



[District Menu Page](#) | [Work On Your ACSIP](#) | [Reports](#) | [Federal/State Budgets](#) | [School Completion Status](#) | [FAQ](#) | [Feedback](#) | [Logout](#)

School Plan

[Print Version](#)

MORRILTON PRIMARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2010-2011

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

Grade Span: K-1

Title I: Title I Schoolwide

School Improvement: MS

Table of Contents

Priority 1: Literacy

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

Priority 2: Math

Goal: Students in the combined population of kindergarten and first grade will improve their understanding of collecting and interpreting data, probability (likely or not likely to occur) and making math connections to real world experiences and patterns.

Priority 4: Wellness

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

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

Supporting Data:

1. Attendance Rate for Kindergarten: Attendance rates range from 94% to 95% for the past three years. The attendance rate for 2007-2008 was 94%. The attendance rate for 2008-2009 was 94%. The attendance rate for 2009-2010 was 95%. Attendance Rate for First Grade: Attendance rates range from 94% to 95% for the past three years. The attendance rate for 2007-2008 was 94%. The attendance rate for 2008-2009 was 94%. The attendance rate for 2009-2010 was 95%.
2. MAT-8(08,09,10): Combined(Total) Population: Reading, Grade K: In 2010, 52% had an NPR score of 50 or above. In 2009, 45% had an NPR score of 50 or above. In 2008, 52% had an NPR score of 50 or above. SAT-10(08,09,10): Combined(Total) Population: Reading Comprehension, Grade 1: In 2010, 47% had an NPR score of 50 or above. In 2009, 51% had an NPR score of 50 or above. In 2008, 50.2% had an NPR score of 50 or above.
3. Kindergarten STAR Early Literacy (CRT):08,09,10 Combined Population, Grade K: In 10, the average scaled score was 648(emergent reader range). In 09, the average scaled score was 646(emergent reader range). In 08, the average scaled score was 654 (emergent reader range).
4. First Grade STAR Reading(CRT):08,09,10 Combined Population, Grade 1: In 10, the average Percentile Rank Score was 61%. In 09, the average Percentile Rank Score was 53rd percentile. In 08, the average Percentile Rank Score was 61st percentile.
5. CRT: 08,09,10: Combined(Total) Population: Literacy Pre-Assessment: Grade K: In 10,3% proficient or advanced. In 09, 2% proficient or advanced. In 08, 1% proficient or advanced. CRT: 08,09,10: Combined(Total) Population: Literacy Post-Assessment: Grade K: In 10,

- 85% proficient or advanced. In 09, 87% proficient or advanced. In 08, 86% proficient or advanced.
6. CRT: 08,09,10: Combined(Total) Population: Literacy Pre-Assessment: Grade 1: In 10, 14% proficient or advanced. In 09, 6% proficient or advanced. In 08, 3% proficient or advanced. CRT: 08,09,10: Combined(Total) Population: Literacy Post-Assessment: Grade 1: In 10, 85% proficient or advanced. In 09, 79.1% proficient or advanced. In 08, 77% proficient or advanced.
 7. Literacy: Literacy Priority 2010 Arkansas Adequate Yearly Progress: Students in the combined population will improve literacy scores by 5% on the Augmented Benchmark to 83% proficient and advanced with growth in the area of Reading-Content Passage in the multiple choice section, open-response questions, Writing-Content and Style domains. We will work to strengthen Reading Comprehension on the Stanford 10 in order to exceed AYP of 78.40 including the subpopulations at Morrilton Elementary. To increase the percentage of students in literacy on the Stanford-10 and Augmented Benchmark by 5% to reach the goal of 91% on the SAT 10 and a goal of 83% on the Augmented Benchmark. By reaching these goals the students at MES will be meeting or exceeding AYP goals of 78.40 and will increase the percentage of students who are proficient and advanced on the SAT 10 and Augmented Benchmark exam. 2009 Arkansas Adequate Yearly Progress: School Improvement Report SO. CONWAY CO. SCHOOL DISTRICT Report Completed: 09/01/2009 MORRILTON ELEMENTARY SCHOOL AYP Status: Meets Standards SUB-GROUP AYP STATUS AND SAFE HARBOR ELIGIBILITY DETERMINATION COMBINED POPULATION 2006-2007 2007-2008 2008-2009 76.4 71.6 77.2 AFRICAN-AMERICAN POPULATION 2006-2007 2007-2008 2008-2009 72.2 63.2 77.8 HISPANIC POPULATION 2006-2007 2007-2008 2008-2009 60 60 54.5 There were only 5 students in this group. CAUCASIAN POPULATION 2006-2007 2007-2008 2008-2009 78.4 75.7 79.1 ECONOMICALLY DISADVANTAGED POPULATION 2006-2007 2007-2008 2008-2009 72.4 63.6 76.1 LIMITED ENGLISH PROFICIENT POPULATION 2006-2007 2007-2008 2008-2009 33.3 40 25 There were only 3 students in this group. STUDENTS WITH DISABILITIES 2006-2007 2007-2008 2008-2009 41.7 7.1 33.3
 8. NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2010 administration of the K and 1st grade MAT 8 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 scholars are not achieving to their full potential. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Literacy Priority: Phoneme/grapheme relationships, and functional reading. 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.
 - 9.

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

Benchmark To increase the percentage of scholars who are proficient and advanced in literacy. As a feeder school to Morrilton Elementary our growth will impact the achievement of scholars in their effort to achieve AYP at 78.4% in Literacy.

Intervention: Promote a positive home-school relationship focusing on Literacy.

Scientific Based Research: Act 603 of 2003 of the Arkansas General Assembly. National Standards for Parent/Family Involvement Programs (1998). Chicago,IL: National PTA; Peterson, D. (1989) Parent involvement in the educational process. Eugene, OR: ERIC Clearinghouse on Educational Management-ERIC No. ED312776. Lee, Jung--Sook and Natasha K. Bowen, "Parent Involvement, Culture Capital, and The Achievement Gap Among Elementary School Child," American Education Research Journal, No. 43, 2 (Summer 2006): 193-218. (As summarized in Effective Schools Researched Abstracts Vol. 21, Issue 1). "Why it is important to involve parents in their children's literacy development," National Literacy Trust, January 2007. "Encourage Parent and Family Engagement," Saving Our Students Saving Our Schools, page 165, (2003) Pearson Education.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Schedule PARENT INVOLVEMENT MEETING, September 14 to organize our PTO and Watch Dog Dads Program to include Marvelous Moms and Glorious Grandparents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Kathy Zimmerman, Parent Involvement Coordinator, Sandra Oliver, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	Local Revenue: \$800.00 <hr/> ACTION BUDGET: \$800
Publish a school brochure and provide it to parents and community patrons to familiarize them with the school, its programs, activities, and opportunities. (paper copy and on-line) Action Type: Collaboration Action Type: Parental Engagement	Teresa Hurst, Secretary	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers District Staff 	<hr/> ACTION BUDGET: \$
Collect data from the parent, student and staff surveys to determine areas of improvement based on perceptions of our cultural environment. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Kathy Zimmerman, Parent Involvement Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
Utilize a certified staff member to serve as Parent Involvement Coordinator to collaborate with parents and community concerning their educational involvement in school. PROGRAM EVALUATION RESULTS: Volunteer logs are kept to show the number of hours parents volunteer to help our scholars. Data showed 1,297 volunteer hours for the 08-09 school year, and 1,202 volunteer hours for the 09-10 school year. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Kathy Zimmerman, Parent Involvement Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	Local Revenue: \$200.00 <hr/> ACTION BUDGET: \$200
Free-flow Library circulation will be available to all classrooms to enhance reading for all students and encourage daily reading at home. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Anne Stobaugh, Media Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
An art digital textbook will be used in the art program, accessed by students and parents to view work online, as well as access to art lesson plans and an image library for the teacher to use for better understanding of art information. Action Type: Parental Engagement Action Type: Technology Inclusion	Katrina Walls, K-1	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Outside Consultants Teachers 	Local Revenue: \$500.00 <hr/> ACTION BUDGET: \$500

<p>Invite parents to come for PARENT INVOLVEMENT MEETING to provide activities for them to do with their child that are developmentally appropriate to assist them in working with their child to improve academic achievement. Informational packets will be developed for parents to use with their children in the area of literacy (targeting functional reading, and phoneme/grapheme relationships). Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Kathy Zimmerman, K</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids • Title Teachers 	<p>Local Revenue: \$200.00</p> <hr/> <p>ACTION BUDGET: \$200</p>
<p>Total Budget:</p>				<p>\$1700</p>
<p>Intervention: All personnel will provide bell-to-bell instruction to maximize time on task in literacy.</p>				
<p>Scientific Based Research: Smith, Betsann, Melissa Roderick and Sophie C. Degener, "Extended Learning Time and Students Accountability: Assessing Outcomes and Options for Elementary and Middle Grades." Educational Administration Quarterly 41, 2 (April 2005): 195-236 (As Summarized in Effective Schools Researched Abstracts, Vol. 20, Issues 1)</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Provide \$500.00 per classroom teacher for 20 teachers to purchase instructional materials and supplies (ACT 1687.) These materials will be used with higher order thinking skills in literacy with emphasis on phoneme/grapheme relationships, functional reading material and interpretation/inference reading strategies. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity</p>	<p>Doug Adams, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	<p>Local Revenue: \$10000.00</p> <hr/> <p>ACTION BUDGET: \$10000</p>
<p>Arrange daily schedule to provide 120 minutes of literacy instruction time each day with emphasis on phomeme/grapheme relationships, functional reading material and interpretation/inference reading strategies. PROGRAM EVALUATION RESULTS: In 09-10, MAT 8 scores showed 52% proficient or above. SAT 10 scores showed 47% proficient or above. In 08-09, MAT 8 scores showed 45% proficient or above. SAT 10 scores showed 51% proficient or above. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity</p>	<p>Charlotte Heidenreich, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Provide small-group instruction by utilizing 2 1.0 FTE Title I literacy teachers to exceed state standards(1.0 FTE Shawn Stobaugh-K code 1591-032,</p>	<p>Shawn Stobaugh-K, Stephanie Nicholson-1,</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff 	<p>Title I - Employee \$116349.00 Salaries:</p>

<p>1.0 FTE Stephanie Nicholson-1st code 1591-032), 1.0 FTE Title I paraprofessional to exceed state standards(1.0 FTE Tracy Brannon-1st code 1591-032), to assist students scoring below proficient level with emphasis on phoneme/grapheme relationships, functional reading material and interpretation/inference reading strategies. Use of an intervention portfolio binder to assess student growth. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>	<p>Tracy Brannon-1</p>		<ul style="list-style-type: none"> • Performance Assessments • Teachers • Title Teachers 	<p>Title I - Employee \$29693.00 Benefits:</p> <hr/> <p>ACTION BUDGET: \$146042</p>
<p>Increase student awareness of different genres by providing a variety of off campus experiences to apply academic skills acquired in the classroom. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	<p>Amanda Johnson-K, Kristy Moll-1</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<p>Local Revenue: \$5000.00</p> <hr/> <p>ACTION BUDGET: \$5000</p>
<p>Provide small-group instruction by 2-1.0 FTE Special Education Teachers (Glenda Bailey, Christy Hightower K-1), 2 1.0 FTE Special Education Paraprofessionals (Sandra Freeman and Pam Thomas) to assist students scoring below proficient level in literacy with an emphasis on phoneme/grapheme relationships, functional reading material, and interpretation/inference reading strategies. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Lisa Bryant, Director of Sp Ed.</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$161042</p>
<p>Intervention: Improve literacy instruction by providing professional development to all staff.</p>				
<p>Scientific Based Research: Petzko, Vicki N., et al., "Leaders and Leadership in Middle Schools," NASSP Bulletin 86, 631 (June 2002):3-15 as cited in What the Effective Schools Research Says: Instructional Leadership 2004, Pepperl and Lezotte page 127. Youngs, Peter and M. Bruce King, "Principal Leadership for Professional Development to Build School Capacity," Educational Administration Quarterly 38, 5 (December 2002): 643-670 as cited in What the Effective Schools Research Says: Instructional Leadership 2004, Pepperl and Lezotte page 203. "Initiate Targeted Professional Development," Saving Our Students Saving Our Schools, page 275, (2003) Pearson Education.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>

<p>Provide 3 hours of professional development for administrators, 2 hours for teachers in the area of parental involvement, 2 hours of Arkansas History and 6 hours of technology for all staff members to support instructional activities and assess student learning.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Annette Henderson, Deputy Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Provide professional development activities in the area of literacy to enhance higher-order thinking skills, develop formative assessment techniques, and assist teachers in classroom management.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>Annette Henderson, Deputy Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Teachers • Title Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Utilize highly qualified teachers and paraprofessionals to provide professional development to appropriate staff members. Ensure assessment and instruction are aligned in each classroom by incorporating research-based materials that ensure best practices from highly successful schools.</p> <p>Action Type: Alignment Action Type: Professional Development Action Type: Special Education</p>	<p>Charlotte Heidenreich, Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Teachers • Title Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Provide professional development in the area of literacy based upon student assessments to provide interventions/treatments for specific learning disabilities. (ELLA, AR, DIBELS) PROGRAM EVALUATION RESULTS: Administer and monitor assessments to show growth using STAR Early Literacy Data, STAR Reading Data, and DIBELS Data. Data was collected and our average grade equivalent score on the STAR Reading Assessment showed growth from 1.1-2.0 in first grade for the 08-09 school year. On the STAR Early Literacy Assessment, K showed average grade equivalent growth from 0.00-0.8 for the 08-09 school year. Our average grade equivalent score on the STAR Reading Assessment showed growth from 1.4-2.2 in first grade for the 09-10 school year. On the STAR Early Literacy Assessment, K showed average grade equivalent growth from 0.01-0.08 for the 09-10 school year.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>Annette Henderson, Deputy Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers • Title Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

On August 9, principals, teachers and other staff members will be educated on the importance of effective communication with parents and giving value to parent contributions. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Annette Henderson, Deputy Superintendent Doug Adams, Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Provide more training for NEO's through Renaissance Learning Webinars. Action Type: Professional Development Action Type: Technology Inclusion	Anne Stobaugh, Media Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Outside Consultants School Library 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Use assessments for frequent monitoring of student achievement in literacy.

Scientific Based Research: Lezotte L. and McKee K. (2002) Assembly Required, A Continuous School Improvement System, Okemos, MI: Effective Schools Product, Ltd. Leithwood, Kenneth and Nona Pristine, "Unpacking the Challenges of Leadership at the School and District Level," The Educational Leadership Challenge: Redefining Leadership for the 21st Century. National society for the Study of Education. Chicago, IL, 2002 as cited in What the Effective Schools Research Says: Instructional Leadership 2004, Pepperl and Lezotte.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Evaluate progress of students by administering STAR Early Literacy (K) in September, December, and May; STAR Reading (1st) will be administered whole group 3 times yearly and as needed on an individual basis to evaluate the effectiveness of the interventions. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Shawn Stobaugh-K, Tracy Brannon-1	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
Incorporate RTI team to assist in meeting students' academic and behavioral needs in the area of literacy. Hold RTI meetings as needed throughout the year. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Sandra Oliver, RTI Team Leader	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
Use weekly skills checklist, formative assessments, and school-developed CRT as a pre, mid, and post test to determine student growth and need for point in time remediation. PROGRAM EVALUATION RESULTS: Use assessment data given throughout the year to determine small group, one-on-one instructional needs. Data was collected for evaluation purposes. The Kindergarten CRT Data showed an increase from 2% proficient to 87% proficient in the 08-09 school year. First Grade had an increase on the CRT from 6% to 79.1% in reading and 1% to 88% in writing. The Kindergarten CRT Data showed an increase from 3%	Charlotte Heidenreich, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$

proficient to 85% proficient in the 09-10 school year. First Grade had an increase on the CRT from 14% to 88% in reading. No data available for writing in 09-10. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education				
Develop Individualized Student Academic Improvement Plans and Intensive Reading Interventions for students performing below the proficient level in literacy based on data from QUALLS (K), and MAT8 (1)and DIBELS. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Charlotte Heidenreich, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
Purchase test-prep materials to prepare students for end of the year testing in literacy. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Special Education	Charlotte Heidenreich, Principal, Shannon Patterson 1st grade teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Outside Consultants Performance Assessments Teachers 	Local Revenue: \$2500.00 ACTION BUDGET: \$2500
Purchase DIBELS Benchmarks Booklets and Progress Monitoring Booklets for required assessments. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Charlotte Heidenreich, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	Local Revenue: \$450.00 ACTION BUDGET: \$450
Total Budget:				\$2950
Intervention: Adapt Literacy Curriculum to provide a clear and focused mission.				
<p>Scientific Based Research: Clay, Marie M., (1997), An Observation Survey of Early Literacy Achievement Tunmer, W., & Chapman, J. (1998). Language prediction skill, phonological recoding ability, and beginning reading. In C. Hulume & R. Joshi (Eds.), Reading and Spelling: Development and disorders (pp.33-67). Mahwah, NJ: Erlbaum. Phonemic Awareness in Young Children, M. Adams (1998) Paul H. Brookes Publishing. Teaching in the Content Areas, R. Billmeyer and M.L. Barton (1998) McREL Publishing. Reading Aloud To Children: The Past, the Present and the Future. Journal article by Guofang Wan; Reading Improvement, Vol. 37, 2000. Subjects: Reading--Study and Teaching, Language Arts--Research, Oral Reading--Research, Reading, Psychology of--Analysis, Developmental Reading--Technique. Writing to Read. Magazine article; The Futurist, Vol. 24, March 1990. Subjects: Reading--Research, Writing to Read (Educational software)--Usage, Literacy programs, Innovations. (NILSEN, KL 2000) Implementing the Aligned and Balanced Curriculum (ABC), Building Capacity for Continuous School Improvement. Paper presented at the annual meeting of the American Research Association, New Orleans, LA, April 24-29, 2000, ERIC NOED450994. Guided Independent Reading: an Examination of the Reading Practice Database and the Scientific Research Supporting Guided Independent Reading as Implemented in Reading Renaissance, Paul, T.D. Renaissance Learning Inc. Madison WI. Strahan, David, "Promoting a Collaborative Professional Culture in Three Elementary Schools That Have Beaten the Odds," The Elementary School Journal 104,2 (November 2003): 127-146 as cited in What the Effective Schools Research Says: Clear and Focused Mission & Opportunity to Learn/Time on Task 2004, Pepperl and Lezotte. "Facilitate Continuous Improvement: The Critical Importance of Results-Driven Leadership," Barr and Parrett, Saving Our Students Saving Our Schools, page 153, (2003) Pearson Education.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Conduct school wide quarterly meetings to align literacy curriculum vertically. Action Type: Alignment	Anette Henderson, Deputy Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Special Education			<ul style="list-style-type: none"> • Performance Assessments • Teachers 	
Purchase additional (multi-level) AR books for student use to increase functional reading strategies, enhance units of study and provide reading across the curriculum. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Anne Stobaugh, Media Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • School Library • Teachers • Teaching Aids • Title Teachers 	Local Revenue: \$12000.00 <hr/> ACTION BUDGET: \$12000
All teachers will develop a weekly/monthly lesson plan to ensure local curriculum, assessments, and instruction are aligned with AR Frameworks and assessments including remediation for ESL, IEP, SES, and any student below proficient level. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Charlotte Heidenreich, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office • School Library • Teachers 	ACTION BUDGET: \$
Purchase materials and supplies (Act 1687) to provide intervention for students below proficient level. PROGRAM EVALUATION RESULTS: Use results from the post-assessment CRT to show the number of scholars served by Title 1 reaching proficient or advanced. 09-10: Of 71 1st grade scholars served by Title 1 54% scored proficient on the Post-CRT. Of the 53 scholars served in K, 60% scored proficient on the Post-CRT. 08-09: Of 69 1st grade scholars served by Title 1, 63% scored proficient on the Post-CRT. Of the 68 scholars served in K, 75% scored proficient on the Post-CRT. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Shawn Stobaugh-K, Stephanie Nicholson-1	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	Local Revenue: \$1000.00 <hr/> ACTION BUDGET: \$1000
Purchase DVD's to enhance unit studies, author studies, understanding different genres and listening and viewing skills. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Anne Stobaugh, Media Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • School Library • Teachers • Teaching Aids 	Local Revenue: \$500.00 <hr/> ACTION BUDGET: \$500
Provide materials and supplies (Act 1687) to meet IEP needs	G. Bailey,- K,1	Start: 07/01/2010		Local Revenue: \$500.00

for identified special education students. PROGRAM EVALUATION RESULTS: We collected data and of 4 scholars served this year, 08-09, 100% met IEP goals. Of 5 scholars served this year, 09-10, 80% met IEP goals. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	End: 06/30/2011	ACTION BUDGET: \$500
Total Budget:		\$14000

Intervention: Provide a Safe and Orderly Environment to enhance student achievement in literacy.

Scientific Based Research: Purkey, William W. and David N. Aspy, "The Mental Health of Students: Nobody Minds? Nobody Cares?" Person-Centered Review 3,1 (February 1988): 41-49 as cited in What the Effective Schools Research Says: Safe and Orderly Environment 2004, Pepperl and Lezotte. "Build Self-Esteem and Respect Through Student Leadership," Barr and Parrett, Saving Our Students Saving Our Schools, page 433, (2003) Pearson Education. "Bully-Proof Classrooms and Schools," Barr and Parrett, Saving Our Students Saving Our Schools, page 237, (2003) Pearson Education. Sylwester, Robert, "The Neurobiology of Self-Esteem and Aggression," Educational Leadership 54,5 (February 1997):75-79 as cited in What the Effective Schools Research Says: Safe and Orderly Environment 2004, Pepperl and Lezotte.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Utilize school counselors, community counselors, and purchase materials and supplies for the "Watch Dog Dad, Marvelous Mom and Glorious Grandparent" Program to address the behavioral needs and provide academic support to at-risk students. PROGRAM EVALUATION RESULTS: Use the number of discipline referrals to evaluate this program. Data was collected. In 08-09, we had 348 discipline referrals reported for the school year in kindergarten and first grade. In 09-10, we had 176 discipline referrals reported for the school year in kindergarten and first grade. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Sandra Oliver, K-1 Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants Teachers 	Local Revenue: \$500.00 ACTION BUDGET: \$500
Total Budget:				\$500

Intervention: Provide a climate of high expectations to enhance literacy instruction.

Scientific Based Research: Carter, Samuel Casey, No Excuses: Lessons from 21 High-Performing Schools. The Heritage Foundation, Washington, DC, 2000 as cited in What the Effective Schools Research Says: High Expectations 2004, Pepperl and Lezotte. "Teach to Multiple Intelligences Barr and Parrett, Saving Our Students Saving Our Schools, page 261, (2003) Pearson Education.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Schedule a PARENT ORIENTATION NIGHT/ TITLE 1 PARENT MEETING August 12, to discuss school district's commitment to parent involvement, Wellness Education, School Counts Incentive, and Smart Core Curriculum requirements. Parent/Student	Charlotte Heidenreich, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	ACTION BUDGET: \$

<p>handbooks will be distributed to share important information, procedures for resolving parental concerns, and determine availability of parents as volunteers to develop a Volunteer Resource Book. Teachers will provide assistance to parents in understanding how to monitor a child's progress, standards that are to be met, and use of academic assessments to determine child's progress (TITLE 1 COMPACT). Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness</p>				
<p>Provide school-wide Parent-Teacher Conferences in the fall (October 21) and spring (February 15) semesters. Teachers will schedule times and additional conferences as needed. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	<p>Doug Adams, Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Provide monthly awards assembly (K,1) to promote a climate of high expectations honoring students with marked improvements in guided reading levels, AR levels and subject areas. PROGRAM EVALUATION RESULTS: In 08-09, students showed average grade equivalent growth from 1.1-2.0 on the STAR Reading Assessment given in September and May in first grade. Kindergarten showed grade equivalent growth on the STAR Early Literacy Assessment from 0.0-0.8 given in September and May In 09-10, students showed average grade equivalent growth from 1.4-2.2 on the STAR Reading Assessment given in September and May in first grade. Kindergarten showed grade equivalent growth on the STAR Early Literacy Assessment from 0.01-0.80 given in September and May. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p>	<p>Griswood, Teacher, Meeler, Teacher, Baker, Teacher, and Campbell, Teacher</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>Local Revenue: \$1000.00 <hr/> ACTION BUDGET: \$1000</p>

Provide learning camps and field trip experiences for students to interact with their community, past and present, to develop a sense of citizenship in a diverse society. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Charlotte Heidenreich, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants Teachers 	ACTION BUDGET: \$
Provide incentives for literacy and Accelerated Reader in order to motivate scholars to read and develop independent reading, motivate students to read different genres(including functional reading material), develop interpretation/inference reading strategies and develop reading fluency to a level of proficiency. Action Type: Collaboration Action Type: Technology Inclusion	Anne Stobaugh, Media Specialist, Nancy Lacy, 1st, Yuzonda Ward, K	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Outside Consultants Teachers Teaching Aids 	Local Revenue: \$3000.00 ACTION BUDGET: \$3000
Provide \$500.00 for the music teacher to purchase instructional materials and supplies (ACT 1687.) These materials will be used to provide instruction across different curricular areas with an emphasis in literacy. Action Type: Alignment Action Type: Collaboration	Vicki Bowles, Music Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids 	Local Revenue: \$500.00 ACTION BUDGET: \$500
Purchase 30 Neos @ \$180 to provide 21st century technology to enhance scholar learning in literacy. Action Type: Technology Inclusion	Charlotte Heidenreich, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Purchase a laptop to be used in the classroom to enhance the learning process for educationally disadvantage scholars by using united streaming and other educationally appropriate software. Action Type: Technology Inclusion	Shawn Stobaugh, K	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Purchase guided reading leveled books and supplies to be checked out by classroom and Title 1 teachers for small guided reading groups to be used to increase student achievement in the area of literacy. Action Type: AIP/IRI Action Type: Alignment Action Type: Title I Schoolwide	Shawn Stobaugh K, Stephanie Nicholson 1	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Outside Consultants Teachers Teaching Aids Title Teachers 	Local Revenue: \$10000.00 ACTION BUDGET: \$10000
Total Budget:				\$14500

Priority 2: To improve math skills and strategies for all students with an emphasis on data and probability(K), and patterns/relationships/algebra, and math connections(1).

Supporting
Data:

1. Attendance Rate for Kindergarten: Attendance rates range from 94% to 95% for the past three years. The attendance rate for 2007-2008 was 94%.The attendance rate for 2008-2009 was 94%.The attendance rate for 2009-2010 was 95%. Attendance Rate for First Grade: Attendance rates range from 94% to 95% for the past three years. The attendance rate for 2007-2008 was 94%. The attendance rate for 2008-2009 was 94%.The attendance rate for 2009-2010 was 95%.
2. Kindergarten NRT Data MAT-8(08,09,10): Combined(Total) Population: Math, Grade K: In 2010, 49% had an NPR score of 50 or above. In 2009, 51% had an NPR score of 50 or above. In 2008, 53% had an NPR score of 50 or above.
3. First Grade NRT Data SAT-10(08,09,10): Combined(Total) Population: Math Problem Solving, Grade 1: In 2010, 47% had an NPR score of 50 or above. In 2009, 57% had an NPR score of 50 or above. In 2008, 54.6% had an NPR score of 50 or above.
4. KINDERGARTEN CRT Data CRT: 08,09,10: Combined (total) Population: Pre-Assessment Math, Grade K: In 10, 0% scored proficient or advanced. In 09, 1% scored proficient or advanced. In 08, 0% scored proficient or advanced. CRT: 08,09,10: Combined (total) Population: Post-Assessment Math, Grade K: In 10, 78% scored proficient or advanced. In 09, 81% scored proficient or advanced. In 08, 85% scored proficient or advanced.
5. FIRST GRADE CRT Data CRT: 08,09,10: Combined (total) Population: Pre-Assessment Math, Grade 1: In 10, 4% scored proficient or advanced. In 09, 4% scored proficient or advanced. In 08, 1.8% scored proficient or advanced. CRT: 08,09,10: Combined (total) Population: Post-Assessment Math, Grade 1: In 10, 89% scored proficient or advanced. In 09, 92% scored proficient or advanced. In 08, 88% scored proficient or advanced.
6. Math: Mathematic Priority 2010 Arkansas Adequate Yearly Progress: Students in the combined population will improve math scores by 5% on the Augmented Benchmark in the strands of Measurement on the Multiple Choice section. On our Open Response questions we need to improve in the areas of Geometry, Algebra, and Numbers and Operations. On the Stanford 10 our scholars need to improve in the area of Math Problem Solving in order to meet the goal of 96% proficient and advanced, including the subpopulations at Morrilton Elementary. To increase the percentage of students in math on the Stanford-10 by 5% to reach the goal of 96% and the Augmented Benchmark exam by 5% to reach the goal of 99% of the students at MES to be meeting or exceeding AYP goals of 77.50 and to increase the percentage of students who are proficient and advanced on the SAT 10 and Augmented Benchmark exam. Mathematics Priority 2009 Arkansas Adequate Yearly Progress: School Improvement Report SO. CONWAY CO. SCHOOL DISTRICT Report Completed: 08/31/2009 MORRILTON ELEMENTARY SCHOOL AYP Status: Meets Standards Grade 3 Augmented/Benchmark Exam: 1.Combined Population: 2006-2007 2007-2008 2008-2009 87.1 90.7 91.4 The lowest identified area(s) based on the 3 year trend analysis of the open response questions) in the five mathematics strands, revealed weaknesses in Data Analysis & Probability and Geometry. The lowest identified area(s)(based on the 3 year trend analysis of the multiple choice questions), in the five mathematics strands, revealed weaknesses in Data Analysis & Probability and Measurement. 2.AFRICAN-AMERICAN POPULATION 2006-2007 2007-2008 2008-2009 86.1 84.2 88.9 3.HISPANIC POPULATION 2006-2007 2007-2008 2008-2009 100 80 81.8 In subpopulation we only had 5 students. 4.CAUCASIAN POPULATION 2006-2007 2007-2008 2008-2009 86.6 93.7 92.7 5. ECONOMICALLY DISADVANTAGED POPULATION 2006-2007 2007-2008 2008-2009 86.2 87.3 90.8 6.LIMITED ENGLISH PROFICIENT POPULATION 2006-2007 2007-2008 2008-2009 100 80 100 In this subpopulation we only had 3 students. 7.STUDENTS WITH DISABILITIES 2006-2007 2007-2008 2008-2009 33.3 57.1 55.6 This subpopulation had 12 students.
7. NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2010 administration of the K and 1st grade MAT 8 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 scholars are not achieving to their full potential. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Math Priority: data & probability and patterns/relationships and algebra. 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.

Goal Students in the combined population of kindergarten and first grade will improve their understanding of collecting and interpreting data, probability (likely or not likely to occur) and making math connections to real world experiences and patterns.

Benchmark To increase the percentage of students who are Proficient/Advanced in math. As a feeder school to Morrilton Elementary, our growth will impact the achievement of these students in their effort to achieve AYP at 77.5% in Math.

Intervention: Promote a positive home-school relationship focusing on Math.				
Scientific Based Research: No Child Left Behind Newsletter. The Achiever. October 15, 2002. Vol.1, No.3. http://www.nochildleftbehind.gov/newsletter/index.html . Educational Excellence for All Children Act 199. http://www.ed.gov/offices/OESE/ESEA/factsheet.html .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Extend communication between school and home by sending a monthly calendar. (paper copy and on-line) Action Type: Collaboration Action Type: Parental Engagement	Sumer Willis-K, Nancy Lacy-1	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Survey parents quarterly for feedback and suggestions to resolve parental concerns. "(How are we doing"? Survey) PROGRAM EVALUATION RESULTS: We used survey data to address parental concerns. In 09-10,08-09, we reviewed the information on surveys and contacted parents with concerns. The concerns were brought to discussion by faculty and changes were made as necessary. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Wellness	Charlotte Heidenreich, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Provide a parent resource center (K-6) that will disseminate resource information to parents for assistance as they work with their children to reach proficiency. Provide a parent center coordinator to maintain the parent center, provide services such as parental training for parents in areas of interest and responsible parenting skills, and coordinate the preparation of prescription learning packets. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Claire Pruitt, Parent Center Coordinator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	ACTION BUDGET: \$
Provide a parent section in the school library which provides books, magazines, informational packet, videos, and computers to be used to foster responsible parenting. Lists of materials will be	Anne Stobaugh, Media Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants 	Local Revenue: \$200.00 ACTION BUDGET: \$200

made available to parents to check out for home use. Action Type: Parental Engagement Action Type: Technology Inclusion			<ul style="list-style-type: none"> School Library 	
Classroom teachers will provide a weekly newsletter to parents including weekly skills, special activities, and relevant news. (paper copy and on-line) Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Charlotte Heidenreich, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Create a parent letter listing ALL parent resources available to MPS parents such as purpose of the Parent Center , availability of the library, description of Fun Friday program, explanation of AR and purpose of STAR for evaluation of scholars. Action Type: Collaboration Action Type: Parental Engagement	Anne Stobaugh, Media Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers School Library Teachers 	ACTION BUDGET: \$
Informational packets will be developed for use with children in the area of math to be distributed at the PARENT INVOLVEMENT MEETING targeting data and probability, patterns, and math connections. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Kathy Zimmerman, Parent Involvement Coordinator, Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids Title Teachers 	Local Revenue: \$250.00 ACTION BUDGET: \$250
Total Budget:				\$450

Intervention: All personnel will provide bell-to-bell instruction to maximize time on task in math.

Scientific Based Research: Allocated Academic Learning Time Revisited, Or Beyond Time On Task. Education Researcher, 9, 11-16 Lezotte, L and McKee K (2002). Assembly Required: A Continuous School Improvement System Okomes, MI Effective Schools Product, Ltd.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Arrange daily schedule to provide 90 minutes of math instruction time each day to focus on problem solving strategies, understanding of measurement, patterns, numeric relationships, and algebraic concepts. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Charlotte Heidenreich, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Provide small-group instruction by 1.0 FTE Title I math teacher (Vanessa Moore code 1591-032) to exceed state standards and 1.0 FTE Title I paraprofessional Cheryl Deaton code 1591-032) to exceed state standards to assist students scoring below proficient level with an emphasis on problem solving, measurement, patterns, numeric	Annette Henderson, Deputy Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers Title Teachers 	Title I - Employee \$62480.00 Salaries: Title I - Employee \$16746.00 Benefits: ACTION BUDGET: \$79226

relationships, and algebraic concepts. PROGRAM EVALUATION RESULTS: We collected baseline data this year. 09-10 Of the 53 Kindergarten scholars that were served, 47% scored proficient or advanced on the post CRT. Of the 46 1st grade scholars, 38% scored proficient or advanced on the end CRT. 08-09- Of the 68 Kindergarten scholars that were served, 63% scored proficient or advanced on the post CRT. Of the 40 1st grade scholars, 38% scored proficient or advanced on the end CRT. Action Type: Equity Action Type: Program Evaluation				
Increase student mathematical awareness by providing a variety of off campus experiences to apply academic skills acquired in the classroom. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Charlotte Heidenreich, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants Teachers 	ACTION BUDGET: \$
Utilize document cameras, projectors and carts purchased for K & 1 classrooms to maximize time-on-task and enhance higher-order thinking skills using technology. Action Type: Technology Inclusion	Anne Stobaugh, Media Specialist	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$79226
Intervention: Improve math instruction by providing professional development to all staff.				
Scientific Based Research: Abdul-Haqq,i. (1996) Making Time For Teacher Professional Development, Washington DC, ERIC Clearinghous on Teaching and Teacher Education, ERIC # ED400259. Sutton, J. and Kruger, A. E. DS. (2002) What Is The Impact of Teacher Learning on Student Learning, pp. 98-99. What We Know About Mathematics, Teaching and Learning. Aurora, CO: Mid-Continent Research for Education and Learning				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide professional development activities in the area of math to enhance higher-order thinking skills, develop formative assessment techniques, meet the needs of learners and assist teachers in classroom management. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Annette Henderson, Deputy Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff Outside Consultants Teachers Title Teachers 	ACTION BUDGET: \$
Utilize highly qualified teachers and paraprofessionals to provide professional development to appropriate staff members. Ensure assessment and instruction are aligned in each classroom by incorporating research-based materials	Charlotte Heidenreich, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff 	ACTION BUDGET: \$

<p>that ensure best practices from highly successful schools. PROGRAM EVALUATION RESULTS: 09-10, In 1st grade, 47% scored above the 50th percentile on the SAT 10. In kindergarten, on the MAT 8, 49% scored above the 50th percentile. We collected baseline data this year. 08-09, In 1st grade, 57% scored above the 50th percentile on the SAT 10. In kindergarten, on the MAT 8, 51% scored above the 50th percentile. We collected baseline data this year. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>			<ul style="list-style-type: none"> • Outside Consultants • Teachers • Title Teachers 	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	-----------------------------------------------------------------------------------------------------------------------	--

Total Budget:	\$0
---------------	-----

Intervention: Use assessments for frequent monitoring of student achievement in math.

Scientific Based Research: Lezotte L. and McKee K. (2002) Assembly Required, A Continuous School Improvement System, Okemos, MI: Effective Schools Product, Ltd. "Create Time for Collaboration, Planning, and Development," Barr and Parrett, Saving Our Students Saving Our Schools, page 147, (2003) Pearson Education. "Effect of technology-enhanced continuous progress monitoring on math achievement," Ysseldyke, J., & Bolt, d. (2005). University of Minnesota.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Incorporate RTI team to assist students' academic and behavioral needs in the area of math. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Sandra Oliver, RTI Team Leader</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<p>————— ACTION BUDGET: \$</p>
<p>Use math test, weekly skills checklist, STAR Math(1st grade-mid year), Focus Tests(K- 2 times/year, 1st-4 times/year) and school-developed CRT as a pre, mid, and post test to determine student growth and provide point in time remediation to students needing intervention. PROGRAM EVALUATION RESULTS: Show results from CRT, and NRT to see if we are meeting the needs of our students with AIP's and IRI's. The Kindergarten 09-10 CRT data showed an increase in math from 0% to 78%. First Grade 09-10 CRT data showed an increase in math from 4% to 89%. Kindergarten NRT data showed that 49% of scholars scored above the 50th percentile. First Grade NRT data showed that 47% of scholars scored above the 50th percentile. The Kindergarten 08-09 CRT data showed an increase in math from 1% to 81%. First Grade 08-09 CRT data showed an increase in math from 4% to 92%. Kindergarten NRT data showed that 51% of scholars scored above the 50th percentile. First Grade NRT data showed that 57% of scholars scored above the 50th percentile. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration</p>	<p>Charlotte Heidenreich, Principal, Tracy Brannon, 1, Stephanie Nicholson, 1, Vanessa Moore, K</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Performance Assessments • Teachers • Title Teachers 	<p>————— ACTION BUDGET: \$</p>

Action Type: Equity				
Action Type: Program Evaluation				
Develop Individualized Student Academic Improvement Plans for students performing below the proficient level in math based on data from QUALLS (K), and MAT8(1st). Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Charlotte Heidenreich, Principal, Classroom Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
Provide Extended Learning Opportunities for students performing at the basic level (bubble students) on end of year CRT and report card in literacy and math to enable them to become proficient. The focus will be on enrichment of students as they prepare for promotion to next grade level. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Annette Henderson, Deputy Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Adapt Math Curriculum to provide a clear and focused mission.				
Scientific Based Research: Jacob, Heidi Hayes (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12, ASCD. Marzano, Robert J., What Works in Schools: Translating Research into Action. Association for Supervision and Curriculum Development, Alexandria, VA, 2003 as cited in What the Effective Schools Research Says: Clear and Focused Mission & Opportunity to Learn/Time on Task 2004, Pepperl and Lezotte. "Recognize the Critical Importance of an Aligned Curriculum," Barr and Parrett, Saving Our Students Saving Our Schools, page 357, (2003) Pearson Education.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Conduct school wide quarterly meetings to align math curriculum vertically. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Annette Henderson, Deputy Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Partnership with Pre-K component and parents to assure ongoing progress of assessing and evaluating students as they transition from one program to another. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Charlotte Heidenreich, Prin, Cheri Millheim, ABC Coord, Zelda Vernon-Child Dev Ctr Dir.	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
Purchase materials and supplies (Act 1687)to provide intervention for students below proficient level. PROGRAM EVALUATION RESULTS: 09-10, Of the 40 1st grade students served by Title 1, 78% scored proficient on the post-CRT. 08-09 ,Of the 40 1st grade students served by Title 1, 38% scored proficient on the post-CRT. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration	Vanessa Moore- Title I Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	Local Revenue: \$500.00 ACTION BUDGET: \$500

Action Type: Equity Action Type: Program Evaluation				
Provide materials and supplies to meet IEP needs for identified special education students. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Bailey-K-1, Hutchison-Speech	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	Local Revenue: \$500.00 ACTION BUDGET: \$500
Purchase additional paper for K teachers to provide supplemental math resource materials. Action Type: Equity	Charlotte Heidenreich, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$1000
Intervention: Provide a climate of high expectations to enhance math instruction.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Utilize AIMS materials to provide opportunities in Learning Camps to address higher levels on Blooms Taxonomy and give students an opportunity for authentic hands-on activities. PROGRAM EVALUATION RESULTS: Provide CWT results to show evidence of teachers using higher levels on Blooms. We are collecting baseline data for this year. Action Type: Collaboration	Charlotte Heidenreich, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Provide \$500.00 for the art teacher to purchase instructional materials and supplies (ACT 1687.) These materials will be used to provide instruction across different curricular areas with an emphasis in math. Action Type: Alignment Action Type: Collaboration	Katrina Walls, Art Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids 	Local Revenue: \$500.00 ACTION BUDGET: \$500
Total Budget:				\$500

Priority 4: Students at Morrilton Primary School will continue to engage in physical activity above the mandated time for the 2009-2010 school year.

- Supporting Data:
1. Assessment of Child and Adolescent Obesity Report for SCCSD: 08,09, 10: Gender, Grade K: In 10, 68.5% males and 71% females were reported as healthy or underweight. In 09, 47.5% males and 50.8% females were reported as healthy weight or underweight. In 08, 72.1% males and 55.2% females were reported as healthy weight or underweight.
 2. Assessment of Child and Adolescent Obesity Report for SCCSD: Grade 1: First grade is not a required grade to assess BMI. No data available.
 3. Morrilton Primary School completed the CDC School Health Index on April 7, 2006. Results indicate insufficient physical activity time, withholding PE as punishment for other areas of instruction, lack of assignments and projects that encourage students to interact with family members and community organizations and a community that does not sufficiently address essential healthy eating topics. Strengths of MPS Health Index include written school health and safety policies, good communication of policies to parents and staff, use of active learning strategies and use of activities that are culturally appropriate for our community.

- Physical activity classes are taught and supervised by a certified PD instructor and physical activity classes allow for inclusion students with special needs.
4. A study conducted and sited by the Institute of Medicine "Preventing Childhood Obesity-Health in the Balance) indicates that over the passed three decades, childhood obesity rate has more than doubled for preschoolers and adolescents and has more that tripled for children ages 6 to 11.
 5. Obese children show an increase in incidence of Type II Diabetes, high cholesterol and blood pressure (risk factors for heart disease), sleep apnea, orthopedic problems, liver disease and asthma. Overweight adolescents have a 70% chance of becoming overweight/obese adults. National Institute of Health, June 2002.
 6. Parental Surveys were sent out in 2006-2007. Of the surveys returned, 36% of students participate in organized physical activities outside of school. 72% participate in some type of outdoor free play activities when not at school. 61% of parents describe their child as very active, while 16% reported their child was somewhat active. According to parents, 66% of students had no health issues that interfere with physical activities. 66% of the parents stated that they were aware of the physical activity opportunities provided for their child during the school day. Only 27% rate these opportunities as excellent while 40% rate them good.
 7. NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2010 administration of the K and 1st grade MAT 8 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 scholars are not achieving to their full potential. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Wellness Priority: at-risk children for obesity/overweight, nutrition education to provide information on a healthier lifestyle(food choices and exercise). 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.

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

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

Intervention: Incorporate the physical education curriculum into other subject areas.				
Scientific Based Research: New Study Supports Physically Fit Kids Perform Better Academically. Online: AAHPERD; American Alliance for Health, Physical Education, Recreation & Dance.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
MPS will maintain a physical activity period for 30 minutes per day. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	Charlotte Heidenreich, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
Utilize health and wellness units for K-1. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Clair Pruitt, Parent Involvement Coordinator; Shannon Ferguson, Physical Education Teacher; Elizabeth	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Central Office • Community Leaders • Outside Consultants • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$

	Beaver, Wellness C			
Promoting time-on-task, activities will be developed and used to minimize wait time in physical activity. These activities will encourage total group participation. Action Type: Collaboration Action Type: Wellness	Shannon Ferguson, Physical Education Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$
Purchase DVDs and CD's for physical activities in the classroom during inclement weather. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Wellness	Nancy Hart, Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> School Library Teachers 	Local Revenue: \$200.00 ACTION BUDGET: \$200
Provide \$500.00 for the physical education teacher to purchase instructional materials and supplies to promote engagement in physical activity (ACT 1687.) Action Type: Alignment Action Type: Special Education	Shannon Ferguson, Physical Education Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	Local Revenue: \$500.00 ACTION BUDGET: \$500
A wellness newsletter will be sent home monthly to provide information on health issues and suggestions for healthy lifestyles. Action Type: Parental Engagement Action Type: Wellness	Elizabeth Beaver, 1	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Information concerning healthy snacks and wellness activities will be given to parents at the parent involvement meeting concerning our Fresh Fruit and Vegetable Grant. Action Type: Parental Engagement Action Type: Wellness	Sandra Oliver, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	ACTION BUDGET: \$
To facilitate student's needs for physical activity behavioral consequences will not include limits on or elimination of physical activity. Action Type: Equity Action Type: Wellness	Charlotte Heidenreich, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Provide incentives for students to promote healthy eating habits, fitness, and lifestyle choices. (Red Ribbon Week) Action Type: Collaboration Action Type: Wellness	Sandra Oliver, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Provide outdoor equipment that can be utilized for improved fitness and special needs equipment. Action Type: Equity Action Type: Special Education Action Type: Wellness	Shannon Ferguson, Physical Education Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	Local Revenue: \$500.00 ACTION BUDGET: \$500
P.E. teacher will collaborate with classroom teachers to incorporate weekly skills that support other areas of the curriculum.	Shannon Ferguson, PE	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Wellness				
Snacks will be provided daily to enhance nutrition education by providing fresh fruits and vegetables to our scholars on a daily basis. We will use these snacks to promote healthy eating habits and educate our scholars on the importance of eating healthy. PROGRAM EVALUATION RESULTS: Survey parents to see if children are eating healthier by choosing more fruits and vegetables. We are collecting baseline data for this year. Action Type: Program Evaluation Action Type: Wellness	Sandra Oliver, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$
We will use resources/professionals from our community to enhance our nutrition education program set forth by our FFVPG(Fresh Fruit and Vegetable Program Grant). They will provide information and educational programs for our scholars. Parents are invited to attend these programs to help their children make better food choices and promote a healthier lifestyle. Action Type: Parental Engagement Action Type: Wellness	Sandra Oliver, Counselor	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Community Leaders • Outside Consultants 	ACTION BUDGET: \$
Total Budget:				\$1200

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Bailey, Glenda	Special Education Teacher	Special Education, Wellness
Classroom Teacher	Baker, Pam	1st Grade	Literacy
Classroom Teacher	Beaver, Elizabeth	1st Grade	Wellness
Classroom Teacher	Bowles, Vicky	Music Teacher	Parental Involvement
Classroom Teacher	Campbell, Anastasia	1st Grade	Math
Classroom Teacher	Collins, Wendy	1st Grade	Math
Classroom Teacher	Ferguson, Shannon	Physical Education Teacher	Wellness
Classroom Teacher	Gordon, Jan	KF	Math
Classroom Teacher	Griswood, Martha	KF	Literacy
Classroom Teacher	Hart, Nancy	KF	Wellness
Classroom Teacher	Hayes, Melissa	1st Grade	Steering Committee/Math
Classroom Teacher	Haynes, Raven	KF	Math
Classroom Teacher	Hightower, Christie	Special Education	Special Education, Math
Classroom Teacher	Horn, Janis	KF	Steering Committee/Wellness
Classroom Teacher	Horn, Lindsey	KF	Literacy
Classroom Teacher	Johnson, Amanda	KF	Literacy
Classroom Teacher	Knapp, Melynda	1st Grade	Steering Committee/Literacy
Classroom Teacher	Lacy, Nancy	1st Grade	Math
Classroom Teacher	Meeler, Christy	KF	Steering Committee/Math
Classroom Teacher	Moll, Kristy	1st Grade	Math
Classroom Teacher	Moore, Vanessa	Title I Math Teacher	Math
Classroom Teacher	Nicholson, Stephanie	Title I Literacy, 1st Grade	Literacy
Classroom Teacher	Patterson, Shannon	1st Grade	Steering Committee Chair

Classroom Teacher	Stobaugh, Shawn	Title I Literacy Teacher, KF	Literacy
Classroom Teacher	Walls, Katrina	Art Teacher	Parental Involvement
Classroom Teacher	Ward, Yuzanda	KF	Literacy, Steering Committee
Classroom Teacher	Willis, Sumer	KF	Literacy
Classroom Teacher	Zimmerman, Kathy	KF	Math
Community Representative	Stobaugh, David	Business Owner	Wellness
Non-Classroom Professional Staff	Bowens, Rita	Cook, KF	Wellness
Non-Classroom Professional Staff	Brannon, Tracey	Paraprofessional, Title I	Literacy
Non-Classroom Professional Staff	Coffman, Pam	Paraprofessional, Special Education	Special Education
Non-Classroom Professional Staff	Cook, Carol	Janitor, 1st Grade	Wellness
Non-Classroom Professional Staff	Cook, Lori	library aide	Wellness
Non-Classroom Professional Staff	Craig, Beverly	Secretary, 1st Grade	Parental Involvement
Non-Classroom Professional Staff	Deaton, Cheryl	Paraprofessional, Title I	Math
Non-Classroom Professional Staff	Holsted, Jean	Paraprofessional	Wellness
Non-Classroom Professional Staff	Hurst, Teresa	Secretary	Steering Committee
Non-Classroom Professional Staff	Hutchison, Judy	Speech Pathologist	Special Education/Wellness
Non-Classroom Professional Staff	McVey, Paulette	Cook, 1st Grade	Wellness
Non-Classroom Professional Staff	Oliver, Sandra	Counselor	Wellness, Steering Committee
Non-Classroom Professional Staff	Parker, Ella	Cook, KF	Wellness
Non-Classroom Professional Staff	Simmons, Sue	Cook, KF	Wellness
Non-Classroom Professional Staff	Stobaugh, Anne	Librarian	Literacy
Non-Classroom Professional Staff	Stobaugh, MaryAnn	Paraprofessional	Wellness
Non-Classroom Professional Staff	Ussery, Pam	ESL Assistant	Literacy
Non-Classroom Professional Staff	Ward, Charlene	Nurse	Wellness
Non-Classroom Professional Staff	Welch, Mary	Cook, 1st Grade	Wellness
Parent	Canady, Vicki	Parent	Handbook Committee
Parent	Granberry, Megan	parent	Handbook Committee
Principal	Heidenreich, Charlotte	KF-1	Steering Committee