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## School Plan

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### MORRILTON INTERMEDIATE SCHOOL

#### Arkansas Comprehensive School Improvement Plan

2010-2011

With the support of our students, parents, and community, the mission of Morrilton Intermediate School is to provide all scholars with the opportunity to learn in an environment that is safe, nurturing, wellness-oriented, and technology-enriched, in order to ensure proficiency in all content areas.

Grade Span: 4-6

Title I: Title I Schoolwide

School Improvement: SI\_1

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##### Priority 1: Literacy

**Goal:** Students in the combined population will improve literacy skills in Literary Passage OR (grade 5), and Content Passage OR (grades 4, 5, 6). African American students will improve literacy skills in Literary Passage-OR (grade 5), Content Passage-OR (grades 4 & 6), and Practical Passage-OR (grade 5). Economically Disadvantaged students will improve literacy skills in Literary Passage-OR (grade 5), Content Passage-OR (grades 4, 5, 6), and Practical Passage-OR (grade 5). Students with Disabilities will improve literacy skills in Literary Passage-MC (grades 5 & 6), Literary Passage-OR (grades 4 & 5), Content Passage-MC (grades 4, 5, 6), Content Passage-OR (grades 4, 5, 6), Practical Passage-MC (grades 4, 5, 6), Practical Passage-OR (grades 5 & 6), and Writing-MC (grades 4, 5, 6). Caucasian students will improve literacy skills in Literary Passage-OR (grade 5), Content Passage-OR (grades 4, 5, 6), and Practical Passage-OR (grade 5).

##### Priority 2: Mathematics

**Goal:** Students in the combined population will improve math skills in Numbers and Operations-OR (grade 6), Algebra-OR (grade 5), Geometry-OR (grades 4 & 6), Measurement-OR (grade 4), and Data Analysis and Probability-OR (grades 4 & 5). African American students will improve math skills in Numbers and Operations-OR (grade 6), Algebra-OR (grades 5 & 6), Geometry-OR (grades 4 & 6), Measurement-OR (grade 4), Data Analysis and Probability-OR (grade 5). Economically Disadvantaged students will improve math skills in Numbers and Operations-OR (grade 6), Algebra-OR (grades 5 & 6), Geometry-OR (grades 4 & 6), Measurement-OR (grades 4 & 5), Data Analysis and Probability-OR (grade 5). Students with Disabilities will improve math skills in Numbers and Operations-OR (grades 4 & 6), Algebra-OR (grades 4 & 6), Geometry-OR (grades 4 & 6), Measurement OR (grades 4 & 5), Data Analysis and Probability-OR (grades 4, 5 & 6), and Numbers and Operations-MC (grade 6). Caucasian students will improve math skills in Numbers and Operations-OR (grade 6), Algebra-OR (grade 5), Geometry-OR (grades 4 & 6), and Data Analysis and Probability-OR (grade 5).

##### Priority 4: Wellness

**Goal:** Morrilton Intermediate School will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 1: Improve literacy skills for all students

Supporting  
Data:

1. CRT: ACSIP CRT Data Source for MORRILTON INTERMEDIATE SCHOOL  
We formed ACSIP Leadership Teams and analyzed the test scores from the 2009 administration of grades 4, 5, 6 Augmented Benchmark and SAT 10 Exams. 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 building. 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. Our 2010 supporting data statements show the discrepancies in achievement among our various populations. 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 Literacy, Priority 1: Improve literacy skills for all students. We will select Interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level teams weekly and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction and focus of our Classroom Instruction.

1. Combined Population: Grade 4 Augmented/Benchmark Exam: In 2010, 85% scored proficient (42%) or advanced (43%). In 2009, 83% scored proficient or advanced. In 2008, 77.4% scored proficient or advanced. The three year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Literary Passage (MC) and Writing (MC). The three year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Writing Content and Writing Style. Grade 5 Augmented/Benchmark Exam: In 2010, 85% scored proficient or advanced. In 2009, 76% scored proficient or advanced. In 2008, 72.5% scored proficient or advanced. The three year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Content (MC and OR). The three year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is Content and Style. Grade 6 Augmented/Benchmark Exam: In 2010, 81% scored proficient or advanced. In 2009, 75% scored proficient or advanced. In 2008, 75% scored proficient or advanced. The three year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical (MC and OR). The three year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style.
2. Students with Disabilities (IEP): Grade 4 Augmented/Benchmark Exam: In 2010, 7% scored proficient or advanced. In 2009, 7% scored proficient or advanced. In 2008, 35.7% scored proficient or advanced. Grade 5 Augmented/Benchmark Exam: In 2010, 30% scored proficient or advanced. In 2009, 18% scored proficient or advanced. In 2008, 14.3% scored proficient or advanced. Grade 6 Augmented/Benchmark Exam: In 2010, 18% scored proficient or advanced. In 2009, 17% scored proficient or advanced. In 2008, 45.5% scored proficient or advanced.
3. Limited English Proficiency (LEP): In our building, during the 2010, 2009, and 2008 school years, there were fewer than ten LEP students tested.
4. Economically Disadvantaged: Grade 4 Augmented/Benchmark Exam: In 2010, 83% scored proficient or advanced. In 2009, 79% scored proficient or advanced. In 2008, 77.3% scored proficient or advanced. Grade 5 Augmented/Benchmark Exam: In 2010, 81% scored proficient or advanced. In 2009, 72% scored proficient or advanced. In 2008, 63.3% scored proficient or advanced. Grade 6 Augmented/Benchmark Exam: In 2010, 77% scored proficient or advanced. In 2009, 69% scored proficient or advanced. In 2008, 66.3% scored proficient or advanced.
5. Caucasian: Grade 4 Augmented/Benchmark Exam: In 2010, 83% scored proficient or advanced. In 2009, 85% scored proficient or advanced. In 2008, 85.1% scored proficient or advanced. Grade 5 Augmented/Benchmark Exam: In 2010, 84% scored proficient or advanced. In 2009, 81% scored proficient or advanced. In 2008, 78.9% scored proficient or advanced. Grade 6 Augmented/Benchmark Exam: In 2010, 84% scored proficient or advanced. In 2009, 77% scored proficient or advanced. In 2008, 74.4% scored proficient or advanced.
6. African American: Grade 4 Augmented/Benchmark Exam: In 2010, 86% scored proficient or advanced. In 2009, 74% scored proficient or advanced. In 2008, 71.4% scored proficient or advanced. Grade 5 Augmented/Benchmark Exam: In 2010, 78% scored proficient or advanced. In 2009, 61% scored proficient or advanced. In 2008, 62% scored proficient or advanced. Grade 6 Augmented/Benchmark Exam: In 2010, 66% scored proficient or advanced. In 2009, 69% scored proficient or advanced. In 2008, 67.6% scored proficient or advanced.
7. Hispanic: Grade 4 Augmented/Benchmark Exam: In 2010, 86% scored proficient or advanced. In 2009, 70% scored proficient or advanced. In 2008, 83.3% scored proficient or advanced. Fifteen students were tested in 2010, ten students in 2009, and six students in 2008. Grade 5 Augmented/Benchmark Exam: In 2010, 100% scored proficient or advanced. In 2009, 71% scored proficient or advanced. In 2008, 54.5% scored proficient or advanced. Twelve students were tested in 2010, seven students in 2009, and eleven students in 2008. Grade 6 Augmented/Benchmark Exam: In 2010, 80% scored proficient or advanced. In 2009, 73% scored proficient or advanced. In 2008, 90%

scored proficient or advanced. Five students were tested in 2010, eleven students in 2009, and ten students in 2008.

2. STAR READING: In August, 2007, the STAR Reading assessment was administered to MIS students. In May, 2008, STAR Reading was administered again, with the following results: Summary Grade # Students SS GE PR NCE IRL Pretest Mean 4.00 148 468 4.1 52 51.3 3.8 Posttest Mean 4.82 152 552 5.1 56 52.9 4.5 Change +0.75 +87 +1.0 +5 +2.2 +0.7 Pretest Mean 5.00 191 540 5.0 47 48.6 4.4 Posttest Mean 5.81 185 623 5.8 46 47.9 5.2 Change +0.81 +83 +0.8 -1 -0.7 +0.8 Pretest Mean 6.06 144 642 6.0 43 46.4 5.3 Posttest Mean 6.81 149 734 6.6 43 46.2 6.1 Change +0.75 +92 +0.6 0 -0.2 +0.8 In the August 2007 assessment, 52.7% of 4th graders, 47.1% of 5th graders, and 43.0% of 6th graders scored at or above the 50th percentile in reading. In the May 2008 assessment, 60.4% of 4th graders, 44.6% of 5th graders, and 42.8% of 6th graders scored at or above the 50th percentile. In August, 2008, the STAR Reading Assessment was administered to MIS students, with the following results: Summary Grade # Students SS GE PR NCE IRL Pretest Mean 4.00 171 446 4.0 48 48.8 3.6 Pretest Mean 5.00 158 536 5.1 47 48.7 4.5 Pretest Mean 6.00 186 631 5.9 43 46.3 5.1 In May of 2009, The STAR Reading Assessment was administered to MIS students with the following results: Grade 4, 175 students GE: 3.1; PR: 53; NCE: 51.8; IRL: 3.0 Grade 5, 144 students GE: 4.1; PR: 51; NCE: 50.4; IRL: 3.8 Grade 6, 143 students GE: 5.1; PR: 49; NCE: 49.6; IRL: 4.4 In August of 2009, the STAR Reading Assessment was administered to MIS students with the following results: Grade 4, 179 students GE: 3.0; PR: 49; NCE: 49.7; IRL: 3.0 Grade 5, 149 students GE: 4.0; PR: 47; NCE: 48.7; IRL: 3.7 Grade 6, 153 students GE: 5.0; PR: 46; NCE: 47.7; IRL: 4.4 In May of 2010, the STAR Reading Assessment was administered to MIS students with the following results: Grade 4, 184 students Pretest Mean: 355; GE: 3.8; PR: 47; NCE: 48.3; IRL: 3.6 Posttest Mean: 442 Grade 5, 162 students Pretest Mean: 450; GE: 5.1; PR: 49; NCE: 49.6; IRL: 4.5 Posttest Mean: 543 Grade 6, 157 students Pretest Mean: 529; GE: 5.8; PR: 43; NCE: 46.3; IRL: 5.1 Posttest Mean: 626
3. SCHOOL ATTENDANCE DATA: 2005/2006, 94.6%; 2006/2007, 97.3%; 2007/2008, 92.9%; 2009/2010, 95%.

**Goal** Students in the combined population will improve literacy skills in Literary Passage OR (grade 5), and Content Passage OR (grades 4, 5, 6). African American students will improve literacy skills in Literary Passage-OR (grade 5), Content Passage-OR (grades 4 & 6), and Practical Passage-OR (grade 5). Economically Disadvantaged students will improve literacy skills in Literary Passage-OR (grade 5), Content Passage-OR (grades 4, 5, 6), and Practical Passage-OR (grade 5). Students with Disabilities will improve literacy skills in Literary Passage-MC (grades 5 & 6), Literary Passage-OR (grades 4 & 5), Content Passage-MC (grades 4, 5, 6), Content Passage-OR (grades 4, 5, 6), Practical Passage-MC (grades 4, 5, 6), Practical Passage-OR (grades 5 & 6), and Writing-MC (grades 4, 5, 6). Caucasion students will improve literacy skills in Literary Passage-OR (grade 5), Content Passage-OR (grades 4, 5, 6), and Practical Passage-OR (grade 5).

**Benchmark** By Spring 2011, the combined population and each subgroup will increase the percent of students scoring proficient in Grades 4-5 by 7.20 percent on the Benchmark Literacy Exam. 7.20 is the required increase in Adequate Yearly Progress.

**Benchmark** By Spring 2011, the combined population and each subgroup will increase the percent of students scoring proficient in Grade 6 by 8.10 percent on the Benchmark Literacy Exam. 8.10 is the required increase in Adequate Yearly Progress.

Intervention: Provide a clear and focused mission for action and improvement in the area of literacy.				
Scientific Based Research: DuFour, R. and Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: National Educational Service; Lezotte, L. and McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd; National Association of Secondary School Principals (2006). Breaking ranks in the middle: Strategies for leading middle level reform. Providence, RI: The Education Alliance; O'Shea, M. (2005). From standards to success. Alexandria, VA: Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Use the Seven Correlates of Effective Schools to organize planning for school improvement in the area of literacy. Action Type: Collaboration	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$

<p>Base instructional planning for each grade level on a curriculum that is vertically and horizontally aligned with Student Learning Expectations from the Arkansas Frameworks. Teachers will show the correlation in their daily lesson plans. (Title I Reform Strategy) Action Type: Alignment Action Type: Title I Schoolwide</p>	<p>Mary Turpin, Literacy Coach</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Create quarterly pacing guides for all core subject areas, using Student Learning Expectations from the Arkansas Frameworks, to enable an instructional focus that will give students the opportunity to reach proficiency on the Augmented Benchmark Literacy Exam. The pacing guides will be developed through teacher collaboration and will be posted in each classroom and on the school web site. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Mary Turpin, Literacy Coach</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Post the appropriate Student Learning Expectations for each quarter in every classroom and demonstrate alignment of instruction by correlating the SLEs with lesson objectives. Action Type: Alignment Action Type: Title I Schoolwide</p>	<p>Mary Turpin, Literacy Coach</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Teach reading, writing, and math skills in all subjects across the curriculum, including music, art, and physical education. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>Velda Thompson, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Provide the required leveled classroom library books to support Effective Literacy and Literacy Lab instructional strategies. Leveled books address the reading needs of all students (Equity). (\$600 per literacy teacher X 16 teachers). (Tilley, Socha, Boyd, Otis, Johnson, Harris, Thomas, Martin, Burrus Maxell, Gregory, Adams, Henderson, Ussery, Bingham, Lemley) Action Type: Collaboration Action Type: Equity</p>	<p>Velda Thompson, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> </ul>	<p>Local Revenue: \$9600.00</p> <p>_____</p> <p>ACTION BUDGET: \$9600</p>
<p>Use the SPEDFAST software to develop IEPs with literacy goals and objectives that will be aligned with the Student Learning Expectations in the Arkansas Frameworks. Action Type: Alignment Action Type: Equity Action Type: Special Education</p>	<p>Lisa Bryant, Supervisor of Special Education</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Evaluate the success of this intervention through student performance on school-developed quarterly formative assessments and a summative assessment based on student performance on the Benchmark Exam. The ACSIP committees will meet at least quarterly to disaggregate test data by subgroups, to review the plan, and to evaluate its effectiveness. Fourth quarter formative assessment data shows 74.4% of 4th grade students, 73% of 5th grade students and 79% of 6th grade students were proficient and advanced. Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Mary Turpin, Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Arrange common planning times for literacy teachers on each grade level in 5th and 6th to allow for collaboration and support through professional development. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Renew one-year subscription to EdHelper.com for 30 users to enable access to online educational resources for the combined population. Materials from EdHelper.com are particularly useful for students in the subgroup populations. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	Local Revenue: \$1199.40 ACTION BUDGET: \$1199.4
Train teachers in research-based strategies for instruction, specifically in Accelerated Reader, Literacy Lab, Brain-based Learning Research, and Effective Schools research, including high-yield teaching strategies. (2010 -2011: Literacy Lab - Turpin, Facilitator; Burrus, Thomas, Martin. \$500 registration per teacher, \$600 books per teacher, mileage, \$325) Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• School Library</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	Local Revenue: \$4725.00 ACTION BUDGET: \$4725
Purchase classroom sets of novels for instruction in literacy using the Literacy Lab model. (2 sets of 25 for Tilley, Socha, Boyd, Otis, Johnson, Harris, Maxell, Thomas, Martin, Henderson, Adams, Gregory, Burrus, Ussery, Bingham, Lemley.	Mary Turpin, Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	Local Revenue: \$6000.00 ACTION BUDGET: \$6000

Approximately \$6,000) Action Type: Collaboration				
Purchase classroom sets of dictionaries (25 per class) that are grade level appropriate for use by literacy teachers to update old dictionary collections. Approximately \$1,000. (Maxell, Burrus). Action Type: Collaboration	Mary Turpin, Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	Local Revenue: \$1000.00  ACTION BUDGET: \$1000
Purchase 2 sets of historical fiction novels for the 6th grade Social Studies teachers to supplement and enhance instruction. (Henderson, Adams, Burrus, Gregory, Franklin, Weldon) Action Type: Collaboration	Mary Turpin, Literach Coach	Start: 07/01/2010 End: 06/30/1010	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	Local Revenue: \$2500.00  ACTION BUDGET: \$2500
Purchase Benchmark practice materials to ensure student achievement on the Benchmark exam for use in literacy. (\$300 per grade level) Action Type: Collaboration Action Type: Equity Action Type: Special Education	Mary Turpin, Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	Local Revenue: \$900.00  ACTION BUDGET: \$900
Total Budget:				\$25924.4

Intervention: Provide a safe and orderly environment for learning to enhance achievement in literacy.

Scientific Based Research: Glasgow, N., McNary, S. and Hicks, C. (2006). What successful teachers do in diverse classrooms: 71 research-based classroom strategies for new and veteran teachers. Thousand Oaks, CA: Corwin Press. Jones, F. (2000) Tools for teaching: Discipline, instruction, motivation. Santa Cruz, CA: Frederic H. Jones & Associates, Inc. Lezotte, L. and McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. National Association of Secondary School Principals (2006). Breaking ranks in the middle: Strategies for leading middle level reform. Providence, RI: The Education Alliance. O'Shea, M. (2005). From standards to success. Alexandria, VA: Association for Supervision and Curriculum Development. Payne, R. (1996). A framework for understanding poverty. Highlands, TX: aha! Process, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
School-wide behavioral expectations for students will be communicated to parents through the student handbook and to students through instruction by their teachers at the beginning of school. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Each teacher will provide parents and students with the behavior management plan for his or her classroom. The plan will contain expectations, consequences, and incentives for appropriate behavior. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Strong student engagement will be expected and will be monitored by the administration during instructional time. Action Type: Collaboration Action Type: Special Education	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$

Students who are consistently disruptive in class will be referred to the Response to Intervention (RTI) team for appropriate interventions and will receive individualized or small group counseling at school. Parent conferences will be arranged for students who are referred. Action Type: Collaboration Action Type: Parental Engagement	Mary Jo French, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
All faculty and staff members will assist in monitoring student behavior all the time, everywhere, during school hours. Action Type: Collaboration	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Provide professional development to improve classroom management skills. Strategies will focus on behavior management, discipline, time on task, and a safe and orderly environment. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Classroom Walk-Through data collected by the school administrators during frequent classroom visits will serve as a formative assessment for this intervention. CWT data will be collected in the classroom using a Palm Pilot and will be uploaded to a computer for processing and reporting. Professional development will be provided, based on the CWT data. A final CWT report of collected data for providing a safe and orderly environment will serve as a summative assessment to evaluate the intervention. According to CWT data, students were 94% actively engaged during the 2009-10 school year. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Participate in frequent monitoring of student progress in literacy.

Scientific Based Research: Chappuis, S., Stiggins, R., Arter, J. and Chappuis, J. (2004). Assessment FOR learning: An action guide for school leaders. Portland, OR: Assessment Training Institute. Lezotte, L. and McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. National Association of Secondary School Principals (2006). Breaking ranks in the middle: Strategies for leading middle level reform. Providence, RI: The Education Alliance. O'Shea, M. (2005). From standards to success. Alexandria, VA: Association for Supervision and Curriculum Development. Stiggins, R., Arter, J., Chappuis, J. and Chappuis, S. (2004). Classroom assessment for student learning: Doing it right--Using it well. Portland, OR: Assessment Training Institute, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
In August, December, and May, students will be tested using STAR Reading to help determine student progress and the effectiveness of the school improvement plan. The STAR mid-year assessment will serve as a formative assessment for the use of Accelerated Reader and the use of	Beth Fullerton, Intervention Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>School Library</li> </ul>	ACTION BUDGET: \$

<p>specific reading strategies provided in reading instruction. The STAR assessment is used to determine students' independent reading level for Accelerated Reader and will serve as a summative assesment to evaluate the intervention.                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Special Education                  Action Type: Technology Inclusion                  Action Type: Title I Schoolwide</p>			<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	
<p>Develop and use quarterly formative assessments to determine student progress toward Student Learning Expectations from the Arkansas Frameworks that appear on our quarterly pacing guides. Teachers will participate in professional development to create questions for the formative assessments.                  Action Type: Collaboration                  Action Type: Professional Development</p>	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
<p>Collect and disaggregate formative assessment data to evaluate the effectiveness of this intervention and of our plan for improvement. Teachers will use the assessment data to adjust instruction and for point-in-time remediation. Fourth quarter formative assessment data showed 74.4% of 4th grade students, 73% of 5th grade students, and 79% of 6th grade students were proficient or advanced.                  Action Type: Collaboration                  Action Type: Program Evaluation                  Action Type: Title I Schoolwide</p>	Mary Turpin, Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Provide a climate of high expectations for student success in the area of literacy.

Scientific Based Research: DuFour, R. and Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: National Educational Service. Fountas, I. and Pinnell, G. (2001). Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy. Portsmouth, NH: Heinemann. Glasgow, N., McNary, S. and Hicks, C. (2006). What successful teachers do in diverse classrooms: 71 research-based classroom strategies for new and veteran teachers. Thousand Oaks, CA: Corwin Press. Jones, F. (2000) Tools for teaching: Discipline, instruction, motivation. Santa Cruz, CA: Frederic H. Jones & Associates, Inc. Lezotte, L. and McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. National Association of Secondary School Principals (2006). Breaking ranks in the middle: Strategies for leading middle level reform. Providence, RI: The Education Alliance. O'Shea, M. (2005). From standards to success. Alexandria, VA: Association for Supervision and Curriculum Development. Payne, R. (1996). A framework for understanding poverty. Highlands, TX: aha! Process, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Provide Extended Learning Opportunities, with highly qualified teachers, for educationally disdvantaged scholars who are not reaching proficiency, and who need more instruction than the school can provide during the regular school day (3 teachers,1.5 hours per day for 64 days).                  Action Type: Collaboration                  Action Type: Equity</p>	Annette Henderson, Federal Programs Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$

<p>Every certified employee will have a professional growth plan designed to implement or strengthen the use of research-based, high-yield instructional strategies.                  Action Type: Collaboration                  Action Type: Professional Development                  Action Type: Title I Schoolwide</p>	<p>Velda Thompson, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Develop a Student Academic Improvement Plan for every student that scored below proficiency on the Benchmark Literacy Exam by October 8. Include parents in the planning process. Provide individualized and small group instruction for remediation. Provide additional time for instruction through an intervention period designed for more individualized instruction. Use Accelerated Reader to encourage independent reading. Use leveled books and materials to meet student needs. Write prescriptions for learning packets that parents may acquire from the Parent Center for use at home with their children. Use formative assessments at the end of each quarter to track student progress. Reteach until students reach proficiency. Maintain an AIP folder for each student with an improvement plan to document actions taken and progress achieved. Use student performance on the Augmented Benchmark Literacy Exam as a summative assessment to evaluate the interventions.                  Action Type: AIP/IRI                  Action Type: Equity                  Action Type: Parental Engagement</p>	<p>Mary Turpin, Literacy Coach</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Evaluate the success of this intervention through student performance on quarterly formative assessments and a summative assessment based on student performance on the Augmented Benchmark Exam. The ACSIP committees will meet at least quarterly to disaggregate test data by subgroups, to review the plan, and to evaluate its effectiveness. Fourth quarter formative assessment data shows 74.4% of 4th grade students, 73% of 5th grade students and 79% of 6th grade students were proficient and advanced.                  Action Type: Equity</p>	<p>Mary Turpin, Literacy Coach</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Purchase and provide Enterprise Reading (\$4.00 per student X 560 students) to increase the reading material available to our students by giving them access to all tests available through the Accelerated Reader program and all programs available through Enterprise. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Doug Adams, Technology Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	Local Revenue: \$2240.00 <hr/> ACTION BUDGET: \$2240
Provide a 1.0 FTE highly qualified Title I teacher(Rogers-1591), a .4828 FTE highly qualified Title I teacher (Smolsky-1591), and a .0930 FTE highly qualified Title I teacher(Poteete-1591) to exceed state standards to assist with small group and individualized instruction for educationally disadvantaged scholars not attaining proficiency. Action Type: Collaboration Action Type: Equity	Annette Henderson, Federal Programs Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	Title I - Employee \$29244.00 Salaries: Title I - Employee \$7598.21 Benefits: <hr/> ACTION BUDGET: \$36842.21
Renew 2 subscriptions for Reading A-Z software to provide teachers with supplemental material for differentiated instruction. (Ussery, Standridge,\$84.95 each) Action Type: Equity Action Type: Technology Inclusion	Mary Turpin, Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	Local Revenue: \$169.90 <hr/> ACTION BUDGET: \$169.9
Renew 3 subscriptions for Writing A-Z to provide a resource for teachers for differentiated instruction and point-in-time remediation in language arts writing. (Ussery, Henderson, Standridge, \$29.95 each) Action Type: Equity Action Type: Title I Schoolwide	Mary Turpin, Literacy Coach	Start: 07/01/2010 End: 06/30/2011		Local Revenue: \$89.85 <hr/> ACTION BUDGET: \$89.85
Based on Morrilton Intermediate School's Year 1 School Improvement Status 10% (\$19,119) of the building's allocation was budgeted for the purpose of providing the school's teachers, paraprofessionals, and principal high-quality professional development in areas such as academic achievement problems, special needs and issues for the special education population, and highly	Dr. Doug Adams, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	Title I - Purchased \$9559.50 Services: <hr/> ACTION BUDGET: \$9559.5

qualified teachers for the 2010-2011 school year. Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide				
A school improvement specialist has been hired to assist teachers in providing instructional assistance to improve student achievement. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Annette Henderson, Deputy Superintendent	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Morrilton Intermediate School has provided parent notification of the school's AYP status by providing written notification that includes the following: explanation and identification of how the school compares in terms of academic achievement to other schools served by Title I, reason for identification, explanation of strategies for improvement, parental involvement to resolve improvement status, school choice options. Action Type: Alignment Action Type: Equity	Annette Henderson, Deputy Superintendent	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$48901.46
Intervention: Provide students with increased opportunity to learn and increased student time on task in the area of literacy.				
Scientific Based Research: Fountas, I. and Pinnell, G. (2001). Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy. Portsmouth, NH: Heinemann. Glasgow, N., McNary, S. and Hicks, C. (2006). What successful teachers do in diverse classrooms: 71 research-based classroom strategies for new and veteran teachers. Thousand Oaks, CA: Corwin Press. Lezotte, L. and McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. National Association of Secondary School Principals (2006). Breaking ranks in the middle: Strategies for leading middle level reform. Providence, RI: The Education Alliance. O'Shea, M. (2005). From standards to success. Alexandria, VA: Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school day will be divided into eight 45-minute instructional periods. Literacy will be taught in three 45-minute periods per day to allow a period for reading instruction, a period for focused intervention, remediation, or enrichment, and a period for writing instruction. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Guided reading groups, using leveled books, will provide remediation based on student need. Action Type: AIP/IRI	Mary Turpin, Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Equity Action Type: Special Education			<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	
The Title I personnel and special education personnel will increase opportunity to learn by assisting classroom teachers so that students may receive more individualized assistance and instruction. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will be encouraged to consistently practice bell-to-bell instruction. Action Type: Collaboration Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Time available for student learning will be increased by limiting the number of field trips. Action Type: Collaboration Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Time on task and opportunity to learn will be monitored and evaluated using the Classroom Walk-Through Model. Data will be collected in 4-minute classroom visits by the principal and assistant principal, recorded using Classroom Walk-Through software on a Palm Pilot, and analyzed to determine the need for professional development. Effectiveness of the intervention will be evaluated by student performance on quarterly formative CRT assessments and a summative assessment through the Augmented Benchmark Literacy Exam. CWT data showed students were actively engaged 98% during the 2009-10 school year. Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Design an Accelerated Reader incentive program to motivate students to read independently, in order to improve reading comprehension and vocabulary development. Action Type: Collaboration	Regina Erwin, Library Media Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Public Library</li> <li>School Library</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Use a partnership with Morrilton High School, called Partners in Learning, to allow responsible high school students to tutor MIS students during the school day.	Mary Jo French, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide				
The Inclusion Model will be used to meet the academic needs of special education students in literacy. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Provide a Literacy teacher (Bridget Maxell Fund - 1120) to exceed state standards to reduce the pupil to teacher ratio in Grade 5. This is allowed in by the Rules for Student Special Needs Funding Rule 6.06.3 and 6.06.3.2 Action Type: Equity	Doug Adams, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will use literary reading passages with multiple choice answers in 4th grade literacy classes. They will reteach using Accelerated Reader, small group, one on one, prescriptions to the Parent Center, and the use of the intervention teacher Action Type: Equity	Mary Turpin, Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will use reading literary passages with open response in 4th grade literacy classes in small group, one on one, teacher modeling, peer tutoring, and cooperative groups. Action Type: Collaboration Action Type: Equity	Mary Turpin, Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
To improve style in writing 4th grade teachers will model writing, use shared writing, and authentic text to ensure student achievement. Action Type: Equity	Mary Turpin, Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Teach content and style using content passages with multiple choice and open response in 5th grade literacy. Teachers will model using authentic materials, rubrics, and brain-based strategies. Action Type: Equity	Mary Turpin, Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Reteach using Benchmark released items in 6th grade with an emphasis on non-fiction to ensure student achievement with content and style. Action Type: Equity	Mary Turpin, Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Purchase 1 cordless microphone, 2 monitor speakers with cords, and 2 microphono headsets to facilitate group presentations. (\$1,200) Action Type: Technology Inclusion	Regina Erwin, Librarian	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Local Revenue: \$1200.00  ACTION BUDGET: \$1200

Use Neo2 labs to enable the students to use 21st Century technology as a learning tool in literacy. Action Type: Technology Inclusion	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$1200
Intervention: Work to achieve positive home-school relations that will help to support improved student performance in 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. Lezotte, L. and McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. National Association of Secondary School Principals (2006). Breaking ranks in the middle: Strategies for leading middle level reform. Providence, RI: The Education Alliance. O'Shea, M. (2005). From standards to success. Alexandria, VA: Association for Supervision and Curriculum Development. Payne, R. (1996). A framework for understanding poverty. Highlands, TX: aha! Process, Inc.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide parents with an information packet that meets the requirements of Act 603 and 307 and include the information in the student/parent handbook. Statements attesting to the school's commitment to parental involvement will be included in the student/parent handbook. Action Type: Parental Engagement Action Type: Title I Schoolwide	Clair Pruitt, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Use a prescription learning approach through the Parent Center for students who are performing below proficiency to enable parents to assist their children with learning difficulties. Purchase prescription learning forms for use by grades K-6 to write learning prescriptions for the Parent Center. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Clair Pruitt, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Maintain a parent resource center (Parent Center) that will provide parents with information that will assist them as they work with their children to overcome problems that form roadblocks to learning. Provide parenting books, magazines, and other materials regarding responsible parenting through the Parent Center and the school library. Make parents aware, through the school web site (www.sccsd.org/mis) and parent newsletters, of available materials and how to borrow the materials. Action Type: Parental Engagement Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Publish a school brochure and provide it to parents and patrons to familiarize them with the school and	Lori Stidham,	Start: 07/01/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	

its programs, activities, and opportunities. Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide	Assistant Principal	End: 06/30/2011	<ul style="list-style-type: none"> <li>Computers</li> </ul>	ACTION BUDGET: \$
Provide a weekly newsletter from the classroom teacher to each child's parents, including information about what will be studied, special activities and events, relevant news to parents, information regarding the child's performance and behavior, graded papers, and a form for the parent's response and correspondence with the teacher. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Designate a certified staff member to serve as the parent involvement facilitator for our school. (Clair Pruitt) Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Teachers</li> </ul>	Local Revenue: \$300.00 ACTION BUDGET: \$300
Provide the school's process for resolving parental concerns, including how to define the problem, whom to approach first, and how to develop solutions, and give this information to parents at the beginning of school in the student/parent handbook and each report card. Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide	Clair Pruitt, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Survey parents regarding their interests and develop a volunteer resource book that will help to match school needs with volunteer interests. Include parents on school improvement committees. Invite parents to volunteer at school and to participate in school events and activities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Clair Pruitt, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Provide parent workshops to impart techniques that parents may use with their children to help improve achievement. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Clair Pruitt, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Distribute printed statements to parents attesting to the district's commitment to parental involvement. Include this information in the student/parent handbook. Action Type: Parental Engagement Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$

<p>Provide information to parents regarding the school's parental involvement program, the recommended role of the parent, student, teacher, and school, ways to become involved in the school and the child's education, activities planned throughout the year to encourage parental involvement, and our system for regular, two-way, meaningful communication between parents and the school. Include this information in the student/parent handbook. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Clair Pruitt, Parent Facilitator</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Provide schoolwide parent/teacher conference evenings in the fall and spring with appointed times for parents to visit with their child's teacher. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Velda Thompson, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Provide parent involvement events with activities of interest to parents and families, such Parent Orientation Night, Family Nights, W.A.T.C.H. Dog Program, student performances, and parent training programs and workshops. Give a report on the state of the school and an overview of what students will be learning; how students will be assessed; what parents should expect for their child's education; and how parents can make a difference during Parent Orientation. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Velda Thompson, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Local Revenue: \$0.00 ACTION BUDGET: \$0</p>
<p>Provide a school web site containing information and announcements of interest to parents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Regina Erwin, Library Media Specialist</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Use School Messenger software to contact parents by phone to inform them of important events or information. Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Lori Stidham, Assistant Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Provide Pinnacle software to record grades and attendance so that parents may access student performance and attendance information for their child through the internet. Provide professional development to train teachers in the use of the Pinnacle software. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Lori Stidham, Assistant Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide				
The Parent Involvement Committee will meet quarterly to monitor and evaluate this intervention. Follow-through with each action, on the part of the school, and parent participation in the activities described in the plan will be used to evaluate the intervention. Sign-in sheets will provide documentation of participation. Overall success of the intervention will be evaluated by improvement in student achievement as measured on the STAR Literacy assessments, quarterly formative CRT assessments, and summative assessments through student performance on the Augmented Benchmark Literacy Exam. Baseline Data will be collected during the 2009/2010 school year. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Clair Pruitt, Parent Involvement Facilitator	Start: 07/01/2010 End: 06/30/2011	<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>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Provide a Parent-Teacher Organization (PTO) to enable parents to participate and to share in decision-making regarding school projects and activities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Sponsor a Parent (Alumni) Advisory Committee to provide input on parental involvement and school plans, programs, and activities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Clair Pruitt, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Survey parents, students, community members, and school staff on perception of school. Action Type: Parental Engagement	Clair Pruitt, Parent Coordinator	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$300

Intervention: Provide strong instructional leadership for improvement in literacy.

Scientific Based Research: Bell, L. (2005). 12 powerful words that increase test scores and help close the achievement gap: A resource for educators and parents. Manassas, VA: Larry I. Bell. Classroom walk-through with reflective feedback. Training manual (received 2006) from Learning 24/7. Provided by Arkansas Association of Educational Administrators, Arkansas Department of Education, Bill and Melinda Gates Foundation, and Walton Family Foundation. Danielson, C. and McGreal, T. (2000). Teacher evaluation: To enhance professional practice. Princeton, NJ: Educational Testing Service. DuFour, R. and Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: National Educational Service. Lambert, L. (1998). Building leadership capacity in schools. Alexandria, VA: Association for Supervision and Curriculum Development. Lezotte, L. and McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Marzano, R. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development. Marzano, R., Pickering, D., and Pollock, J. Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria,

VA: Association of Supervision and Curriculum Development. National Association of Secondary School Principals (2006). Breaking ranks in the middle: Strategies for leading middle level reform. Providence, RI: The Education Alliance. O'Shea, M. (2005). From standards to success. Alexandria, VA: Association for Supervision and Curriculum Development. Schlechty, P. (2002). Working on the work: An action plan for teachers, principals, and superintendents. San Francisco, CA: Jossey-Bass. Tate, M. (2003). Worksheets don't grow dentrites: Instructional strategies that engage the brain. Thousand Oaks, CA: Corwin Press, Inc. York-Barr, J., Sommers, W., Ghere, G., and Montie, J. (2001). Reflective practice to improve schools: An action guide for educators. Thousand Oaks, CA: Corwin Press, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Quality of instruction, use of aligned curriculum, bell-to-bell instruction, and use of high-yield teaching strategies will be monitored frequently through Classroom Walk-Through (CWT) visits by the principal, assistant-principal, and district-level personnel. CWT data will be recorded on a Palm Pilot during four-minute classroom visits and will be uploaded for review by the district leadership team. Data from Classroom Walk-Through visits will be analyzed at least quarterly and will be reviewed by the ACSIP Literacy Committee and Subgroup Intervention Committee to evaluate this intervention and the level of implementation of literacy interventions in our school improvement plan. The Professional Development Committee will use the data to plan professional development. Analysis of quarterly CWT reports will function as a formative assessment. The final CWT report will serve as the summative assessment. CWT data for the 2009-10 school year showed 94% of students actively engaged.</p> <p>Action Type: Alignment                      Action Type: Collaboration                      Action Type: Professional Development                      Action Type: Program Evaluation                      Action Type: Special Education                      Action Type: Technology Inclusion                      Action Type: Title I Schoolwide</p>	<p>Velda Thompson, Principal</p>	<p>Start: 07/01/2010                      End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Provide a 1.0 FTE Literacy Coach to exceed state standards who will coordinate the formative program in literacy, provide professional development, demonstrate teaching strategies, provide research materials, assist with instructional materials acquisition, and assist classroom teachers by giving instructional support to students</p>	<p>Velda Thompson, Principal, Mary Turpin, Literacy Coach</p>	<p>Start: 07/01/2010                      End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Title Teachers</li> </ul>	<p>Title I - Employee \$45938.00                      Salaries:                      Title I - Employee \$9948.00                      Benefits:</p> <hr/> <p>ACTION BUDGET: \$55886</p>

who are at risk for failure to achieve proficiency on the Benchmark Literacy Exam. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide				
Provide professional development in technology to enable teachers to improve their skills in technology and to enhance technology inclusion in instruction. Action Type: Professional Development Action Type: Technology Inclusion	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
All teachers at MIS who teach in core subject areas, special education, Title I, music, art, and gifted and talented education will be certified in the area in which they teach and will be highly qualified. Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
All paraprofessionals who serve as instructional aides at MIS will be highly qualified and will meet the requirements of the state. Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Provide printer cartridges for one year (30 + color) to meet instructional needs and the needs of professional practice. Action Type: Collaboration Action Type: Technology Inclusion	Doug Adams, Technology Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> </ul>	Local Revenue: \$3000.00 ACTION BUDGET: \$3000
Provide Pinnacle software renewal and tech support to enhance professional practice and to provide point-in-time data to parents regarding student performance. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Doug Adams, Technology Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
Provide Atrium software renewal and tech support for our library circulation system to enhance the use of technology by students. Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion	Doug Adams, Technology Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Computers</li> <li>• District Staff</li> <li>• School Library</li> </ul>	ACTION BUDGET: \$
Purchase Story Works (28 x 6.99) for the 6th Grade and Ussery for use as	Kelli Gregory, Literacy Teacher	Start: 07/01/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> </ul>	Local Revenue: \$978.60

supplementary material for social studies and literacy instruction. (Gregory, Adams, Henderson, Burrus, Ussery) Action Type: Collaboration		End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$978.6
To help improve student achievement and to meet the requirements for schoolwide Title I services, we will conduct a needs assessment, use an aligned curriculum, provide instruction from highly qualified teachers, provide professional development to assist teachers in raising student achievement, recruit and maintain highly qualified teachers, support and encourage parental involvement, provide for transition, collaboration, point-in-time remediation, and coordination of funds (federal/state). Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Purchase instructional materials for small group remediation (Turpin, \$500) Action Type: Equity	Mary Turpin, Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	Local Revenue: \$500.00  ACTION BUDGET: \$500
The South Conway County School District will provide a 0.5 FTE Curriculum Specialist (Lori Stidham Fund - 2212) using NSLA funds to assist the Morrilton Intermediate School with curriculum leadership above the standards required. This is allowed by 6.07.9 and 6.07.9.1 in the rules for Student Special Needs Funding. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Doug Adams, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	NSLA (State-281) - \$30910.00 Employee Salaries: NSLA (State-281) - \$7496.02 Employee Benefits:  ACTION BUDGET: \$38406.02
Purchase 1 stationary laptop lab (25 laptops) to increase the capacity of classrooms to use a computer lab for technology inclusion in instruction. Action Type: Technology Inclusion	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	Local Revenue: \$37500.00  ACTION BUDGET: \$37500
Purchase Listening Center with CD Player and DVD Player for differentiation in instruction in small group novel reading using books on CD with the listening center. (Johnson) Action Type: Equity Action Type: Technology Inclusion	Mary Turpin, Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Local Revenue: \$1600.00  ACTION BUDGET: \$1600
Purchase 1 new high speed copy machine to be placed in the teacher workroom to meet the needs in our building. (\$1500)	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Local Revenue: \$1500.00

				ACTION BUDGET: \$1500
Purchase 2 low-volume copiers to replace worn out copiers. One copier used by the Intervention teacher to facilitate the duplication of materials for struggling learners. One copier to replace copier in the library that has to be repaired frequently and does not make clean copies.	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Local Revenue: \$10000.00  ACTION BUDGET: \$10000
Purchase Edusoft for use with formative assessments and score disaggregation. (540 students X \$6.00)	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Purchase 53 laptop mice for use with the mobile computer lab and teachers. (Flory, Adams, Standridge) Action Type: Technology Inclusion	Doug Adams, Technology Director	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Local Revenue: \$600.00  ACTION BUDGET: \$600
Purchase GPS Reading program for differentiated instruction. (Maxell) \$445.94	Mary Turpin, Literacy Coach	Start: 07/01/2010 End: 06/30/2011		Local Revenue: \$445.94  ACTION BUDGET: \$445.94
Purchase 25 English textbooks for the additional 4th grade teacher. (Thomas) \$1,023.46	Mary Turpin, Literacy Coach	Start: 07/01/2010 End: 06/30/2011		Local Revenue: \$1023.46  ACTION BUDGET: \$1023.46
Purchase Scholastic News for 5th grade to use as supplementary material for social studies instruction. (Harris, 28 x 3.99)	Donna Bird, Math, Science, Social Studies Coach	Start: 07/01/2010 End: 06/30/2011		Local Revenue: \$111.72  ACTION BUDGET: \$111.72
Purchase Arkansas, World, and United States pull down maps for 4th grade. (Boyd, Socha, Otis, Tilley, Thomas; \$176 each)	Donna Bird, Math, Science, Social Studies Coach	Start: 07/01/2010 End: 06/30/2011		Local Revenue: \$880.00  ACTION BUDGET: \$880
<b>Total Budget:</b>				<b>\$152431.74</b>

Priority 2: Improve mathematics skills for all students

1. CRT: ACSIP CRT Data Source for MORRILTON INTERMEDIATE SCHOOL

We formed ACSIP Leadership Teams and analyzed the test scores from the 2010 administration of grades 4, 5, 6 Augmented Benchmark and SAT 10 Exams. 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 building. 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. Our 2010 supporting data statements show the discrepancies in achievement among our various populations. We are modifying our

Supporting Data:

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 Math, Priority 2: Improve mathematics skills for all students. We selected interventions and coordinated our various state and federal funding sources to address these areas. In addition, we will meet at least quarterly in grade level teams and as an entire faculty so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction and focus of our Classroom Instruction.

1. Combined Population: Grade 4 Augmented/Benchmark Exam: In 2010, 90% scored proficient or advanced. In 2009, 89% scored proficient or advanced. In 2008, 88.9% scored proficient or advanced. The three year trend analysis of the open response and multiple-choice questions, in the five strands of mathematics, revealed that the lowest identified areas are Geometry (MC) and Data Analysis and Probability (OR). Grade 5 Augmented/Benchmark Exam: In 2010, 81% scored proficient or advanced. In 2009, 81% scored proficient or advanced. In 2008, 82.6% scored proficient or advanced. The three year trend analysis of the open response and multiple-choice questions, in the five strands of mathematics, revealed that the lowest identified areas are Measurement (MC) and Numbers and Operations (OR) and Geometry (OR). Grade 6 Augmented/Benchmark Exam: In 2010, 80% scored proficient or advanced. In 2009, 87% scored proficient or advanced. In 2008, 77% scored proficient or advanced. The three year trend analysis of the open response and multiple-choice questions, in the five strands of mathematics, revealed that the lowest identified areas are Numbers and Operations (MC) and Measurement (OR).
2. Students with Disabilities (IEP): Grade 4 Augmented/Benchmark Exam: In 2010, 34% scored proficient or advanced. In 2009, 33% scored proficient or advanced. In 2008, 42.9% scored proficient or advanced. Grade 5 Augmented/Benchmark Exam: In 2010, 30% scored proficient or advanced. In 2009, 36% scored proficient or advanced. In 2008, 42.9% scored proficient or advanced. Grade 6 Augmented/Benchmark Exam: In 2010, 36% scored proficient or advanced. In 2009, 42% scored proficient or advanced. In 2008, 45.5% scored proficient or advanced.
3. Limited English Proficiency (LEP): In our building, during the 2010, 2009, and 2008 school years, there were fewer than ten LEP students tested.
4. Economically Disadvantaged: Grade 4 Augmented/Benchmark Exam: In 2010, 88% scored proficient or advanced. In 2009, 88% scored proficient or advanced. In 2008, 88.6% scored proficient or advanced. Grade 5 Augmented/Benchmark Exam: In 2010, 77% scored proficient or advanced. In 2009, 78% scored proficient or advanced. In 2008, 76.1% scored proficient or advanced. Grade 6 Augmented/Benchmark Exam: In 2010, 80% scored proficient or advanced. In 2009, 83% scored proficient or advanced. In 2008, 68.7% scored proficient or advanced.
5. Caucasian: Grade 4 Augmented/Benchmark Exam: In 2010, 89% scored proficient or advanced. In 2009, 91% scored proficient or advanced. In 2008, 91.1% scored proficient or advanced. Grade 5 Augmented/Benchmark Exam: In 2010, 83% scored proficient or advanced. In 2009, 85% scored proficient or advanced. In 2008, 85.1% scored proficient or advanced. Grade 6 Augmented/Benchmark Exam: In 2010, 81% scored proficient or advanced. In 2009, 87% scored proficient or advanced. In 2008, 78.9% scored proficient or advanced.
6. African American: Grade 4 Augmented/Benchmark Exam: In 2010, 89% scored proficient or advanced. In 2009, 83% scored proficient or advanced. In 2008, 80% scored proficient or advanced. Grade 5 Augmented/Benchmark Exam: In 2010, 78% scored proficient or advanced. In 2009, 66% scored proficient or advanced. In 2008, 76% scored proficient or advanced. Grade 6 Augmented/Benchmark Exam: In 2010, 77% scored proficient or advanced. In 2009, 86% scored proficient or advanced. In 2008, 70% scored proficient or advanced.
7. Hispanic: Grade 4 Augmented/Benchmark Exam: In 2010, 93% scored proficient or advanced. In 2009, 90% scored proficient or advanced. In 2008, 100% scored proficient or advanced. Fifteen students were tested in 2010, ten students in 2009, and six students in 2008. Grade 5 Augmented/Benchmark Exam: In 2010, 75% scored proficient or advanced. In 2009, 86% scored proficient or advanced. In 2008, 81.8% scored proficient or advanced. Twelve students were tested in 2010, seven students in 2009, and eleven students in 2008. Grade 6 Augmented/Benchmark Exam: In 2010, 100% scored proficient or advanced. In 2009, 81% scored proficient or advanced. In 2008, 80% scored proficient or advanced. Five students were tested in 2010, eleven students in 2009, and ten students in 2008.

2. STAR Math: In August, 2007, the STAR Math assessment was administered to MIS students. In May, 2008, STAR Math was administered again, with the following results: Summary Grade # Students SS GE PR NCE Pretest Mean 4.06 150 606 3.8 48 48.7 Posttest Mean 4.81 154 702 5.5 70 61.1 Change +0.75 +96 +1.7 +22 +12.4 Pretest Mean 5.07 191 668 4.9 49 49.7 Posttest Mean 5.81 182 716 5.8 53 51.6 Change +0.74 +48 +0.9 +4 +1.9 Pretest Mean 6.06 144 681 5.1 35 41.9 Posttest Mean 6.80 148 724 5.9 36 42.2 Change +0.74 +43 +0.8 +1 +0.3 In the August, 2007, pretest assessment, 52.7% of 4th graders, 48.6% of 5th graders, and 37.0% of 6th graders scored at or above the 50th percentile in math. In the May, 2008, posttest, 74.2% of 4th graders, 51.6% of 5th graders, and 34.0%

of 6th graders scored at or above the 50th percentile in math. In August, 2008, the STAR Math assessment was administered to MIS students, with the following results: Summary Grade # Students SS GE PR NCE Pretest Mean 4.00 169 594 3.6 44 46.7 Pretest Mean 5.00 147 663 4.8 49 49.3 Pretest Mean 6.00 168 698 5.5 42 45.8 In August 2009 and May 2010, the STAR Math Assessment was administered to MIS students with the following results: Grade 4, 180 students; Pretest Mean: 533; GE: 3.0; PR: 53; NCE: 51.6; Posttest Mean: 631; GE: 4.2; PR: 66; NCE: 58.7; Grade 5, 150 students; Pretest Mean: 599; GE: 3.7; PR: 46; NCE: 47.7; Posttest Mean: 699; GE: 5.5; PR: 69; NCE: 60.6; Grade 6, 152 students; Pretest Mean: 671; GE: 4.9; PR: 53; NCE: 51.5; Posttest Mean: 713; GE: 5.7; PR: 52; NCE: 50.9;

- SCHOOL ATTENDANCE DATA: 2005/2006, 94.6%; 2006/2007, 97.3%; 2007/2008, 92.9%; 2009-2010, 95%. On the 2007 School Improvement Report, Morrilton Intermediate School met the attendance goal of 91.13%.

**Goal** Students in the combined population will improve math skills in Numbers and Operations-OR (grade 6), Algebra-OR (grade 5), Geometry-OR (grades 4 & 6), Measurement-OR (grade 4), and Data Analysis and Probability-OR (grades 4 & 5). African American students will improve math skills in Numbers and Operations-OR (grade 6), Algebra-OR (grades 5 & 6), Geometry-OR (grades 4 & 6), Measurement-OR (grade 4), Data Analysis and Probability-OR (grade 5). Economically Disadvantaged students will improve math skills in Numbers and Operations-OR (grade 6), Algebra-OR (grades 5 & 6), Geometry-OR (grades 4 & 6), Measurement-OR (grades 4 & 5), Data Analysis and Probability-OR (grade 5). Students with Disabilities will improve math skills in Numbers and Operations-OR (grades 4 & 6), Algebra-OR (grades 4 & 6), Geometry-OR (grades 4 & 6), Measurement OR (grades 4 & 5), Data Analysis and Probability-OR (grades 4, 5 & 6), and Numbers and Operations-MC (grade 6). Caucasian students will improve math skills in Numbers and Operations-OR (grade 6), Algebra-OR (grade 5), Geometry-OR (grades 4 & 6), and Data Analysis and Probability-OR (grade 5).

**Benchmark** By Spring 2011, the combined population and each subgroup will increase the percent of students scoring proficient in Grades 4-5 by 7.50 percent on the Benchmark Math Exam. 7.50 is the increase of AYP.

**Benchmark** By Spring 2011, the combined population and each subgroup will increase the percent of students scoring proficient in Grade 6 by 8.96 percent on the Benchmark Math Exam. 8.96 is the increase of AYP.

Intervention: Provide a clear and focused mission for action and improvement in the area of math.				
Scientific Based Research: DuFour, R. and Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: National Educational Service. Lezotte, L. and McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. National Association of Secondary School Principals (2006). Breaking ranks in the middle: Strategies for leading middle level reform. Providence, RI: The Education Alliance. O'Shea, M. (2005). From standards to success. Alexandria, VA: Association for Supervision and Curriculum Development. Van de Walle, J. (2004). Elementary and middle school mathematics: Teaching developmentally. Boston, MA: Pearson Education, Inc.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Use the Seven Correlates of Effective Schools to organize planning for school improvement in the area of mathematics. Action Type: Collaboration Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Create quarterly pacing guides for all core subject areas, using Student Learning Expectations from the Arkansas Frameworks, to enable an instructional focus that will give students the opportunity to reach proficiency on the Benchmark Math and Science Exams. Action Type: Collaboration Action Type: Professional	Donna Bird, Math & Science Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$

Development Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Use research-based strategies for instruction, specifically Accelerated Math, MathLINKS, STEM (Bird, Jones, Lawrence, Hoelzeman), Brain-based Learning Research, and Effective Schools research, including high-yield teaching strategies. Action Type: Collaboration Action Type: Professional Development	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Provide Benchmark practice materials to support test skills instruction and practice with the format of the Augmented Benchmark Exam. Action Type: Collaboration Action Type: Equity	Donna Bird, Math & Science Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	Local Revenue: \$200.00 ACTION BUDGET: \$200
Base instructional planning for each grade level on a curriculum that is vertically and horizontally aligned with Student Learning Expectations from the Arkansas Frameworks. Action Type: Alignment Action Type: Collaboration	Donna Bird, Math & Science Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Post the appropriate Student Learning Expectations for each quarter in every classroom and demonstrate alignment of instruction by correlating the SLE's with lesson objectives in math. Action Type: Alignment	Donna Bird, Math & Science Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Teach reading, writing, and math skills in all subjects across the curriculum, including music, art, and physical education. Action Type: Collaboration	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Use the SPEDFAST software to develop IEP's with math goals and objectives that will be aligned with the Student Learning Expectations in the Arkansas Frameworks. Action Type: Alignment Action Type: Special Education Action Type: Technology Inclusion	Lisa Bryant, Supervisor of Special Education	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Evaluate the success of this intervention through student performance on quarterly formative CRT assessments and a summative assessment based on student performance on the Augmented Benchmark Exam. The ACSIP committees will meet at least quarterly to disaggregate test data by subgroups, to review the plan, and to evaluate its effectiveness. Fourth quarter formative assessment data shows 83.8% of 4th grade students, 82.5% of 5th grade students, and 74.7% of 6th grade students were proficient and	Donna Bird, Math & Science Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$

advanced. Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide				
Arrange common planning times for math teachers on each grade level to allow for collaboration and support through professional development. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$200

Intervention: Provide a safe and orderly environment for learning.

Scientific Based Research: Glasgow, N., McNary, S. and Hicks, C. (2006). What successful teachers do in diverse classrooms: 71 research-based classroom strategies for new and veteran teachers. Thousand Oaks, CA: Corwin Press. Jones, F. (2000) Tools for teaching: Discipline, instruction, motivation. Santa Cruz, CA: Frederic H. Jones & Associates, Inc. Lezotte, L. and McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. National Association of Secondary School Principals (2006). Breaking ranks in the middle: Strategies for leading middle level reform. Providence, RI: The Education Alliance. O'Shea, M. (2005). From standards to success. Alexandria, VA: Association for Supervision and Curriculum Development. Payne, R. (1996). A framework for understanding poverty. Highlands, TX: aha! Process, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide professional development to improve classroom management skills. Strategies will focus on behavior management, discipline, time on task, and a safe and orderly environment. Action Type: Professional Development	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Strong student engagement will be expected and will be monitored by the administration during instructional time. Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Each teacher will provide parents and students with the behavior management plan for his or her classroom. The plan will contain expectations, consequences, and incentives for appropriate behavior. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Students who are consistently disruptive in class will be referred to Response to Intervention (RTI) for appropriate interventions and will receive individualized or small group counseling at school. Parent conferences will be arranged for students who are referred. Action Type: Collaboration Action Type: Parental Engagement	Mary Jo French, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
School-wide behavioral expectations for students will be communicated to parents through the student handbook and to students through instruction by their teachers at the beginning of school.	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide			• Title Teachers	
All faculty and staff members will assist in monitoring student behavior all the time, everywhere, during school hours. Action Type: Collaboration Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers • Title Teachers	ACTION BUDGET: \$
Classroom Walk-Through data collected by the school administrators during frequent classroom visits will serve as a formative assessment for this intervention. CWT data will be collected in the classroom using a Palm Pilot and will be uploaded to a computer for processing and reporting. Professional development will be provided, based on the CWT data. A final CWT report of collected data for providing a safe and orderly environment will serve as a summative assessment to evaluate the intervention. According to CWT data, students were 94% actively engaged during the 2009-10 school year. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers • District Staff • Teachers • Title Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Participate in frequent monitoring of student progress in math.

Scientific Based Research: Chappuis, S., Stiggins, R., Arter, J. and Chappuis, J. (2004). Assessment FOR learning: An action guide for school leaders. Portland, OR: Assessment Training Institute. Lezotte, L. and McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. National Association of Secondary School Principals (2006). Breaking ranks in the middle: Strategies for leading middle level reform. Providence, RI: The Education Alliance. O'Shea, M. (2005). From standards to success. Alexandria, VA: Association for Supervision and Curriculum Development. Stiggins, R., Arter, J., Chappuis, J. and Chappuis, S. (2004). Classroom assessment for student learning: Doing it right--Using it well. Portland, OR: Assessment Training Institute, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
In August, December, and May, students will be tested using STAR Math to evaluate student progress and the effectiveness of the school improvement plan. Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Beth Fullerton, Intervention Teacher	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Computers • District Staff • Teachers • Teaching Aids • Title Teachers	ACTION BUDGET: \$
Collect and disaggregate formative assessment data to evaluate the effectiveness of this intervention and of our plan for improvement. Teachers will use the assessment data to adjust instruction and for point-in-time remediation. Student performance on the Augmented Benchmark Exam will be used as a summative assessment to evaluate the effectiveness of this intervention. Fourth quarter formative assessment data shows 83.8% of 4th	Donna Bird, Math, Science & Social Studies Coach	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Computers • Teachers • Title Teachers	ACTION BUDGET: \$

<p>grade students, 82.5% of 5th grade students, and 74.7% of 6th grade students were proficient and advanced.                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Program Evaluation                  Action Type: Special Education                  Action Type: Title I Schoolwide</p>				
<p>Develop and use quarterly formative assessments to determine student progress toward Student Learning Expectations from the Arkansas Frameworks that appear on our quarterly pacing guides. Teachers will participate in professional development to create questions for the formative assessments.                  Action Type: Collaboration                  Action Type: Professional Development                  Action Type: Title I Schoolwide</p>	<p>Donna Bird,                  Math, Science &amp; Social Studies Coach</p>	<p>Start:                  07/01/2010                  End:                  06/30/2011</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Intervention: Provide a climate of high expectations for student success in math.

Scientific Based Research: DuFour, R. and Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: National Educational Service. Glasgow, N., McNary, S. and Hicks, C. (2006). What successful teachers do in diverse classrooms: 71 research-based classroom strategies for new and veteran teachers. Thousand Oaks, CA: Corwin Press. Jones, F. (2000) Tools for teaching: Discipline, instruction, motivation. Santa Cruz, CA: Frederic H. Jones & Associates, Inc. Lezotte, L. and McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. National Association of Secondary School Principals (2006). Breaking ranks in the middle: Strategies for leading middle level reform. Providence, RI: The Education Alliance. O'Shea, M. (2005). From standards to success. Alexandria, VA: Association for Supervision and Curriculum Development. Payne, R. (1996). A framework for understanding poverty. Highlands, TX: aha! Process, Inc. Van de Walle, J. (2004). Elementary and middle school mathematics: Teaching developmentally. Boston, MA: Pearson Education, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Every certified employee will have a professional growth plan designed to implement or strengthen the use of research-based, high-yield instructional strategies.                  Action Type: Professional Development                  Action Type: Special Education                  Action Type: Title I Schoolwide</p>	<p>Velda Thompson,                  Principal</p>	<p>Start:                  07/01/2010                  End:                  06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Evaluate the success of this intervention through student performance on quarterly formative CRT assessments and a summative assessment based on student performance on the Augmented Benchmark Exam. The ACSIP committees will meet at least quarterly to disaggregate test data by subgroups, to review the plan, and to evaluate its effectiveness. Baseline Data will be collected during the 2010/2011 school year.                  Action Type: Collaboration                  Action Type: Program Evaluation</p>	<p>Donna Bird,                  Math &amp; Science Coach</p>	<p>Start:                  07/01/2010                  End:                  06/30/2011</p>	<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>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>Action Type: Special Education Action Type: Title I Schoolwide</p>				
<p>Develop a Student Academic Improvement Plan by October 19th for every student that scored below proficiency on the Benchmark Exam. Include parents in the planning process. Provide individualized and small group instruction for remediation. Provide additional time for instruction through an intervention period designed for more individualized instruction in math. Use Accelerated Math to meet individualized needs for math instruction. Write prescriptions for learning packets that parents may acquire from the Parent Center for use at home with their children. Use formative assessments at the end of each quarter to track student progress. Reteach until students reach proficiency. Use the Benchmark Mathematics Exam as a summative assessment to evaluate the interventions. Maintain an AIP folder for each student with an improvement plan to document actions taken and progress achieved. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Velda Thompson, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Provide a 1.0 FTE highly qualified Title I teacher(Rogers-1591), a .4828 FTE highly qualified Title I teacher (Smolsky-1591), and a .0930 FTE highly qualified Title I teacher(Poteete-1591) to exceed state standards to assist with small group and individualized instruction for educationally disadvantaged scholars not attaining proficiency. Action Type: Collaboration</p>	<p>Annette Henderson, Deputy Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title I - Employee \$29245.00 Salaries: Title I - Employee \$7602.00 Benefits:  ACTION BUDGET: \$36847</p>
<p>Based on Morrilton Intermediate School's Year 1 School Improvement Status 10% (\$19,119) of the building's allocation was budgeted for the purpose of providing the school's teachers and principal high-quality professional development in areas such as academic achievement problems, and highly qualified teachers for the 2010-2011 school year. Action Type: Equity</p>	<p>Dr. Doug Adams, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>Title I - Purchased \$9559.50 Services:  ACTION BUDGET: \$9559.5</p>

Action Type: Professional Development				
Total Budget:				\$46406.5
Intervention: Provide students with increased opportunity to learn and increased student time on task in the area of math.				
Scientific Based Research: Lezotte, L. and McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. National Association of Secondary School Principals (2006). Breaking ranks in the middle: Strategies for leading middle level reform. Providence, RI: The Education Alliance. O'Shea, M. (2005). From standards to success. Alexandria, VA: Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Design an Accelerated Math incentive program to motivate students to stay on task and to achieve as many Accelerated Math objectives as they possibly can in the focused learning math period. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Donna Bird, Math & Science Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
The school day will be divided into eight 45-minute instructional periods. Math will be taught in two 45-minute periods per day to allow a period for math instruction, and a period for focused intervention, remediation, or enrichment in math. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Title I personnel and special education teachers, will increase opportunity to learn by assisting classroom teachers so that students may received more individualized assistance and instruction in math. Action Type: Collaboration Action Type: Equity	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Time on task and opportunity to learn will be monitored and evaluated using the Classroom Walk-Through Model. Data will be collected in 4-minute classroom visits by the principal and assistant principal, recorded using Classroom Walk-Through software on a Palm Pilot, and analyzed to determine the need for professional development. Effectiveness of the intervention will be measured by student performance on quarterly formative CRT	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$

<p>assessments. The Benchmark Mathematics Exam will serve as a summative assessment to evaluate the intervention. According to CWT data, students were actively engaged 98% during the 2010-11 school year. Fourth quarter formative assessment data showed 83.8% of 4th grade students, 82.5% of 5th grade students, and 74.7% of 6th grade students were proficient and advanced.                  Action Type: Program Evaluation                  Action Type: Special Education                  Action Type: Technology Inclusion                  Action Type: Title I Schoolwide</p>				
<p>Time available for student learning will be increased by limiting the number of field trips taken by each teacher.                  Action Type: Collaboration</p>	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>Teachers will be encouraged to consistently practice bell-to-bell instruction.                  Action Type: Collaboration                  Action Type: Special Education</p>	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
<p>Purchase TI-15 Explorer Calculators to train students in the use of calculators for the Augmented Benchmark Math Exam.                  Action Type: Alignment                  Action Type: Equity                  Action Type: Special Education                  Action Type: Technology Inclusion</p>	Donna Bird, Math & Science Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	Local Revenue: \$200.00 <hr/> ACTION BUDGET: \$200
<p>Purchase 4 packages of AccelScan cards for use with Accelerated Math.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Technology Inclusion</p>	Donna Bird, Math & Science Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	Local Revenue: \$200.00 <hr/> ACTION BUDGET: \$200
<p>Use a partnership with Morrilton High School, called Partners in Learning, to allow responsible high school students to tutor MIS students during the school day.                  Action Type: Collaboration                  Action Type: Equity</p>	Mary Jo French, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
<p>Provide three 1.0 FTE teachers (Bane, Fullerton, Maxwell - 1120) to exceed state standards to reduce the pupil to teacher ratio in Grade 6. This is allowed in by the Rules for Student Special Needs Funding</p>	Doug Adams, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	NSLA (State-281) - \$27428.52 Employee Benefits:

Rule 6.06.3 and 6.06.3.2 Action Type: Equity				NSLA (State-281) - \$114625.00 Employee Salaries:  ACTION BUDGET: \$142053.52
Teach using more manipulatives (hands-on) with an emphases on measurement, algebra, geometry, data analysis, numbers and operation, and probability during 6th grade lessons. Reteach with released items to ensure success on the Benchmark exam. (\$300 for manipulatives)	Donna Bird, Math Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Local Revenue: \$300.00  ACTION BUDGET: \$300
Teach and reteach using brain-based strategies in 5th grade math classrooms. Teachers will use rubrics and Brain-based strategies. (\$300 for manipulatives) Action Type: Equity Action Type: Special Education	Donna Bird, Math Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	Local Revenue: \$300.00  ACTION BUDGET: \$300
Reteach using Accelerated Math. Reteach with released items to ensure success on the Benchmark exam. (\$300 for manipulatives) Action Type: Equity Action Type: Special Education	Donna Bird, Math Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> <li>Title Teachers</li> </ul>	Local Revenue: \$300.00  ACTION BUDGET: \$300
The Inclusion Model will be used to meet the academic needs of special education students in math.	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$143353.52
Intervention: Work to achieve positive home-school relations that will help to support improved student performance in math.				
Scientific Based Research: Lezotte, L. and McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. National Association of Secondary School Principals (2006). Breaking ranks in the middle: Strategies for leading middle level reform. Providence, RI: The Education Alliance. O'Shea, M. (2005). From standards to success. Alexandria, VA: Association for Supervision and Curriculum Development. Payne, R. (1996). A framework for understanding poverty. Highlands, TX: aha! Process, Inc.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Parent involvement strategies are described in Intervention 6 of the Literacy Priority of this plan. The Parent Involvement Committee will meet quarterly to monitor and evaluate this intervention. Follow-through with each action, on the part of the school, and parent participation in the activities described in the plan will be used as both a formative and a summative assessment to evaluate the success of the intervention. Overall success will be evaluated by improvement in student	Clair Pruitt, Parent Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Computers</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$

achievement as measured on the STAR Math assessments, quarterly formative CRT assessments, and summative assessment through student performance on the Augmented Benchmark Math Exam. Baseline Data will be collected during the 2010/2011 school year. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide			<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	
Survey parents, students, community members, and school staff on perception of school. Action Type: Parental Engagement	Clair Pruitt, Parent Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Total Budget: \$0

Intervention: Provide strong instructional leadership for improvement in math.

Scientific Based Research: Bell, L. (2005). 12 powerful words that increase test scores and help close the achievement gap: A resource for educators and parents. Manassas, VA: Larry I. Bell. Classroom walk-through with reflective feedback. Training manual (received 2006) from Learning 24/7. Provided by Arkansas Association of Educational Administrators, Arkansas Department of Education, Bill and Melinda Gates Foundation, and Walton Family Foundation. Danielson, C. and McGreal, T. (2000). Teacher evaluation: To enhance professional practice. Princeton, NJ: Educational Testing Service. DuFour, R. and Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: National Educational Service. Lambert, L. (1998). Building leadership capacity in schools. Alexandria, VA: Association for Supervision and Curriculum Development. Lezotte, L. and McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. Marzano, R. (2007). The art and science of teaching: A comprehensive framework for effective instruction. Alexandria, VA: Association for Supervision and Curriculum Development. Marzano, R., Pickering, D., and Pollock, J. Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association of Supervision and Curriculum Development. National Association of Secondary School Principals (2006). Breaking ranks in the middle: Strategies for leading middle level reform. Providence, RI: The Education Alliance. O'Shea, M. (2005). From standards to success. Alexandria, VA: Association for Supervision and Curriculum Development. Schlechty, P. (2002). Working on the work: An action plan for teachers, principals, and superintendents. San Francisco, CA: Jossey-Bass. Tate, M. (2003). Worksheets don't grow dentrites: Instructional strategies that engage the brain. Thousand Oaks, CA: Corwin Press, Inc. Van de Walle, J. (2004). Elementary and middle school mathematics: Teaching developmentally. Boston, MA: Pearson Education, Inc. York-Barr, J., Sommers, W., Ghore, G., and Montie, J. (2001). Reflective practice to improve schools: An action guide for educators. Thousand Oaks, CA: Corwin Press, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide a 1.0 FTE Instructional Facilitator to exceed state standards (Math, Science, and Social Studies Coach-Donna Bird Fund - 2294) who will coordinate the formative assessment program in math, provide professional development, demonstrate teaching strategies, provide research materials, assist with instructional materials acquisition, and assist classroom teachers by giving instructional support to students who are at risk for failure to achieve proficiency on the Augmented Benchmark Mathematics Exam. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional	Donna Bird, Math & Science Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	Title I - Employee \$50676.00 Salaries: Title I - Employee \$10942.00 Benefits:  ACTION BUDGET: \$61618

Development Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Provide professional development in technology to enable teachers to improve their skills in technology and to enhance technology inclusion in instruction. Action Type: Professional Development Action Type: Technology Inclusion	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Quality of instruction, use of aligned curriculum, bell-to-bell instruction, and use of high-yield teaching strategies will be monitored frequently through Classroom Walk-Through (CWT) visits by the principal, assistant-principal, and district-level personnel. CWT data will be recorded on a Palm Pilot during four-minute classroom visits and will be uploaded for review by the district leadership team. Data from Classroom Walk-Through visits will be analyzed at least quarterly and reviewed by the ACSIP Math Committee and Subgroup Intervention Committee to help determine the level of implementation of math interventions in our school improvement plan. The Professional Development Committee will use the data to plan professional development. Analysis of quarterly CWT reports will function as a formative assessment. The final CWT report will serve as the summative assessment to evaluate the intervention. Baseline Data will be collected during the 2010/2011 school year. Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Purchase hands-on materials for science instruction and experimentation to improve student achievement in science and math. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Donna Bird, Math & Science Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	Local Revenue: \$800.00 ACTION BUDGET: \$800
All teachers at MIS who teacher in core subject areas, special education, Title I, music, art, and gifted and talented education will be certified in the area in which they teach and will be highly qualified. Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$

All paraprofessionals who serve as instructional aides at MIS will be highly qualified and will meet the requirements of the state. Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Evaluate instructional leadership through student performance on formative assessments at the end of each quarter and summative assessment on the Augmented Benchmark Mathematics Exam. Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
To help improve student achievement and to meet the requirements for schoolwide Title I services, we will conduct a needs assessment, use an aligned curriculum, provide instruction from highly qualified teachers, provide professional development to assist teachers in raising student achievement, recruit and maintain highly qualified teachers, support and encourage parental involvement, provide for transition, collaboration, point-in-time remediation, and coordination of funds (federal/state). Action Type: Title I Schoolwide	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Purchase 5 packages of 100 Scantron 881_E scan cards for the use with school developed test so that students may practice with the format of the Benchmark Exam.	Donna Bird, Math, Science, and Social Studies Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	Local Revenue: \$300.00 ACTION BUDGET: \$300
Purchase leveled readers in Math, Social Studies, and Science to ensure student achievement. (Lawrence, \$300)	Kattie Lawrence, Math and Science Teacher	Start: 07/01/2010 End: 06/30/2011		Local Revenue: \$300.00 ACTION BUDGET: \$300
Provide Science Weekly to enhance science instruction. (Bane, Jones; \$5 per student; \$1,000 total)	Donna Bird Math, Science, Social Studies Coach	Start: 07/01/2010 End: 06/30/2011		Local Revenue: \$1000.00 ACTION BUDGET: \$1000
<b>Total Budget:</b>				<b>\$64018</b>

Priority 4: Improve overall health and knowledge of wellness for all students.

Supporting Data:

1. The South Conway County School District Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance. Body Mass Index Data for 2007-08: of the 1088 students assessed, the following represents the percent of students "at risk of overweight" and "overweight": District: Males-41.5%, Females-45.0% MIS: Males-44.9%, Females-51.1% Body Mass Index Data for 2006-07: District: Males-40.9%, Females-38.4%; MIS: Males-42.1%, Females-40.2%; Body Mass Index Data for 2005-06: District: Males- 43.6%, Females- 40.4%; MIS: Males - 42%, Females - 41.2%;

- 2. Free and Reduced Price Meal Eligibility 2008-09 District: 37% paid, 11% reduced, 52% free; MIS: 36% paid, 12.1% reduced, 51.9% free; Free and Reduced Price Meal Eligibility 2007-08: District: 43% paid, 10% reduced, 47% free; MIS: 34% paid, 12% reduced, 54% free.
- 3. SCHOOL ATTENDANCE DATA: 2004/2005 2005/2006 2006/2007 2007/2008 94.8% 94.6% 97.3% 92.9% On the 2007 School Improvement Report, Morrilton Intermediate School met the attendance goal of 91.13%.

**Goal** Morrilton Intermediate School will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

**Benchmark** By the 2011-2012 school year, there will be a decrease of the average Body Mass Index for students. There will also be a significant difference in all data collected in physical educations classes for all skills assessed.

Intervention: Provide an environment for learning that is wellness-oriented.				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Arrange the daily master schedule for grades 4-6 to provide a minimum of 60 minutes weekly of physical education for all students at MIS. Action Type: Alignment Action Type: Wellness	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Provide discipline procedures that do not prevent children from a minimum of 30 minutes of daily physical activity. Action Type: Wellness	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Establish a school-wide calendar consisting of 9 scheduled food events. The 9 scheduled days for the 2010-2011 school year will be Sept. 24, Oct. 29, Dec. 17, Jan. 7, Feb. 11, Mar. 18, Ap. 15, May 6, and May 27. Action Type: Equity Action Type: Wellness	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Teach health through all science classes in grades 4-6. Action Type: Alignment Action Type: Wellness	Donna Bird, Math, Science, & Social Studies Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ACTION BUDGET: \$
Encourage wellness and physical activity for employees by promoting physical activity events, such as walking, bowling, aerobics, etc. Action Type: Collaboration Action Type: Wellness	Lori Stidham, Assistant Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	Local Revenue: \$300.00  ACTION BUDGET: \$300
Our lunch period will be 30 minutes per day, which includes 20 minutes of actual eating time.	Velda Thompson, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Wellness			• Teachers	
Morrilton Intermediate School will sponsor a "Parent Night" to promote wellness. (Spring, 2011) Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Lori Stidham, Assistant Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Community Leaders • Outside Consultants • Teachers	ACTION BUDGET: \$
The Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor goals and will evaluate the effectiveness of Interventions by reviewing data results and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). ACSIP will be modified as needed. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Lori Stidham, Assistant Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Community Leaders • Teachers	ACTION BUDGET: \$
Purchase equipment for physical education classes to enable quality and enjoyable physical activity through physical education. Action Type: Collaboration Action Type: Wellness	Jennifer Warren, PE teacher, Ryan Davis, PE teacher	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Teachers	Local Revenue: \$500.00 ACTION BUDGET: \$500
Provide equipment such as playground balls, jump ropes, etc. for students to use on the playground during recess. Action Type: Parental Engagement Action Type: Wellness	Lori Stidham, Asst. Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	Local Revenue: \$1200.00 ACTION BUDGET: \$1200
Purchase a mobile white board with markers and erasers to aid in teaching skills in each physical education unit.	Jennifer Warren, PE teacher	Start: 07/01/2010 End: 06/30/2011		Local Revenue: \$300.00 ACTION BUDGET: \$300
<b>Total Budget:</b>				<b>\$2300</b>

• Planning Team

Classification	Name	Position	Committee
Business Representative	Bengston, Robert	Electrical Engineer	Math, Title I, Title V
Classroom Teacher	Adams, Kathy	6th Grade	Literacy, Title V, Title I, Professional Development
Classroom Teacher	Avery, Rebekah	Art	Parent Involvement
Classroom Teacher	Bane, Shelly	6th Grade	Math, Wellness
Classroom Teacher	Bingham, Stacey	Special Education	Steering, Subgroup Chair, Professional Development
Classroom Teacher	Boyd, Judith	4th Grade	Literacy, Professional Development
Classroom Teacher	Brown, Kayla	4th Grade	Math, Technology
Classroom Teacher	Bryant, Mitzi	4th Grade	Math, Title V
Classroom Teacher	Burrus, Robin	6th Grade	Literacy, Title I, Subgroup
Classroom Teacher	Davis, Ryan	PE Teacher	Wellness
Classroom Teacher	Flory, Teresa	5th Grade	Math, Wellness, Subgroup

Classroom Teacher	Franklin, Jessica	6th Grade	Math, Subgroup
Classroom Teacher	Gregory, Kellie	6th Grade	Literacy, Title I, Subgroup
Classroom Teacher	Harris, Gladys	5th Grade	Literacy, Title I, Subgroup
Classroom Teacher	Henderson, Shelley	6th Grade	Literacy, Title I, Subgroup
Classroom Teacher	Hoelzeman, Tawnia	4th Grade	Math, Technology
Classroom Teacher	Johnson, Diane	5th Grade	Literacy, Title V, Professional Development
Classroom Teacher	Jones, Kaye	5th Grade	Math, Wellness
Classroom Teacher	Lawrence, Katie	4th Grade	Math, Professional Development
Classroom Teacher	Lemly, Kim	Special Education	Subgroup, Parent Involvement
Classroom Teacher	Martin, Renae	6th Grade Literacy	Literacy
Classroom Teacher	Maxell, Bridget	5th Grade	Literacy, Subgroup
Classroom Teacher	Mitchell, Kim	6th Grade	Math, Title I, Professional Development
Classroom Teacher	Otis, Danielle	4th Grade	Literacy, Technology
Classroom Teacher	Poteete, Scott	Coach, Science teacher	Wellness
Classroom Teacher	Roberts, Angela	5th Grade	Literacy, Title V
Classroom Teacher	Smolsky, Jessica	PE & Science Remediation Teacher	Wellness, Subgroup
Classroom Teacher	Socha, Johnette	4th Grade	Literacy, Title I, Wellness
Classroom Teacher	Standridge, Theresa	Special Education	Subgroup
Classroom Teacher	Stinnett, Lorri	5th Grade	Math, Professional Development, Technology
Classroom Teacher	Thomas, Rhonda	4th Grade Teacher	Literacy
Classroom Teacher	Tilley, Kari	4th Grade	Literacy, Title V
Classroom Teacher	Ussery, Janie	Special Education	Subgroup, Parent Involvement, Wellness
Classroom Teacher	Warren, Jennifer	PE Teacher	Wellness
Classroom Teacher	Weldon, Jolene	6th Grade	Math, Subgroup
Classroom Teacher	Wilson, Monica	GT	Math, Subgroup
District-Level Professional	Adams, Douglas	Superintendent	Steering, Title I, Title V, Title II, Title VI, Professional Development
District-Level Professional	Brannon, Lee	Technology Specialist	Technology, Title II, Professional Development
District-Level Professional	Heidenreich, Fred	Technology Specialist	Title II, Title V, Title VI, Technology
District-Level Professional	Henderson, Annette	Director of Learning	Steering, Subgroup, Professional Development, Title I, Title V, Title II, Title VI
District-Level Professional	Wingo, John	Technology Specialist	Technology, Title II
Non-Classroom Professional Staff	Bengston, Cheryl	Secretary	Parental Involvement, Wellness
Non-Classroom Professional Staff	Bird, Donna	Math, Science, & Social Studies Coach	Steering, Title I, Title V, Math Chair, Title II, Professional Development, Subgroup, Wellness
Non-Classroom Professional Staff	Bowens, Helen	Special Education Aide	Subgroup
Non-Classroom Professional Staff	Delph, Eleese	Music Teacher	Subgroup, Parent Involvement
Non-Classroom Professional Staff	Erwin, Regina	Media Specialist	ACSIP Chair, Title V, Steering, Title II
Non-Classroom Professional Staff	French, Mary Jo	Counselor	Subgroup, Parent Involvement, Title I
Non-Classroom Professional Staff	Fullerton, Beth	Title I Intervention Teacher	Title I, Wellness, Subgroup
Non-Classroom Professional Staff	Guinn, Diane	Secretary	Parental Involvement, Technology, Title VI

Non-Classroom Professional Staff	Halbrook, Arlene	Paraprofessional	Subgroup
Non-Classroom Professional Staff	Holland, Rose	Cafeteria Supervisor	Wellness
Non-Classroom Professional Staff	Johnson, Debbie	Special Education Aide	Subgroup
Non-Classroom Professional Staff	Pike, Sharon	Bookkeeper	Parental Involvement
Non-Classroom Professional Staff	Pruitt, Clair	Parent Involvement Facilitator	Parent Involvement Chair, Subgroup, Title I, Title V, Steering
Non-Classroom Professional Staff	Rogers, Sherrye	Intervention Teacher	Literacy, Wellness
Non-Classroom Professional Staff	Swaffar, Sandy	School Nurse	Wellness
Non-Classroom Professional Staff	Turpin, Mary	Literacy Coach	Steering, Title I, Title V, Literacy Chair, Title II, Professional Development, Subgroup
Parent	Blaylock, Jennifer	Parent	Title II, Math
Parent	Granberry, Megan	Parent	Parental Involvement
Parent	Hopkins, Patricia	Parent	Title I, Title V, Title VI, Math
Parent	Howell, Angela	Parent	Title I, Title V, Subgroup
Parent	Spivey, Kurtsy	Parent	Math, Subgroup
Parent	Yarbrough, Mary	Parent	Literacy
Parent	Yates, Marja	Parent	Parental Involvement
Principal	Stidham, Lori	Assistant Principal/Curriculum Specialist	Steering, Wellness Chair, Title I, Title V, Title II, Technology Chair
Principal	Thompson, Velda	Principal	Steering Chair, Title I, Title V, Title II, Subgroup, Professional Development Chair