

MORRILTON PRIMARY SCHOOL
Arkansas Comprehensive School Improvement Plan
SUPERVISOR REVIEW COPY ONLY
2009-2010

The mission of Morrilton Primary is for all scholars to achieve high proficiency in the core subjects with an emphasis on math and literacy on grade level state standards with the support of parents and the community. Educators will ensure learning is equitable, individualized and scholar centered in a safe, nurturing, technologically enhanced environment.

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1 **Priority 1:** To improve literacy skills for all scholars with an emphasis on phoneme/grapheme relationships(k), functional reading(1) and interpretation/inference reading strategies(1).

Goal: Students in the combined population of kindergarten and first grade will improve skills in letter/sound correspondences, use and understanding of functional reading material and improve skills needed for use of inference in reading comprehension.

Benchmark: To increase the percentage of scholars who are proficient and advanced in literacy. As a feeder school to Morrilton Elementary our growth will impact the achievement of scholars in their effort to achieve AYP at 64% in Literacy.

Intervention Promote a positive home-school relationship focusing on Literacy.				
Scientific Based Research Act 603 of 2003 of the Arkansas General Assembly. National Standards for Parent/Family Involvement Programs (1998). Chicago,IL: National PTA; Peterson, D. (1989) Parent involvement in the educational process. Eugene, OR: ERIC Clearinghouse on Educational Management-ERIC No. ED312776. Lee, Jung--Sook and Natasha K. Bowen, "Parent Involvement, Culture Capital, and The Achievement Gap Among Elementary School Child," American Education Research Journal, No. 43, 2 (Summer 2006): 193-218. (As summarized in Effective Schools Researched Abstracts Vol. 21, Issue 1). "Why it is important to involve parents in their children’s literacy development," National Literacy Trust, January 2007. "Encourage Parent and Family Engagement," Saving Our Students Saving Our Schools, page 165, (2003) Pearson Education.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Schedule Parent Involvement Meeting, September 15 to organize our PTO and Watch Dog Dads Program. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Kathy Zimmerman, Parent Involvement Coordinator	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Teachers Title Teachers	_____ ACTION BUDGET:
Publish a school brochure and provide it to parents and community patrons to familiarize them with the school, its programs, activities, and opportunities. (paper copy and on-line) Action Type: Collaboration Action Type: Parental Engagement	Teresa Hurst, Secretary	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Computers District Staff	_____ ACTION BUDGET:
Create a survey for parents, students, staff and teachers to determine perceptions of the school for improvement of our cultural environment. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Kathy Zimmerman, Parent Involvement Coordinator	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Teachers Title Teachers	_____ ACTION BUDGET:

Intervention Promote a positive home-school relationship focusing on Literacy.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Utilize a certified staff member to serve as Parent Involvement Coordinator to collaborate with parents and community concerning their educational involvement in school. Parent volunteer surveys will be sent to collect information on parental involvement and used to compile a Volunteer Resource Book.</p> <p>PROGRAM EVALUATION RESULTS: Volunteer logs are kept to show the of hours parents volunteer to help our scholars. We collected baseline data this year for our evaluation. We showed 1,297 volunteer hours for the 08-09 school year.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Kathy Zimmerman, Parent Involvement Coordinator</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<p>Administrative Staff Teachers</p>	<p>Local Revenue : \$200.00 ACTION BUDGET: \$200.00</p>
<p>Free-Flow Library circulation will be available to all classrooms to enhance reading for all students and encourage reading at home.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	<p>Anne Stobaugh, Media Specialist</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<p>District Staff Teachers</p>	<p>ACTION BUDGET:</p>
<p>Purchase an art digital textbook to be used in the art program, accessed by students and parents to view work online, as well as access to art lesson plans and an image library for the teacher to use for better understanding of art information.</p> <p>Action Type: Parental Engagement Action Type: Technology Inclusion</p>	<p>Katrina Walls</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<p>Computers Outside Consultants Teachers</p>	<p>Local Revenue : \$1,500.00 ACTION BUDGET: \$1,500.00</p>
<p>Invite parents to come for "PARENT INVOLVEMENT MEETING" to provide activities for them to do with their child that are developmentally appropriate to assist them in working with their child to improve academic achievement. Informational Packets will be developed for parents to use with their children in the area of Literacy (targeting functional reading, phoneme/grapheme relationships).</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Kathy Zimmerman</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<p>Teachers Teaching Aids Title Teachers</p>	<p>Local Revenue : \$200.00 ACTION BUDGET: \$200.00</p>
			<p>Total Budget</p>	<p>\$1,900.00</p>

Intervention All personnel will provide bell-to-bell instruction to maximize time on task in literacy.				
Scientific Based Research Smith, Betsann, Melissa Roderick and Sophie C. Degener, "Extended Learning Time and Students Accountability: Assessing Outcomes and Options for Elementary and Middle Grades." Educational Administration Quarterly 41, 2 (April 2005): 195-236 (As Summarized in Effective Schools Researched Abstracts, Vol. 20, Issues 1)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide \$500.00 per classroom teacher for 20 teachers to purchase instructional materials and supplies (ACT 1687.) These materials will be used with higher order thinking skills in literacy with emphasis on phoneme/grapheme relationships, functional reading material and interpretation/inference reading strategies. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Doug Adams, Superintendent	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Central Office Teachers	Local Revenue : \$10,000.00 ACTION BUDGET: \$10,000.00
Arrange daily schedule to provide 120 minutes of literacy instruction time each day with emphasis on phomeme/grapheme relationships, functional reading material and interpretation/inference reading stategies. PROGRAM EVALUATION RESULTS: In 08-09, MAT 8 scores showed 45% proficient or above. SAT 10 scores showed 51% proficient or above. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Charlotte Heidenreich, Principal	Start: 07/01/2009 End: 06/30/2010	Administrative Staff District Staff Teachers	ACTION BUDGET:
Provide small-group instruction by utilizing 2 1.0 FTE Title I literacy teachers to exceed state standards(1.0 FTE Shawn Stobaugh-K code 1591-032, 1.0 FTE Stephanie Nicholson-1st code 1591-032), 1.0 FTE Title I paraprofessional to exceed state standards(1.0 FTE Tracy Brannon-1st code 1591-032), to assist students scoring below proficient level with emphasis on phoneme/grapheme relationships, functional reading material and interpretation/inference reading strategies. Use of an intervention portfolio binder to assess student growth. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Shawn Stobaugh-K, Stephanie Nicholson-1, Tracy Brannon-1	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Computers District Staff Performance Assessments Teachers Title Teachers	Title I Employee Salaries: \$117,159.00 Title I Employee Benefits: \$30,193.00 ACTION BUDGET: \$147,352.00

Intervention All personnel will provide bell-to-bell instruction to maximize time on task in literacy.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Increase student awareness of different genres by providing a variety of off campus experiences to apply academic skills acquired in the classroom. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Shawn Stobaugh-K, Kristy Moll-1	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Outside Consultants Teachers	Local Revenue : <u> \$5,000.00</u> ACTION BUDGET: \$5,000.00
Provide small-group instruction by 2-1.0 FTE Special Education Teachers (Glenda Bailey, Christy Hightower K-1), 2 1.0 FTE Special Education Paraprofessionals (Frances Payne and Pam Coffman) to assist students scoring below proficient level in literacy with an emphasis on phoneme/grapheme relationships, functional reading material, and interpretation/inference reading strategies. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Lisa Bryant, Director of Sp Ed.	Start: 07/01/2009 End: 06/30/2010	Administrative Staff District Staff Teachers	Local Revenue : <u> \$140,841.00</u> ACTION BUDGET: \$140,841.00
			Total Budget	\$303,193.00

Intervention Improve literacy instruction by providing professional development to all staff.				
Scientific Based Research Petzko, Vicki N., et al., "Leaders and Leadership in Middle Schools," NASSP Bulletin 86, 631 (June 2002):3-15 as cited in What the Effective Schools Research Says: Instructional Leadership 2004, Pepperl and Lezotte page 127. Youngs, Peter and M. Bruce King, "Principal Leadership for Professional Development to Build School Capacity," Educational Administration Quarterly 38, 5 (December 2002): 643-670 as cited in What the Effective Schools Research Says: Instructional Leadership 2004, Pepperl and Lezotte page 203. "Initiate Targeted Professional Development," Saving Our Students Saving Our Schools, page 275, (2003) Pearson Education.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide 3 hours of professional development for administrators, 2 hours for teachers in the area of parental involvement, 2 hours of Arkansas History and 6 hours of technology for all staff members to support instructional activities and assess student learning. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Shawn Halbrook, Director of Learning	Start: 07/01/2009 End: 06/30/2010	Administrative Staff District Staff Outside Consultants	ACTION BUDGET:
Provide professional development activities in the area of literacy to enhance higher-order thinking skills, develop formative assessment techniques, and assist teachers in classroom management. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Shawn Halbrook, Director of Learning	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Central Office Computers District Staff Outside Consultants Teachers Title Teachers	ACTION BUDGET:
Utilize highly qualified teachers and paraprofessionals to provide professional development to appropriate staff members. Ensure assessment and instruction are aligned in each classroom by incorporating research-based materials that ensure best practices from highly successful schools. Action Type: Alignment Action Type: Professional Development Action Type: Special Education	Charlotte Heidenreich, Principal	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Central Office Computers District Staff Outside Consultants Teachers Title Teachers	ACTION BUDGET:

Intervention Improve literacy instruction by providing professional development to all staff.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Provide professional development in the area of literacy based upon student assessments to provide interventions/treatments for specific learning disabilities. (ELLA, AR, DIBELS)</p> <p>PROGRAM EVALUATION RESULTS: Administer and monitor assessments to show growth using STAR Early Literacy Data, STAR Reading Data, and DIBELS Data. We collected baseline data this year for our evaluation. Our average grade equivalent score on the STAR Reading Assessment showed growth from 1.1-2.0 in first grade for the 08-09 school year. On the STAR Early Literacy Assessment, K showed average grade equivalent growth from 0.00-0.8 for the 08-09 school year.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	Shawn Halbrook, Director of Learning	Start: 07/01/2009 End: 06/30/2010	Administrative Staff District Staff Outside Consultants Teachers Title Teachers	_____ ACTION BUDGET:
<p>On August 10, principals, teachers and other staff members will be educated on the importance of effective communication with parents and giving value to parent contributions.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	Shawn Halbrook, Doug Adams	Start: 07/01/2009 End: 06/30/2010	Administrative Staff District Staff Teachers	_____ ACTION BUDGET:
			Total Budget	\$0.00

Intervention Use assessments for frequent monitoring of student achievement in literacy.				
Scientific Based Research Lezotte L. and McKee K. (2002) Assembly Required, A Continuous School Improvement System, Okemos, MI: Effective Schools Product, Ltd. Leithwood, Kenneth and Nona Pristine, "Unpacking the Challenges of Leadership at the School and District Level," The Educational Leadership Challenge:Redefining Leadership for the 21st Century. National society for the Study of Education. Chicago, IL, 2002 as cited in What the Effective Schools Research Says: Instructional Leadership 2004, Pepperl and Lezotte.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Evaluate progress of students by administering STAR Early Literacy (K) in September, December, and May; STAR Reading (1st) will be administered whole group 3 times yearly and as needed on an individual basis to evaluate the effectiveness of the interventions. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Shawn Stobaugh-K, Tracy Brannon-I	Start: 07/01/2009 End: 06/30/2010	Administrative Staff District Staff Performance Assessments Teachers Title Teachers	_____ ACTION BUDGET:
Incorporate RTI team to assist in meeting students academic and behavioral needs in the area of literacy. Hold RTI meetings as needed throughout the year. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Sandra Oliver, RTI Team Leader	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Outside Consultants	_____ ACTION BUDGET:
Use weekly skills checklist, formative assessments, and school-developed CRT as a pre, mid, and post test to determine student growth and need for point in time remediation. PROGRAM EVALUATION RESULTS: Use assessment data given throughout the year to determine small group, one-on-one instructional needs. We collected baseline data this year for our evaluation. The Kindergarten CRT Data showed an increase from 2% proficient to 87% proficient in the 08-09 school year. First Grade had an increase on the CRT from 6% to 79.1% in reading and 1% to 88% in writing. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Charlotte Heidenreich, Principal	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Teachers Title Teachers	_____ ACTION BUDGET:

Intervention Use assessments for frequent monitoring of student achievement in literacy.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Develop Individualized Student Academic Improvement Plans and Intensive Reading Interventions for students performing below the proficient level in literacy based on data from QUALLS (K), and MAT8(1)and DIBELS. Purchase DIBELS Benchmarks Booklets and Progress Monitoring Booklets for required assessments. Use document cameras with mounted projectors, Reading Blaster Software, and Neo’s as interventions for identified low areas in Literacy. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Charlotte Heidenreich, Principal	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Teachers Title Teachers	Local Revenue : _____ \$800.00 ACTION BUDGET: \$800.00
Purchase test-prep materials to prepare students for end of the year testing in literacy. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Special Education	Charlotte Heidenreich, Principal	Start: 07/01/2009 End: 06/30/2010	Outside Consultants Performance Assessments Teachers	Local Revenue : _____ \$2,500.00 ACTION BUDGET: \$2,500.00
			Total Budget	\$3,300.00

Intervention Adapt Literacy Curriculum to provide a clear and focused mission.				
Scientific Based Research				
<p>Clay, Marie M., (1997), An Observation Survey of Early Literacy Achievement Tunmer, W., & Chapman, J. (1998). Language prediction skill, phonological recoding ability, and beginning reading. In C. Hulume & R. Joshi (Eds.), Reading and Spelling: Development and disorders (pp.33-67). Mahwah, NJ: Erlbaum. Phonemic Awareness in Young Children, M. Adams (1998) Paul H. Brookes Publishing. Teaching in the Content Areas, R. Billmeyer and M.L. Barton (1998) McREL Publishing. Reading Aloud To Children: The Past, the Present and the Future. Journal article by Guofang Wan; Reading Improvement, Vol. 37, 2000. Subjects: Reading--Study and Teaching, Language Arts--Research, Oral Reading--Research, Reading, Psychology of--Analysis, Developmental Reading--Technique. Writing to Read. Magazine article; The Futurist, Vol. 24, March 1990. Subjects: Reading--Research, Writing to Read (Educational software)--Usage, Literacy programs, Innovations. (NILSEN, KL 2000) Implementing the Aligned and Balanced Curriculum (ABC), Building Capacity for Continuous School Improvement. Paper presented at the annual meeting of the American Research Association, New Orleans, LA, April 24-29, 2000, ERIC NOED450994. Guided Independent Reading: an Examination of the Reading Practice Database and the Scientific Research Supporting Guided Independent Reading as Implemented in Reading Renaissance, Paul, T.D. Renaissance Learning Inc. Madison WI. Strahan, David, "Promoting a Collaborative Professional Culture in Three Elementary Schools That Have Beaten the Odds," The Elementary School Journal 104,2 (November 2003): 127-146 as cited in What the Effective Schools Research Says: Clear and Focused Mission & Opportunity to Learn/Time on Task 2004, Pepperl and Lezotte. "Facilitate Continuous Improvement: The Critical Importance of Results-Driven Leadership," Barr and Parrett, Saving Our Students Saving Our Schools, page 153, (2003) Pearson Education.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Conduct school wide monthly meetings to align literacy curriculum vertically.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Special Education</p>	Shawn Halbrook, Director of Learning	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Performance Assessments Teachers	<hr/> <p>ACTION BUDGET:</p>
<p>Purchase additional (multi-level) AR books for student use to increase functional reading strategies, enhance units of study and provide reading across the curriculum. Use AR to improve comprehension, vocabulary development, and motivate students to read independently.</p> <p>Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	Anne Stobaugh, Media Specialist	Start: 07/01/2009 End: 06/30/2010	School Library Teachers Teaching Aids Title Teachers	<p>Local Revenue</p> <p>: \$6,000.00</p> <hr/> <p>ACTION BUDGET: \$6,000.00</p>

Intervention Adapt Literacy Curriculum to provide a clear and focused mission.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will develop a weekly/monthly lesson plan to ensure local curriculum, assessments, and instruction are aligned with AR Frameworks and assessments including remediation for ESL, IEP, SES, and any student below proficient level. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Charlotte Heidenreich, Principal	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Central Office School Library Teachers	ACTION BUDGET:
Purchase materials and supplies (Act 1687)to provide intervention for students below proficient level. PROGRAM EVALUATION RESULTS: Use results from the post-assessment CRT to show the number of scholars served by Title 1 reaching proficient or advanced. 08-09: Of 69 1st grade scholars served by Title 1, 63% scored proficient on the Post-CRT. Of the 68 scholars served in K, 75% scored proficient on the Post-CRT. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Shawn Stobaugh-K, Stephanie Nicholson-1	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Central Office Teachers	Local Revenue : \$1,000.00 ACTION BUDGET: \$1,000.00
Purchase DVD's to enhance unit studies, author studies, understanding different genres and listening and viewing skills. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Anne Stobaugh	Start: 07/01/2009 End: 06/30/2010	School Library Teachers Teaching Aids	Local Revenue : \$500.00 ACTION BUDGET: \$500.00
Provide materials and supplies(Act 1687) to meet IEP needs for identified special education students. PROGRAM EVALUATION RESULTS: We collected baseline data this year. Of 4 scholars served this year, 100% met IEP goals. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	G. Bailey, - K, 1	Start: 07/01/2009 End: 06/30/2010		Local Revenue : \$500.00 ACTION BUDGET: \$500.00
			Total Budget	\$8,000.00

Intervention Provide a Safe and Orderly Environment to enhance student achievement in literacy.				
Scientific Based Research				
Purkey, William W. and David N. Aspy, "The Mental Health of Students: Nobody Minds? Nobody Cares?" Person-Centered Review 3,1 (February 1988): 41-49 as cited in What the Effective Schools Research Says: Safe and Orderly Environment 2004, Pepperl and Lezotte. "Build Self-Esteem and Respect Through Student Leadership," Barr and Parrett, Saving Our Students Saving Our Schools, page 433, (2003) Pearson Education. "Bully-Proof Classrooms and Schools," Barr and Parrett, Saving Our Students Saving Our Schools, page 237, (2003) Pearson Education. Sylwester, Robert, "The Neurobiology of Self-Esteem and Aggression," Educational Leadership 54,5 (February 1997):75-79 as cited in What the Effective Schools Research Says: Safe and Orderly Environment 2004, Pepperl and Lezotte.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Utilize school counselors, community counselors, and purchase materials and supplies for the "Watch Dog Dad" Program to address the behavioral needs and provide academic support to at-risk students. PROGRAM EVALUATION RESULTS: Use the number of discipline referrals to evaluate this program. We collected baseline data this year. In 08-09, we had 348 discipline referrals reported for the school year in kindergarten and first grade. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Sandra Oliver, K-1 Counselor	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Central Office Outside Consultants Teachers	Local Revenue : \$500.00 <hr/> ACTION BUDGET: \$500.00
			Total Budget	\$500.00

Intervention Provide a climate of high expectations to enhance literacy instruction.				
Scientific Based Research Carter, Samuel Casey, No Excuses: Lessons from 21 High-Performing Schools. The Heritage Foundation, Washington, DC, 2000 as cited in What the Effective Schools Research Says: High Expectations 2004, Pepperl and Lezotte. "Teach to Multiple Intelligences Barr and Parrett, Saving Our Students Saving Our Schools, page 261, (2003) Pearson Education.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Schedule a PARENT ORIENTATION NIGHT/ TITLE 1 PARENT MEETING August 11, to discuss school districts commitment to parent involvement, Wellness Education, School Counts Incentive, and Smart Core Curriculum requirements. Parent/Student handbooks will be distributed to share important information, procedures for resolving parental concerns, and determine availability of parents as volunteers to develop a Volunteer Resource Book. Teachers will provide assistance to parents in understanding how to monitor a child's progress, standards that are to be met, and use of academic assessments to determine child's progress (TITLE 1 COMPACT). Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Charlotte Heidenreich, Principal	Start: 07/01/2009 End: 06/30/2010	Administrative Staff District Staff Teachers Title Teachers	_____ ACTION BUDGET:
Provide school-wide Parent-Teacher Conferences in the fall (October 22) and spring (February 8) semesters. Teachers will schedule times and additional conferences as needed. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Doug Adams, Superintendent	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Central Office District Staff Teachers Title Teachers	_____ ACTION BUDGET:

Intervention Provide a climate of high expectations to enhance literacy instruction.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide monthly awards assembly (K,1) to promote a climate of high expectations honoring students with marked improvements. PROGRAM EVALUATION RESULTS: In 08-09, students showed average grade equivalent growth from 1.1-2.0 on the STAR Reading Assessment given in September and May in first grade. Kindergarten showed grade equivalent growth on the STAR Early Literacy Assessment from 0.0-0.8 given in September and May Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Johnson, Meeler, Moll, & Collins	Start: 07/01/2009 End: 06/30/2010	Administrative Staff District Staff Teachers	Local Revenue : \$500.00 <hr/> ACTION BUDGET: \$500.00
Provide incentives for students who show marked improvements in literacy, behavior, and Accelerated Reader. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Charlotte Heidenreich, Principal	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Central Office Outside Consultants Teachers	Local Revenue : \$800.00 <hr/> ACTION BUDGET: \$800.00
Provide learning camps and field trip experiences for students to interact with their community, past and present, to develop a sense of citizenship in a diverse society. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Charlotte Heidenreich, Principal	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Central Office Outside Consultants Teachers	<hr/> ACTION BUDGET:
Purchase AR incentives for scholars in order to motivate them to read and develop independent reading, motivate students to read different genres(including functional reading material), develop interpretation/inference reading strategies and develop reading fluency to a level of proficiency. Action Type: Collaboration Action Type: Technology Inclusion	Anne Stobaugh	Start: 07/01/2009 End: 06/30/2010	Computers Outside Consultants Teachers Teaching Aids	Local Revenue : \$700.00 <hr/> ACTION BUDGET: \$700.00

Intervention Provide a climate of high expectations to enhance literacy instruction.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide an Extended Learning Opportunity for scholars that are educationally disadvantaged to close the achievement gap. The ELO will meet for 57 days for 1.5 hours per day (3:30 to 5:00 p.m.) and will utilize 4 certified staff members (\$27.50 per hour) and 1 classified staff member (\$12.50 per hour) to meet the learning needs of the scholars served by MPS. The classified staff member will work 2 hours per day to assist with supervision. Action Type: Collaboration Action Type: Equity	Shawn Halbrook, Director of Learning Services	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Teachers	Title I Materials & Supplies: \$633.00 Title I Employee Salaries: \$10,831.00 Title I Employee Benefits: \$2,680.00 <hr/> ACTION BUDGET: \$14,144.00
Provide \$500.00 for the music teacher to purchase instructional materials and supplies (ACT 1687.) These materials will be used to provide instruction across different curricular areas with an emphasis in Literacy. Action Type: Alignment Action Type: Collaboration	Vicki Bowles	Start: 07/01/2009 End: 06/30/2010	Teachers Teaching Aids	Local Revenue : \$500.00 <hr/> ACTION BUDGET: \$500.00
			Total Budget	\$16,644.00

2 **Priority 2:** To improve math skills and strategies for all students with an emphasis on problem solving(K), measurement(K,1) and patterns/relationships/algebra(1).

2.1 **Goal:** Students in the combined population of kindergarten and first grade will improve problem solving strategies, understanding of measurement, patterns, numeric relationships and algebraic concepts.

Benchmark: To increase the percentage of students who are Proficient/Advanced in math. As a feeder school to Morrilton Elementary, our growth will impact the achievement of these students in their effort to achieve AYP at 62.5% in Math.

Intervention Promote a positive home-school relationship focusing on Math.				
Scientific Based Research No Child Left Behind Newsletter. The Achiever. October 15, 2002. Vol.1, No.3. http://www.nochildleftbehind.gov/newsletter/index.html . Educational Excellence for All Children Act 199. http://www.ed.gov/offices/OESE/ESEA/factsheet.html .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Extend communication between school and home by sending a monthly calendar. (paper copy and on-line) Action Type: Collaboration Action Type: Parental Engagement	Sumer Willis-K, Nancy Lacy-1	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Teachers	_____ ACTION BUDGET:
Survey parents quarterly for feedback and suggestions to resolve parental concerns. (How are we doing? Survey) PROGRAM EVALUATION RESULTS: We used survey data to address parental concerns. In 08-09, we reviewed the information on surveys and contacted parents with concerns. The concerns were brought to discussion by faculty and changes were made as necessary. However, not all concerns could be resolved. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Wellness	Charlotte Heidenreich, Principal	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Teachers	_____ ACTION BUDGET:

Intervention Promote a positive home-school relationship focusing on Math.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide a parent resource center (K-6) that will disseminate resource information to parents for assistance as they work with their children to reach proficiency. Provide a parent center coordinator to maintain the parent center, provide services such as parental training for parents in areas of interest and responsible parenting skills, and coordinate the preparation of prescription learning packets. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Claire Pruitt, Parent Center Coordinator	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Central Office District Staff	<hr/> ACTION BUDGET:
Provide a parent section in the school library which provides books, magazines, informational packet, videos, and computers to be used to foster responsible parenting. List of materials will be made available to parents to check out for home use. Action Type: Parental Engagement Action Type: Technology Inclusion	Anne Stobaugh, Media Specialist	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Computers Outside Consultants School Library	Local Revenue : \$200.00 <hr/> ACTION BUDGET: \$200.00
Classroom teachers will provide a weekly newsletter to parents including weekly skills, special activities, and relevant news. (paper copy and on-line) Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Charlotte Heidenreich, Principal	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Teachers	<hr/> ACTION BUDGET:
Create a parent letter listing ALL parent resources available to MPS parents such as purpose of the Parent Center , availability of the library, description of "Fun Friday" program, explanation of AR and purpose of STAR for evaluation of scholars. Action Type: Collaboration Action Type: Parental Engagement	Anne Stobaugh	Start: 07/01/2009 End: 06/30/2010	Computers School Library Teachers	<hr/> ACTION BUDGET:
			Total Budget	\$200.00

Intervention All personnel will provide bell-to-bell instruction to maximize time on task in math.				
Scientific Based Research Allocated Academic Learning Time Revisited, Or Beyond Time On Task. Education Researcher, 9, 11-16 Lezotte, L and McKee K (2002). Assembly Required: A Continuous School Improvement System Okomes, MI Effective Schools Product, Ltd.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Arrange daily schedule to provide 90 minutes of math instruction time each day to focus on problem solving strategies, understanding of measurement, patterns, numeric relationships, and algebraic concepts.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Equity</p>	Charlotte Heidenreich, Principal	Start: 07/01/2009 End: 06/30/2010	Administrative Staff District Staff Teachers	ACTION BUDGET:
<p>Provide small-group instruction by 1.0 FTE Title I math teacher (Vanessa Moore code 1591-032) to exceed state standards and 1.0 FTE Title I paraprofessional Cheryl Deaton code 1591-032) to exceed state standards to assist students scoring below proficient level with an emphasis on problem solving, measurement, patterns, numeric relationships, and algebraic concepts.</p> <p>PROGRAM EVALUATION RESULTS: We collected baseline data this year. 08-09- Of the 68 Kindergarten scholars that were served, 63% scored proficient or advanced on the post CRT. Of the 40 1st grade scholars, 38% scored proficient or advanced on the end CRT.</p> <p>Action Type: Equity Action Type: Program Evaluation</p>	Shawn Halbrook, Director of Learning	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Computers District Staff Performance Assessments Teachers Title Teachers	<p>Title I</p> <p>Employee Salaries: \$62,874.00</p> <p>Title I</p> <p>Employee Benefits: \$16,830.00</p> <hr/> <p>ACTION BUDGET: \$79,704.00</p>
<p>Increase student mathematical awareness by providing a variety of off campus experiences to apply academic skills acquired in the classroom.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	Charlotte Heidenreich, Principal	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Central Office Outside Consultants Teachers	ACTION BUDGET:
<p>Use document cameras, projectors and carts purchased for K & 1 classrooms to maximize time-on-task and enhance higher-order thinking skills using technology.</p> <p>Action Type: Technology Inclusion</p>	Anne Stobaugh	Start: 07/01/2009 End: 06/30/2010	Computers Outside Consultants Teachers Teaching Aids	ACTION BUDGET:
			Total Budget	\$79,704.00

Intervention Improve math instruction by providing professional development to all staff.				
Scientific Based Research				
Abdul-Haqq,i. (1996) Making Time For Teacher Professional Development, Washington DC, ERIC Clearinghous on Teaching and Teacher Education, ERIC ED400259. Sutton, J. and Kruger, A. E. DS. (2002) What Is The Impact of Teacher Learning on Student Learning, pp. 98-99. What We Know About Mathematics, Teaching and Learning. Aurora, CO: Mid-Continent Research for Education and Learning				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide professional development activities in the area of math to enhance higher-order thinking skills, develop formative assessment techniques, meet the needs of learners and assist teachers in classroom management. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Shawn Halbrook, Director of Learning	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Central Office Computers District Staff Outside Consultants Teachers Title Teachers	ACTION BUDGET:
Utilize highly qualified teachers and paraprofessionals to provide professional development to appropriate staff members. Ensure assessment and instruction are aligned in each classroom by incorporating research-based materials that ensure best practices from highly successful schools. PROGRAM EVALUATION RESULTS: In 1st grade, 57% scored above the 50th percentile on the SAT 10. In kindergarten, on the MAT 8, 51% scored above the 50th percentile. We collected baseline data this year. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Charlotte Heidenreich, Principal	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Central Office Computers District Staff Outside Consultants Teachers Title Teachers	ACTION BUDGET:
			Total Budget	\$0.00

Intervention Use assessments for frequent monitoring of student achievement in math.				
Scientific Based Research				
Lezotte L. and McKee K. (2002) Assembly Required, A Continuous School Improvement System, Okemos, MI: Effective Schools Product, Ltd. "Create Time for Collaboration, Planning, and Development," Barr and Parrett, Saving Our Students Saving Our Schools, page 147, (2003) Pearson Education. "Effect of technology-enhanced continuous progress monitoring on math achievement," Ysseldyke, J., & Bolt, d. (2005). University of Minnesota.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Incorporate RTI team to assist students academic and behavioral needs in the area of math. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Sandra Oliver, RTI Team Leader	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Outside Consultants	_____ ACTION BUDGET:
Use math test, weekly skills checklist and school-developed CRT as a pre, mid, and post test to determine student growth and provide point in time remediation to students needing intervention. PROGRAM EVALUATION RESULTS: Show results from CRT, and NRT to see if we are meeting the needs of our students with AIP's and IRI's. The Kindergarten 08-09 CRT data showed an increase in math from 1% to 81%. First Grade 08-09 CRT data showed an increase in math from 4% to 92%. Kindergarten NRT data showed that 51% of scholars scored above the 50th percentile. First Grade NRT data showed that 57% of scholars scored above the 50th percentile. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Charlotte Heidenreich, Principal	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Teachers Title Teachers	_____ ACTION BUDGET:
Develop Individualized Student Academic Improvement Plans for students performing below the proficient level in math based on data from QUALLS (K), and MAT8(1st). Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Charlotte Heidenreich, Principal, Classroom Teachers	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Teachers Title Teachers	_____ ACTION BUDGET:

Intervention Use assessments for frequent monitoring of student achievement in math.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Purchase test-prep materials to prepare students for end of the year testing in math. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Special Education	Charlotte Heidenreich, Principal	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Performance Assessments	ACTION BUDGET:
Provide Extended Learning Opportunities for students performing at the basic level(bubble students) on end of year CRT and report card in literacy and math to enable them to become proficient. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Shawn Halbrook	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Teachers Teaching Aids	ACTION BUDGET:
			Total Budget	\$0.00

Intervention Adapt Math Curriculum to provide a clear and focused mission.				
Scientific Based Research				
Jacob, Heidi Hayes (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12, ASCD. Marzano, Robert J., What Works in Schools: Translating Research into Action. Association for Supervision and Curriculum Development, Alexandria, VA, 2003 as cited in What the Effective Schools Research Says: Clear and Focused Mission & Opportunity to Learn/Time on Task 2004, Pepperl and Lezotte. "Recognize the Critical Importance of an Aligned Curriculum," Barr and Parrett, Saving Our Students Saving Our Schools, page 357, (2003) Pearson Education.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Conduct school wide monthly meetings to align math curriculum vertically. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Shawn Halbrook, Director of Learning	Start: 07/01/2009 End: 06/30/2010	Performance Assessments Teachers	_____ ACTION BUDGET:
Partnership with Pre-K component and parents to assure ongoing progress of assessing and evaluating students as they transition from one program to another. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Charlotte Heidenreich, Prin, Cheri Millheim, ABC Coord, Zelda Vernon-Child Dev Ctr Dir.	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Outside Consultants Performance Assessments Teachers Title Teachers	_____ ACTION BUDGET:
Purchase materials and supplies (Act 1687)to provide intervention for students below proficient level. PROGRAM EVALUATION RESULTS: Of the 40 1st grade students served by Title 1, 38% scored proficient on the post-CRT. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Vanessa Moore-Title I Teacher	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Central Office Teachers	Local Revenue : \$500.00 _____ ACTION BUDGET: \$500.00
Provide materials and supplies to meet IEP needs for identified special education students. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Bailey-K-1, Hutchison-Speech	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Teachers Teaching Aids	_____ ACTION BUDGET:

Intervention Adapt Math Curriculum to provide a clear and focused mission.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Purchase DVD/VCR racks to attach to the t.v. bracket in classrooms so educational media can be used to enhance/extend curriculum. Action Type: Technology Inclusion	Bruce Bryant	Start: 07/01/2009 End: 06/30/2010	Outside Consultants	Local Revenue : \$1,500.00 ACTION BUDGET: \$1,500.00
Purchase additional paper for K teachers to provide supplemental math resource materials. Action Type: Equity	Charlotte Heidenreich	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Teachers Teaching Aids	Local Revenue : \$6,000.00 ACTION BUDGET: \$6,000.00
			Total Budget	\$8,000.00

Intervention Provide a climate of high expectations to enhance math instruction.				
Scientific Based Research				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Purchase AIMS materials so that 1st grade teachers can provide opportunities in Learning Camps to address higher levels on Blooms Taxonomy and give students an opportunity for authentic hands-on activities. PROGRAM EVALUATION RESULTS: Provide CWT results to show evidence of teachers using higher levels on Blooms. We are collecting baseline data for this year. Action Type: Collaboration	Charlotte Heidenreich	Start: 07/01/2009 End: 06/30/2010	Outside Consultants Teachers Teaching Aids	Local Revenue : \$50.00 <hr/> ACTION BUDGET: \$50.00
Provide \$500.00 for the art teacher to purchase instructional materials and supplies (ACT 1687.) These materials will be used to provide instruction across different curricular areas with an emphasis in math. Action Type: Alignment Action Type: Collaboration	Katrina Walls	Start: 07/01/2009 End: 06/30/2010	Teachers Teaching Aids	Local Revenue : \$500.00 <hr/> ACTION BUDGET: \$500.00
			Total Budget	\$550.00

3 **Priority 3:** Students at Morrilton Primary School will continue to engage in physical activity above the mandated time for the 2009-2010 school year.

3.1 **Goal:** Students will demonstrate knowledge of a healthy lifestyle by incorporating positive wellness choices into daily life.

Benchmark: MPS promotes students health and well-being by inclusion of direct instruction and practical application of proper nutrition and physical activity.

Intervention Incorporate the physical education curriculum into other subject areas.				
Scientific Based Research New Study Supports Physically Fit Kids Perform Better Academically. Online: AAHPERD; American Alliance for Health, Physical Education, Recreation & Dance.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
MPS will maintain a physical activity period for 30 minutes per day. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	Charlotte Heidenreich, Principal	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Teachers Title Teachers	_____ ACTION BUDGET:
Health and Wellness Education will be provided in K-1 through curriculum units and parent information. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Clair Pruitt, Parent Involvement Coordinator Shannon Ferguson, Physical Education Teacher Elizabeth Beaver, Wellness C	Start: 07/01/2009 End: 06/30/2010	Central Office Community Leaders Outside Consultants Teachers Teaching Aids Title Teachers	_____ ACTION BUDGET:
Promoting time-on-task, activities will be developed and used to minimize wait time in physical activity. These activities will encourage total group participation. Action Type: Collaboration Action Type: Wellness	Shannon Ferguson, Physical Education Teacher	Start: 07/01/2009 End: 06/30/2010	Teachers Title Teachers	_____ ACTION BUDGET:
Students will access DVDs for physical activities in the classroom during inclement weather that have been purchased for this purpose. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Wellness	Nancy Hart, Teacher	Start: 07/01/2009 End: 06/30/2010	School Library Teachers	Local Revenue : \$100.00 _____ ACTION BUDGET: \$100.00

Intervention Incorporate the physical education curriculum into other subject areas.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide \$500.00 for the physical education teacher to purchase instructional materials and supplies to promote engagement in physical activity (ACT 1687.) Action Type: Alignment Action Type: Special Education	Shanno Ferguson, Physical Education Teacher	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Central Office Teachers	Local Revenue : \$500.00 ACTION BUDGET: \$500.00
A wellness newsletter will be sent home monthly to provide information on health issues and suggestions for healthy lifestyles. Action Type: Parental Engagement Action Type: Wellness	Elizabeth Beaver	Start: 07/01/2009 End: 06/30/2010	Community Leaders District Staff Teachers	ACTION BUDGET:
Information concerning healthy snacks and wellness activities will be given to parents at the Parent involvement Meeting. Action Type: Parental Engagement Action Type: Wellness	Judy Hutchison	Start: 07/01/2009 End: 06/30/2010	Community Leaders District Staff Teachers	ACTION BUDGET:
By utilizing opportunities to learn, elimination of physical activity for behavioral consequences in the classroom will not occur. Action Type: Equity Action Type: Wellness	Charlotte Heidenreich, Principal	Start: 07/01/2009 End: 06/30/2010	Administrative Staff Teachers	ACTION BUDGET:
Provide incentives for students to promote healthy eating habits, fitness, and lifestyle choices. (Red Ribbon Week) Action Type: Collaboration Action Type: Wellness	Sandra Oliver, Counselor	Start: 07/01/2009 End: 06/30/2010	Administrative Staff District Staff Outside Consultants Teachers Teaching Aids	Local Revenue : \$200.00 ACTION BUDGET: \$200.00
Provide outdoor areas that can be utilized for improved fitness and special needs equipment. (Walking track on the concrete and safety swings for students with disabilities) Action Type: Equity Action Type: Special Education Action Type: Wellness	Shannon Ferguson, Physical Education Teacher	Start: 07/01/2009 End: 06/30/2010	Teachers	Local Revenue : \$300.00 ACTION BUDGET: \$300.00
P.E. teacher will collaborate with classroom teachers to incorporate weekly skills that support other areas of the curriculum. Action Type: Collaboration Action Type: Wellness	Shannon Ferguson	Start: 07/01/2009 End: 06/30/2010	Teachers Teaching Aids	ACTION BUDGET:

Intervention Incorporate the physical education curriculum into other subject areas.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Snacks will be provided daily to enhance nutrition education by providing fresh fruits and vegetables to our scholars on a daily basis. We will use these snacks to promote healthy eating habits and educate our scholars on the importance of eating healthy.</p> <p>PROGRAM EVALUATION RESULTS: Survey parents to see if children are eating healthier by choosing more fruits and vegetables. We are collecting baseline data for this year.</p> <p>Action Type: Program Evaluation Action Type: Wellness</p>	Sandra Oliver	Start: 07/01/2009 End: 06/30/2010	Outside Consultants Teachers Teaching Aids	<p>Local Revenue</p> <p>: \$23,058.00</p> <hr/> <p>ACTION BUDGET: \$23,058.00</p>
<p>We will use resources/professionals from our community to enhance our nutrition education program set forth by our FFVPG(Fresh Fruit and Vegetable Program Grant). They will provide information and educational programs for our scholars. Parents are invited to attend these programs to help their children make better food choices and promote a healthier lifestyle.</p> <p>Action Type: Parental Engagement Action Type: Wellness</p>	Sandra Oliver	Start: 07/01/2009 End: 06/30/2010	Community Leaders Outside Consultants	<hr/> <p>ACTION BUDGET:</p>
			Total Budget	\$24,158.00

A School Improvement Planning Team

SCHOOL IMPROVEMENT PLANNING TEAM MEMBERS			
Classification	Name	Position	Committee
Classroom Teacher	Bailey, Glenda	Special Education Teacher	Special Education, Wellness
Classroom Teacher	Baker, Pam	1st Grade	Literacy
Classroom Teacher	Beaver, Elizabeth	1st Grade	Wellness
Classroom Teacher	Bowles, Vicky	Music Teacher	Parental Involvement
Classroom Teacher	Campbell, Anastasia	1st Grade	Math
Classroom Teacher	Collins, Wendy	1st Grade	Math
Classroom Teacher	Davis, Ryan	Physical Education Teacher	Wellness
Classroom Teacher	Gordon, Jan	KF	Math
Classroom Teacher	Griswood, Martha	KF	Literacy
Classroom Teacher	Hart, Nancy	KF	Wellness
Classroom Teacher	Heidenreich, Melissa	1st Grade	Steering Committee/Math
Classroom Teacher	Hightower, Christie	Special Education	Special Education, Math
Classroom Teacher	Horn, Janis	KF	Steering Committee/Wellness
Classroom Teacher	Horn, Lindsey	KF	Literacy
Classroom Teacher	Johnson, Amanda	KF	Literacy
Classroom Teacher	Knapp, Melynda	1st Grade	Steering Committee/Literacy
Classroom Teacher	Lacy, Nancy	1st Grade	Math
Classroom Teacher	Meeler, Christy	KF	Steering Committee/Math
Classroom Teacher	Moll, Kristy	1st Grade	Math
Classroom Teacher	Moore, Vanessa	Title I Math Teacher	Math
Classroom Teacher	Nicholson, Stephanie	Title I Literacy, 1st Grade	Literacy
Classroom Teacher	Patterson, Shannon	1st Grade	Steering Committee Chair
Classroom Teacher	Stobaugh, Shawn	Title I Literacy Teacher, KF	Literacy
Classroom Teacher	Toney, Raven	KF	Math
Classroom Teacher	Walls, Katrina	Art Teacher	Parental Involvement
Classroom Teacher	Ward, Yuzanda	KF	Literacy, Steering Committee
Classroom Teacher	Willis, Sumer	KF	Literacy
Classroom Teacher	Zimmerman, Kathy	KF	Math

Classification	Name	Position	Committee
Community Representative	Stobaugh, David	Business Owner	Wellness
Non-Classroom Professional Staff	Bowens, Rita	Cook, KF	Wellness
Non-Classroom Professional Staff	Brannon, Tracey	Paraprofessional, Title I	Literacy
Non-Classroom Professional Staff	Coffman, Pam	Paraprofessional, Special Education	Special Education
Non-Classroom Professional Staff	Cook, Carol	Janitor, 1st Grade	Wellness
Non-Classroom Professional Staff	Craig, Beverly	Secretary, 1st Grade	Parental Involvement
Non-Classroom Professional Staff	Deaton, Cheryl	Paraprofessional, Title I	Math
Non-Classroom Professional Staff	Holsted, Jean	Paraprofessional	Wellness
Non-Classroom Professional Staff	Hurst, Teresa	Secretary	Steering Committee
Non-Classroom Professional Staff	Hutchison, Judy	Speech Pathologist	Special Education/Wellness
Non-Classroom Professional Staff	McVey, Paulette	Cook, 1st Grade	Wellness
Non-Classroom Professional Staff	Oliver, Sandra	Counselor	Wellness, Steering Committee
Non-Classroom Professional Staff	Parker, Ella	Cook, KF	Wellness
Non-Classroom Professional Staff	Payne, Frances	Paraprofessional, Special Ed.	Special Education
Non-Classroom Professional Staff	Polk, Ida	Cook, 1st Grade	Wellness
Non-Classroom Professional Staff	Sandy Swaffar	Nurse	Wellness
Non-Classroom Professional Staff	Simmons, Sue	Cook, KF	Wellness
Non-Classroom Professional Staff	Stobaugh, Anne	Librarian	Literacy
Non-Classroom Professional Staff	Stobaugh, MaryAnn	Paraprofessional	Wellness
Non-Classroom Professional Staff	Ussery, Pam	ESL Assistant	Literacy
Non-Classroom Professional Staff	Ward, Charlene	Nurse	Wellness
Non-Classroom Professional Staff	Welch, Mary	Cook, 1st Grade	Wellness
Parent	Canady, Vicki	Parent	Handbook Committee
Parent	Cooper, Brian	Watch Dog Dad Chairperson, KF	Parental Involvement
Parent	Granberry, Megan	parent	Handbook Committee
Principal	Heidenreich, Charlotte	KF-1	Steering Committee