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## School Plan

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**SO. CONWAY CO. SCHOOL DISTRICT**  
**100 Baramore, Morrilton, AR 72110**

**Arkansas Comprehensive School Improvement Plan**

**2011-2012**

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

Grade Span: Title I: Not Applicable School Improvement:

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#### Priority 2: Math and Literacy

**Goal:** The district will provide administrative support strategies to improve in the areas of open response items in reading, writing, and math.

#### Priority 3: Safe and Orderly Environment

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

#### Priority 4: Wellness

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

#### Priority 5: English Language Learners

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

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

Supporting Data:

1. COMPREHENSIVE NEEDS ASSESSMENT: Our district formed an ACSIP Leadership Team of administrators and analyzed the test scores from the 2010 administration of the the state-mandated assessments. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data across grade levels within our district. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Priority: students who are in the low-Socio-economic subgroup, and open response questions. We will select Interventions and coordinate our various state and federal funding sources to address these areas.
2. Average Daily Membership for the South Conway County School District: 2010 - 2281 2009 - 2302 2008 - 2328 2007 - 2,337.2 2006 - 2334
3. Combined Population in Literacy: Grade 7 Augmented/Benchmark Exam: In 2010, 73% scored proficient or advanced. In 2009, 63% scored proficient or advanced. In 2008, 53.7

- % scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, show an increase with weaknesses remaining in the area of practical reading passages. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 2. Combined Population: Grade 8 Augmented/Benchmark Exam: In 2010, 75% of students scored proficient or advanced. In 2009, 71% scored proficient or advanced. In 2008, 57% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content and practical passages. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 1. Students with Disabilities (IEP): Grade 7 Augmented/Benchmark Exam: In our buildings during the 2010 school year, there were 12 students with disabilities (IEP) tested. 25% scored advanced/proficient. In 2009 school year, there were fewer than "10" Students with Disabilities (IEP) students tested. In 2008, 30% scored proficient or advanced. 2. Students with Disabilities (IEP): Grade 8 Augmented/Benchmark Exam: The district had 12 students with disabilities (IEP) in the 2010 school year, 17% of those students scored advanced/proficient. In 2009 school year, there were fewer than "10" Students with Disabilities (IEP) students tested. In 2008, 3.7% scored proficient or advanced. 2. Economically Disadvantaged (ESD): Grade 7 Augmented/Benchmark Exam: In 2010, 26% scored proficient or advanced. In 2009, 53% scored proficient or advanced. In 2008, 46.3% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: practical passage. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 2. Economically Disadvantaged (ESD): Grade 8 Augmented/Benchmark Exam: In 2010, 52% scored proficient or advanced. In 2009, 60% scored proficient or advanced. In 2008, 45.8% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content passage. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 1. Caucasian: Grade 7 Augmented/Benchmark Exam: In 2010, 56% scored proficient or advanced. In 2009, 67% scored proficient or advanced. In 2008, 59.8% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: practical passage. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 2. Caucasian: Grade 8 Augmented/Benchmark Exam: In 2010, 41% scored proficient or advanced. In 2009, 78% scored proficient or advanced. In 2008, 60.7% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content passage. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 1. African-American: Grade 7 Augmented/Benchmark Exam: In 2010, 100% scored proficient or advanced. In 2009, 47% scored proficient or advanced. In 2008, 35.1% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content passage. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 2. African-American: Grade 8 Augmented/Benchmark Exam: In 2010, 41% scored proficient or advanced. In 2009, 50% scored proficient or advanced. In 2008, 42.5% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area (s) are: content passage. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area (s) are: content and style. 1. Hispanic: Grade 7 Augmented/Benchmark Exam: In our building during the 2010, 2009, 2008, and school years, there were fewer than "10" Hispanic students tested. 2. Hispanic: Grade 8 Augmented/Benchmark Exam: In our building during the 2010, 2009, and 2008 school years, there were fewer than "10" Hispanic students tested.
4. 1. ALGEBRA I END OF COURSE EXAM Combined Population of Students: In 2008, 158 students were tested and 64% scored proficient or advanced. In 2007, 130 students were tested and 51% scored proficient or advanced. In 2006, 113 students were tested and 57% scored proficient or advanced. Students showed consistent areas of need in: Open response language of algebra, solving equations and inequalities, graphs and tables, functions relations and patterns, and polynomial operations. 2. 2) IEP STUDENTS: No significant subpopulation of IEP students tested. In 2008, 4 students were tested. In 2007, 10 students were tested. In 2006, 13 students were tested. 3. 3) LEP STUDENTS: No significant subpopulation of LEP students tested. In 2008, 6 students were tested. In 2007, 1 student

- was tested. In 2006, 0 students were tested. SES STUDENTS: In 2008, 97 students were tested and 61% scored proficient or advanced. In 2007, 67 students were tested and 35% scored proficient or advanced. In 2006, 51 students were tested and 47% scored proficient or advanced. Students consistently showed areas of need in: Open response language of algebra, solving equations and inequalities, graphs and tables, functions relations and patterns, and polynomial operations. 4. 4) ETHNICITY: AFRICAN AMERICAN: In 2008, 35 students were tested and 57% scored proficient or advanced. In 2007, 38 students were tested and 27% scored proficient or advanced. In 2006, 24 students were tested and 42% scored proficient or advanced. CAUCASIAN: In 2008, 110 students were tested and 67% scored proficient or advanced. In 2007, 83 students were tested and 61% scored proficient or advanced. In 2006, 79 students tested and 62% were proficient or advanced. 5. NORM-REFERENCED ASSESSMENT: 9th Grade ITED Total Math (scoring above the 50th Percentile): In 2007, 200 students were tested In 2007, Reading Total was 45% In 2007, Language Total was 49% In 2007, Math Total w/o Comp was 50% In 2007, Math Total w/ Comp was 47% In 2006, 190 students were tested In 2006, Reading Total was 46% In 2006, Language Total was 52.6% In 2006, Math Total w/o Comp was 53.2% In 2006, Math Total w/ Comp was 49.7% In 2005, 197 students were tested In 2005, Reading Total was N/A In 2005, Language Total was N/A In 2005, Math Total w/o Comp was 61.4% In 2005, Math Total w/Comp was N/A 6. GEOMETRY END OF COURSE EXAM Combined Population of Students: In 2008, 144 students were tested and 71% scored proficient or advanced. In 2007, 169 students were tested and 41% scored proficient or advanced. In 2006, 188 students were tested and 48% scored proficient or advanced. 7. 9) IEP STUDENTS: There was no significant subpopulation of IEP students tested. In 2008, 5 students were tested and 5% scored proficient or advanced. In 2007, 9 students were tested and 0% scored proficient or advanced. In 2006, 13 students tested and 31% scored proficient or advanced. 8. 10) LEP STUDENTS: There was no significant subpopulation of LEP students tested. In 2008, 3 students were tested and 0% scored proficient or advanced. In 2007, 1 student was tested and 0% scored proficient or advanced. In 2006, 0 students tested. SES STUDENTS: In 2008, 68 students were tested and 65% scored proficient or advanced. In 2007, 75 students were tested and 32% scored proficient or advanced. In 2006, 97 students were tested and 43% scored proficient or advanced. 9. 11) ETHNICITY: AFRICAN AMERICAN: In 2008, 35 students were tested and 48% scored proficient or advanced. In 2007, 47 students were tested and 30% scored proficient or advanced. In 2006, 50 students were tested and 32% scored proficient or advanced. CAUCASIAN: In 2008, 98 students were tested and 81% scored proficient or advanced. In 2007, 67 students were tested and 50% scored proficient or advanced. In 2006, 128 students were tested and 54% scored proficient or advanced. 10. END OF COURSE LITERACY EXAM: Combined Population: In 2008, 177 students were tested and 48% scored proficient or advanced. In 2007, 167 students were tested and 44% scored proficient or advanced. In 2006, 155 were tested and 39% scored proficient or advanced. Student showed consistent areas of need in: Reading Open Response literary, content and practical passage types; Writing content and style domains. IEP Students: In 2008, 15 students were tested and 7% scored proficient or advanced. In 2007, 28 students were tested and 0% were proficient or advanced. In 2005, 15 students were tested and 0% were proficient or advanced. Students showed consistent areas of need in: Reading Open Response literary, content and practical passage types; Writing content and style domains. 11. LEP Students: There was no significant subpopulation of LEP students. In 2008, 2 students were tested and 0% scored proficient or advanced. In 2007, 1 student was tested and 0% scored proficient or advanced. In 2006, 0 students were tested. SES Students: In 2008, 73 students were tested and 39.9% scored proficient or advanced. In 2007, 83 students were tested and 34% scored proficient or advanced. In 2006, 67 students were tested and 28% scored proficient or advanced. Students consistently showed areas of need in: Reading Open Response literary, content and practical passage types; Writing content and style domains. 12. Ethnicity: African American: In 2008, 44 students were tested and 34% scored proficient or advanced. In 2007, 34 students were tested and 32% scored proficient or advanced. In 2006, 43 students were tested and 19% scored proficient or advanced. Caucasian: In 2008, 120 students were tested and 57% scored proficient or advanced. In 2007, 111 students were tested and 64% scored proficient or advanced. In 2006, 106 students were tested and 47% scored proficient or advanced. 13. Attendance Rate: In 2007, the attendance rate for MHS was 94.0% In 2006, the attendance rate for MHS was 93.4%. In 2005, the attendance rate for MHS was 94.9%. 14. Graduation Rate: In 2007, the graduation rate for MHS was 81.6%. In 2006, the graduation rate for MHS was 79.3%. In 2005, the graduation rate for MHS was 83.7%. In 2004, the graduation rate for MHS was 79.6%. 15. Criterion-referenced assessment(STAR): In 2006-07 number of students scoring at or above 50th percentile: 9th grade - 197 tested - 37.6% 10th grade - 201 tested - 37.3% 11th grade - 155 tested - 41.3% 12th grade - 160 tested - 43.2%
5. Mathematics Priority 2009 Arkansas Adequate Yearly Progress: School Improvement Report SO. CONWAY CO. SCHOOL DISTRICT Report MORRILTON ELEMENTARY SCHOOL AYP

- Status: Meets Standards Grade 3 Augmented/Benchmark Exam: 1.Combined Population: 2007-2008 2008-2009 2009-2010 90.7 91.4 93 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 2007-2008 2008-2009 2009-2010 84.2 88.9 86
- 3.HISPANIC POPULATION 2007-2008 2008-2009 2009-2010 80 81.8 100 In subpopulation we only had 13 students.
- 4.CAUCASIAN POPULATION 2007-2008 2008-2009 2009-2010 93.7 92.7 94
5. ECONOMICALLY DISADVANTAGED POPULATION 2007-2008 2008-2009 2009-2010 87.3 90.8 91
- 6.LIMITED ENGLISH PROFICIENT POPULATION 2007-2008 2008-2009 2009-2010 80 100 100 In this subpopulation we only had 3 students.
- 7.STUDENTS WITH DISABILITIES 2007-2008 2008-2009 2009-2010 57.1 55.6 78 This subpopulation had 13 students.
- 2009 Arkansas Adequate Yearly Progress: School Improvement Report SO. CONWAY CO. SCHOOL DISTRICT Report Completed: 09/01/2009 MORRILTON ELEMENTARY SCHOOL AYP Status: Meets Standards SUB-GROUP AYP STATUS AND SAFE HARBOR ELIGIBILITY DETERMINATION COMBINED POPULATION 2007-2008 2008-2009 2009-2010 71.6 77.2 78
- AFRICAN-AMERICAN POPULATION 2007-2008 2008-2009 2009-2010 63.2 77.8 67
- HISPANIC POPULATION 2007-2008 2008-2009 2009-2010 60 54.5 92 There were only 12 students in this group.
- CAUCASIAN POPULATION 2007-2008 2008-2009 2009-2010 75.7 79.1 80
- ECONOMICALLY DISADVANTAGED POPULATION 2007-2008 2008-2009 2009-2010 63.6 76.1 77
- LIMITED ENGLISH PROFICIENT POPULATION 2007-2008 2008-2009 2009-2010 40 25 84 There were only 5 students in this group.
- STUDENTS WITH DISABILITIES 2007-2008 2008-2009 2009-2010 7.1 33.3 33
6. Mathematics Priority 2009 Arkansas Adequate Yearly Progress: School Improvement Report SO. CONWAY CO. SCHOOL DISTRICT: MORRILTON ELEMENTARY SCHOOL AYP Status: Meets Standards Grade 3 Augmented/Benchmark Exam: 1.Combined Population: 2007-2008 2008-2009 2009-2010 90.7 91.4 94 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.
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- 4.CAUCASIAN POPULATION 2007-2008 2008-2009 2009-2010 93.7 92.7 94
5. ECONOMICALLY DISADVANTAGED POPULATION 2007-2008 2008-2009 2009-2010 87.3 90.8 91
- 6.LIMITED ENGLISH PROFICIENT POPULATION 2007-2008 2008-2009 2009-2010 80 100 100 In this subpopulation we only had 6 students.
- 7.STUDENTS WITH DISABILITIES 2007-2008 2008-2009 2009-2010 57.1 55.6 78 This subpopulation had 14 students.
- 7.

Goal The district will provide administrative support strategies to improve in the areas of open response items in reading, writing, and math.

Benchmark The LEA will provide support in meeting individual school AYP goals. To evaluate the progress towards the goals the district will use the quarterly formative assessments monitor the increase in student achievement. The district will also use data collected from CWT's to monitor an increase of 80% of student highly engaged in the lesson.

Intervention: The South Conway County School District will use research-based, data-driven decision-making to formulate strategies to provide leadership, service, and support to individual schools in order to increase student learning and achievement in area of math and literacy.				
Scientific Based Research: Lezotte, L. and McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd; Marzano, Robert J.(2003). What Works in Schools: Translating Research into Action. Alexandria, VA: ASCD; Payne, Ruby K. (2005). A Framework for Understanding Poverty. Highlands, TX: aha!Process, Inc.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The LEA will provide Title I funds for a .5 FTE (Beth Stewart- 2324) Federal Program Coordinator, and .8 FTE (Belinda Wells - 2324) administrative assistant, to administer the district's Federal Programs. This	Beth Stewart, Federal Programs Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Central Office</li> <li>District Staff</li> </ul>	Title I - Purchased Services: \$662.00 Title I - Materials & Supplies: \$4000.00

<p>support will include office supplies, and copier contract. Action Type: Equity Action Type: Professional Development</p>				<p>Title I - Employee Salaries: \$71946.00 Title I - Employee Benefits: \$18711.68 <hr/>ACTION BUDGET: \$95319.68</p>
<p>The district will provide staff development through the use of its Title I allocation (5% of the annual allotment) for schools designated as Title I (2210 and Director of Federal Programs and State Categorical Funds. The focus of the staff development will be on research based initiatives, high yield instructional strategies and aligning the curriculum with assessments as well as the purchase of materials and supplies to enhance professional development activities. The district will evaluate the impact of the professional development plan by utilizing Teachscape's Classroom Walk-Through 3.0 program to gather data to measure the use of high yield instructional strategies. Action Type: Equity Action Type: Professional Development</p>	<p>Beth Stewart, Federal Programs Coordinator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p><hr/>ACTION BUDGET: \$</p>
<p>The district will utilize ALE Categorical funds to provide the Alternative Learning Environment (ALE) with HQT instructors (Ernest Downs 1.0 FTE, Emerson McBryde .1250 FTE, James Pruitt.1250 FTE and April Erikson .1205 FTE, Nick Herral .1015 FTE, James Askins .1250 FTE) and 2.0 FTE paraprofessional (Huett, Payne) to assist students in becoming proficient in math,literacy, science and history and purchase technology and materials/supplies to run the ALE program. The ALE proram will assist student in earning credits toward graduation and supporting GED. NSLA Funds will be used to supplement ALE Categorical Fund to cover the expense the ALE</p>	<p>Annette Henderson, Superintendent ; Ken Holmes, ALE Coordinator; Ernest Downs, ALE Director</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ALE (State-275) - Employee Benefits: \$26069.17 ALE (State-275) - Employee Salaries: \$99495.18 <hr/>ACTION BUDGET: \$125564.35</p>

<p>allotment from the state. Effectiveness of ALE services provided to SCCSD students will be determined by an increase in the number of students who receive course credit. Action Type: Equity</p>				
<p>The individual Title I schools have decided to spend thier portion of Title I parental involvement allocation(1%) to assist educationally at-risk children's parents with their child's math and literacy skills by providing a 0.5 FTE District Parent Coordinator(Claire Pruitt - 2170). The district will use the position to work collaboratively with parents, community stakeholders, and teachers in order to provide support to the schools, assist schools with parental involvement strategies, provide support for schools to develop policies/programs to improve student achievement, assess the effectiveness of the district's parental involvement programs at least annually, and build parental capacity at each building. The district will maintain a copier in the districts parent center in order to provide parents with literacy and math packets and other materials. Action Type: Collaboration Action Type: Equity</p>	<p>Beth Stewart, Federal Programs Coordinator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>Title I - Purchased Services: \$500.00 Title I - Employee Salaries: \$20134.00 Title I - Employee Benefits: \$4562.00 <hr/>ACTION BUDGET: \$25196</p>
<p>The district will provide services to homeless students to provide equity in educational settings (3355). Funding is calculated based on the number of students and past expenditures that the district has incurred. Action Type: Equity</p>	<p>Beth Stewart, Federal Programs Coordinator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<p>Title I - Materials &amp; Supplies: \$2590.23 <hr/>ACTION BUDGET: \$2590.23</p>
<p>The district will support with NSLA funds and other resources a contract with the North West Educational Association to use assessment software which will provide data from research-based assessments administered in grades K-12 to inform important instructional techniques. The cost will \$4.00 per child assessed. Title I funds (2240)will be used for This</p>	<p>Beth Stewart, Federal Programs Coordinator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	<p><hr/>ACTION BUDGET: \$</p>

<p>will enable each school to track the learning progress of each student assessed. Materials and supplies for paper and toner for the printing of the research-based assessments will also be associated with the cost. The District will use NSLA funds to pay for this research-based strategy as per 6.05 of the Rules Governing the Distribution of Student Special Needs Funding. Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion</p>				
<p>South Conway County School District will support the use of Title VI funds as Title I parental involvement to purchase a subscription to School Messenger for a site-hosted calling service to inform parents about student events, progress, and attendance. Action Type: Parental Engagement</p>	<p>Beth Stewart, Assistant Superintendent</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Computers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The South Conway County School District will hold each school building accountable for meeting the established goals for AYP by monitoring each building's MAP Assessment Data, student engagement, and CWT data. Each school will report progress during designated instructional team meetings. Action Type: Alignment Action Type: Collaboration</p>	<p>Beth Stewart, Assistant Superintendent</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The district will EVALUATE the intervention by using CWT Data to measure progress in the use of High Yield Instructional Strategies, Student Engagement, data walls, and formal and informal assessment to meet the learning needs of the scholars. Baseline data was collected and showed Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Beth Stewart, Assistant Superintendent</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The South Conway County School District will provide professional development support to the individual school buildings and their administrators and teachers</p>	<p>Beth Stewart, Assistant Superintendent</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	<p>PD (State-223) - \$92473.00 Purchased Services: PD (State-223) - \$2000.00</p>

<p>in the area of professional growth, instructional strategies, and leadership development. The support will be purchased through entities such as Arch Ford Cooperative, Arkansas Adolescent Literacy Initiative, Co-teach training Arkansas Public School Resource Center, and Southern Regional Education Board. This support should include items such as parental involvement training with no fewer than 2 hours of training for teachers and 3 hours for administrators, data disaggregation, technology, cross curricular activities, Assessment Results, ACSIP, and provide a Parent-Center to ensure that effective communication is used to promote parent involvement to meet the learning needs of the scholar. The effectiveness of this support will be evaluated by participant surveys. Action Type: Collaboration Action Type: Parental Engagement</p>			<ul style="list-style-type: none"> <li>• Public Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Materials &amp; Supplies:</p> <hr/> <p>ACTION BUDGET: \$94473</p>
<p>The South Conway County School District will use Title I for designated Title I schools to purchase instructional technology such as computers, LCD projectors, document cameras, united streaming license and/or onfinity systems to assist the school district in providing scholars with 21st Century learning opportunities using the latest research-based technology. Action Type: Equity Action Type: Technology Inclusion</p>	<p>Dr. Annette Henderson, Superintendent, Annette Henderson, Federal Programs Coordinator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The South Conway County School District will provide professional development for MJHS and MHS that will further enhance the collaboration of teachers using cross curricular methods. The district will evaluate the impact of the professional development plan by utilizing Teachscape's Classroom Walk-Through 3.0 program to gather data to measure</p>	<p>Beth Stewart, Assistant Superintendent</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

the use of high yield instructional strategies. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development				
The LEA will provide support and technical assistance for data walls to be established and maintained in order to better monitor the progress of student achievement. Action Type: Professional Development	Beth Stewart, Assistant Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The LEA will provide support for additional services outside of the regular school day. These funds will be used to provide salaries, benefits, materials, and supplies for teachers in after, and/or summer school programs in order to help Title I and non-Title I students enhance achievement. Evaluation will be conducted through pre and post tests.	Beth Stewart, Assistant Superintendent	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
The district will provide a community outreach tutoring program targeting minority and educationally at-risk scholars (1511). The program will meet 55 days (Plumerville) and 46 days (Menifee) for 2 hours. The director will earn \$35.00 per hour and 18 Highly Qualified Teachers will earn \$30.00 per hour and 2 Classified Paraprofessionals will earn \$12.50 per hour.	Stacey Bingham, Director, Sandra Oliver, Director	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Community Leaders</li> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	NSLA (State-281) - \$1400.00 Purchased Services: NSLA (State-281) - Materials & Supplies: \$64188.35 NSLA (State-281) - Employee Benefits: \$18157.00 NSLA (State-281) - Employee Salaries: \$71795.00 <hr/> ACTION BUDGET: \$155540.35
Title I funds will be distributed to Title I schools to purchase additional instructional materials in order to increase student achievement.	Beth Stewart, Federal Programs Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Central Office</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
The LEA will provide support and resources to address students' achievement and the district's progress in closing the achievement gap.	Beth Stewart, Assistant Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> </ul>	ACTION BUDGET: \$

<p>Action Type: Alignment                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Professional Development</p>			<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	
<p>Utilize Pinnacle program to have student grades and student attendance readily available for parents. Encourage parents to become involved in students' success by frequently monitoring grades and attendance on Pinnacle. Purchase additional software upgrades as needed.                  Action Type: Parental Engagement                  Action Type: Technology Inclusion</p>	<p>Annette Henderson,                  Superintendent</p>	<p>Start: 07/01/2011                  End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The South Conway County School District will support and assist each individual school buildings in providing at least annually training for volunteers who assist in instructional programs for parents.                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Professional Development</p>	<p>Beth Stewart,                  Assistant Superintendent</p>	<p>Start: 07/01/2011                  End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The LEA will provide assistance and support to schools and students as written in district policy 5.11-5.13. This policy addresses items such as retention, promotion, and course credit as it pertains to IRI/AIPs.                  Action Type: AIP/IRI</p>	<p>Dr. Annette Henderson,                  Superintendent</p>	<p>Start: 07/01/2011                  End: 06/30/2012</p>		<p>ACTION BUDGET: \$</p>
<p>Based on Morrilton Intermediate School Year 1-Met Standards status, 20% of district Title I allocations or \$150,787, has been set aside for Public School Choice Transportation for the 2010-2011 school year.                  Action Type: Equity</p>	<p>Dr. Annette Henderson,                  Superintendent</p>	<p>Start: 07/01/2011                  End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<p>Local Revenue: \$150787.00  <hr/>                 ACTION BUDGET: \$150787</p>
<p>The LEA will give support and assistance to any SCCSD school desingated as in need of improvement</p>	<p>Beth Stewart,                  Assistant Superintendent</p>	<p>Start: 07/01/2011                  End: 06/30/2012</p>		<p>ACTION BUDGET: \$</p>
<p>The South Conway County School District will support each of its individual schools in the district with technology integration. In order to assist the school district in providing students</p>	<p>Beth Stewart,                  Assistant Superintendent</p>	<p>Start: 07/01/2011                  End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

with 21st Century learning opportunities using the latest research-based technology, the district will provide support including by not limited to: professional development, maintain an inventory control list, and support and implement the technology plan. Action Type: Technology Inclusion				
The SCCSD will provide support and resources in the recruitment, hiring, and retention of highly qualified teachers.	Annette Henderson, Superintendent	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
The South Conway County School District will assist the local elementary school in the coordination and integration of transition services provided to preschool students. This assistance will be provided to all students including special education.	Dr. Annette Henderson, Superintendent	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
The LEA will provide NSLA funds for a .5 FTE (Beth Stewart- 2324) Curriculum Specialist, to assist all SCCSD schools with curriculum and student achievement needs.	Dr. Annette Henderson, Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• Performance Assessments</li> </ul>	NSLA (State-281) - Employee Salaries: \$38175.00 NSLA (State-281) - Employee Benefits: \$9872.94 <hr/> ACTION BUDGET: \$48047.94
The District will review and revise annually with the schools the district ACSIP plan prior to submission to the ADE. Additionally, the District will support all schools in conducting a peer review on all school plans prior to submission. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Beth Stewart	Start: 07/01/2011 End: 06/30/2012	<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: \$
The district will ensure parents are provided notification (in multiple languages, if applicable) about the school's identification of school improvement by the deadline as determined by ADE and USDOE. Action Type: Parental Engagement	Dr. Annette Henderson, Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$697518.55

Intervention: The South Conway County School District will provide equitable services to Sacred Heart private school in the areas of instruction, professional development, and parental involvement as determined by consultation annually.				
Scientific Based Research: Lezotte, L. and McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd; Marzano, Robert J.(2003). What Works in Schools: Translating Research into Action. Alexandria, VA: ASCD; Payne, Ruby K. (2005). A Framework for Understanding Poverty. Highlands, TX: aha!Process, Inc.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Sacred Heart private school in September, 2011, declined federally funded services per a letter recieved by the district. Action Type: Equity Action Type: Title I Target Assistance	Beth Stewart, Federal Program Coordinator	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
Based on 20010-2011 consultation with Sacred Heart private school, the district did not provided professional development at Arch Ford Coop using Title I funds(2210). Action Type: Equity Action Type: Professional Development	Beth Stewart, Federal Program Coordinator	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: The South Conway County School District will support the use research-based, data-driven decision-making in order to assist Morrilton High School, which is classified as in Year 3- Corrective Action Improvement, due to the End of Course 11th grade literacy scores.				
Scientific Based Research: Martin-Kniep G., Picone-Zocchia, J. (2009)Changing the Way You Teach, Improving the Way Students Learn.; Steele, C. (2009) The Inspired Teacher.; Marzano, R, Pickering, D. (2005) Building Academic Vocabulary; Irvin, J., Meltzer, J., Dukes, M. (2007) Taking Action on Adolescent Literacy An Implementation Guide for School Leaders; Kline, E., Kuklis, R., Zmuda, A. (2004) Transforming Schools Creating a Culture of Continuous Improvement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will support and provide technical assistance with the use of data collection and data disaggregation to determine necessary improvement needs at Morrilton High School. Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Beth Stewart, Assistant Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$
The district has chosen to provide technical assistance in the following ways. These interventions will be implemented at the building level and will be monitored by the district to determine the success of the implementation: (1) replace school staff relevant to the failure; (2) institute and implement the Arkansas Adolescent Literacy Initiative (3) appoint outside experts (South Regional Education Board, High Schools that Work)to advise the school; (4) extend the school day. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Dr. Annette Henderson, Superintendent	Start: 07/01/2011 End: 06/30/2010		ACTION BUDGET: \$
The South Conway County School District will assist Morrilton High School improve by providing technical assistance with the following activities	Beth Stewart, Federal Programs Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> </ul>	ACTION BUDGET: \$

<p>and professional development: (1) Schedule and participate in a Scholastic Audit; (2) Extend learning time for students on topics and skills that lack sufficient progress in literacy; (3) Reallocate funds for additional professional development in literacy.                  Action Type: ADE Scholastic Audit                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Professional Development                  Action Type: Program Evaluation</p>			<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	
<p>The District will provide technical assistance to Morrilton High School in order that they can increase community collaborations by bringing parents, students, educators, non-profit entities, foundations, and business interest together to focus on systemic improvements; and subcontract with recognized educators, such as School Improvement Specialist with High Schools that Work to assist in data analysis, observations, and mentoring.                  Action Type: Parental Engagement                  Action Type: Program Evaluation</p>	<p>Beth Stewart,                  Assistant Superintendent</p>	<p>Start:                  07/01/2011                  End:                  06/30/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>—————                  ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

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

Supporting Data:

1. In 2009, the LEA conducted an APNA survey the results are as follows: 1. 2.6% of 6th grade students used marijuana. 2. 8.1% of 8th grade students used marijuana. 3. 31.6% of 10th grade students used marijuana. 4. 44.2% of 12th grade students used marijuana. In 2009, the LEA conduct APNA survey the results are the following: 1. 8.5% of 6th grade students used sedatives. 2. 10.5% of 8th grade students used sedatives. 3. 19% of 10th grade students used sedatives. 4. 14.9% of 12th grade students used sedatives. In 2009, the LEA conduct APNA survey the results are the following: 1. 21.7% of 6th grade students used Alcohol. 2. 35.5% of 8th grade students used Alcohol. 3. 66.4% of 10th grade students used Alcohol. 4. 81.4% of 12th grade students used Alcohol. In 2009, the LEA conduct APNA survey the results are the following: 1. 15.1% of 6th grade students felt unsafe at school. 2. 23.3% of 8th grade students felt unsafe at school. 3. 26.3% of 10th grade students felt unsafe at school. 4. 27.7% of 12th grade students felt unsafe at school.
2. In 2008, the LEA conduct APNA survey the results are the following: 1. .07% of 6th grade students used marijuana. 2. 5.3% of 8th grade students used marijuana. 3. 32.5% of 10th grade students used marijuana. 4. 38% of 12th grade students used marijuana. In 2008, the LEA conduct APNA survey the results are the following: 1. 4.8% of 6th grade students used sedatives. 2. 8% of 8th grade students used sedatives. 3. 11.2% of 10th grade students used sedatives. 4. 19.4% of 12th grade students used sedatives. In 2008, the LEA conduct APNA survey the results are the following: 1. 9.6% of 6th grade students used Alcohol. 2. 37.7% of 8th grade students used Alcohol. 3. 64.1% of 10th grade students used Alcohol. 4. 79.6% of 12th grade students used Alcohol. In 2008, the LEA conduct APNA survey the results are the following: 1. 18% of 6th grade students felt unsafe at school. 2. 19% of 8th grade students felt unsafe at school. 3. 28% of 10th grade students felt unsafe at school. 4. 25% of 12th grade students felt unsafe at school.
3. In 2007, the LEA conduct APNA survey the results are the following: 1. 3% of 6th grade students used marijuana. 2. 11% of 8th grade students used marijuana. 3. 33% of 10th grade students used marijuana. 4. 36% of 12th grade students used marijuana. In 2007, the LEA conduct APNA survey the results are the following: 1. 3% of 6th grade students used sedatives. 2. 10% of 8th grade students used sedatives. 3. 22% of 10th grade students used sedatives. 4. 18% of 12th grade students used sedatives. In 2007, the LEA conduct APNA survey the results are the following: 1. 13% of 6th grade students used Alcohol. 2. 42% of 8th grade students used Alcohol. 3. 68% of 10th grade students used Alcohol. 4. 72% of 12th grade students used Alcohol. In 2007, the LEA conduct APNA survey the results are the following: 1. 13% of 6th grade students felt unsafe at school. 2.

- 23% of 8th grade students felt unsafe at school. 3. 29% of 10th grade students felt unsafe at school. 4. 21% of 12th grade students felt unsafe at school.
4. In 2006, the LEA conduct APNA survey the results are the following: 1. 4% of 6th grade students used marijuana. 2. 18% of 8th grade students used marijuana. 3. 33% of 10th grade students used marijuana. 4. 42% of 12th grade students used marijuana. In 2006, the LEA conduct APNA survey the results are the following: 1. 6% of 6th grade students used sedatives. 2. 12% of 8th grade students used sedatives. 3. 18% of 10th grade students used sedatives. 4. 23% of 12th grade students used sedatives. In 2006, the LEA conduct APNA survey the results are the following: 1. 27% of 6th grade students used Alcohol. 2. 47% of 8th grade students used Alcohol. 3. 68% of 10th grade students used Alcohol. 4. 83% of 12th grade students used Alcohol. In 2006, the LEA conduct APNA survey the results are the following: 1. 13% of 6th grade students felt unsafe at school. 2. 23% of 8th grade students felt unsafe at school. 3. 21% of 10th grade students felt unsafe at school.

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

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

Intervention: The South Conway County School District will use education to teach students about drugs, violence and safety to enrich the lives of our students.				
Scientific Based Research: Children's Safety Network, Posner, Marc: Education Development Center, September 25,1996;Lezotte, L. and McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd;				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The South Conway County School District will purchase the services of a School Resource officer from the city of Morrilton using NSLA funds to conduct classes for students in the district about the dangers of drugs and violence. This will increase the knowledge of the affects of drugs for students. The goal is to decrease the number of students using drugs. Action Type: Equity Action Type: Wellness	Dr. Annette Henderson, Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	NSLA (State-281) - Purchased Services: \$27000.00  ACTION BUDGET: \$27000
The South Conway County School District will purchase supplies such as walkie talkies or monitoring devices in order to promote the safety of all students (2670). Action Type: Collaboration	Annette Henderson, Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
The South Conway County School District will use the APNA survey results for 2010, and the number of discipline infractions for Drugs and Alcohol for 2009, to establish data to evaluate the effectiveness of the actions in the Safe and Orderly Environment Priority. Action Type: Collaboration Action Type: Program Evaluation	Phil Blaylock, School Resource Officer	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Central Office</li> <li>Community Leaders</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$27000

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

Supporting Data:

1. In 2009-2010, the South Conway School District's BMI assessment yielded the following results: 1. 48.2 % of all males were at risk or were overweight/obese. 2. 59 % of all females were at risk or were overweight/obese.
2. In 2008-2009, the South Conway School District's BMI assessment yielded the following results: 1. 51% of all males were at risk or were overweight/obese. 2. 43% of all females were at risk or were overweight/obese.
3. In 2007-2008, the South Conway School District's BMI assessment yielded the following results: 1. 41.5% of all males were at risk or were overweight. 2. 45% of all females were at risk or were overweight.
4. In 2006-2007, the South Conway School District's BMI assessment yielded the following results: 1. 40.9% of all males were at risk or were overweight. 2. 38.4% of all females were at risk or were overweight.
5. In 2005-2006, the South Conway School District's BMI assessment yielded the following results: 1. 43.6% of all males were at risk or were overweight. 2. 40.4% of all females were at risk or were overweight.

Goal Improve health and academic performance of all students.  
 Benchmark Reduce the BMI of the student population

Intervention: The South Conway County School District will implement a comprehensive school health program.				
Scientific Based Research: American Obesity Association, Childhood Obesity: 2002				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The South Conway County School District in collaboration with each school has developed a wellness policy that meets state and federal guidelines to promote fitness and help reduce obesity based on the district BMI report. Action Type: Wellness	Trent Tipton, Athletic Director	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
The district will support all schools in the implementation of Act 1220. Action Type: Wellness	Dr. Annette Henderson, Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	ACTION BUDGET: \$
To exceed state standards and to promote health, the district will employ three additional health professionals (Sandy Swaffar 1.0 FTE, and Vicki Brannon 1.0 FTE) to educate and attend to the health needs of the students of the South Conway County School District. By educating and attending to students health issues, the students will not miss school time. This will enhance student learning and achievement. NSLA funds (2130) will be used to pay for the salaries and benefits of the health professionals. Action Type: Wellness	Dr. Annette Henderson, Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> </ul>	NSLA (State-281) - \$20675.59 Employee Benefits: NSLA (State-281) - \$78223.96 Salaries: <hr/> ACTION BUDGET: \$98899.55
The South Conway County School District will EVALUATE the intervention by establishing data from the student BMI assessment to measure the percentage of students that are	Ken Holmes, Supervisor of Nursing	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$

considered obese is in decline Action Type: Wellness				
The South Conway County School District will hold each school building accountable for meeting the established goals for attendance and sickness. Action Type: Collaboration	Dr. Annette Henderson, Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$98899.55

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

Supporting Data:
 

1. English Language Learners (ELL): Grade 7 Augmented/Benchmark Exam: In our building during the 2010, 2009, 2008, and 2007 school years, there were fewer than "10" English Language Learners (ELL) tested.
2. English Language Learners (ELL): Grade 8 Augmented/Benchmark Exam: In our building during the 2010, 2009, 2008, and 2007 school years, there were fewer than "10" English Language Learners(ELL) tested.
2. LEP students who were Benchmark tested in the 3rd-8th grades on average scored in the proficient category. In 2010, percent proficient or above ranges from 100 % in 4th and 8th grades to 75 % in 5th and 7th grade.

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

Benchmark: The district will utilize formative assessment to track the progress of ELL students quarterly to ensure that they are progressing to achieve AYP status in Literacy for the 2010-2011 school year.

Intervention: The South Conway County School District will provide supports to ensure the learning success of scholars classified as English Language Learners through the use of an ELL coordinator.				
Scientific Based Research: Folsie, K. (2004). Vocabulary Myths: applying second language research to classroom teaching. Ann Arbor, MI: University of Michigan Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The district will utilize ELL Categorical Funds to employ a .5 FTE highly qualified paraprofessional (Pam Ussery) at a rate of pay of \$20.20 per hour and a .25 FTE Highly Qualified Teacher (Lakeasha Montgomery) to assist ELL students in becoming proficient in math and literacy. The district will also pay for travel. 5.04.1 of the Rules for Student Special Needs Funding allows for the expenditure of the funds in this manner. Set amount will be transferred from NSLA Categorical funds to ELL Categorical Funds (1930). Action Type: Collaboration Action Type: Equity	Beth Stewart, Assistant Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	ELL (State -276) - Employee Benefits: \$9402.22 ELL (State -276) - Materials: \$100.00 & Supplies: ELL (State -276) - Employee Salaries: \$40114.00 <hr/> ACTION BUDGET: \$49616.22
The South Conway County School District will utilize ELL personnel to assist with translation of important items to be sent home and help with parent/teacher conferences to ensure the relationships of parents of ELL scholars and	Lakeasha Montgomery	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

schools are successful. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement				
The South Conway County School District will measure the progress of LEP students based on LEP students' performance on the Quarterly Formative Assessments and the ELDA assessment and hold each building accountable for meeting the needs of the LEP student. Data will be collected and analyzed using the 2010-2011 school year testing cycle. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Beth Stewart, Assistant Superintendent	Start: 07/01/2011 End: 06/30/2012	• Performance Assessments	ACTION BUDGET: \$
Total Budget:				\$49616.22

• Planning Team

Classification	Name	Position	Committee
Business Representative	Mark Stobaugh	Business	Math
Classroom Teacher	Melissa Johnson	School Psychology Specialist	Special Education
Community Representative	Phil Blaylock	Police Officer	Math
District-Level Professional	Annette Henderson	Superintendent	Literacy
District-Level Professional	Beth Stewart	Assistant Superintendent	Literacy
District-Level Professional	Brian Bunch	Director of Transportation, Maintenance and Support Services	Math
District-Level Professional	Ken Holmes	Supervisor of Special Education	Special Education
Non-Classroom Professional Staff	Jeremy Hoffman	Maintenance	Math
Non-Classroom Professional Staff	Lee Brannon	Technology	Math
Parent	Hattie Rice	Parent	Literacy
Parent	Jon Stewart	Parent	Math
Principal	Christi Toland	Principal	Literacy
Principal	Danny Ketcherside	Jr. High Principal	Math
Principal	Robert Hogan	Principal	Math