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School Plan

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MORRILTON PRIMARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2011-2012

Approved:

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

Grade Span: K-1

Title I: Title I Schoolwide

School Improvement: MS

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Priority 1: Literacy

Goal: Students in the combined population of kindergarten and first grade will improve skills in using picture cues and vocabulary.

Priority 2: Math

Goal: Students in the combined population of kindergarten and first grade will improve their problem solving skills.

Priority 4: Wellness

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

Priority 1: To improve literacy skills for all students with an emphasis on picture cues(K), and vocabulary (1).

Supporting
Data:

1. Attendance Rate for Kindergarten: Attendance rates range from 94% to 95% for the past three years. The attendance rate for 2008-2009 was 94%. The attendance rate for 2009-2010 was 95%. The attendance rate for 2010-2011 was 94%. Attendance Rate for First Grade: Attendance rates range from 94% to 95% for the past three years. The attendance rate for 2008-2009 was 94%. The attendance rate for 2009-2010 was 95%. The attendance rate for 2010-2011 was 94%.
2. MAT-8(09,10), ITBS(11): Combined(Total) Population: Reading, Grade K: In 2011, 74% had an NPR score of 50 or above. In 2010, 52% had an NPR score of 50 or above. In 2009, 45% had an NPR score of 50 or above. SAT-10(09,10), ITBS(11): Combined(Total) Population: Reading Comprehension, Grade 1: In 2011, 69% had an NPR score of 50 or above. In 2010, 47% had an NPR score of 50 or above. In 2009, 51% had an NPR score of 50 or above.
3. Kindergarten STAR Early Literacy (CRT):09,10,11 Combined Population, Grade K: In 11, the average scaled score was 654(emergent reader range). In 10, the average scaled score was 648(emergent reader range). In 09, the average scaled score was 646(emergent reader range).
4. First Grade STAR Reading(CRT):09,10,11 Combined Population, Grade 1: In 11, the average Percentile Rank Score was 60th percentile. In 10, the average Percentile Rank Score was 61st percentile. In 09, the average Percentile Rank Score was 53rd percentile.
5. CRT: 09,10,11: Combined(Total) Population: Literacy Pre-Assessment: Grade K: In 11, 2% scored proficient or advanced. In 10,3% scored proficient or advanced. In 09, 2% scored proficient or advanced. CRT: 09,10,11: Combined(Total) Population: Literacy Post-

- Assessment: Grade K: In 11, 89% scored proficient or advanced. In 10, 85% scored proficient or advanced. In 09, 87% scored proficient or advanced.
6. CRT: 09,10,11: Combined(Total) Population: Literacy Pre-Assessment: Grade 1: In 11, 10% scored proficient or advanced. In 10, 14% scored proficient or advanced. In 09, 6% scored proficient or advanced. CRT: 09,10,11: Combined(Total) Population: Literacy Post-Assessment: Grade 1: In 11, 87% scored proficient or advanced. In 10, 85% scored proficient or advanced. In 09, 79.1% scored proficient or advanced.
 7. Literacy and Mathematics Priority 2011 Arkansas Adequate Yearly Progress: School Improvement Report SO. CONWAY CO. SCHOOL DISTRICT Report Completed: 08/17/2011 MORRILTON ELEMENTARY SCHOOL AYP Status: Achieving (Ach) Math AMO: 77.50 Literacy AMO: 78.40 SUB-GROUP AYP STATUS 3-year 2008-2009 2009-2010 2010-2011 2008-2011 Math Lit Math Lit Math Lit Math Lit COMBINED POPULATION # Proficient 148 125 181 152 156 149 485 426 # Attempted 162 162 194 194 160 160 516 516 % Proficient 91.4 77.2 93.3 78.4 97.5 93.1 94 82.6 AYP Status MS MS MS MS MS MS MS MS AFRICAN-AMERICAN POPULATION # Proficient 32 28 31 24 23 22 86 74 # Attempted 36 36 36 36 24 24 96 96 % Proficient 88.9 77.8 86.1 66.7 95.8 91.7 89.6 77.1 AYP Status NA NA NA NA NA NA MS MS HISPANIC POPULATION # Proficient 9 6 13 12 13 12 35 30 # Attempted 11 11 13 13 14 14 38 38 % Proficient 81.8 54.5 100 92.3 92.9 85.7 92.1 78.9 AYP Status NA NA NA NA NA NA NA NA NA CAUCASIAN POPULATION # Proficient 102 87 136 115 114 109 352 311 # Attempted 110 110 144 144 115 115 369 369 % Proficient 92.7 79.1 94.4 79.9 99.1 94.8 95.4 84.3 AYP Status MS MS MS MS MS MS MS MS ECONOMICALLY DISADVANTAGED POPULATION # Proficient 99 83 124 105 111 105 334 293 # Attempted 109 109 137 137 115 115 361 361 % Proficient 90.8 76.1 90.5 76.6 96.5 91.3 92.5 81.2 AYP Status MS MS MS MS MS MS MS MS LIMITED ENGLISH PROFICIENT POPULATION # Proficient 4 1 11 10 4 4 19 15 # Attempted 4 4 11 11 4 4 19 19 % Proficient 100 25 100 90.9 100 100 100 78.9 AYP Status NA NA NA NA NA NA NA NA STUDENTS WITH DISABILITIES # Proficient 5 3 16 8 6 5 27 16 # Attempted 9 9 21 21 8 8 38 38 % Proficient 55.6 33.3 76.2 38.1 75 62.5 71.1 42.1 AYP Status NA NA NA NA NA NA NA NA
 8. NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the K and 1st grade 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. 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: Picture Cues(K) and Vocabulary(1). We will select interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level teams weekly and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus of our Classroom Instruction.
 - 9.

Goal Students in the combined population of kindergarten and first grade will improve skills in using picture cues and vocabulary.

Benchmark To increase the percentage of students who are proficient and advanced in literacy. As a feeder school to Morrilton Elementary our growth will impact the achievement of scholars in their effort to achieve AYP at 85.60% in Literacy.

Intervention: Promote a positive home-school relationship focusing on Literacy.				
Scientific Based Research: "Parent Involvement, Culture Capital, and The Achievement Gap Among Elementary School Child," American Education Research Journal, No. 43, 2 (Summer 2006): 193-218. (As summarized in Effective Schools Researched Abstracts Vol. 21, Issue 1). "Why it is important to involve parents in their children's literacy development," National Literacy Trust, January 2007,				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Schedule PARENT INVOLVEMENT MEETING, to organize our PTO (Sept. 6) and Watch Dog Dads Program (Sept. 20). Action Type: Collaboration	Kathy Zimmerman, Parent Involvement Coordinator,	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	Local Revenue: \$800.00

Action Type: Parental Engagement Action Type: Wellness	Sandra Oliver, Counselor		<ul style="list-style-type: none"> Title Teachers 	ACTION BUDGET: \$800
Publish a school brochure and provide it to parents and community patrons to familiarize them with the school, its programs, activities, and opportunities. (paper copy and on-line) Action Type: Collaboration Action Type: Parental Engagement	Teresa Hurst, Secretary	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers District Staff 	ACTION BUDGET: \$
Collect data from the parent, student and staff surveys to determine areas of improvement based on perceptions of our cultural environment. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Kathy Zimmerman, Parent Involvement Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
Utilize a certified staff member to serve as Parent Involvement Coordinator to collaborate with parents and community concerning their educational involvement in school. PROGRAM EVALUATION RESULTS: Volunteer logs are kept to show the number of hours parents volunteer to help our scholars. Data showed 1,297 volunteer hours for the 08-09 school year, and 1,202 volunteer hours for the 09-10 school year, and 1,462 volunteer hours for the 10-11 school year. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Kathy Zimmerman, Parent Involvement Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	Local Revenue: \$200.00 ACTION BUDGET: \$200
Free-flow Library circulation will be available to all classrooms to enhance reading for all students and encourage daily reading at home. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Anne Stobaugh, Media Specialist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
An art digital textbook will be used in the art program, accessed by students and parents to view work online, as well as access to art lesson plans and an image library for the teacher to use for better understanding of art information. Action Type: Parental Engagement Action Type: Technology Inclusion	Katrina Walls, K-1	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers Outside Consultants Teachers 	ACTION BUDGET: \$
Invite parents to come for PARENT INVOLVEMENT MEETING to provide activities for them to do with their child that are developmentally appropriate to assist them in working with their child to improve academic achievement. Informational packets will be developed for parents to use with	Kathy Zimmerman, Parental Involvement Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers Teaching Aids Title Teachers 	Local Revenue: \$150.00 ACTION BUDGET: \$150

their children in the area of literacy (targeting picture cues, and vocabulary). Action Type: Collaboration Action Type: Parental Engagement				
Total Budget:				\$1150
Intervention: All personnel will provide bell-to-bell instruction to maximize time on task in literacy.				
Scientific Based Research: Zmuda, Allison, "Breaking Free From Myths About Teaching and Learning"(2010).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide \$500.00 per teacher, including Spec Ed. for all teachers to purchase instructional materials and supplies (ACT 1687.) These materials will be used with higher order thinking skills in literacy with emphasis on using picture cues and vocabulary. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Annette Henderson, Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	Local Revenue: \$6500.00 <hr/> ACTION BUDGET: \$6500
Arrange daily schedule to provide 120 minutes of literacy instruction time each day with emphasis on using picture cues and vocabulary. PROGRAM EVALUATION RESULTS: In 09-10, MAT 8 scores showed 52% proficient or above. SAT 10 scores showed 47% proficient or above. In 08-09, MAT 8 scores showed 45% proficient or above. SAT 10 scores showed 51% proficient or above. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Charlotte Heidenreich, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<hr/> ACTION BUDGET: \$
Provide small-group instruction by utilizing 2 1.0 FTE Title I literacy teachers to exceed state standards(1.0 FTE Shawn Stobaugh-K code 1591-032, 1.0 FTE Stephanie Nicholson-1st code 1591-032), 1.0 FTE Title I paraprofessional to exceed state standards(1.0 FTE Tracy Brannon-1st code 1591-032), to assist students scoring below proficient level with emphasis on using picture cues and vocabulary. Use of an intervention portfolio binder to assess student growth. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Shawn Stobaugh-K, Stephanie Nicholson-1, Tracy Brannon-1	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers Title Teachers 	Title I - Employee Salaries: \$121170.00 Title I - Employee Benefits: \$32276.00 <hr/> ACTION BUDGET: \$153446

Action Type: Technology Inclusion				
Increase student awareness of different genres by providing a variety of off campus experiences to apply academic skills acquired in the classroom. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Kathy Zimmerman-K, Nancy Lacy-1	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	Local Revenue: \$5000.00 <hr/> ACTION BUDGET: \$5000
Provide small-group instruction by 2-1.0 FTE Special Education Teachers (Glenda Bailey, Christy Hightower K-1), 1 1.0 FTE Special Education Paraprofessional (Pam Thomas) to assist students scoring below proficient level in literacy with an emphasis on picture cues, and vocabulary. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Ken Holmes, Director of Sp Ed.	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Purchase a license for Starfall activities to be used in the computer lab to enhance literacy skills for students. Action Type: Technology Inclusion Action Type: Title I Target Assistance	Tracey Brannon, Anne Stobaugh	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers 	Local Revenue: \$270.00 <hr/> ACTION BUDGET: \$270
Provide individual/small group instruction with a .25 highly qualified paraprofessional (McKendree) using NSLA Funds to assist students in increasing student achievement.	Charlotte Heidenreich, Principal	Start: 06/30/2011 End: 07/01/2012		NSLA (State -281) - Employee Benefits: \$1246.00 NSLA (State -281) - Employee Salaries: \$5497.00 <hr/> ACTION BUDGET: \$6743
Total Budget:				\$171959
Intervention: Improve literacy instruction by providing professional development to all staff.				
Scientific Based Research: Fullan, Michael, "The Six Secrets of Change"(2008).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide 3 hours of professional development for administrators, 2 hours for teachers in the area of parental involvement, 2 hours of	Beth Stewart, Assistant Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$

<p>Arkansas History and 6 hours of technology for all staff members to support instructional activities and assess student learning. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>			<ul style="list-style-type: none"> • Outside Consultants 	
<p>Provide professional development activities in the area of literacy to enhance higher-order thinking skills, develop formative assessment techniques, and assist teachers in classroom management. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>Beth Stewart, Assistant Superintendent</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Teachers • Title Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Utilize highly qualified teachers and paraprofessionals to provide professional development to appropriate staff members. Ensure assessment and instruction are aligned in each classroom by incorporating research-based materials that ensure best practices from highly successful schools. Action Type: Alignment Action Type: Professional Development Action Type: Special Education</p>	<p>Charlotte Heidenreich, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Teachers • Title Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Provide professional development in the area of literacy based upon student assessments to provide interventions/treatments for specific learning disabilities. (ELLA, AR, DIBELS) PROGRAM EVALUATION RESULTS: Administer and monitor assessments to show growth using STAR Early Literacy Data, STAR Reading Data. Data was collected and our average grade equivalent score on the STAR Reading Assessment showed growth from 1.1-2.0 in first grade for the 08-09 school year. On the STAR Early Literacy Assessment, K showed average grade equivalent growth from 0.00-0.8 for the 08-09 school year. Our average grade equivalent score on the STAR Reading Assessment showed growth from 1.4-2.2 in first grade for the 09-10 school year. On the STAR Early Literacy Assessment, K showed average grade equivalent growth from 0.01-0.08 for the 09-10 school year. Our average grade equivalent score on the STAR Reading Assessment showed</p>	<p>Beth Stewart, Assistant Superintendent</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers • Title Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>growth from 1.3-2.2 in first grade for the 2010-2011 school year. On the STAR Early Literacy Assessment, K showed average grade equivalent growth from 0.16-0.90 for the 10-11 school year. Our average grade equivalent score on the STAR Reading Assessment showed growth from 1.3-2.1 for the 10-11 school year. Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>				
<p>On August 2, the principal, teachers and other staff members will be educated on the importance of effective communication with parents and giving value to parent contributions. Our Parents Make a Difference Meeting will be scheduled and planned for this school year. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Annette Henderson, Superintendent , Kathy Zimmerman, Parent Volunteer Coordinator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Provide training for use of NEO's in the classroom for incoming teachers and non-trained staff. Training will continue for all teachers and personnel to allow best use of NEO's for improved student achievement. Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Anne Stobaugh, Media Specialist</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • Outside Consultants • School Library 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>MPS Staff will revisit ELLA on August 1-4 to implement strategies to align with CCSS and develop interventions for IRI's. These strategies are intended to increase student achievement in literacy focusing on vocabulary development and using picture cues. Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development</p>	<p>Charlotte Heidenreich, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Teaching Aids • Title Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Professional development opportunities will be provided to teachers above the required 60 hours using Title II-A funds, that will assist increasing student achievement. Action Type: Professional Development</p>	<p>Beth Stewart, Federal Programs Coordinator, Charlotte Heidenreich, Principal</p>	<p>Start: 06/30/2011 End: 07/01/2012</p>		<p>_____</p> <p>Title II-A - Purchased \$4711.00 Services: Title II-A - Materials \$800.00 & Supplies: _____</p>

				ACTION BUDGET: \$5511
Total Budget:				\$5511
Intervention: Use assessments for frequent monitoring of student achievement in literacy.				
Scientific Based Research: Hall, Susan L., "I've DIBEL'd Now What?"(2006), Ainsworth, Larry,"Common Formative Assesments: How to Connect Standards-Based Instruction and Assessment"(2006)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Evaluate progress of students by administering STAR Early Literacy (K) in September, December, and May; STAR Reading (1st) will be administered whole group 3 times yearly and as needed on an individual basis to evaluate the effectiveness of the interventions. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Shawn Stobaugh-K, Tracy Brannon-1	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers • Title Teachers 	ACTION BUDGET: \$
Incorporate RTI team to assist in meeting students' academic and behavioral needs in the area of literacy. Hold RTI meetings as needed throughout the year. MAP Assessments will help determine RTI referrals. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Sandra Oliver, RTI Team Leader	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	NSLA (State-281) - \$625.00 Purchased Services: ACTION BUDGET: \$625
Use weekly skills checklist, formative assessments, and school-developed CRT as a pre, mid, and post test to determine student growth and need for point in time remediation. PROGRAM EVALUATION RESULTS: Use assessment data given throughout the year to determine small group, one-on-one instructional needs. Data was collected for evaluation purposes. In 08-09: Kindergarten CRT Data showed an increase from 2% proficient to 87% proficient. First Grade had an increase on the CRT from 6% to 79.1% in reading and 1% to 88% in writing. On 09-10: Kindergarten CRT Data showed an increase from 3% proficient to 85% proficient. First Grade had an increase on the CRT from 14% to 88% in reading. No data available for writing in 09-10. 10-11: Kindergaraten CRT Data showed an increase from 2% proficient to 89% proficient in the. First Grade has an increase on the CRT from 10% proficient to 87% proficient in reading. No data available for writing in 10-11. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Charlotte Heidenreich, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	ACTION BUDGET: \$

Action Type: Program Evaluation Action Type: Special Education				
Develop individualized student Academic Improvement Plans and Intensive Reading Interventions for students performing below the proficient level in literacy based on data from QUALLS (K), and DIBELS Benchmarks(1). Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Charlotte Heidenreich, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
Purchase test-prep materials to prepare students for end of the year testing in literacy. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Special Education	Charlotte Heidenreich, Principal, Shannon Patterson 1st grade teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers 	Local Revenue: \$2500.00 ACTION BUDGET: \$2500
Purchase DIBELS Benchmarks Booklets and Progress Monitoring Booklets for required assessments. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education	Charlotte Heidenreich, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	Local Revenue: \$1300.00 ACTION BUDGET: \$1300
Review/revise current report card and CRT to correlate with CCSS in literacy. Action Type: Alignment	Charlotte Heidenreich, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers • Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$4425
Intervention: Adapt Literacy Curriculum to provide a clear and focused mission.				
Scientific Based Research: Jacobs, Heidi Hayes,"Curriculum 21: Essential Education for a Changing World"(2010).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Conduct a school wide meeting twice a year (August, and November) to align literacy curriculum vertically. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Beth Stewart, Assistant Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Purchase additional (multi-level) AR books for student use to increase vocabulary, and enhance units of study to provide reading across the curriculum. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Anne Stobaugh, Media Specialist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • School Library • Teachers • Teaching Aids • Title Teachers 	Local Revenue: \$12000.00 ACTION BUDGET: \$12000

All teachers will develop a weekly/monthly lesson plan to ensure local curriculum, assessments, and instruction are aligned with CCCS and assessments including remediation for ESL, IEP, SES, and any student below proficient level. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Charlotte Heidenreich, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office School Library Teachers 	ACTION BUDGET: \$
Purchase classroom sets of books to instruct students using CCSS addressing all six units included in our Pacing Guide for each grade level. Action Type: Alignment	Melynda Knapp, 1st grade teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Outside Consultants Teachers Teaching Aids 	Local Revenue: \$12000.00 ACTION BUDGET: \$12000
Morrilton Primary School will use Title I funds to support the use of technology in the area of literacy. Instructional technology purchases will include but is not limited to 2 Apple TV's, 4 projector bulbs, 6 iPad covers, 22 iPads, 2 projector mount packages. Action Type: Technology Inclusion	Beth Stewart, Federal Programs Coordinator	Start: 06/30/2011 End: 07/01/2012		Title I - Materials & Supplies: \$14611.00 ACTION BUDGET: \$14611
Total Budget:				\$38611

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

Scientific Based Research: Lezotte, Lawrence W., Kathleen M. McKee, "Stepping Up: Leading the Charge to Improve Our Schools"(2006)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Utilize school counselors, community counselors, and purchase materials and supplies for the "Watch Dog Dad, Marvelous Mom and Glorious Grandparent" Program to address the behavioral needs and provide academic support to at-risk students. PROGRAM EVALUATION RESULTS: Use the number of discipline referrals to evaluate this program. Data was collected. In 08-09, we had 348 discipline referrals reported for the school year in kindergarten and first grade. In 09-10, we had 176 discipline referrals reported for the school year in kindergarten and first grade. In 10-11, we had 165 discipline referrals reported for the school year in kindergarten and first grade. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Sandra Oliver, K-1 Counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants Teachers 	Local Revenue: \$500.00 ACTION BUDGET: \$500
Total Budget:				\$500

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

Scientific Based Research: Tomlinson, Carol Ann, Marcia B. Imbeau, "Lending and Managing A Differentiated Classroom"(2010), Hall, Pete, Alisa Simeral, "Buiding Teachers' Capacity for Success: A Collaborative Approach for Coaches and School Leaders"2008), Willis, Judy, "Brain-Friendly Strategies for the Inclusion Classroom"(2007).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Schedule a PARENT ORIENTATION NIGHT/ TITLE 1 PARENT MEETING August 2, to discuss school district's commitment to parent involvement, Wellness Education, School Counts Incentive, and Smart Core Curriculum requirements. Parent/Student handbooks will be distributed to share important information, procedures for resolving parental concerns, and determine availability of parents as volunteers to develop a Volunteer Resource Book. Teachers will provide assistance to parents in understanding how to monitor a child's progress, standards that are to be met, and use of academic assessments to determine child's progress (TITLE 1 COMPACT). Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Wellness	Charlotte Heidenreich, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	ACTION BUDGET: \$
Provide school-wide Parent-Teacher Conferences in the fall (October 18) and spring (February 21) semesters. Teachers will schedule times and additional conferences as needed. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Annette Henderson, Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers Title Teachers 	ACTION BUDGET: \$
Provide monthly awards assembly (K,1) to promote a climate of high expectations honoring students with marked improvements in guided reading levels, AR levels and subject areas. PROGRAM EVALUATION RESULTS: In 08-09, students showed average grade equivalent growth from 1.1-2.0 on the STAR Reading Assessment given in September and May in first grade. Kindergarten showed grade equivalent growth on the STAR Early Literacy Assessment from 0.0-0.8 given in September and	Amanda Johnson (K), Yuzanda Ward(K), Kristi Moll (1), Melissa Hayes(1)	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	Local Revenue: \$1000.00 ACTION BUDGET: \$1000

<p>May In 09-10, students showed average grade equivalent growth from 1.4-2.2 on the STAR Reading Assessment given in September and May in first grade. Kindergarten showed grade equivalent growth on the STAR Early Literacy Assessment from 0.01-0.80 given in September and May. In 10-11, first grade students showed grade equivalent growth from 1.3-2.2 on STAR Reading Assessment given in Sept. and May. Kindergarten showed grade equivalent growth on STAR Early Literacy Assessment from 0.16-0.90 given in Sept. and May. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p>				
<p>Purchase materials and supplies for learning camps and field trip experiences for students to interact with their community, past and present, to develop a sense of citizenship in a diverse society. (\$500-K, \$500-1st) Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	<p>Sumer Willis, Melynda Knapp</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants • Teachers 	<p>Local Revenue: \$1000.00</p> <hr/> <p>ACTION BUDGET: \$1000</p>
<p>Provide incentives for literacy and Accelerated Reader in order to motivate students to read different genres(with a focus on non fiction) while developing independent reading, increasing vocabulary and develop reading fluency to a level of proficiency. Action Type: Collaboration Action Type: Technology Inclusion</p>	<p>Anne Stobaugh, Media Specialist, Nancy Lacy, 1st, Yuzonda Ward, K</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • Outside Consultants • Teachers • Teaching Aids 	<p>Local Revenue: \$3000.00</p> <hr/> <p>ACTION BUDGET: \$3000</p>
<p>Purchase guided reading leveled books and supplies to be checked out by classroom and Title 1 teachers for small guided reading groups to be used to increase student achievement focusing on vocabulary development and the use of picture cues in literacy. Action Type: AIP/IRI Action Type: Alignment Action Type: Title I Schoolwide</p>	<p>Shawn Stobaugh K, Stephanie Nicholson 1</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Teaching Aids • Title Teachers 	<p>Title I - Materials & Supplies: \$6908.00</p> <hr/> <p>ACTION BUDGET: \$6908</p>
<p>Purchase/renew subscription to United Streaming for use in the classroom to enable students to view various subjects related to science and social studies for non fiction genres.</p>	<p>Anne Stobaugh, Media Specialist</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • Outside Consultants • Teachers • Teaching Aids 	<p>Title I - Purchased Services: \$1400.00</p> <hr/>

Action Type: Technology Inclusion				ACTION BUDGET: \$1400
4 I pads and covers will be provided for teachers to use in order to enhance student achievement in literacy through utilization of technology and formally and informally assess student learning through the use of educational apps. Action Type: Technology Inclusion	Anne Stobaugh, Media Specialist	Start: 06/30/2011 End: 07/01/2012		Title I - Materials & Supplies: \$4198.13 ACTION BUDGET: \$4198.13
Title I funds will be used to provide an after school program targeting educationally at-risk students (1511). The program will meet 54 days 2 hours per day.	Charlotte Heidenreich, Principal	Start: 06/30/2011 End: 07/01/2012		Title I - Employee Salaries: \$6480.00 Title I - Employee Benefits: \$1470.00 Title I - Materials & Supplies: \$250.00 ACTION BUDGET: \$8200
Implement Co-teaching Model to provide best practice teaching strategies to meet individual instructional levels of all students. Action Type: Collaboration Action Type: Title I Schoolwide	Charlotte Heidenreich, Principal, Ken Holmes, Special Education Director, Beth Stewart, Assistant Superintendent	Start: 06/30/2011 End: 07/01/2012	<ul style="list-style-type: none"> • Teachers • Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$25706.13

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

Supporting Data:

1. Attendance Rate for Kindergarten: Attendance rates range from 94% to 95% for the past three years. The attendance rate for 2008-2009 was 94%.The attendance rate for 2009-2010 was 95%. The attendance rate for 2010-2011 was 94%. Attendance Rate for First Grade: Attendance rates range from 94% to 95% for the past three years. The attendance rate for 2008-2009 was 94%.The attendance rate for 2009-2010 was 95%.The attendance rate for 2010-2011 was 94%.
2. Kindergarten NRT Data MAT-8(09,10), ITBS(11): Combined(Total) Population: Math, Grade K: In 2011, 66% had an NPR score of 50 or above. In 2010, 49% had an NPR score of 50 or above. In 2009, 51% had an NPR score of 50 or above.
3. First Grade NRT Data SAT-10(09,10), ITBS(11): Combined(Total) Population: Math Problem Solving, Grade 1: In 2011, 61% had an NPR score of 50 or above. In 2010, 47% had an NPR score of 50 or above. In 2009, 57% had an NPR score of 50 or above.
4. KINDERGARTEN CRT Data CRT: 09,10,11: Combined (total) Population: Pre-Assessment Math, Grade K: In 11, .05% scored proficient or advanced. In 10, 0% scored proficient or advanced. In 09, 1% scored proficient or advanced. CRT: 09,10,11: Combined (total) Population: Post-Assessment Math, Grade K: In 11, 87% scored proficient or advanced. In 10, 78% scored proficient or advanced. In 09, 81% scored proficient or advanced.
5. FIRST GRADE CRT Data CRT: 09,10,11: Combined (total) Population: Pre-Assessment Math, Grade 1: In 11, 2% scored proficient or advanced. In 10, 4% scored proficient or advanced. In 09, 4% scored proficient or advanced. CRT: 09,10,11: Combined (total) Population: Post-Assessment Math, Grade 1: In 11, 86% scored proficient or advanced. In 10, 89% scored proficient or advanced. In 09, 92% scored proficient or advanced.
6. Mathematics and Literacy Priority 2011 Arkansas Adequate Yearly Progress: School Improvement Report SO. CONWAY CO. SCHOOL DISTRICT Report Completed: 08/17/2011 MORRILTON ELEMENTARY SCHOOL AYP Status: Achieving (Ach) Math AMO: 77.50 Literacy

AMO: 78.40 SUB-GROUP AYP STATUS 3-year 2008-2009 2009-2010 2010-2011 2008-2011
 Math Lit Math Lit Math Lit Math Lit COMBINED POPULATION # Proficient 148 125 181 152
 156 149 485 426 # Attempted 162 162 194 194 160 160 516 516 % Proficient 91.4 77.2
 93.3 78.4 97.5 93.1 94 82.6 AYP Status MS MS MS MS MS MS MS MS AFRICAN-AMERICAN
 POPULATION # Proficient 32 28 31 24 23 22 86 74 # Attempted 36 36 36 36 24 24 96 96
 % Proficient 88.9 77.8 86.1 66.7 95.8 91.7 89.6 77.1 AYP Status NA NA NA NA NA NA MS
 MS HISPANIC POPULATION # Proficient 9 6 13 12 13 12 35 30 # Attempted 11 11 13 13 14
 14 38 38 % Proficient 81.8 54.5 100 92.3 92.9 85.7 92.1 78.9 AYP Status NA NA NA NA NA
 NA NA NA CAUCASIAN POPULATION # Proficient 102 87 136 115 114 109 352 311 #
 Attempted 110 110 144 144 115 115 369 369 % Proficient 92.7 79.1 94.4 79.9 99.1 94.8
 95.4 84.3 AYP Status MS MS MS MS MS MS MS MS ECONOMICALLY DISADVANTAGED
 POPULATION # Proficient 99 83 124 105 111 105 334 293 # Attempted 109 109 137 137
 115 115 361 361 % Proficient 90.8 76.1 90.5 76.6 96.5 91.3 92.5 81.2 AYP Status MS MS
 MS MS MS MS MS LIMITED ENGLISH PROFICIENT POPULATION # Proficient 4 1 11 10 4
 4 19 15 # Attempted 4 4 11 11 4 4 19 19 % Proficient 100 25 100 90.9 100 100 100 78.9
 AYP Status NA NA NA NA NA NA NA NA STUDENTS WITH DISABILITIES # Proficient 5 3 16
 8 6 5 27 16 # Attempted 9 9 21 21 8 8 38 38 % Proficient 55.6 33.3 76.2 38.1 75 62.5
 71.1 42.1 AYP Status NA NA NA NA NA NA NA NA

- NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the K and 1st grade 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 scholars are not achieving to their full potential. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Math Priority: data & probability and patterns/relationships and algebra. We will select Interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level teams weekly and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus of our Classroom Instruction.

Goal Students in the combined population of kindergarten and first grade will improve their problem solving skills.
 Benchmark To increase the percentage of students who are Proficient/Advanced in math. As a feeder school to Morrilton Elementary, our growth will impact the achievement of these students in their effort to achieve AYP at 85.00% in Math.

Intervention: Promote a positive home-school relationship focusing on Math.				
Scientific Based Research: Alvy, Harvey, Pam Robbins, "Learning From Lincoln: Leadership Practices for School Success"(2010), Price, Hugh B., "Mobilizing the Community to Help Students Succeed"(2008).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Extend communication between school and home by sending a monthly calendar. (paper copy and on-line) Action Type: Collaboration Action Type: Parental Engagement	Sumer Willis-K, Nancy Lacy-1	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Survey parents twice a year for feedback and suggestions to resolve parental concerns. "(How are we doing"? Survey) PROGRAM EVALUATION RESULTS: We used survey data to address parental concerns. In 10-11,09-10,08-09, we reviewed the information on surveys and	Charlotte Heidenreich, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

<p>contacted parents with concerns. The concerns were brought to discussion by faculty and changes were made as necessary.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Wellness</p>				
<p>Provide a parent resource center (K-6) that will disseminate resource information to parents for assistance as they work with their children to reach proficiency. Provide a parent center coordinator to maintain the parent center, provide services such as parental training for parents in areas of interest and responsible parenting skills, and coordinate the preparation of prescription learning packets.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	Claire Pruitt, Parent Center Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Provide a parent section in the school library which provides books, magazines, informational packet, videos, and computers to be used to foster responsible parenting. Lists of materials will be made available to parents to check out for home use.</p> <p>Action Type: Parental Engagement Action Type: Technology Inclusion</p>	Anne Stobaugh, Media Specialist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • School Library 	<p>Local Revenue: \$200.00</p> <hr/> <p>ACTION BUDGET: \$200</p>
<p>Classroom teachers will provide a weekly newsletter to parents including weekly skills, special activities, and relevant news. (paper copy and on-line)</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	Charlotte Heidenreich, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Create a parent letter listing ALL parent resources available to MPS parents such as purpose of the Parent Center , availability of the library, description of Fun Friday program, explanation of AR and purpose of STAR for evaluation of scholars.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Anne Stobaugh, Media Specialist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Informational packets will be developed for use with children in the area of math to be distributed at the PARENT INVOLVEMENT MEETING targeting data and probability, patterns, and math connections. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Kathy Zimmerman, Parent Involvement Coordinator, Teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers Teaching Aids Title Teachers 	Local Revenue: \$100.00 ACTION BUDGET: \$100
Utilize School Messenger to communicate to parents special activities, changes, notification of meetings or important information. Action Type: Parental Engagement	Beverly Craig, Secretary	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	Title I - Purchased Services: \$1555.00 ACTION BUDGET: \$1555
Total Budget:				\$1855

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

Scientific Based Research: Amuda, Allison, "Breaking Free From Myths About Teaching and Learning"(2010).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Arrange daily schedule to provide 90 minutes of math instruction time each day to focus on problem solving strategies, understanding of measurement, data collection, numeric relationships, and algebraic concepts. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Charlotte Heidenreich, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Provide small-group instruction by 1.0 FTE Title I math teacher (Vanessa Moore code 1591-032) to exceed state standards and 1.0 FTE Title I paraprofessional Cheryl Deaton code 1591-032) to exceed state standards to assist students scoring below proficient level with an emphasis on problem solving, measurement, patterns, numeric relationships, and algebraic concepts. PROGRAM EVALUATION RESULTS: 10-11 Of the 53 Kindergarten scholars that were served, 67% scored proficient or advanced ont he post CRT. Of the 48 1st grade scholars served, 75% scored proficient or advanced on the post CRT. 09-10 Of the 53 Kindergarten scholars that were served, 47% scored proficient or advanced on the post CRT. Of the 46 1st grade scholars, 38% scored proficient or advanced on the end CRT. 08-09- Of the 68 Kindergarten scholars that were served, 63% scored proficient or advanced on the post CRT. Of the 40 1st grade scholars, 38% scored proficient or advanced on the end	Beth Stewart, Federal Programs Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers Title Teachers 	Title I - Employee Salaries: \$64890.00 Title I - Employee Benefits: \$17919.00 ACTION BUDGET: \$82809

CRT. Action Type: Equity Action Type: Program Evaluation				
Increase student mathematical awareness by providing a variety of off campus experiences to apply academic skills acquired in the classroom. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Charlotte Heidenreich, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants • Teachers 	ACTION BUDGET: \$
Utilize document cameras, projectors, purchased for K & 1 classrooms to maximize time-on-task and enhance higher-order thinking skills using technology. Action Type: Technology Inclusion	Anne Stobaugh, Media Specialist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Computers • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$
Provide individual/small group instruction with a .25 highly qualified paraprofessional (McKendree) using NSLA Funds to assist students in increasing student achievement.	Charlotte Heidenreich, Principal	Start: 06/30/2011 End: 07/01/2012		NSLA (State-281) - \$1246.00 Employee Benefits: NSLA (State-281) - \$5497.00 Employee Salaries: ACTION BUDGET: \$6743
Total Budget:				\$89552

Intervention: Improve math instruction by providing professional development to all staff.

Scientific Based Research: Marzano, Robert J., Tony Frontier, David Livingston, "Effective Supervision: Supporting the Art and Science of Teaching"(2011), Burris, Carol Corbett, Delia T. Garrity, "Detracking for Excellence and Equity"(2008), Brookhart, Susan M., "How Too Assess Higher-Order Thinking Skills In Your Classroom"(2010).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide professional development activities in the area of math to enhance higher-order thinking skills, develop formative assessment techniques, meet the needs of learners and assist teachers in classroom management.(CGI) Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Beth Stewart, Assistant Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Teachers • Title Teachers 	ACTION BUDGET: \$
Utilize highly qualified teachers and paraprofessionals to provide professional development to appropriate staff members. Ensure assessment and instruction are aligned in each classroom by incorporating research-based materials that ensure best practices from highly successful schools. PROGRAM EVALUATION RESULTS: 10-11, In 1st grade, 61% scored above the 50th percentile on the ITBS. In kindergarten,	Charlotte Heidenreich, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Teachers • Title Teachers 	ACTION BUDGET: \$

<p>66% scored above the 50th percentile on the ITBS. 09-10, In 1st grade, 47% scored above the 50th percentile on the SAT 10. In kindergarten, on the MAT 8, 49% scored above the 50th percentile. We collected baseline data this year. 08-09, In 1st grade, 57% scored above the 50th percentile on the SAT 10. In kindergarten, on the MAT 8, 51% scored above the 50th percentile. We collected baseline data this year. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>					
<p>Teachers will receive training this summer for Cognitive Guided Instruction(CGI). These strategies will be used in K and 1st grade classrooms to help implement Common Core State Standards(CCSS) and increase student achievement in math. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>		<p>Melissa Hayes, Janis Horn, Nancy Lacy, Shannon Patterson</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Total Budget: _____ \$0</p>					
<p>Intervention: Use assessments for frequent monitoring of student achievement in math.</p>					
<p>Scientific Based Research: Armstrong, Thomas,"Multiple Intelligences In the Classroom"(2009), No Child Left Behind Newsletter, The Achiever, March 2009, Vol. 8, No. 3</p>					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
<p>Incorporate RTI team to assist students' academic and behavioral needs in the area of math. MAP Assessment will help to determine RTI referrals. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Sandra Oliver, RTI Team Leader</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<p>NSLA (State-281) - \$625.00 Purchased Services: _____</p> <p>ACTION BUDGET: \$625</p>	
<p>Use skills checklist, STAR Math (1st grade), and school-developed CRT(K, 1) as a pre, mid, and post test to determine student growth and provide point in time remediation to students needing intervention. PROGRAM EVALUATION RESULTS: Show results from CRT, and NRT to see if we are meeting the needs of our students with AIP's and IRI's. The Kindergarten 10-11 CRT Data showed an increase in math from .05% to 87% scoring proficient or advanced. First Grade 10-11 CRT Data showed an increase in math from 2% to 86% scoring proficient or advanced. The Kindergarten 09-10 CRT data showed an increase in math from 0% to 78%. First Grade 09-10 CRT data showed an increase in math from 4% to 89%. Kindergarten 10-11 NRT Data</p>	<p>Charlotte Heidenreich, Principal, Tracy Brannon,K&1, Stephanie Nicholson, 1, Vanessa Moore, K&1, Shawn Stobaugh, K</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Performance Assessments • Teachers • Title Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>	

<p>showed that 66% of students scored above the 50th percentile. First Grade 10-11 NRT Data showed that 61% of students scored above the 50th percentile. Kindergarten 09-10 NRT data showed that 49% of students scored above the 50th percentile. First Grade 09-10 NRT data showed that 47% of students scored above the 50th percentile. The Kindergarten 08-09 CRT data showed an increase in math from 1% to 81%. First Grade 08-09 CRT data showed an increase in math from 4% to 92%. Kindergarten NRT data showed that 51% of students scored above the 50th percentile. First Grade NRT data showed that 57% of students scored above the 50th percentile. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>				
<p>Develop individualized student Academic Improvement Plans for students performing below the proficient level in math based on data from QUALLS (K), and STAR Math(1st). Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Charlotte Heidenreich, Principal, Classroom Teachers</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>Provide Extended Learning Opportunities (Ramp Up) for students performing at the basic level in literacy and math to enable them to become proficient. The focus will be on enrichment of students as they prepare for promotion to next grade level. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Beth Stewart, Assistant Superintendent</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<p>Title I - Employee Salaries: \$960.00 Title I - Employee Benefits: \$216.00 ACTION BUDGET: \$1176</p>
<p>Teachers will review and revise current CRT, and report card to correlate with CCSS in math. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Charlotte Heidenreich, principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$1801</p>
<p>Intervention: Adapt Math Curriculum to provide a clear and focused mission.</p>				

Scientific Based Research: Voltz, Deborah L. , Michele Jean Sims, Betty Nelson, "Connecting Teachers, Students and Standards: Strategies for Success in DIverse and Inclusive Classrooms"(2010), Marzano, Robert J, "The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction"(2007).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Conduct a school wide meeting each semester to align math curriculum vertically. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Beth Steward, Assistant Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Partnership with Pre-K component and parents to assure ongoing progress of assessing and evaluating students as they transition from one program to another. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Charlotte Heidenreich, Prin, Cheri Millheim, ABC Coord, Zelda Vernon -Child Dev Ctr Dir.	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
Provide \$500.00 per teacher, including Spec Ed. for all teachers to purchase instructional materials and supplies (ACT 1687.) These materials will be used with higher order thinking skills in literacy with emphasis on using picture cues and vocabulary.	Annette Henderson, Superintendent, Charlotte Heidenreich, Principal	Start: 06/30/2011 End: 07/01/2012		Local Revenue: \$6500.00 ACTION BUDGET: \$6500
Total Budget:				\$6500
Intervention: Provide a climate of high expectations to enhance math instruction.				
Scientific Based Research: Goodwin, Bryan, "Simply Better: Doing What Matters Most to Change the Odds For Student Success"(2011)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Utilize AIMS materials to provide opportunities in Learning Camps to address higher levels on Blooms Taxonomy and give students an opportunity for authentic hands-on activities. PROGRAM EVALUATION RESULTS: Provide CWT results to show evidence of teachers using higher levels on Blooms. 10-11, CWT Data showed an increase in the number of times application(43 to 64),and analysis(1 to 4) was observed. 09-10, We are collecting baseline data for this year. Action Type: Collaboration	Charlotte Heidenreich, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Utilize Ipad Lab and purchased Ipad covers to enhance students understanding of	Anne Stobaugh, Media Specialist	Start: 06/30/2011	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$

technology while developing math skills for intervention, and enrichment. Action Type: AIP/IRI Action Type: Technology Inclusion Action Type: Title I Schoolwide		End: 07/01/2012	<ul style="list-style-type: none"> • School Library • Teachers • Teaching Aids • Title Teachers 	
Morrilton Primary School will use Title I funds to support the use of technology in the area of math. Instructional technology purchases will include but is not limited to 2 Apple TV's, 4 projector bulbs, 6 iPad covers, 22 iPads, 2 projector mount packages. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Beth Stewart, Federal Programs Coordinator	Start: 06/30/2011 End: 07/01/2012	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • School Library • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
Title I funds will be used to provide an after school program targeting educationally at-risk students (1511). The program will meet 54 days 2 hours per day.	Charlotte Heidenreich, Principal	Start: 06/30/2011 End: 07/01/2012		Title I - Employee \$6480.00 Salaries: Title I - Employee \$1470.00 Benefits: Title I - Materials & Supplies: \$250.00 ACTION BUDGET: \$8200
Implement Co-Teaching Model to provide best practice teaching strategies to meet individual instructional levels of all students. Action Type: Collaboration	Charlotte Heidenreich, Principal, Ken Holmes, Special Education Director, Beth Stewart, Assistant Superintendent	Start: 06/30/2011 End: 07/01/2012	<ul style="list-style-type: none"> • Teachers • Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$8200

Priority 4: Students at Morrilton Primary School will continue to engage in physical activity above the mandated time for the 2011-2012 school year.

- Supporting Data:
1. Assessment of Child and Adolescent Obesity Report for SCCSD: 09,10,11: Gender, Grade K: In 11, 70.2% males and 76.9% females were reported as healthy or underweight. In 10, 68.5% males and 71% females were reported as healthy or underweight. In 09, 47.5% males and 50.8% females were reported as healthy weight or underweight.
 2. Assessment of Child and Adolescent Obesity Report for SCCSD: Grade 1: First grade is not a required grade to assess BMI. No data available.
 3. Morrilton Primary School completed the CDC School Health Index on April 7, 2006. Results indicate insufficient physical activity time, withholding PE as punishment for other areas of instruction, lack of assignments and projects that encourage students to interact with family members and community organizations and a community that does not sufficiently address essential healthy eating topics. Strengths of MPS Health Index include written school health and safety policies, good communication of policies to parents and staff, use of active learning strategies and use of activities that are culturally appropriate for our community. Physical activity classes are taught and supervised by a certified PD instructor and physical activity classes allow for inclusion students with special needs.
 4. A study conducted and cited by the Institute of Medicine "Preventing Childhood Obesity-Health in the Balance) indicates that over the passed three decades, childhood obesity rate has more than doubled for preschoolers and adolescents and has more that tripled for children ages 6 to 11.

5. Obese children show an increase in incidence of Type II Diabetes, high cholesterol and blood pressure (risk factors for heart disease), sleep apnea, orthopedic problems, liver disease and asthma. Overweight adolescents have a 70% chance of becoming overweight/obese adults. National Institute of Health, June 2002.
6. Parental Surveys were sent out in 2006-2007. Of the surveys returned, 36% of students participate in organized physical activities outside of school. 72% participate in some type of outdoor free play activities when not at school. 61% of parents describe their child as very active, while 16% reported their child was somewhat active. According to parents, 66% of students had no health issues that interfere with physical activities. 66% of the parents stated that they were aware of the physical activity opportunities provided for their child during the school day. Only 27% rate these opportunities as excellent while 40% rate them good.
7. NEEDS ASSESSMENT: We formed ACSIP Leadership Teams and analyzed the test scores from the 2011 administration of the K and 1st grade 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 scholars are not achieving to their full potential. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our greatest need within the Wellness Priority: at-risk children for obesity/overweight, nutrition education to provide information on a healthier lifestyle(food choices and exercise). We will select Interventions and coordinate our various state and federal funding sources to address these areas. In addition, we meet in grade level teams weekly and as an entire faculty monthly so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus of our Classroom Instruction.

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

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

Intervention: Teachers will incorporate the physical education curriculum into other subject areas and activities throughout the day.				
Scientific Based Research: New Study Supports Physically Fit Kids Perform Better Academically. Online: AAHPERD; American Alliance for Health, Physical Education, Recreation & Dance(2009).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
MPS will maintain a physical activity period for 30 minutes per day. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness	Charlotte Heidenreich, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
Utilize health and wellness units for K-1. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Clair Pruit, Parent Involvement Coordinator; Shannon Ferguson, Brooks Mueller, Physical Education Teacher; Anastasia Ca	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Central Office • Community Leaders • Outside Consultants • Teachers • Teaching Aids • Title Teachers 	ACTION BUDGET: \$
Promoting time-on-task, activities will be developed and used to minimize wait time in physical	Shannon Ferguson, Brooks	Start: 07/01/2011	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$

activity. These activities will encourage total group participation. Action Type: Collaboration Action Type: Wellness	Mueller, Physical Education Teacher	End: 06/30/2012	<ul style="list-style-type: none"> Title Teachers 	
A wellness newsletter will be sent home quarterly to provide information on health issues and suggestions for healthy lifestyles. Action Type: Parental Engagement Action Type: Wellness	Anastasia Campbell, 1	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	ACTION BUDGET: \$
Information concerning healthy snacks and wellness activities will be given to parents at the parent involvement meeting concerning our Fresh Fruit and Vegetable Grant. Action Type: Parental Engagement Action Type: Wellness	Sandra Oliver, Counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	ACTION BUDGET: \$
To facilitate student's needs for physical activity behavioral consequences will not include limits on or elimination of physical activity. Action Type: Equity Action Type: Wellness	Charlotte Heidenreich, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Provide incentives for students to promote healthy eating habits, fitness, and lifestyle choices. (Red Ribbon Week) Action Type: Collaboration Action Type: Wellness	Sandra Oliver, Counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers Teaching Aids 	Local Revenue: \$800.00 ACTION BUDGET: \$800
Provide 4 soccer goals and 2 storage lockers to house outdoor equipment that can be utilized for improved fitness. Action Type: Equity Action Type: Special Education Action Type: Wellness	Shannon Ferguson, Brooks Mueller, Physical Education Teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	Local Revenue: \$700.00 ACTION BUDGET: \$700
P.E. teacher will collaborate with classroom teachers to incorporate weekly skills that support other areas of the curriculum. Action Type: Collaboration Action Type: Wellness	Shannon Ferguson, Brooks Mueller, PE	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Snacks will be provided daily to enhance nutrition education by providing fresh fruits and vegetables to our scholars on a daily basis. We will use these snacks to promote healthy eating habits and educate our scholars on the importance of eating healthy. PROGRAM EVALUATION RESULTS: Survey parents to see if children are eating healthier by choosing more fruits and vegetables. We are collecting baseline data for this year. In 2010-2011 survey results completed by parents determined that 57% of children ate more fruits and vegetables after participating in the FFVP. 71% said that students	Sandra Oliver, Counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$

asked to buy fruits and vegetables when shopping. 44% of parents said that students chose fruits and vegetables over other snacks. 67% of students are more willing to try fruits and vegetables than before participating in the FFVP. Action Type: Program Evaluation Action Type: Wellness				
We will use resources/professionals from our community to enhance our nutrition education program set forth by our FFVPG(Fresh Fruit and Vegetable Program Grant). They will provide information and educational programs for our scholars. Parents are invited to attend these programs to help their children make better food choices and promote a healthier lifestyle. Action Type: Parental Engagement Action Type: Wellness	Sandra Oliver, Counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Community Leaders Outside Consultants 	ACTION BUDGET: \$
Purchase 2 Wii Game Consoles, extra remote and games to promote physical activity for PE classes and indoor recess. These will be stored in the library to be checked out. (1 for K and 1 for 1st grade) Action Type: Wellness	Shannon Ferguson	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Outside Consultants School Library Teachers Teaching Aids 	Local Revenue: \$1000.00 ACTION BUDGET: \$1000
Total Budget:				\$2500

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Bailey, Glenda	Special Education Teacher	Special Education, Wellness
Classroom Teacher	Bowles, Vicky	Music Teacher	Wellness
Classroom Teacher	Campbell, Anastasia	1st Grade	Steering Committee/Wellness
Classroom Teacher	Collins, Wendy	K	Math
Classroom Teacher	Ferguson, Shannon	Physical Education Teacher	Wellness
Classroom Teacher	Gordon, Jan	KF	Math
Classroom Teacher	Griswood, Martha	KF	Literacy
Classroom Teacher	Hayes, Melissa	1st Grade	Steering Committee/Math
Classroom Teacher	Haynes, Raven	KF	Math
Classroom Teacher	Hightower, Christie	Special Education	Special Education, Math
Classroom Teacher	Horn, Janis	KF	Steering Committee/Math
Classroom Teacher	Johnson, Amanda	KF	Wellness
Classroom Teacher	Knapp, Melynda	1st Grade	Steering Committee/Literacy
Classroom Teacher	Lacy, Nancy	1st Grade	Math
Classroom Teacher	Meeler, Christy	KF	Steering Committee/Math
Classroom Teacher	Moll, Kristy	1st Grade	Literacy
Classroom Teacher	Moore, Vanessa	Title I Math Teacher	Math
Classroom Teacher	Mueller, Brooks	Physical Ed.	Wellness
Classroom Teacher	Nicholson, Stephanie	Title I Literacy, 1st Grade	Literacy
Classroom Teacher	Patterson, Shannon	1st Grade	Steering Committee Chair
Classroom Teacher	Russell, Bridgett	1st Grade	Math
Classroom Teacher	Stobaugh, Shawn	Title I Literacy Teacher, KF	Literacy
Classroom Teacher	Walls, Katrina	Art Teacher	Wellness
Classroom Teacher	Ward, Yuzanda	KF	Literacy

Classroom Teacher	Washam, Tracie	1st Grade	Literacy
Classroom Teacher	Willis, Sumer	KF	Literacy
Classroom Teacher	Zimmerman, Kathy	KF	Math
Non-Classroom Professional Staff	Bowens, Rita	Cook, KF	Wellness
Non-Classroom Professional Staff	Brannon, Tracey	Paraprofessional, Title I	Literacy
Non-Classroom Professional Staff	Brannon, Vicki	Nurse	Wellness
Non-Classroom Professional Staff	Cook, Carol	Janitor	Wellness
Non-Classroom Professional Staff	Cook, Lori	Library Aide	Wellness
Non-Classroom Professional Staff	Craig, Beverly	Secretary, 1st Grade	Math
Non-Classroom Professional Staff	Deaton, Cheryl	Paraprofessional, Title I	Math
Non-Classroom Professional Staff	Greer, Mae	Cafeteria	Wellness
Non-Classroom Professional Staff	Hill, Linn	Janitor	Wellness
Non-Classroom Professional Staff	Hurst, Teresa	Secretary	Steering Committee/Literacy
Non-Classroom Professional Staff	Hutchison, Judy	Speech Pathologist	Special Education/Literacy
Non-Classroom Professional Staff	Jenkins, Amanda	Cafeteria Manager	Wellness
Non-Classroom Professional Staff	McKendree, Courtney	Paraprofessional	Literacy
Non-Classroom Professional Staff	Oliver, Sandra	Counselor	Wellness, Steering Committee
Non-Classroom Professional Staff	Simmons, Sue	Cook, KF	Wellness
Non-Classroom Professional Staff	Stobaugh, Anne	Librarian	Literacy
Non-Classroom Professional Staff	Stobaugh, MaryAnn	Paraprofessional	Wellness
Non-Classroom Professional Staff	Thomas, Pam	Paraprofessional, Special Education	Special Education/Literacy
Non-Classroom Professional Staff	Ussery, Pam	ESL Assistant	Literacy
Non-Classroom Professional Staff	Welch, Mary	Cook, 1st Grade	Wellness
Principal	Heidenreich, Charlotte	KF-1	Steering Committee