

## School Plan

SO. CONWAY CO. SCHOOL DISTRICT  
704 East Church, Morrilton, AR 72110

### Arkansas Comprehensive School Improvement Plan

2009-2010

The mission of the South Conway County School District to ensure that all scholars achieve high proficiency in the core curriculum with an emphasis on math and literacy.

Grade Span:

Title I: Not Applicable

School Improvement:

#### Table of Contents

##### Priority 2: Math and Literacy

**Goal:** All schools will meet AYP for the 2009-2010 school year.

##### Priority 3: Safe and Orderly Environment

**Goal:** To educate the students of the South Conway County School District on the dangers of drugs, violent behavior and safety precautions in our community.

##### Priority 4: Wellness

**Goal:** Improve health and academic performance of all students.

##### Priority 5: English Language Learners

**Goal:** The goal of the South Conway County School District is to ensure the scholars classified as English Language Learners achieve proficiency in the areas of math and literacy. To accomplish this based on trend data, ELL students will improve in content passage in reading and content in the writing domains to obtain proficiency.

Priority 2: The South Conway County School District will provide administrative assistance to all schools with staff development, technology and best practices.

1. **COMPREHENSIVE NEEDS ASSESSMENT:** Our district formed an ACSIP Leadership Team of administrators and analyzed the test scores from the 2009 administration of the the state-mandated assessments. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our district. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Priority: African-American achievement, Low-Socio-economic achievement, African-American Male achievement, and Low-socioeconomic Male achievement. We will select Interventions and coordinate our various state and federal funding sources to address these areas.
2. Average Daily Membership for the South Conway County School District: 2009 - 2302 2008 - 2328 2007 - 2,337.2 2006 - 2334
3. Combined Population: Grade 7 Augmented/Benchmark Exam: In 2009, 63% scored proficient or advanced. In 2008, 53.7 % scored proficient or advanced. In 2007, 49.1% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: practical passage. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 2. Combined Population: Grade 8 Augmented/Benchmark Exam: In 2009, 71% scored proficient or advanced. In 2008, 57% scored proficient or advanced. In 2007, 60.4% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content and practical passages. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 1. Students with Disabilities (IEP): Grade 7 Augmented/Benchmark Exam: In our building during the 2009 school year, there were fewer than "10" Students with Disabilities (IEP) students tested. In 2008, 30% scored proficient or advanced. In 2007, 8.7% scored proficient or advanced. 2. Students with Disabilities (IEP): Grade 8 Augmented/Benchmark Exam: In our building during the 2009 school year, there were fewer than "10" Students with Disabilities (IEP) students tested. In 2008, 3.7% scored proficient or advanced. In 2007, 6.7% scored proficient or advanced. 1. English Language Learners (ELL): Grade 7 Augmented/Benchmark Exam: In our building during the 2009, 2008, and 2007 school years, there were fewer than "10" English Language Learners (ELL) tested. 2. English Language Learners (ELL): Grade 8 Augmented/Benchmark Exam: In our building during the 2009, 2008, and 2007 school years, there were fewer than "10" English Language Learners(ELL) tested. 1. Economically Disadvantaged (ESD): Grade 7

Augmented/Benchmark Exam: In 2009, 53% scored proficient or advanced. In 2008, 46.3% scored proficient or advanced. In 2007, 40.4% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: practical passage. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 2. Economically Disadvantaged (ESD): Grade 8 Augmented/Benchmark Exam: In 2009, 60% scored proficient or advanced. In 2008, 45.8% scored proficient or advanced. In 2007, 55.7% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content passage. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 1. Caucasian: Grade 7 Augmented/Benchmark Exam: In 2009, 67% scored proficient or advanced. In 2008, 59.8% scored proficient or advanced. In 2007, 54.6% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: practical passage. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 2. Caucasian: Grade 8 Augmented/Benchmark Exam: In 2009, 78% scored proficient or advanced. In 2008, 60.7% scored proficient or advanced. In 2007, 62.8% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content passage. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 1. African-American: Grade 7 Augmented/Benchmark Exam: In 2009, 47% scored proficient or advanced. In 2008, 35.1% scored proficient or advanced. In 2007, 36.6% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content passage. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 2. African-American: Grade 8 Augmented/Benchmark Exam: In 2009, 50% scored proficient or advanced. In 2008, 42.5% scored proficient or advanced. In 2007, 48.8% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content passage. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 1. Hispanic: Grade 7 Augmented/Benchmark Exam: In our building during the 2009, 2008, and 2007 school years, there were fewer than "10" Hispanic students tested. 2. Hispanic: Grade 8 Augmented/Benchmark Exam: In our building during the 2009, 2008, and 2007 school years, there were fewer than "10" Hispanic students tested.

4. 1. ALGEBRA I END OF COURSE EXAM Combined Population of Students: In 2008, 158 students were tested and 64% scored proficient or advanced. In 2007, 130 students were tested and 51% scored proficient or advanced. In 2006, 113 students were tested and 57% scored proficient or advanced. Students showed consistent areas of need in: Open response language of algebra, solving equations and inequalities, graphs and tables, functions relations and patterns, and polynomial operations. 2. 2) IEP STUDENTS: No significant subpopulation of IEP students tested. In 2008, 4 students were tested. In 2007, 10 students were tested. In 2006, 13 students were tested. 3. 3) LEP STUDENTS: No significant subpopulation of LEP students tested. In 2008, 6 students were tested. In 2007, 1 student was tested. In 2006, 0 students were tested. SES STUDENTS: In 2008, 97 students were tested and 61% scored proficient or advanced. In 2007, 67 students were tested and 35% scored proficient or advanced. In 2006, 51 students were tested and 47% scored proficient or advanced. Students consistently showed areas of need in: Open response language of algebra, solving equations and inequalities, graphs and tables, functions relations and patterns, and polynomial operations. 4. 4) ETHNICITY: AFRICAN AMERICAN: In 2008, 35 students were tested and 57% scored proficient or advanced. In 2007, 38 students were tested and 27% scored proficient or advanced. In 2006, 24 students were tested and 42% scored proficient or advanced. CAUCASIAN: In 2008, 110 students were tested and 67% scored proficient or advanced. In 2007, 83 students were tested and 61% scored proficient or advanced. In 2006, 79 students tested and 62% were proficient or advanced. 5. NORM-REFERENCED ASSESSMENT: 9th Grade ITED Total Math (scoring above the 50th Percentile): In 2007, 200 students were tested In 2007, Reading Total was 45% In 2007, Language Total was 49% In 2007, Math Total w/o Comp was 50% In 2007, Math Total w/ Comp was 47% In 2006, 190 students were tested In 2006, Reading Total was 46% In 2006, Language Total was 52.6% In 2006, Math Total w/o Comp was 53.2% In 2006, Math Total w/ Comp was 49.7% In 2005, 197 students were tested In 2005, Reading Total was N/A In 2005, Language Total was N/A In 2005, Math Total w/o Comp was 61.4% In 2005, Math Total w/Comp was N/A 6. GEOMETRY END OF COURSE EXAM Combined Population of Students: In 2008, 144 students were tested and 71% scored proficient or advanced. In 2007, 169 students were tested and 41% scored proficient or advanced. In 2006, 188 students were tested and 48% scored proficient or advanced. 7. 9) IEP STUDENTS: There was no significant subpopulation of IEP students tested. In 2008, 5 students were tested and 5% scored proficient or advanced. In 2007, 9 students were tested and 0% scored proficient or advanced. In 2006, 13 students tested and 31% scored proficient or advanced. 8. 10) LEP STUDENTS: There was no significant subpopulation of LEP students tested. In 2008, 3 students were tested and 0% scored proficient or advanced. In 2007, 1 student was tested and 0% scored proficient or advanced. In 2006, 0 students tested. SES STUDENTS: In 2008, 68 students were tested and 65% scored proficient or advanced. In 2007, 75 students were tested and 32% scored proficient or advanced. In 2006, 97 students were tested and 43% scored proficient or advanced. 9. 11) ETHNICITY: AFRICAN AMERICAN: In 2008, 35 students were tested and 48% scored proficient or advanced. In 2007, 47 students were tested and 30% scored proficient or advanced. In 2006, 50 students were tested and 32% scored proficient or advanced. CAUCASIAN: In 2008, 98 students were tested and 81% scored proficient or advanced. In 2007, 67 students were tested and 50% scored proficient or advanced. In 2006, 128 students were tested and 54% scored proficient or advanced. 10. END OF COURSE LITERACY EXAM: Combined Population: In 2008, 177 students were tested and 48% scored proficient or advanced. In 2007, 167 students were tested and 44% scored proficient or advanced. In 2006, 155 were tested and 39%

Supporting Data:

- scored proficient or advanced. Student showed consistent areas of need in: Reading Open Response literary, content and practical passage types; Writing content and style domains. IEP Students: In 2008, 15 students were tested and 7% scored proficient or advanced. In 2007, 28 students were tested and 0% were proficient or advanced. In 2005, 15 students were tested and 0% were proficient or advanced. Students showed consistent areas of need in: Reading Open Response literary, content and practical passage types; Writing content and style domains. 11. LEP Students: There was no significant subpopulation of LEP students. In 2008, 2 students were tested and 0% scored proficient or advanced. In 2007, 1 student was tested and 0% scored proficient or advanced. In 2006, 0 students were tested. SES Students: In 2008, 73 students were tested and 39.9% scored proficient or advanced. In 2007, 83 students were tested and 34% scored proficient or advanced. In 2006, 67 students were tested and 28% scored proficient or advanced. Students consistently showed areas of need in: Reading Open Response literary, content and practical passage types; Writing content and style domains. 12. Ethnicity: African American: In 2008, 44 students were tested and 34% scored proficient or advanced. In 2007, 34 students were tested and 32% scored proficient or advanced. In 2006, 43 students were tested and 19% scored proficient or advanced. Caucasian: In 2008, 120 students were tested and 57% scored proficient or advanced. In 2007, 111 students were tested and 64% scored proficient or advanced. In 2006, 106 students were tested and 47% scored proficient or advanced. 13. Attendance Rate: In 2007, the attendance rate for MHS was 94.0%. In 2006, the attendance rate for MHS was 93.4%. In 2005, the attendance rate for MHS was 94.9%. 14. Graduation Rate: In 2007, the graduation rate for MHS was 81.6%. In 2006, the graduation rate for MHS was 79.3%. In 2005, the graduation rate for MHS was 83.7%. In 2004, the graduation rate for MHS was 79.6%. 15. Criterion-referenced assessment (STAR): In 2006-07 number of students scoring at or above 50th percentile: 9th grade - 197 tested - 37.6% 10th grade - 201 tested - 37.3% 11th grade - 155 tested - 41.3% 12th grade - 160 tested - 43.2%
5. Mathematics Priority 2009 Arkansas Adequate Yearly Progress: School Improvement Report SO. CONWAY CO. SCHOOL DISTRICT Report Completed: 08/31/2009 MORRILTON ELEMENTARY SCHOOL AYP Status: Meets Standards Grade 3 Augmented/Benchmark Exam: 1. Combined Population: 2006-2007 2007-2008 2008-2009 87.1 90.7 91.4 The lowest identified area(s) based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Data Analysis & Probability and Geometry. The lowest identified area(s) (based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Data Analysis & Probability and Measurement. 2. AFRICAN-AMERICAN POPULATION 2006-2007 2007-2008 2008-2009 86.1 84.2 88.9 3. HISPANIC POPULATION 2006-2007 2007-2008 2008-2009 100 80 81.8 In subpopulation we only had 5 students. 4. CAUCASIAN POPULATION 2006-2007 2007-2008 2008-2009 86.6 93.7 92.7 5. ECONOMICALLY DISADVANTAGED POPULATION 2006-2007 2007-2008 2008-2009 86.2 87.3 90.8 6. LIMITED ENGLISH PROFICIENT POPULATION 2006-2007 2007-2008 2008-2009 100 80 100 In this subpopulation we only had 3 students. 7. STUDENTS WITH DISABILITIES 2006-2007 2007-2008 2008-2009 33.3 57.1 55.6 This subpopulation had 12 students. 2009 Arkansas Adequate Yearly Progress: School Improvement Report SO. CONWAY CO. SCHOOL DISTRICT Report Completed: 09/01/2009 MORRILTON ELEMENTARY SCHOOL AYP Status: Meets Standards SUB-GROUP AYP STATUS AND SAFE HARBOR ELIGIBILITY DETERMINATION COMBINED POPULATION 2006-2007 2007-2008 2008-2009 76.4 71.6 77.2 AFRICAN-AMERICAN POPULATION 2006-2007 2007-2008 2008-2009 72.2 63.2 77.8 HISPANIC POPULATION 2006-2007 2007-2008 2008-2009 60 60 54.5 There were only 5 students in this group. CAUCASIAN POPULATION 2006-2007 2007-2008 2008-2009 78.4 75.7 79.1 ECONOMICALLY DISADVANTAGED POPULATION 2006-2007 2007-2008 2008-2009 72.4 63.6 76.1 LIMITED ENGLISH PROFICIENT POPULATION 2006-2007 2007-2008 2008-2009 33.3 40 25 There were only 3 students in this group. STUDENTS WITH DISABILITIES 2006-2007 2007-2008 2008-2009 41.7 7.1 33.3
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Goal All schools will meet AYP for the 2009-2010 school year.

Benchmark All schools shall achieve adequate yearly progress in math and literacy for 2009-2010. To evaluate the progress towards the goals the district will use the quarterly formative assessments monitor the increase in student achievement. The district will also use data collected from CWT's to monitor an increase of 80% of student highly engaged in the lesson.

Intervention: The South Conway County School District will use research-based, data-driven decision-making to formulate strategies to improve student learning and achievement in math and literacy.

Scientific Based Research: Lezotte, L. and McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd; Marzano, Robert J.(2003). What Works in Schools: Translating Research into Action. Alexandria, VA: ASCD; Payne, Ruby K. (2005). A Framework for Understanding Poverty. Highlands, TX: aha!Process, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
A .4609 FTE (Shawn Halbrook - 2324)Federal Coordinator and .8 FTE (Belinda Wells - 2324) administrative assistant will be provided to administer the district's Federal Programs. This support will include office supplies, and Professional Development. Action Type: Equity Action Type: Professional Development	Shawn Halbrook, Director of Learning Services	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> </ul>	Title I - Employee Benefits: \$17786.00 Title I - Employee Salaries: \$71272.00 Title I - Materials & Supplies: \$2000.00 Title I - Purchased Services: \$570.00 <hr/> ACTION BUDGET: \$91628
The district will provide staff development through the use of its Title I allocation (5% of the annual allotment) for schools designated as Title I (2210 and Director of Federal Programs and State Categorical Funds. The focus of the staff development will be on Effective Schools, High Yield Instructional Strategies and aligning the curriculum with assessments the purchase of materials and supplies to enhance the professional development. The district will evaluate the impact of the professional development plan by utilizing Teachscape's Classroom Walk-Through 3.0 program to gather data to measure the use of High Yield Instructional Strategies. Action Type: Equity Action Type: Professional Development	Shawn Halbrook, Director of Learning Services	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	Title I - Purchased Services: \$37666.00 Title I - Materials & Supplies: \$1500.00 PD (State-223) - Purchased Services: \$101074.00 PD (State-223) - Materials & Supplies: \$5000.00 PD (State-223) - Employee Benefits: \$3229.95 PD (State-223) - Employee Salaries: \$15000.00 <hr/> ACTION \$163469.95

				BUDGET:
The district will maintain a copier for the Parent Center to print required Family Kits and provide contracts and copier supplies for Title I Teachers to benefit educationally at-risk students by providing intervention packets (2640). Action Type: Equity	Shawn Halbrook, Director of Learning Services	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	Title I - Materials & Supplies: \$1201.00 Title I - Purchased Services: \$1000.00 <hr/> ACTION BUDGET: \$2201
The district will utilize ALE Categorical funds to provide the Alternative Learning Environment (ALE) with HQT instructors (Ernest Downs 1.0 FTE, Jeff Davis .2013 FTE, Emerson McBryde .125 FTE, Leeann Mobley .25 FTE and Carlos Simpson .125 FTE) to assist students in becoming proficient in math,literacy, science and history and purchase technology and materials/supplies to run the ALE program. The ALE proram will assist student in earning credits toward graduation and supporting GED. \$24,515 will be transferred from the NSLA Fund to the ALE Categorical Fund (1950)to cover the expense the ALE allotment from the state. Action Type: Equity	Doug Adams, Superintendent ; Tamekia Brown, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ALE (State-275) - Employee Benefits: \$16196.00 ALE (State-275) - Employee Salaries: \$66461.00 <hr/> ACTION BUDGET: \$82657
The district will provide professional development (Fund 2210) with Title II-A Funds to support district initiatives related to State Supported Initiatives, Data-Driven Decision Making,Effective Schools, Professional Learning Communities, Effective Literacy, ELLA, Renaissance Learning, Step Up To Writing, Ruby Payne Workshops, Larry Bell Closing the Achievement Gap Workshops, Solution Common Assessment Workshops, High Yield Instructional Strategies, Special Education, and assist teachers obtaining National Professional Board Certification etc. The district will evaluate the impact of the professional development plan by utilizing Teachscape's Classroom Walk-Through 3.0 program to gather data to measure the use of High Yield Instructional Strategies. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Shawn Halbrook, Director of Learning Services	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	Title II-A - Purchased Services: \$35020.00 Title II-A - Materials & Supplies: \$2221.00 <hr/> ACTION BUDGET: \$37241
The South Conway County School District will provide a 0.5 FTE District Parent Coordinator (Claire Pruitt - 2270) through its Title I allocation(1%)to assist educationally at-risk children's parents with their child's math and literacy skills. The district will use the position to work collaboratively with parents, provide support to the schools, assist schools with parental involvement strategies, assess the effectiveness of the district's parental involvement programs, and build parental capacity at each building. Action Type: Collaboration Action Type: Equity	Shawn Halbrook, Director of Learning Services	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title I - Materials & Supplies: \$1018.00 Title I - Employee Salaries: \$15267.00 Title I - Employee Benefits: \$3307.00 <hr/> ACTION BUDGET: \$19592
The district will provide services to homeless students to provide equity in educational settings (3351). Action Type: Equity	Shawn Halbrook, Director of Learning Services	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	Title I - Materials & Supplies: \$1000.00 <hr/>

				ACTION BUDGET: \$1000
Students will receive an opportunity to learn and more time on task by receiving extra mathematics instruction taught by a HQT math instructor. The district will utilize NSLA Categorical funds (1130 and 1140) to pay for the salaries and benefits of the HQT math teachers (James Ellis .4013 FTE, Kim Prather .25 FTE, Beth Sommers .5 FTE, Shauna Starr-Andrews .3669 FTE, Andrew Courtway .5 FTE, Kim Griggs .25 FTE, Veronica Hebard .25 FTE, Michelle Jones .2447 FTE Charles Bingham .25 FTE, Carlos Simpson .25 FTE and Mike Casey .5 FTE) for the periods spent teaching the math remediation classes to benefit educationally at-risk students. This action will exceed the state standards for services provided to students. These classes are above state standards and complies with Rule 6.07.3 of the Student Special Needs Funding. Action Type: Collaboration Action Type: Equity	Doug Adams, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Central Office</li> <li>Teachers</li> </ul>	NSLA (State-281) - \$36650.00 Employee Benefits: NSLA (State-281) - \$144500.00 Employee Salaries: <hr/> ACTION BUDGET: \$181150
Students will receive an opportunity to learn and more time on task by being placed in Compass Learning classes as an intervention and remediation for literacy and math. The Compass Learning will also assist in credit recovery for students falling behind on credits to graduate. The classes will be facilitated by a HQT teacher. NSLA funds (1140) will be used to pay for the salaries and benefits for the periods that the HQT teachers (Wendy Duff .5 FTE, Bryan Swymn .1993 FTE, Charles Bingham .125 FTE and Brooks Muller .25 FTE) are teaching in the Compass Learning lab. This action will exceed the state standards for services provided to students. Action Type: Equity	Doug Adams, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Central Office</li> <li>Computers</li> <li>Teachers</li> </ul>	NSLA (State-281) - Employee \$11361.00 Benefits: NSLA (State-281) - Employee \$43253.00 Salaries: <hr/> ACTION BUDGET: \$54614
The district will contract with the Arch Ford Education Cooperative to use the Edusoft Assessment software to use assessment data from research-based formative assessments administered in grades K-12 to inform important instructional. The cost will \$5.50 per child assessed. Title I funds (2240) will be used for Title I schools MPS, MES and MIS to pay for the approximately 1350 students to take the assessment. This will enable each school to track the learning progress of each student assessed. Materials and supplies for paper and toner for the printing of the research-based assessments will also be associated with the cost. The District will also use NSLA funds to pay for this research-based strategy as per 6.05 of the Rules Governing the Distribution of Student Special Needs Funding to contract for approximately 900 students at Morrilton Junior High School and Morrilton High School and \$1,000 for materials and supplies to administer the research-based assessment. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Doug Adams, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> </ul>	Title I - Purchased Services: \$7425.00 Title I - Materials & Supplies: \$1500.00 NSLA (State-281) - Purchased Services: \$4950.00 NSLA (State-281) - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$14875
The District will provide for Literacy Labs/English Intervention at MHS and MJHS for scholars that are not performing at a proficient level. Highly Qualified Teachers	Doug Adams, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - \$22849.00

<p>(Beth Duvall-.125 FTE, Danette Grant-.25 FTE, Charlotte Ganus-.25 FTE, Elizabeth Rollans-.375 FTE, David Hartman-.5 FTE, Jane Conley-.471 FTE, and Kathryn Tripp-.5 FTE) will be paid with NSLA funds (1130 and 1140) to pay for the percentage of the salary when the teacher is teaching in Literacy Lab. The action will exceed the state standards for services provided to students. These classes are above state standards. Rule 6.07.3 of the Student Special Needs Funding. Action Type: Equity</p>				<p>Employee Benefits: NSLA (State-281) - \$101342.00 Employee Salaries:  ACTION BUDGET: \$124191</p>
<p>The District will use NSLA Categorical funds as per 6.05 of the Rules Governing the Distribution of Student Special Needs Funding to purchase a the Compass Learning System for MHS (a school designated as on Alert) to meet the learning needs of educationally at-risk students and as part of their AIP and to assist them in credit recovery. The will purchase an SQL Server as allowed by Rule 6.07.13 to run the Compass Learning System. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Doug Adams, Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>● Computers</li> <li>● District Staff</li> <li>● Outside Consultants</li> <li>● Performance Assessments</li> <li>● Teachers</li> <li>● Teaching Aids</li> </ul>	<p>NSLA (State-281) - Materials &amp; Supplies: \$57943.00 NSLA (State-281) - Capital Outlay: \$16500.00  ACTION BUDGET: \$74443</p>
<p>The South Conway County School will expend Title VI-B funds to provide programs to respond to interventions for struggling students. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	<p>Lisa Bryant, Special Education Supervisor</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>● Outside Consultants</li> <li>● Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The South Conway County School will expend Title VI-B funds to provide programs to respond to interventions for struggling students. Action Type: Special Education</p>	<p>Lisa Bryant, Special Education Supervisor</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>ACTION BUDGET: \$</p>
<p>The South Conway County School District will purchase a subscription to School Messenger for a site-hosted calling service to inform parents about student events, progress, and attendance for Morrilton Junior High School and Morrilton High School. Action Type: Parental Engagement</p>	<p>Shawn Halbrook</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>● Central Office</li> <li>● Computers</li> </ul>	<p>Title VI State - Purchased Services: \$2308.00  ACTION BUDGET: \$2308</p>
<p>The South Conway County School District will hold each school building accountable for meeting the established goals for AYP by monitoring each building's Formative Assessment Data quarterly and STAR Reading and Math Data for Sept., Jan., and May. Action Type: Alignment Action Type: Collaboration</p>	<p>Shawn Halbrook, Director of Learning Services</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● District Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The district will EVALUATE the intervention by using CWT Data to measure progress in the use of High Yield Instructional Strategies, Student Engagement and formal and informal assessment to meet the learning needs of the scholars. Baseline data will be established this school year. Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Shawn Halbrook, Director of Learning Services</p>	<p>Start: 07/01/2009 End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The South Conway County School District will provide training at each school building for volunteers, provide at minimum 2 hours of Parental Involvement training for teachers and 3 hours for administrators, collaborate</p>	<p>Doug Adams, Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● Community Leaders</li> </ul>	<p>ACTION BUDGET: \$</p>

with the learning community on ACSIP, Assessment Results, and provide a Parent-Center to ensure that effective communication is used to promote parent involvement to meet the learning needs of the scholar. Action Type: Collaboration Action Type: Parental Engagement			<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Public Library</li> <li>● Teachers</li> <li>● Teaching Aids</li> </ul>	
The South Conway County School District will use Title VI State funds to purchase Technology Servers to assist the school district in providing scholars with 21st Century learning opportunities using the latest research-based technology. Action Type: Equity Action Type: Technology Inclusion	Shawn Halbrook, Director of Learning Services	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Computers</li> <li>● District Staff</li> <li>● Outside Consultants</li> <li>● Teaching Aids</li> </ul>	Title VI State - Capital Outlay: \$32517.00  ACTION BUDGET: \$32517
Total Budget:				\$881886.95

Intervention: The South Conway County School District will provide after school opportunities for educationally disadvantaged children.

Scientific Based Research: Payne, Ruby K. (2005). A Framework for Understanding Poverty. Highlands, TX: aha!Process, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will provide an after-school program at Southern Christian Home providing one Highly Qualified teacher for 1 hour per day, two days a week (49 days) with a pay rate of \$27.50 per hour (1511). Action Type: Equity	Shawn Halbrook, Director of Learning Services	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>● Computers</li> <li>● Teachers</li> </ul>	Title I - Employee Salaries: \$1348.00 Title I - Employee Benefits: \$293.50  ACTION BUDGET: \$1641.5
The district will provide a community outreach program targeting minority and educationally at-risk scholars (1511). The program will meet 49 days for 2 hours. The director will earn \$30.00 per hour and 5 Highly Qualified Teachers will earn \$27.50 per hour and 2 Classified Paraprofessionals will earn \$12.50 per hour. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Stacey Bingham, Teacher	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● Community Leaders</li> <li>● Computers</li> <li>● District Staff</li> <li>● Teachers</li> </ul>	Title I - Purchased Services: \$479.00 Title I - Materials & Supplies: \$2400.00 Title I - Employee Salaries: \$21460.00 Title I - Employee Benefits: \$4626.00  ACTION BUDGET: \$28965
The district will EVALUATE the intervention by using State-Mandated assessment results to measure progress of these research-based strategies. Baseline data will be established this school year. Action Type: Program Evaluation	Shawn Halbrook, Director of Learning Services	Start: 07/01/2009 End: 06/30/2009	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Community Leaders</li> <li>● District Staff</li> <li>● Performance Assessments</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$30606.5

Intervention: The South Conway County School District will provide federal funds to Sacred Heart private school in accordance with federal law.

Scientific Based Research: Lezotte, L. and McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd; Marzano, Robert J. (2003). What Works in Schools: Translating Research into Action. Alexandria, VA: ASCD; Payne, Ruby K. (2005). A Framework for Understanding Poverty. Highlands, TX: aha!Process, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds

The South Conway County School District will provide the services of a .533 FTE certified reading teacher to provide assistance for educationally disadvantaged children (3352). Action Type: Collaboration Action Type: Equity	Brian Bailey, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$12940.00 Title I - Employee Benefits: \$2890.00  ACTION BUDGET: \$15830
The district will provide Title V funds to purchase instructional and educational materials for the media center at Sacred Heart to help educationally disadvantaged students(3352). Action Type: Collaboration Action Type: Equity	Brian Bailey	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>School Library</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
The South Conway County School District will provide Title I funds to Sacred Heart to assist in parental involvement activities (3352). Action Type: Equity Action Type: Parental Engagement	Brian Bailey	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The South Conway County School District will provide professional development activities to the Sacred Heart using Title I funds(2210). Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Brian Bailey	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	Title I - Purchased Services: \$2491.00  ACTION BUDGET: \$2491
The South Conway School District will provide materials, supplies to assist educationally disadvantaged students to become proficient in math and literacy (3352). Action Type: Collaboration Action Type: Equity	Brian Bailey	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$3000.00  ACTION BUDGET: \$3000
The district will EVALUATE the intervention by using the NRT assessment results given by Sacred Heart to measure progress of these research-based strategies. Baseline data will be established this school year. Action Type: Collaboration	Brian Bailey, Principal of Sacred Heart	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$21321

Priority 3: The South Conway County School District will use Safe and Drug Free funds to promote district safety.

Supporting Data:

- In 2008, the LEA conduct APNA survey the results are the following: 1. .07% of 6th grade students used marijuana. 2. 5.3% of 8th grade students used marijuana. 3. 32.5% of 10th grade students used marijuana. 4. 38% of 12th grade students used marijuana. In 2008, the LEA conduct APNA survey the results are the following: 1. 4.8% of 6th grade students used sedatives. 2. 8% of 8th grade students used sedatives. 3. 11.2% of 10th grade students used sedatives. 4. 19.4% of 12th grade students used sedatives. In 2008, the LEA conduct APNA survey the results are the following: 1. 9.6% of 6th grade students used Alcohol. 2. 37.7% of 8th grade students used Alcohol. 3. 64.1% of 10th grade students used Alcohol. 4. 79.6% of 12th grade students used Alcohol. In 2008, the LEA conduct APNA survey the results are the following: 1. 18% of 6th grade students felt unsafe at school. 2. 19% of 8th grade students felt unsafe at school. 3. 28% of 10th grade students felt unsafe at school. 4. 25% of 12th grade students felt unsafe at school.
- In 2007, the LEA conduct APNA survey the results are the following: 1. 3% of 6th grade students used marijuana. 2. 11% of 8th grade students used marijuana. 3. 33% of 10th grade students used marijuana. 4. 36% of 12th grade students used marijuana. In 2007, the LEA conduct APNA survey the results are the following: 1. 3% of 6th grade students used sedatives. 2. 10% of 8th grade students used sedatives. 3. 22% of 10th grade students used sedatives. 4. 18% of 12th grade students used sedatives. In 2007, the LEA conduct APNA survey the results are the following: 1. 13% of 6th grade students used Alcohol. 2. 42% of 8th grade students used Alcohol. 3. 68% of 10th grade students used Alcohol. 4. 72% of 12th grade students used Alcohol. In 2007, the LEA conduct APNA survey the results are the following: 1. 13% of 6th grade students felt unsafe at school. 2. 23% of 8th grade students felt unsafe at school. 3. 29% of 10th grade students felt unsafe at school. 4. 21% of 12th grade students felt unsafe at school.
- In 2006, the LEA conduct APNA survey the results are the following: 1. 4% of 6th grade students used marijuana. 2. 18% of 8th grade students used marijuana. 3. 33% of 10th grade students used marijuana. 4.

42% of 12th grade students used marijuana. In 2006, the LEA conduct APNA survey the results are the following: 1. 6% of 6th grade students used sedatives. 2. 12% of 8th grade students used sedatives. 3. 18% of 10th grade students used sedatives. 4. 23% of 12th grade students used sedatives. In 2006, the LEA conduct APNA survey the results are the following: 1. 27% of 6th grade students used Alcohol. 2. 47% of 8th grade students used Alcohol. 3. 68% of 10th grade students used Alcohol. 4. 83% of 12th grade students used Alcohol. In 2006, the LEA conduct APNA survey the results are the following: 1. 13% of 6th grade students felt unsafe at school. 2. 23% of 8th grade students felt unsafe at school. 3. 21% of 10th grade students felt unsafe at school.

**Goal** To educate the students of the South Conway County School District on the dangers of drugs, violent behavior and safety precautions in our community.

**Benchmark** All schools in the South Conway County School District will maintain a safe and orderly environment to have a positive impact on student learning and achievement.

Intervention: The South Conway County School District will use education to teach students about drugs, violence and safety to enrich the lives of our students.				
Scientific Based Research: Children's Safety Network, Posner, Marc: Education Development Center, September 25, 1996; Lezotte, L. and McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd;				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The South Conway County School District will purchase the services of a School Resource officer from the city of Morrilton to conduct classes for students in the district about the dangers of drugs and violence (2215). This will increase the knowledge of the affects of drugs for students. The goal is to decrease the number of students using drugs. Action Type: Equity Action Type: Wellness	Doug Adams, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	Title VI State - Purchased Services: \$11643.00 Title IV-A - Purchased Services: \$6576.00 <hr/> ACTION BUDGET: \$18219
The South Conway County School District will purchase the Security Services from the Morrilton Police Department for the 2009-2010 school year (2660). Action Type: Collaboration	Doug Adams, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	Title IV-A - Purchased Services: \$4383.00 <hr/> ACTION BUDGET: \$4383
The South Conway County School District will use the APNA survey results for 2009, and the number of discipline infractions for Drugs and Alcohol for 2008, to establish a baseline for data to evaluate the effectiveness of the actions in the Safe and Orderly Environment Priority. Action Type: Collaboration Action Type: Program Evaluation	Phil Blaylock	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
The South Conway County School District will hold each school building accountable for meeting the established goals for safety by monitoring each building's Discipline referrals, monthly fire drills and periodic tornado drills. Action Type: AIP/IRI	Doug Adams, Superintendent	Start: 07/01/2009 End: 06/30/2030	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
<b>Total Budget:</b>				<b>\$22602</b>

**Priority 4:** Provide a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity

- Supporting Data:**
1. In 2008-2009, the South Conway School District's BMI assessment yielded the following results: 1. 51% of all males were at risk or were overweight/obese. 2. 43% of all females were at risk or were overweight/obese.
  2. In 2007-2008, the South Conway School District's BMI assessment yielded the following results: 1. 41.5% of all males were at risk or were overweight. 2. 45% of all females were at risk or were overweight.
  3. In 2006-2007, the South Conway School District's BMI assessment yielded the following results: 1. 40.9% of all males were at risk or were overweight. 2. 38.4% of all females were at risk or were overweight.
  4. In 2005-2006, the South Conway School District's BMI assessment yielded the following results: 1. 43.6% of all males were at risk or were overweight. 2. 40.4% of all females were at risk or were

overweight.

Goal Improve health and academic performance of all students.

Benchmark Reduce the BMI of the student population

Intervention: The South Conway County School District will provide administrative support for wellness.				
Scientific Based Research: American Obesity Association, Childhood Obesity: 2002				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The South Conway County School District in collaboration with each school has developed a wellness policy that meets state and federal guidelines to promote fitness and help reduce obesity based on the district BMI report. Action Type: Wellness	Trent Tipton	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The district will support all schools in the implementation of Act 1220. Action Type: Wellness	Doug Adams, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
To exceed state standards and to promote health, the district will employ three additional health professionals (Shannon Ferguson 1.0 FTE for the month of July 20 to Aug. 20 2009, Sandy Swaffar 1.0 FTE and Charlene Ward 1.0 FTE) to educate and attend to the health needs of the students of the South Conway County School District. By educating and attending to students health issues, the students will not miss school time. This will enhance student learning and achievement. NSLA funds (2130) will be used to pay for the salaries and benefits of the health professionals. Action Type: Wellness	Doug Adams, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> </ul>	NSLA (State-281) - \$20023.00 Employee Benefits: NSLA (State-281) - \$77970.00 Employee Salaries: ACTION BUDGET: \$97993
The South Conway County School District will EVALUATE the intervention by establishing baseline data from the student BMI assessment to measure the percentage of students that are considered obese is in decline Action Type: Wellness	Lisa Bryant, Supervisor of Nursing	Start: 07/01/2009 End: 06/30/2009	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
The South Conway County School District will hold each school building accountable for meeting the established goals for attendance and sickness. Action Type: Collaboration	Doug Adams, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$97993

Priority 5: The South Conway County School District will provide administrative assistance to all schools with staff development, technology and best practices to meet the learning needs of scholars identified as English Language Learners.

Supporting Data:

Goal The goal of the South Conway County School District is the ensure the scholars classified as English Language Learners achieve proficiency in the areas of math and literacy. To accomplish this based on trend data, ELL students will improve in content passage in reading and content in the writing domains to obtain proficiency.

Benchmark The district will utilize formative assessment to track the progress of ELL students quarterly to ensure that they are progressing to achieve AYP status in Literacy for the 2009-2010 school year.

Intervention: The South Conway County School District will provide supports to ensure the learning success of scholars classified as English Language Learners through the use of an ELL coordinator.				
Scientific Based Research: Folse, K. (2004). Vocabulary Myths: applying second language research to classroom teaching. Ann Arbor, MI: Universtiy of Michigan Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will utilize ELL Categorical Funds to employ a .5 FTE highly qualified paraprofessional	Shawn Halbrook	Start: 07/01/2009	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance</li> </ul>	ELL (State-276) -

<p>(Pam Ussery) at a rate of pay of \$20.20 per hour and a .25 FTE Highly Qualified Teacher (Lakeasha Montgomery) to assist ELL students in becoming proficient in math and literacy. 5.04.1 of the Rules for Student Special Needs Funding allows for the expenditure of the funds in this manner. Set amount will be transferred from NSLA Categorical funds to ELL Categorical Funds (1930). Action Type: Collaboration Action Type: Equity</p>		<p>End: 06/30/2010</p>	<p>Assessments ● Teachers ● Teaching Aids</p>	<p>Employee Salaries: \$29625.00 ELL (State-276) - Employee Benefits: \$6816.00 ELL (State-276) - Other Objects: \$400.00 <hr/>ACTION BUDGET: \$36841</p>
<p>The South Conway County School District will utilize ELL personnel to assist with translation of important items to be sent home and help with parent/teacher conferences to ensure the relationships of parents of ELL scholars and schools are successful. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Lakeasha Montgomery</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<p>● Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>The South Conway County School District will measure the progress of LEP students based on LEP scholars' performance on the Quarterly Formative Assessments and the ELDA assessment and hold each building accountable for meeting the needs of the LEP Scholars. The baseline will be established during the 2009-2010 school year. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	<p>Shawn Halbrook, Director of Learning Services</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<p>● Performance Assessments</p>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$36841</p>

● Planning Team

Classification	Name	Position	Committee
Business Representative	Mark Stobaugh	Business	Math
Classroom Teacher	Jennifer Halbrook	Parent	Math
Classroom Teacher	Melissa Johnson	School Psychology Specialist	Special Education
Community Representative	Phil Blaylock	Police Officer	Math
District-Level Professional	Brian Bunch	Director of Transportation, Maintenance and Support Services	Math
District-Level Professional	Douglas Adams	Superintendent	Math
District-Level Professional	Lisa Bryant	Supervisor of Special Education	Special Education
Non-Classroom Professional Staff	Jeremy Hoffman	Maintenance	Math
Non-Classroom Professional Staff	Lee Brannon	Technology	Math
Parent	Ken Fresneda	Parent/Private School	Literacy
Principal	Shawn Halbrook	Director of Learning Services	Literacy
Principal	Tamekia Brown	Principal	Math
Principal	Velda Thompson	Principal	Literacy