathematics
Classroom Teacher	James Tabor	Art	Parental Involvement
Classroom Teacher	Jeanie Hagler	Social Studies	Literacy
Classroom Teacher	Jessie Parker	Teacher	Parental Involvement
Classroom Teacher	Jessie Parker	Science	Mathematics
Classroom Teacher	JoBeth Evans	Teacher	Literacy
Classroom Teacher	John McClellan	Science	Mathematics
Classroom Teacher	Karie Sayer	Teacher	Literacy
Classroom Teacher	Kevin Matthews	Teacher	Mathematics
Classroom Teacher	Kevin Matthews	Teacher	ACSIP Leadership
Classroom Teacher	Kim Ferguson	Math	Mathematics
Classroom Teacher	Kristen Whetham	Physical Education	Wellness
Classroom Teacher	Kristi Lee	Teacher	Parental Involvement
Classroom Teacher	Lara Wallis	Teacher	Literacy
Classroom Teacher	Lara Wallis	Teacher	Math
Classroom Teacher	Larissa Allen	Gifted	Math
Classroom Teacher	Leonda Davis	Math	Mathematics
Classroom Teacher	Linda Winkle	MS Counselor	Parental Involvement
Classroom Teacher	Mindy Hicks	Language Arts	Literacy
Classroom Teacher	Russell Borland	Teacher	Math
Classroom Teacher	Scott Tucker	Teacher	Literacy
Classroom Teacher	Scott Tucker	Teacher	Math
Classroom Teacher	Sherri Bickel	Teacher	Wellness
Classroom Teacher	Steve Winkle	Teacher	Parental Involvement
Classroom Teacher	Steve Winkle	Vocational	ASCIP Leadership
Classroom Teacher	Teresa Harrison	Teacher	Literacy
Classroom Teacher	Ty Roberts	Teacher	Wellness
Community Representative	Angel Swallow	Carroll Co Health Dept	Wellness
Community Representative	Jason Tennant	First National Bank	Wellness
Community Representative	Linda Box	Parent	Parental Involvement
District-Level Professional	Dr. Doug Harris	Administration	Wellness
District-Level Professional	Dr. Doug Harris	Director of Federal Programs	ACSIP Leadership
District-Level Professional	Dr. Randy Byrd	Superintendent	ACSIP Leadership
Non-Classroom Professional Staff	Allison Tennant	Parent	Wellness

Non-Classroom Professional Staff	Angie Winters	Transitions	Parental Involvement
Non-Classroom Professional Staff	Anna Zaloudek	Paraprofessional	Wellness
Non-Classroom Professional Staff	Beth Swallow	Administrative Assistant	Wellness
Non-Classroom Professional Staff	Beth Swallow	Administrative Assistant	Parental Involvement
Non-Classroom Professional Staff	Candace Carpenter	Paraprofessional	Wellness
Non-Classroom Professional Staff	Jennifer Keever	Aid	Wellness
Non-Classroom Professional Staff	Kerry Bishop	Health	Parental Involvement
Non-Classroom Professional Staff	Kerry Bishop	Aide	Wellness
Non-Classroom Professional Staff	Kristy Hulse	School Nurse	Wellness
Non-Classroom Professional Staff	Linda Winkle	Counselor	Wellness
Non-Classroom Professional Staff	Rebecca Jones	Language Arts	Literacy
Non-Classroom Professional Staff	Shannon Hill	Paraprofessional	Wellness
Parent	Pam Richter	Parent	Parental Involvement
Principal	David Gilmore	Principal	Wellness
Principal	David Gilmore	Middle School Principal	ACSIP Leadership