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School Plan

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MORRILTON INTERMEDIATE SCHOOL

Arkansas Comprehensive School Improvement Plan

2011-2012

Approved:

At Morrilton Intermediate School, our mission is to provide a safe, positive, technology enriched learning environment with family and community support. We will equip students with the skills necessary to be productive members of society with a strong sense of community pride.

Grade Span: 4-6

Title I: Title I Schoolwide

School Improvement: SI_M

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Priority 1: Literacy

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

Priority 2: Mathematics

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

Priority 4: Wellness

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

Priority 1: Improve literacy skills for all students

Supporting
Data:

1. CRT: ACSIP CRT Data Source for MORRILTON INTERMEDIATE SCHOOL
We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of grades 4, 5, 6 Augmented Benchmark and ITBS Exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data

across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our 2011 supporting data statements show the discrepancies in achievement among our various populations. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Literacy Priority: Improve literacy skills for all students. We will select Interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level teams weekly and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction and focus of our Classroom Instruction.

1. Combined Population: Grade 4 Augmented/Benchmark Exam: In 2011, 90% scored proficient or advanced. In 2010, 85% scored proficient (42%) or advanced (43%). In 2009, 83% scored proficient or advanced. The three year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Literary Passage (MC) and Writing (MC). The three year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Writing Content and Writing Style. Grade 5 Augmented/Benchmark Exam: In 2011, 87% scored proficient or advanced. In 2010, 85% scored proficient or advanced. In 2009, 76% scored proficient or advanced. The three year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Content (MC and OR). The three year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is Content and Style. Grade 6 Augmented/Benchmark Exam: In 2011, 77% of students scored proficient or advanced. In 2010, 81% scored proficient or advanced. In 2009, 75% scored proficient or advanced. The three year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical (MC and OR). The three year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style.

2. Students with Disabilities (IEP): Grade 4 Augmented/Benchmark Exam: In 2011, 43% scored proficient or advanced. In 2010, 7% scored proficient or advanced. In 2009, 7% scored proficient or advanced. Grade 5 Augmented/Benchmark Exam: In 2011, 30% scored proficient or advanced. In 2010, 30% scored proficient or advanced. In 2009, 18% scored proficient or advanced. Grade 6 Augmented/Benchmark Exam: In 2011, 8% scored proficient or advanced. In 2010, 18% scored proficient or advanced. In 2009, 17% scored proficient or advanced.

3. Limited English Proficiency (LEP): In our building, during the 2011, 2010, and 2009 school years, there were eleven LEP students tested.

4. Economically Disadvantaged: Grade 4 Augmented/Benchmark Exam: In 2011, 86% of students scored proficient or advanced. In 2010, 83% scored proficient or advanced. In 2009, 79% scored proficient or advanced. Grade 5 Augmented/Benchmark Exam: In 2011, 86% of students scored proficient or advanced. In 2010, 81% scored proficient or advanced. In 2009, 72% scored proficient or advanced. Grade 6 Augmented/Benchmark Exam: In 2011, 72% of students scored proficient or advanced. In 2010, 77% scored proficient or advanced. In 2009, 69% scored proficient or advanced.

5. Caucasian: Grade 4 Augmented/Benchmark Exam: In 2011, 91% of caucasian students scored proficient or advanced. In 2010, 83% scored proficient or advanced. Grade 5 Augmented/Benchmark Exam: In 2011, 88% of students scored proficient and advanced. In 2010, 84% scored proficient or advanced. In 2009, 81% scored proficient or advanced. Grade 6 Augmented/Benchmark Exam: In 2011, 76% of students scored proficient or advanced. In 2010, 84% scored proficient or advanced. In 2009, 77% scored proficient or advanced.

6. African American: Grade 4 Augmented/Benchmark Exam: In 2011, 84% scored proficient or advanced. In 2010, 86% scored proficient or advanced. In 2009, 74% scored proficient or advanced. Grade 5 Augmented/Benchmark Exam: In 2011, 81% scored proficient and advanced. In 2010, 78% scored proficient or advanced. In 2009, 61% scored proficient or advanced. Grade 6 Augmented/Benchmark Exam: In 2011, 75% scored proficient or advanced. In 2010, 66% scored proficient or advanced. In 2009, 69% scored proficient or advanced.

7. Hispanic: Grade 4 Augmented/Benchmark Exam: In 2011, 92% scored proficient or advanced. In 2010, 86% scored proficient or advanced. In 2009, 70% scored proficient or advanced. Grade 5 Augmented/Benchmark Exam: In 2011, 92% scored proficient or advanced. In 2010, 100% scored proficient or advanced. In 2009, 71% scored proficient or advanced. Grade 6 Augmented/Benchmark Exam: In 2011, 75% scored proficient or advanced. In 2010, 80% scored proficient or advanced. In 2009, 73% scored

proficient or advanced. Thirty-seven students were tested in 2011, fifteen students were tested in 2010, and ten students in 2009.

2. STAR READING: In August, 2008, the STAR Reading Assessment was administered to MIS students, with the following results: Summary Grade # Students SS GE PR NCE IRL Pretest Mean 4.00 171 446 4.0 48 48.8 3.6 Pretest Mean 5.00 158 536 5.1 47 48.7 4.5 Pretest Mean 6.00 186 631 5.9 43 46.3 5.1 In May of 2009, The STAR Reading Assessment was administered to MIS students with the following results: Grade 4, 175 students GE: 3.1; PR: 53; NCE: 51.8; IRL: 3.0 Grade 5, 144 students GE: 4.1; PR: 51; NCE: 50.4; IRL: 3.8 Grade 6, 143 students GE: 5.1; PR: 49; NCE: 49.6; IRL: 4.4 In August of 2009, the STAR Reading Assessment was administered to MIS students with the following results: Grade 4, 179 students GE: 3.0; PR: 49; NCE: 49.7; IRL: 3.0 Grade 5, 149 students GE: 4.0; PR: 47; NCE: 48.7; IRL: 3.7 Grade 6, 153 students GE: 5.0; PR: 46; NCE: 47.7; IRL: 4.4 In May of 2010, the STAR Reading Assessment was administered to MIS students with the following results: Grade 4, 184 students Pretest Mean: 355; GE: 3.8; PR: 47; NCE: 48.3; IRL: 3.6 Posttest Mean: 442 Grade 5, 162 students Pretest Mean: 450; GE: 5.1; PR: 49; NCE: 49.6; IRL: 4.5 Posttest Mean: 543 Grade 6, 157 students Pretest Mean: 529; GE: 5.8; PR: 43; NCE: 46.3; IRL: 5.1 Posttest Mean: 626 In May of 2011, the STAR Reading Assessment was administered to MIS students with the following results: Grade 4, 153 students Mean SS-462, GE-4.2, PR-52, NCE-51.3, IRL-3.8 Grade 5, 172 students Mean SS-517, GE-4.8, PR-44, NCE-47.0, IRL-4.3 Grade 6, 142 students Mean SS 621; GE: 5.8; PR: 42; NCE: 45.7; IRL: 5.1 In August of 2011, the STAR Reading Assessment was administered to MIS students with the following results: Grade 4, 159 students GE: 4.2; PR: 51; NCE: 50.4; IRL: 3.8 Grade 5, 182 students GE: 5.1; PR: 48; NCE: 49.1; IRL: 4.5 Grade 6, 167 students GE: 6.1; PR: 45; NCE: 47.5; IRL: 5.4
3. SCHOOL ATTENDANCE DATA: 2005/2006, 94.6%; 2006/2007, 97.3%; 2007/2008, 92.9%; 2009/2010, 95%; 2010/2011, 94%

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

Benchmark By Spring 2012, the combined population and each subgroup will increase the percent of students scoring proficient in Grades 4-5 by 7.20 percent on the Benchmark Literacy Exam. 7.20 is the required increase in Adequate Yearly Progress.

Benchmark By Spring 2012, the combined population and each subgroup will increase the percent of students scoring proficient in Grade 6 by 10.3 percent on the Benchmark Literacy Exam. 10.3 is the required increase in Adequate Yearly Progress.

Intervention: Provide a curriculum that is aligned vertically and horizontally.				
Scientific Based Research: DuFour, R. and Eaker, R. (2006). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: National Educational Service; National Association of Secondary School Principals (2006). Breaking ranks in the middle: Strategies for leading middle level reform. Providence, RI: The Education Alliance; O'Shea, M. (2005). From standards to success. Alexandria, VA: Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Base instructional planning for each grade level on a curriculum that is vertically and horizontally aligned with Student Learning Expectations from the Arkansas Frameworks. Teachers will show the correlation in their daily lesson plans. (Title I Reform Strategy) Action Type: Alignment Action Type: Title I Schoolwide	Mary Turpin, Literacy Lead Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$
Create quarterly pacing guides for all core subject areas, using Student Learning Expectations	Mary Turpin, Literacy Lead Teacher	Start: 07/01/2011	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

from the Arkansas Frameworks, to enable an instructional focus that will give students the opportunity to reach proficiency on the Augmented Benchmark Literacy Exam. The pacing guides will be developed through teacher collaboration and will be posted in each classroom and on the school web site. Action Type: Alignment Action Type: Technology Inclusion		End: 06/30/2012	<ul style="list-style-type: none"> • Computers • Title Teachers 	
Teach reading, writing, and math skills in all subjects across the curriculum, including music, art, and physical education. Action Type: Alignment	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Provide leveled classroom library books to support Effective Literacy and Literacy Lab instructional strategies. Leveled books address the reading needs of all students (Equity). (\$275 per literacy teacher X 16 teachers). (Tilley, Socha, Boyd, Otis, Johnson, Martin, Rogers, Maxell, Gregory, Hembree, Henderson, Ussery, Bingham, Nash, A. Henderson, Flory) Action Type: Equity Action Type: Special Education	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	Local Revenue: \$4400.00 ACTION BUDGET: \$4400
Evaluate the success of this intervention through student performance on school-developed quarterly formative assessments and a summative assessment based on student performance on the Benchmark Exam. The ACSIP committees will meet at least quarterly to disaggregate test data by subgroups, to review the plan, and to evaluate its effectiveness. Fourth quarter formative assessment data shows 74.4% of 4th grade students, 73% of 5th grade students and 79% of 6th grade students were proficient and advanced. 2011 Benchmark scores for 4th grade indicated 90% of students proficient and advanced, 87% of 5th grade students scored proficient and advanced, and 77% of sixth grade students scored proficient and advanced. Action Type: Program Evaluation Action Type: Title I Schoolwide	Mary Turpin, Literacy Lead Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
Literacy teachers on each grade level will have common planning times to allow for collaboration and support through professional development. Action Type: Alignment	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
Renew one-year subscription to EdHelper.com for 30 users to enable access to online educational resources for the combined	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff 	Local Revenue: \$1199.40

population. Materials from EdHelper.com are particularly useful for students in the subgroup populations. Action Type: Special Education Action Type: Technology Inclusion			<ul style="list-style-type: none"> Computers 	ACTION BUDGET: \$1199.4
Develop and use quarterly formative assessments to determine student progress toward Student Learning Expectations from the Arkansas Frameworks that appear on our quarterly pacing guides. Action Type: Alignment	Mary Turpin, Literacy Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Title Teachers 	ACTION BUDGET: \$
Collect and disaggregate formative assessment data to evaluate the effectiveness of this intervention and of our plan for improvement. Teachers will use the assessment data to adjust instruction and for point-in-time remediation. Fourth quarter formative assessment data showed 74.4% of 4th grade students, 73% of 5th grade students, and 79% of 6th grade students were proficient or advanced. Action Type: Program Evaluation	Mary Turpin, Literacy Lead Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
Use the SPEDFAST software to develop IEPs with literacy goals and objectives that will be aligned with the Student Learning Expectations in the Arkansas Frameworks. Action Type: Alignment	Stacey Bingham, Special Education Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Teachers and students will have access to Accelerated Reader and STAR testing programs in order to provide instructional management and alignment tools for student increasing reading achievement. Action Type: Alignment Action Type: Technology Inclusion	April Nash, Special Education Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
Training will be provided to all teachers in order to provide aligned methods of instruction and to provide strategies for all teachers to incorporate literacy across the curriculum in order to meet AYP. Trainings include AALI and services from Arch Ford Educational Cooperative. Frame and Unit organizers will be provided to all teachers for daily use. Action Type: Alignment Action Type: Professional Development	Shelly Henderson, 6th Grade Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	ACTION BUDGET: \$
Southern Region Education Board (SREB) school improvement model has been adopted to provide assistance in meeting AYP through literacy, curriculum alignment, and leadership trainings. 2010-11 Benchmark Exam scores will be	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$

used as baseline data for measurement of growth. Action Type: Professional Development Action Type: Title I Schoolwide				
Professional development opportunities will be provided to teachers in order to ensure they have training above the required 60 hours that will assist them in aligning curriculum and meeting AYP. Action Type: Professional Development	Beth Stewart, Federal Programs Coordinator; Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012		Title II-A - Purchased \$2756.00 Services: ACTION BUDGET: \$2756
Total Budget:				\$8355.4

Intervention: Promote and maintain a positive school climate.				
Scientific Based Research: Glasgow, N., McNary, S. and Hicks, C. (2006). What successful teachers do in diverse classrooms: 71 research-based classroom strategies for new and veteran teachers. Thousand Oaks, CA: Corwin Press. National Association of Secondary School Principals (2006). Breaking ranks in the middle: Strategies for leading middle level reform. Providence, RI: The Education Alliance. O'Shea, M. (2005). From standards to success. Alexandria, VA: Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
School-wide behavioral expectations for students will be communicated to parents through the student handbook and to students through instruction by their teachers at the beginning of school. Action Type: Parental Engagement	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Each teacher will provide parents and students with the behavior management plan for his or her classroom. The plan will contain expectations, consequences, and incentives for appropriate behavior. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
An Alternative Learning Environment (ALE) will be provided for students who meet the criteria for placement in order to meet the needs of students who are at risk and have difficulty learning in a general classroom setting. Action Type: Equity	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff 	Local Revenue: \$3500.00 ACTION BUDGET: \$3500
Provide professional development to improve classroom management skills. Strategies will focus on procedures, progression of discipline, policy, time on task, and a safe and orderly environment. Action Type: Professional Development Action Type: Title I Schoolwide	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
End of year discipline data, attendance at parent events, and parent volunteer data will be collected to determine the effectiveness of this intervention. The goal for this year is to decrease	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

the number of discipline occurrences by 10% and improve parent attendance and volunteer numbers by 10% from last year. This is the first year for this intervention. Action Type: Program Evaluation				
Monthly student recognition assemblies will be held to recognize exemplary student character and behavior at school, for parents, and the community. Action Type: Parental Engagement	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Title Teachers 	Local Revenue: \$500.00 <hr/> ACTION BUDGET: \$500
Two hours of training on suicide prevention will be provided to all teachers. Action Type: Professional Development	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<hr/> ACTION BUDGET: \$
A professional library (text and digital) containing professional resources and iPad applications for teachers including positive school climate, best literacy teaching practices, positive behavioral interventions and discipline will be provided. Action Type: Collaboration Action Type: Technology Inclusion	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • School Library • Teachers 	Local Revenue: \$500.00 <hr/> ACTION BUDGET: \$500
Two hours of parental involvement training will be provided for all teachers and three hours for administrators. Action Type: Professional Development	Lori Stidham, Assistant Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$
Pinnacle software will be used to enhance professional practice and record grades and attendance so that parents can access student performance and attendance information and school to home communication can be improved to help ensure greater success of students. Action Type: Parental Engagement Action Type: Technology Inclusion	Lori Stidham, Assistant Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
100% of MIS teachers and paraprofessionals, including Title I and Special Education, are HIGHLY QUALIFIED to teach and serve in their current assignments. Highly qualified paraprofessionals are used to assist teachers in meeting AYP. Action Type: Title I Schoolwide	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
Survey parents, students, community members, and school staff on perception of school. Action Type: Parental Engagement Action Type: Title I Schoolwide	Clair Pruitt, Parent Involvement Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff 	<hr/> ACTION BUDGET: \$
Sponsor a Parent (Alumni) Advisory Committee to provide input on parental involvement and school plans, programs, and activities. Action Type: Parental Engagement	Clair Pruitt, Parent Involvement Facilitator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders 	<hr/> ACTION BUDGET: \$

A Parent-Teacher Organization (PTO) will be maintained to enable parents to participate and to share in decision-making regarding school projects and activities. Action Type: Parental Engagement	Clair Pruitt, Parent Involvement Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
A school brochure will be published provided to parents and patrons to familiarize them with the school and its programs, activities, and opportunities. Action Type: Parental Engagement	Lori Stidham, Assistant Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
A certified staff member will be designated to serve as the parent involvement facilitator for our school. (Clair Pruitt) Action Type: Parental Engagement	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
Provide parents with an information packet that meets the requirements of Act 603 and 307 and include the information in the student/parent handbook. Statements attesting to the school's commitment to parental involvement will be included in the student/parent handbook. Action Type: Parental Engagement	Clair Pruitt, Parent Involvement Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
A school website will be provided to increase opportunities for parents to obtain information and communicate with the school. Action Type: Parental Engagement	Regina Erwin, Library Mediat Specialist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$
Provide parent involvement events with activities of interest to parents and families, such Parent Orientation Night, Family Nights, W.A.T.C.H. Dog Program, student performances, and parent training programs and workshops. Give a report on the state of the school and an overview of what students will be learning; how students will be assessed; what parents should expect for their child's education; and how parents can make a difference during Parent Orientation. Action Type: Parental Engagement	Christie Toland, Principal	Start: 07/01/2100 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
Title I funds will be used to purchase School Messenger to be used to increase communication between parents and the school and to inform them of important events or information. Action Type: Parental Engagement Action Type: Technology Inclusion	Lori Stidham, Assistant Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	Title I - Purchased \$897.50 Services: ACTION BUDGET: \$897.5
Provide schoolwide parent/teacher conference evenings in the fall and spring with appointed times for parents to visit with their child's teacher. Action Type: Title I Schoolwide	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$5397.5

Intervention: Provide differentiated instruction to meet the needs of all students in literacy.				
Scientific Based Research: Glasgow, N., McNary, S. and Hicks, C. (2006). What successful teachers do in diverse classrooms: 71 research-based classroom strategies for new and veteran teachers. Thousand Oaks, CA: Corwin Press. National Association of Secondary School Principals (2006). Breaking ranks in the middle: Strategies for leading middle level reform. Providence, RI: The Education Alliance. O'Shea, M. (2005). From standards to success. Alexandria, VA: Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school day will be divided into eight 45-minute instructional periods. Literacy will be taught in three 45-minute periods per day to allow a period for reading instruction, a period for focused intervention, remediation, or enrichment, and a period for writing instruction. Action Type: AIP/IRI	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
Title I funds will be used to purchase guided readers. Guided reading groups, using leveled books, will provide remediation and classroom instruction based on student need. Action Type: AIP/IRI	Mary Turpin, Literacy Lead Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	Title I - Materials & Supplies: \$6909.00 ACTION BUDGET: \$6909
Use a partnership with Morrilton High School, called Partners in Learning, to allow responsible high school students to tutor MIS students during the school day. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Casey Squires, Counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Co-Teaching settings will be used to meet the academic needs of all students in literacy. Co-Teaching training will be provided for regular education and special education teachers and administrators to support the implementation of this setting. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	Local Revenue: \$1200.00 ACTION BUDGET: \$1200
Teachers will receive additional training on teaching students to respond to open response questions with a focus on literary passages. Instruction will occur in small group, one on one, teacher modeling, peer tutoring, and cooperative groups. Action Type: Alignment	Mary Turpin, Literacy Lead Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$
To improve style in writing teachers will model writing, use shared writing, and authentic text to ensure student achievement. A book room will be built to provide access to a variety of authentic text for teachers and students. Action Type: Equity	Mary Turpin, Literacy Lead Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	Local Revenue: \$1000.00 ACTION BUDGET: \$1000

<p>Student ability in the content and style categories will be improved by teacher modeling, implementation of writing workshop, and use of frame and unit organizers. Teachers will model using authentic materials, rubrics, and brain-based strategies. Action Type: AIP/IRI</p>	<p>Mary Turpin, Literacy Lead Teacher</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Use Neo2 and iPad2 labs to differentiate instruction, engage students meaningfully in learning, and incorporate technology opportunities to prepare them for future learning and testing with technology. Action Type: Technology Inclusion</p>	<p>Regina Erwin, Media Specialist</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>A prescription learning approach through the Parent Center will be accessible for students who are performing below proficiency to enable parents to assist their children with learning difficulties. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Clair Pruitt, Parent Facilitator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>In August, December, and May, students will be tested using STAR Reading to help determine student progress and the effectiveness of the school improvement plan. The STAR mid-year assessment will serve as a formative assessment for the use of Accelerated Reader and the use of specific reading strategies provided in reading instruction. The STAR assessment is used to determine students' independent reading level for Accelerated Reader and will serve as a summative assesment to evaluate the intervention. Action Type: Program Evaluation</p>	<p>Mary Turpin, Literacy Lead Teacher</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>The South Conway County School District will provide a 0.5 FTE Curriculum Specialist (Lori Stidham Fund - 2212) using NSLA funds to assist the Morrilton Intermediate School with curriculum leadership above the standards required. This is allowed by 6.07.9 and 6.07.9.1 in the rules for Student Special Needs Funding. Action Type: Title I Schoolwide</p>	<p>Lori Stidham, Assistant Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<p>NSLA (State- 281) - \$31310.00 Employee Salaries: NSLA (State- 281) - \$7582.62 Employee Benefits: ACTION BUDGET: \$38892.62</p>
<p>Purchase Story Works (28 x 6.99) for the 6th Grade and Ussery to provide a variety of high interest reading to engage all students in social studies and literacy instruction. Action Type: AIP/IRI</p>	<p>Kelli Gregory, 6th Grade Teacher</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>		<p>Local Revenue: \$978.60 ACTION BUDGET: \$978.6</p>

Atrium software renewal and tech support for our library circulation system will be provided to enhance and support the use of technology in instruction and by students. Action Type: Technology Inclusion	Regina Erwin, Library Media Specialist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers School Library Teachers 	ACTION BUDGET: \$
In order to meet Smart Accountability requirements a 1.0 FTE Literacy Lead Teacher will be provided to exceed state standards who will coordinate the formative program in literacy, provide professional development, demonstrate teaching strategies, provide research materials, assist with instructional materials acquisition, and assist classroom teachers by giving instructional support to students who are at risk for failure to achieve proficiency on the Benchmark Literacy Exam. Action Type: Title I Schoolwide	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Title Teachers 	Title I - Employee \$47775.00 Salaries: Title I - Employee \$10823.00 Benefits: ACTION BUDGET: \$58598
All teachers will obtain six (6) hours of professional development in technology to enable teachers to improve their skills and to enhance technology inclusion in instruction. Action Type: Professional Development Action Type: Technology Inclusion	Lori Stidham, Assistant Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Computers Teachers Title Teachers 	ACTION BUDGET: \$
Develop an Academic Improvement Plan (AIP) for every student that scored below proficiency on the Benchmark Literacy Exam. Action Type: AIP/IRI	Mary Turpin, Literacy Lead Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$
Morrilton Intermediate School has provided parent notification of the school's AYP status by providing written notification that includes the following: explanation and identification of how the school compares in terms of academic achievement to other schools served by Title I, reason for identification, explanation of strategies for improvement, parental involvement to resolve improvement status, school choice options. Action Type: Title I Schoolwide	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
Purchase and provide Renaissance Reading (\$4.00 per student X 560 students) to increase the reading material available to our students by giving them access to all tests available through the Accelerated Reader program and all programs available through Enterprise. Action Type: Equity	Regina Erwin, Library Media Specialist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers School Library 	Local Revenue: \$1120.00 ACTION BUDGET: \$1120
A Ramp Up Camp will be provided, taught by highly qualified teachers, to provide at risk students with access to technology and skill	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office 	Title I - Employee \$780.00 Salaries:

building prior to the beginning of the school year in August. Action Type: Equity Action Type: Title I Schoolwide			<ul style="list-style-type: none"> Teachers Title Teachers 	Title I - Employee Benefits: \$177.00 <hr/> ACTION BUDGET: \$957
Provide high interest literature that targets and engages all subpopulations, specifically African American students. Action Type: Equity	Katie Lawrence, 4th Grade Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers Title Teachers 	Local Revenue: \$275.00 <hr/> ACTION BUDGET: \$275
Instructional Resource Committee will meet monthly to provide assistance to teachers with differentiation of instruction and interventions to meet the needs of at risk students. This is a step in the RTI process developed at MIS that includes this committee, the vertical teams, grade level teams, and the Watch List. All of these teams are committed to supporting higher achievement for at risk students. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Casey Squires, Counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
Measures of Academic Progress and Benchmark data for special education, economically disadvantaged, and African American sub-populations will be used to evaluate the intervention. This is the first year for this intervention. Action Type: Program Evaluation	Mary Turpin, Literacy Lead Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
Accelerated Reader and STAR will be used to provide students with differentiated levels of reading materials and instruction. (technology) Action Type: Technology Inclusion	Diane Johnson, 5th Grade Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
The school day will be extended by thirty minutes in the morning before school for tutoring for at risk students by a certified teacher. Action Type: Equity	Janie Ussery, Special Education Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$
4 I pads and covers will be provided for teachers to use to enhance professional practice through utilization of technology and formally and informally assess student learning through the use of educational apps. Action Type: Technology Inclusion	Regina Erwin, Library Media Specialist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Teachers Title Teachers 	Title I - Materials & Supplies: \$4200.36 <hr/> ACTION BUDGET: \$4200.36
Scholastic News will be purchased to use as a supplemental material for reading instruction as well as to provide high interest reading to engage at risk students. Action Type: Special Education	Janie Ussery	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	Local Revenue: \$111.72 <hr/> ACTION BUDGET: \$111.72

The Measures of Academic Progress (MAP) assessment will be used to measure student growth in literacy and to determine the effectiveness of this intervention. This is the first year for this intervention. Action Type: Program Evaluation Action Type: Technology Inclusion	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Computers District Staff 	NSLA (State-281) - Purchased Services: \$1250.00 ACTION BUDGET: \$1250
An before school program will be provided to raise literacy achievement of students who are at risk and to support the school's efforts to meet AYP. Action Type: AIP/IRI Action Type: Equity	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Central Office Teachers Title Teachers 	ACTION BUDGET: \$
United Streaming will be used to assist teachers in providing high interest visuals and information for students to supplement instruction and assist in meeting AYP. Action Type: Technology Inclusion	Regina Erwin, Library Media Specialist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers District Staff Teachers Title Teachers 	Title I - Purchased Services: \$700.00 ACTION BUDGET: \$700
Title I funds will be used for the purpose of providing the school's teachers, paraprofessionals, and principal high-quality professional development in areas such as academic achievement problems, special needs and issues for the special education population, and highly qualified teachers for the 2011-2012 school year Action Type: Title I Schoolwide	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office 	Title I - Purchased Services: \$4452.74 ACTION BUDGET: \$4452.74
A teacher, 1.0 FTE, will be provided to support meeting AYP by teaching students who require focused intensive instruction in a small group setting to be successful. (Brazil) Action Type: Special Education	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	Title II-A - Employee Benefits: \$6497.49 Title II-A - Employee Salaries: \$25132.00 ACTION BUDGET: \$31629.49
Technology will be purchased to supplement instruction and to assist teachers raising student achievement to meet AYP. Materials and supplies will include but not be limited to: 2 laptop computers, 6 projector packages, 3 projector mounts and cables, 35 ipads, and 8 Apple TVs. Action Type: Technology Inclusion	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	Title I - Materials & Supplies: \$28997.51 ACTION BUDGET: \$28997.51
Total Budget:				\$181272.04

Priority 2: Improve mathematics skills for all students

Supporting Data:

- CRT: ACSIP CRT Data Source for MORRILTON INTERMEDIATE SCHOOL
We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of grades 4, 5, 6 Augmented Benchmark and ITBS Exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the three most recent years of Attendance, Disciplinary, Formative and Summative Achievement Data

across grade levels within our building. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our 2011 supporting data statements show the discrepancies in achievement among our various populations. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Math, Priority 2: Improve mathematics skills for all students. We selected interventions and coordinated our various state and federal funding sources to address these areas. In addition, we will meet weekly in grade level teams and as an entire faculty so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction and focus of our Classroom Instruction.

1. Combined Population: Grade 4

Augmented/Benchmark Exam: In 2011, 95% scored proficient or advanced. In 2010, 90% scored proficient or advanced. In 2009, 89% scored proficient or advanced. The three year trend analysis of the open response and multiple-choice questions, in the five strands of mathematics, revealed that the lowest identified areas are Numbers and Operations (OR) and Data Analysis and Probability (OR). Grade 5 Augmented/Benchmark Exam: In 2011, 85% scored proficient or advanced. In 2010, 81% scored proficient or advanced. In 2009, 81% scored proficient or advanced. The three year trend analysis of the open response and multiple-choice questions, in the five strands of mathematics, revealed that the lowest identified areas are Measurement (MC) and Numbers and Operations (MC and OR), Algebra (MC) and Geometry (OR). Grade 6 Augmented/Benchmark Exam: In 2011, 83% scored proficient or advanced. In 2010, 80% scored proficient or advanced. In 2009, 87% scored proficient or advanced. The three year trend analysis of the open response and multiple-choice questions, in the five strands of mathematics, revealed that the lowest identified areas are Geometry (MC), Numbers and Operations (MC and OR) and Measurement (MC and OR).

2. Students with Disabilities (IEP): Grade 4 Augmented/Benchmark Exam: In 2011, 65% scored proficient or advanced. In 2010, 34% scored proficient or advanced. In 2009, 33% scored proficient or advanced. Grade 5 Augmented/Benchmark Exam: In 2011, 30% scored proficient or advanced. In 2010, 30% scored proficient or advanced. In 2009, 36% scored proficient or advanced. Grade 6 Augmented/Benchmark Exam: In 2011, 17% scored proficient or advanced. In 2010, 36% scored proficient or advanced. In 2009, 42% scored proficient or advanced.

3. Limited English Proficiency (LEP): In our building, during the 2011, 2010, and 2009 school years, there were eleven LEP students tested.

4. Economically Disadvantaged: Grade 4 Augmented/Benchmark Exam: In 2011, 93% scored proficient or advanced. In 2010, 88% scored proficient or advanced. In 2009, 88% scored proficient or advanced. Grade 5 Augmented/Benchmark Exam: In 2011, 83% scored proficient or advanced. In 2010, 77% scored proficient or advanced. In 2009, 78% scored proficient or advanced. Grade 6 Augmented/Benchmark Exam: In 2011, 79% scored proficient or advanced. In 2010, 80% scored proficient or advanced. In 2009, 83% scored proficient or advanced.

5. Caucasian: Grade 4 Augmented/Benchmark Exam: In 2011, 95% scored proficient or advanced. In 2010, 89% scored proficient or advanced. In 2009, 91% scored proficient or advanced. Grade 5 Augmented/Benchmark Exam: In 2011, 85% scored proficient or advanced. In 2010, 83% scored proficient or advanced. In 2009, 85% scored proficient or advanced. Grade 6 Augmented/Benchmark Exam: In 2011, 84% scored proficient or advanced. In 2010, 81% scored proficient or advanced. In 2009, 87% scored proficient or advanced.

6. African American: Grade 4 Augmented/Benchmark Exam: In 2011, 90% scored proficient or advanced. In 2010, 89% scored proficient or advanced. In 2009, 83% scored proficient or advanced. Grade 5 Augmented/Benchmark Exam: In 2011, 78% scored proficient or advanced. In 2010, 78% scored proficient or advanced. In 2009, 66% scored proficient or advanced. Grade 6 Augmented/Benchmark Exam: In 2011, 78% scored proficient or advanced. In 2010, 77% scored proficient or advanced. In 2009, 86% scored proficient or advanced.

7. Hispanic: Grade 4 Augmented/Benchmark Exam: In 2011, 100% scored proficient or advanced. In 2010, 93% scored proficient or advanced. In 2009, 90% scored proficient or advanced. Grade 5 Augmented/Benchmark Exam: In 2011, 92% scored proficient or advanced. In 2010, 75% scored proficient or advanced. In 2009, 86% scored proficient or advanced. Grade 6 Augmented/Benchmark Exam: In 2011, 84% scored proficient or advanced. In 2010, 100% scored proficient or advanced. In 2009, 81% scored proficient or advanced. Thirty-seven Hispanic students were tested in 2011.

2. STAR Math: In August 2011, the STAR Math Assessment was administered to MIS students with the following results: Grade 4, 150 students; Pretest Mean: 640; GE: 4.4; PR: 69; NCE: 60.4; Grade 5, 174 students; Pretest Mean: 700; GE: 5.5; PR: 69; NCE: 60.2; Grade 6, 148 students; Pretest Mean: 699; GE: 5.8; PR: 46; NCE: 47.8; In May 2011, the STAR Math Assessment was administered to MIS students with the following results: Grade 4, 150

students; Posttest Mean: 640; GE: 4.4; PR: 69; NCE: 60.4; Grade 5, 174 students; Posttest Mean: 700; GE: 5.5; PR: 69; NCE: 60.2; Grade 6, 148 students; Posttest Mean: 699; GE: 5.8; PR: 46; NCE: 47.8; In August, 2008, the STAR Math assessment was administered to MIS students, with the following results: Summary Grade # Students SS GE PR NCE Pretest Mean 4.00 169 594 3.6 44 46.7 Pretest Mean 5.00 147 663 4.8 49 49.3 Pretest Mean 6.00 168 698 5.5 42 45.8 In August 2009 and May 2010, the STAR Math Assessment was administered to MIS students with the following results: Grade 4, 180 students; Pretest Mean: 533; GE: 3.0; PR: 53; NCE: 51.6; Posttest Mean: 631; GE: 4.2; PR: 66; NCE: 58.7; Grade 5, 150 students; Pretest Mean: 599; GE: 3.7; PR: 46; NCE: 47.7; Posttest Mean: 699; GE: 5.5; PR: 69; NCE: 60.6; Grade 6, 152 students; Pretest Mean: 671; GE: 4.9; PR: 53; NCE: 51.5; Posttest Mean: 713; GE: 5.7; PR: 52; NCE: 50.9;

- SCHOOL ATTENDANCE DATA: 2005/2006, 94.6%; 2006/2007, 97.3%; 2007/2008, 92.9%; 2009-2010, 95%, 2010/2011, 94%. On the 2011 School Improvement Report, Morrilton Intermediate School met the attendance goal of 91.13%.

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

Benchmark By Spring 2012, the combined population and each subgroup will increase the percent of students scoring proficient in Grades 4-5 by 7.50 percent on the Benchmark Math Exam. 7.50 is the increase of AYP.

Benchmark By Spring 2012, the combined population and each subgroup will increase the percent of students scoring proficient in Grade 6 by 8.96 percent on the Benchmark Math Exam. 8.96 is the increase of AYP.

Intervention: A vertically and horizontally aligned curriculum will be provided to increase student achievement.				
Scientific Based Research: DuFour, R. and Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: National Educational Service. National Association of Secondary School Principals (2006). Breaking ranks in the middle: Strategies for leading middle level reform. Providence, RI: The Education Alliance. O'Shea, M. (2005). From standards to success. Alexandria, VA: Association for Supervision and Curriculum Development. Van de Walle, J. (2004). Elementary and middle school mathematics: Teaching developmentally. Boston, MA: Pearson Education, Inc.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Create quarterly pacing guides for math and science using Student Learning Expectations from the Arkansas Frameworks, to enable an instructional focus that will give students the opportunity to reach proficiency on the Benchmark Math and Science Exams. Action Type: Alignment	Donna Bird, Math & Science Lead Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Computers Title Teachers 	ACTION BUDGET: \$
Teach reading, writing, and math skills in all subjects across the curriculum, including music, art, and physical education. Action Type: Alignment	Brent Parks, Music Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
Use the SPEDFAST software to develop IEP's with math goals and objectives that will be aligned with the Student Learning	April Nash, Special Education Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Computers 	ACTION BUDGET: \$

<p>Expectations in the Arkansas Frameworks. Action Type: Alignment Action Type: Special Education Action Type: Technology Inclusion</p>			<ul style="list-style-type: none"> • Teachers 	
<p>Evaluate the success of this intervention through student performance on quarterly formative CRT assessments and a summative assessment based on student performance on the Augmented Benchmark Exam. Fourth quarter formative assessment data shows 83.8% of 4th grade students, 82.5% of 5th grade students, and 74.7% of 6th grade students were proficient and advanced. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Donna Bird, Math & Science Lead Teacher</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Common planning times for math teachers on each grade level will be used for collaboration on an aligned curriculum and discussion of best practice instructional strategies. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>Jessica Franklin, 6th Grade Teacher</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Teachers and students will have access to Accelerated Math and STAR Math testing programs in order to provide instructional management and alignment tools for student increasing reading achievement. Action Type: Technology Inclusion</p>	<p>Danielle Otis, 4th Grade Teacher</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Develop and use quarterly formative assessments to determine student progress toward Student Learning Expectations from the Arkansas Frameworks that appear on our quarterly pacing guides. Teachers will participate in professional development to create questions for the formative assessments. Action Type: Alignment</p>	<p>Donna Bird, Math Lead Teacher</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Southern Region Education Board (SREB) school improvement model has been adopted to provide assistance in meeting AYP through math, curriculum alignment, and leadership trainings. 2010-11 Benchmark Exam scores will be used as baseline data for measurement of growth. Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Christie Toland, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	<p>ACTION BUDGET: \$</p>

Purchase and provide Renaissance Math (\$4.00 per student X 560 students) to increase the math material available and continuity of supplemental instruction between classrooms and grade levels to our students by giving them access to all tests and practice libraries available through the Accelerated Math program. Action Type: Technology Inclusion	Regina Erwin, Library Media Specialist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers Teachers 	Local Revenue: \$1120.00 ACTION BUDGET: \$1120
Professional development opportunities will be provided to teachers in order to ensure they have training above the required 60 hours that will assist them in aligning curriculum and meeting AYP. Action Type: Professional Development	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff 	Title II-A - Purchased Services: \$2756.00 ACTION BUDGET: \$2756
Total Budget:				\$3876

Intervention: Promote and maintain a positive school climate.

Scientific Based Research: DuFour, R. and Eaker, R. (2006). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: National Educational Service. Glasgow, N., McNary, S. and Hicks, C. (2006). What successful teachers do in diverse classrooms: 71 research-based classroom strategies for new and veteran teachers. Thousand Oaks, CA: Corwin Press. Lezotte, L. and McKee, K. (2002). Assembly required: A continuous school improvement system. Okemos, MI: Effective Schools Products, Ltd. National Association of Secondary School Principals (2006). Breaking ranks in the middle: Strategies for leading middle level reform. Providence, RI: The Education Alliance. O'Shea, M. (2005). From standards to success. Alexandria, VA: Association for Supervision and Curriculum Development.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Develop a Student Academic Improvement Plan for each student that scored below proficiency on the Benchmark Exam in Math and Science. Action Type: AIP/IRI Action Type: Title I Schoolwide	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Computers Teachers Title Teachers 	ACTION BUDGET: \$
Provide the school's process for resolving parental concerns, including how to define the problem, whom to approach first, and how to develop solutions, and give this information to parents at the beginning of school in the student/parent handbook and each report card. Action Type: Parental Engagement Action Type: Title I Schoolwide	Clair Pruitt, Parent Involvement Facilitator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Maintain a parent resource center (Parent Center) that will provide parents with information that will assist them as they work with their children to overcome problems that form roadblocks to learning. Provide parenting books, magazines, and other materials regarding responsible parenting through the Parent Center and the school library. Make parents aware, through the school web site	Clair Pruitt, Parent Involvement Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$

(www.sccsd.org/mis) and parent newsletters, of available materials and how to borrow the materials. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Title I Schoolwide				
Provide a weekly newsletter from the classroom teacher to each child's parents, including information about what will be studied, special activities and events, relevant news to parents, information regarding the child's performance and behavior, graded papers, and a form for the parent's response and correspondence with the teacher. Action Type: Parental Engagement	Lori Stinnett, 5th Grade Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Computers • Teachers • Title Teachers 	ACTION BUDGET: \$
100% of MIS teachers and paraprofessionals, including Title I and Special Education, are HIGHLY QUALIFIED to teach and serve in their current assignments. Highly qualified paraprofessionals are used to assist teachers in meeting AYP. Action Type: Title I Schoolwide	Mitzi Bryant, 4th Grade Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	ACTION BUDGET: \$
End of year discipline data, attendance at parent events, and parent volunteer data will be collected to determine the effectiveness of this intervention. The goal for this year is to decrease the number of discipline occurrences by 10% and improve parent attendance and volunteer numbers by 10% from last year. This is the first year for this intervention. Action Type: Program Evaluation	Lori Stidham, Assistant Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
A professional library (text and digital) containing professional resources and iPad applications for teachers including positive school climate, best literacy teaching practices, positive behavioral interventions and discipline will be provided. Action Type: Technology Inclusion	Angela Roberts, 5th Grade Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Computers 	ACTION BUDGET: \$
School Messenger will be used to increase communication between parents and the school and to inform them of important events or information. Action Type: Technology Inclusion	Lori Stidham, Assistant Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff 	Title I - Purchased \$897.50 Services: ACTION BUDGET: \$897.5
The Pinnacle program will be used to enhance professional practice and record grades and attendance so that parents can access student performance and attendance information and school to home communication can be improved to help ensure greater success of students. Action Type: Technology Inclusion	Lori Stidham, Assistant Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	ACTION BUDGET: \$

Total Budget:				\$897.5
Intervention: Provide differentiated instruction to meet the needs of all students.				
Scientific Based Research: National Association of Secondary School Principals (2006). Breaking ranks in the middle: Strategies for leading middle level reform. Providence, RI: The Education Alliance. O'Shea, M. (2005). From standards to success. Alexandria, VA: Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school day will be divided into eight 45-minute instructional periods. Math will be taught in two 45-minute periods per day to allow a period for math instruction, and a period for focused intervention, remediation, or enrichment in math. Action Type: AIP/IRI	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
Manipulatives (hands-on) with an emphases on the areas of measurement, algebra, geometry, data analysis, numbers and operation, and probability will be provided for all teachers. Action Type: AIP/IRI	Donna Bird, Math Lead Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Co-Teaching opportunities will be provided to meet the academic needs of all students in math. Training will be provided to special education and regular education teachers and administrators to support the implementation of this setting. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	Local Revenue: \$600.00 ACTION BUDGET: \$600
Title I funds will be used for the purpose of providing the school's teachers, paraprofessionals, and principal high-quality professional development in areas such as academic achievement problems, special needs and issues for the special education population, and highly qualified teachers for the 2011-2012 school year. Action Type: Professional Development Action Type: Title I Schoolwide	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office 	Title I - Purchased Services: \$4452.75 ACTION BUDGET: \$4452.75
In August, December, and May, students will be tested using STAR Math to evaluate student progress and the effectiveness of the school improvement plan. Action Type: Program Evaluation	Jamie Hawkins, 5th Grade Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Computers Teachers Title Teachers 	ACTION BUDGET: \$
Collect and disaggregate formative assessment data to evaluate the effectiveness of this intervention and of our plan for improvement. Teachers will use the assessment data to adjust	Donna Bird, Math Lead Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$

instruction and for point-in-time remediation. Student performance on the Augmented Benchmark Exam will be used as a summative assessment to evaluate the effectiveness of this intervention. Fourth quarter formative assessment data shows 83.8% of 4th grade students, 82.5% of 5th grade students, and 74.7% of 6th grade students were proficient and advanced. Action Type: Program Evaluation				
Develop a Student Academic Improvement Plan for each student that scored below proficiency on the Benchmark Exam in Math and Science. Action Type: AIP/IRI	Kayla Brown, 4th Grade Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Computers Teachers Title Teachers 	ACTION BUDGET: \$
Purchase hands-on materials for science instruction and experimentation to improve student achievement in science and math. Action Type: Equity	Rhonda Thomas, 5th Grade Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
In order to meet Smart Accountability requirements a 1.0 FTE Math Lead Teacher will be provided above state standards (Math, Science, and Social Studies Lead Teacher-Donna Bird Fund) who will coordinate the formative assessment program in math, provide professional development, demonstrate teaching strategies, provide research materials, assist with instructional materials acquisition, and assist classroom teachers by giving instructional support to students who are at risk for failure to achieve proficiency on the Augmented Benchmark Mathematics Exam. Action Type: Title I Schoolwide	Donna Bird, Math, Science, and Social Studies Instructional Lead Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office 	Title I - Employee \$52815.00 Salaries: Title I - Employee \$11965.00 Benefits: ACTION BUDGET: \$64780
Accelerated Math and STAR Math will be used to provide students with differentiated levels of math supplemental materials and instruction. Action Type: Technology Inclusion	Tawnia Hoelzeman, 4th Grade Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers Teachers Title Teachers 	ACTION BUDGET: \$
An assessment wall will be used to track student achievement and assist teachers and RTI teams in differentiating instruction to meet the needs of all students. Action Type: Collaboration Action Type: Equity	Christie Toland, Assistant Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
Access to intervention manuals will be provided to all teachers to use a resource in differentiating instruction and selecting and documenting interventions used	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

for at risk and struggling students in order to meet the needs of all students. Action Type: Equity				
The Measures of Academic Progress (MAP) assessment will be used to measure student growth in math and to determine the effectiveness of this intervention. This is the first year for this intervention. Action Type: Program Evaluation Action Type: Technology Inclusion	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Computers District Staff 	NSLA (State-281) - \$1250.00 Purchased Services: ACTION BUDGET: \$1250
A before school program will be provided to raise literacy achievement of students who are at risk and to support the school's efforts to meet AYP. Action Type: AIP/IRI Action Type: Equity	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Central Office District Staff Teachers Title Teachers 	ACTION BUDGET: \$
United Streaming will be used to assist teachers in providing high interest visuals and information for students to supplement instruction and assist in meeting AYP. Action Type: Technology Inclusion	Regina Erwin, Library Media Specialist	Start: 07/01/2011 End: 06/30/2012		Title I - Purchased Services: \$700.00 ACTION BUDGET: \$700
A teacher, 1.0 FTE, will be provided to support meeting AYP by teaching students who require focused intensive instruction in a small group setting to be successful. (Brazil) Action Type: Special Education	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Teachers 	Title II-A - Employee Salaries: \$25132.00 Title II-A - Employee Benefits: \$6497.50 ACTION BUDGET: \$31629.5
Technology will be purchased to supplement instruction and to assist teachers raising student achievement to meet AYP. Materials and supplies will include but not be limited to: 2 laptop computers, 6 projector packages, 3 projector mounts and cables, 35 ipads, and 8 Apple TVs. Action Type: Technology Inclusion	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office Computers District Staff 	ACTION BUDGET: \$
Total Budget:				\$103412.25

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

Supporting Data:

- The South Conway County School District Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance. Body Mass Index Data for 2007-08: of the 1088 students assessed, the following represents the percent of students "at risk of overweight" and "overweight": District: Males-41.5%, Females-45.0% MIS: Males-44.9%, Females-51.1% Body Mass Index Data for 2006-07: District: Males-40.9%, Females-38.4%; MIS: Males-42.1%, Females-40.2%; Body Mass Index Data for 2005-06: District: Males- 43.6%, Females- 40.4%; MIS: Males - 42%, Females - 41.2%;
- Free and Reduced Price Meal Eligibility 2010-11 District: % Free and reduced-62% MIS: Free and reduced meals-68% Free and Reduced Price Meal Eligibility 2008-09 District: 37% paid, 11% reduced, 52% free; MIS: 36% paid, 12.1% reduced, 51.9% free; Free and

- Reduced Price Meal Eligibility 2007-08: District: 43% paid, 10% reduced, 47% free; MIS: 34% paid, 12% reduced, 54% free.
3. SCHOOL ATTENDANCE DATA: 2010-11: 91.3% Morrilton Intermediate School met attendance standards of 91.13% for the 2010-11 school year.

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

Benchmark By the 2011-2012 school year, there will be a decrease of the average Body Mass Index for students.

Intervention: Provide an environment for learning that is wellness-oriented.				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Arrange the daily master schedule for grades 4-6 to provide a minimum of 150 minutes total weekly of physical education and teacher directed physical activity for all students at MIS. Action Type: Wellness	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Health and wellness will be incorporated in all science classes in grades 4-6. Action Type: Wellness	Donna Bird, Math, Science, & Social Studies Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Title Teachers 	ACTION BUDGET: \$
Morrilton Intermediate School will sponsor a Family Night for parents and students to promote wellness and healthy lifestyle choices. Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Lori Stidham, Assistant Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
The Wellness Committee at MIS will frequently monitor school goals and evaluate the effectiveness of the intervention by analyzing School Health Index information. The 2010-11 information indicates Action Type: Program Evaluation Action Type: Wellness	Lori Stidham, Assistant Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Equipment will be purchased for students to promote increased physical activity on the playground during recess. Action Type: Wellness	Lori Stidham, Asst. Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff 	Local Revenue: \$300.00 ACTION BUDGET: \$300
Access to iPads and applicable apps is provided to enhance physical education instruction and incorporate technology into the physical education program. Action Type: Technology Inclusion	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Title Teachers 	ACTION BUDGET: \$

Health and wellness professional development will be provided for faculty members in order to assist them continuing to learn about healthy lifestyle choices and how to create an environment conducive to positive choices in their classrooms. Action Type: Professional Development Action Type: Wellness	Christie Toland, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
The Rice Depot food for kids program will be implemented to ensure students in need have access to food when they are not at school and to support improved health and wellness of our students. Action Type: Equity	Casey Squires, Counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$300

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Meagan Hembree	6th Grade	Literacy
Classroom Teacher	Anna Henderson	6th Grade	Literacy
Classroom Teacher	Avery, Rebekah	Art	Parent Involvement
Classroom Teacher	Bane, Shelly	6th Grade	Math, Wellness
Classroom Teacher	Bingham, Stacey	Special Education	Literacy
Classroom Teacher	Boyd, Judith	4th Grade	Literacy, Professional Development
Classroom Teacher	Brown, Kayla	4th Grade	Math, Technology
Classroom Teacher	Bryant, Mitzi	4th Grade	Math, Title V
Classroom Teacher	Davis, Ryan	PE Teacher	Wellness
Classroom Teacher	Flory, Teresa	5th Grade	Math, Wellness, Subgroup
Classroom Teacher	Franklin, Jessica	6th Grade	Math, Subgroup
Classroom Teacher	Gregory, Kellie	6th Grade	Literacy, Title I, Subgroup
Classroom Teacher	Henderson, Shelley	6th Grade	Literacy, Title I, Subgroup
Classroom Teacher	Hoelzeman, Tawnia	4th Grade	Math, Technology
Classroom Teacher	Jamie Hawkins	5th Grade	math
Classroom Teacher	Johnson, Diane	5th Grade	Literacy, Title V, Professional Development
Classroom Teacher	Lawrence, Katie	4th Grade	Math, Professional Development
Classroom Teacher	Martin, Renae	5th Grade	Literacy
Classroom Teacher	Maxell, Bridget	5th Grade	Literacy, Subgroup
Classroom Teacher	Mitchell, Kim	6th Grade	Math, Title I, Professional Development
Classroom Teacher	Otis, Danielle	4th Grade	Literacy, Technology
Classroom Teacher	Roberts, Angela	5th Grade	Literacy, Title V
Classroom Teacher	Socha, Johnette	4th Grade	Literacy, Title I, Wellness
Classroom Teacher	Stinnett, Lorri	5th Grade	Math, Professional Development, Technology

Classroom Teacher	Thomas, Rhonda	5th Grade Teacher	Literacy
Classroom Teacher	Tilley, Kari	4th Grade	Literacy, Title V
Classroom Teacher	Ussery, Janie	Special Education	Subgroup, Parent Involvement, Wellness
Classroom Teacher	Warren, Jennifer	PE Teacher	Wellness
Classroom Teacher	Wilson, Monica	GT	Math, Subgroup
Non-Classroom Professional Staff	April Nash	Special Education Teacher	subgroup
Non-Classroom Professional Staff	Bengston, Cheryl	Secretary	Parental Involvement, Wellness
Non-Classroom Professional Staff	Bird, Donna	Math, Science, & Social Studies Coach	Steering, Title I, Title V, Math Chair, Title II, Professional Development, Subgroup, Wellness
Non-Classroom Professional Staff	Brent Parks	Music Teacher	subgroup
Non-Classroom Professional Staff	Casey Squires	Counselor	subgroup
Non-Classroom Professional Staff	Clay Brazil	Special Education Teacher	subgroup
Non-Classroom Professional Staff	Erwin, Regina	Media Specialist	ACSIP Chair, Title V, Steering, Title II
Non-Classroom Professional Staff	Guinn, Diane	Secretary	Parental Involvement, Technology, Title VI
Non-Classroom Professional Staff	Halbrook, Arlene	Paraprofessional	Subgroup
Non-Classroom Professional Staff	Johnson, Debbie	Special Education Aide	Subgroup
Non-Classroom Professional Staff	Pike, Sharon	Bookkeeper	Parental Involvement
Non-Classroom Professional Staff	Pruitt, Clair	Parent Involvement Facilitator	Parent Involvement Chair, Subgroup, Title I, Title V, Steering
Non-Classroom Professional Staff	Rogers, Sherrye	5th Grade	Literacy, Wellness
Non-Classroom Professional Staff	Swaffar, Sandy	School Nurse	Wellness
Non-Classroom Professional Staff	Todd Sparks	Dean of Students	Steering
Non-Classroom Professional Staff	Turpin, Mary	Literacy Coach	Steering, Title I, Title V, Literacy Chair, Title II, Professional Development, Subgroup
Parent	Angelea Joyner	Parent	Math
Parent	Spivey, Kurtsey	Parent	Math, Subgroup
Parent	Spring Thibadeux	Parent	Wellness
Principal	Christie Toland	Principal	Steering
Principal	Stidham, Lori	Assistant Principal/Curriculum Specialist	Steering, Wellness Chair, Title I, Title V, Title II, Technology Chair