

School Plan

WEST SIDE KINDERGARTEN
1008 W CHILDRESS ST, MORRILTON, AR 72110

Arkansas Comprehensive School Improvement Plan

2005-2006

The mission of West Side Kindergarten is to provide a safe and nurturing environment that imparts instructional strategies which will enable students to become proficient in literacy and mathematics.

Grade Span: K

Title I: Title I Schoolwide

School Improvement:

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Priority 1: Literacy

Goal: Students will improve understanding and application of literacy skills.

Priority 2: Math

Goal: Students will improve their understanding and usage of math standards in the following areas: number and operations, algebra, geometry, measurement, data analysis and probability.

Priority 3: Special Education

Goal: To decrease minority representative in the special education program.

Priority 1: To improve literacy skills for all students.

1. 4th GRADE BENCHMARK: 4th Grade Benchmark data for 2004 indicated that 169 students were tested and 66% of our students in the combined population scored in the proficient or advanced range in the area of Literacy. In 2003, 185 students were tested and 65% scored proficient or advanced. In 2002, 189 students were tested and 62% scored proficient or advanced. Reviewing data for the previous three years, we found a discrepancy between scores on our multiple choice items and those on our open-response items. On the Primary Benchmark, 4th grade general population averages for multiple choice questions in Reading were 10/16 (2003), 11/16 (2002), 6/8 (2001) in Literary; 10/16 (2003), 12/16 (2002), 6/8 (2001) in Content; and 12/16 (2003), 14/16 (2002), 6/8 (2001) in Practical. Open-response scores were 12/16 (2003), 8/16 (2002), 3/8 (2001) in Literary; 9/16 (2003), 8/16 (2002), 4/8 (2001) in Content; and 14/16 (2003), 10/16 (2002), 3/8 (2001) in Practical. Using the Primary Benchmark School Roster Report for Literacy, we analyzed the students' most missed items and compared across the past three years for patterns. We found that our greatest needs for improvement were in the areas of Writing and open-response items in Reading. Our greatest areas of need in Writing were Content (34/48 in 2003, 18/36 in 2002, 29/48 in 2001) and Style (22/32 in 2003, 24/32 in 2002, 20/32 in 2001). Primary Benchmark scores for 2004 indicated an improvement in the area of content for open-response questions (13/16) for the general population; however, the pattern of needing improvement with open-response and writing continues (10/16 in Literary, 10/16 in Practical, and Writing scores of 34/48 in Content, 23/32 in Style, 14/16 in Sentence Formation, 14/16 in Usage, and 13/16 in Mechanics), and is pronounced in the IEP subgroup for 2004: 3/16 in Literary open-response, 6/16 in Content open-response, 2/16 in practical open-response, and Writing scores of 18/48 in Content, 12/32 in Style, 8/16 in Sentence Formation, 9/16 in Usage, and 7/16 in Mechanics. General population multiple-choice responses for 2004 indicated a continued need to concentrate on reading comprehension (11/16 in Literary and 10/16 in Content), especially in Practical reading comprehension (10/16). Examination of other sub-group population scores revealed an improvement in the performance of African-American students: 28 students were tested and 44% were below proficiency in 2004, as compared to 57% of 20 students tested in 2003 and 54% of 23 students tested in 2002; however, we found the following area of concern: 63% of African-American males in the combined population scored below proficiency in 2004 (71% in 2003, 63% in 2002), and 25% of African-American females scored below proficiency in Literacy (43% in 2003, 44% in 2002). In 2004, 104 low socio-economic students were tested and 47% scored below proficiency in Literacy, as compared to 42% (of 111 students) in 2003 and

47% (of 127 students) in 2002. Although we made AYP in 2004 with African-American and low socio-economic students, we must continue our focus on these subgroups. Additionally, we will continue working with our relatively small LEP subgroup, focusing on open-response questions. 6th GRADE BENCHMARK EXAM: On the 2004 Literacy Exam, 200 students were tested in the combined population and 37% scored proficient or advanced. In 2003, 198 students were tested and 25% scored proficient or advanced. In 2002, 192 students were tested and 22% were proficient or advanced. Students in the combined population showed consistent areas of need in Reading open response literary, content and practical passage types, and Writing content and style domains. IEP: In 2004, 26 IEP students were tested in Literacy and 0% were proficient or advanced. In 2003, 31 students were tested and 3% were proficient. In 2002, 30 students were tested and 0% were proficient or advanced. IEP students showed consistent areas of need in Reading open response literary, content and practical passage types, and Writing content and style domains. LEP: There was no significant subpopulation of LEP students. SES: In 2004, 129 students were tested and 26% were proficient or advanced. In 2003, 114 students were tested and 17% were proficient or advanced. In 2002, 115 students were tested and 13% were proficient or advanced. The SES students showed consistent areas of need in Reading open response literary, content and practical passage types, and in Writing content and style domains.

Supporting
Data:

2. ITBS: On the 2005 Iowa Tests of Basic Skills, 130 3rd graders were tested and 67% scored at or above the 50th percentile in Reading Comprehension. In 4th grade, 145 students were tested and 61% scored at or above the 50th percentile. In 5th grade, 160 students were tested and 60% scored at or above the 50th percentile. In the 6th grade, 178 students were tested and 54% scored at or above the 50th percentile. On the 2004 Iowa Tests of Basic Skills, the Percentile Rank of Average SS for our 5th grade students was 55 in Reading Comprehension. Results indicate that 48.6% of 185 5th grade students scored below the 50th percentile. This compares to 43% below the 50th on the Stanford Achievement Test, Ninth Edition in 2003, and 49% below in 2002. An NRT was not given in grades K-4 for 2004, but SAT9 results for 2003 indicated that 48% of 4th grade students scored below the 50th percentile in reading comprehension; 36% of 3rd graders (2003) scored below the 50th, and 49% scored below in 2002. Also in 2002, 25% of our 2nd graders fell below the 50th percentile in reading comprehension. Although progress has been shown on some grade levels, an overall pattern of weakness in reading comprehension, among the upper elementary grades, has emerged. A more focused examination of 2004 ITBS scores for 5th grade Reading Comprehension yielded the following results: 68% of student responses for Factual Understanding were correct; 64% of responses for Inference and Interpretation were correct; and only 58% of responses for Analysis and Generalization were correct. Although all three areas need improvement, the ability of our students to analyze and generalize is relatively weak, especially their ability to determine main idea. Reading instruction needs to focus on these areas. Although subtests were different on the SAT9 for grades 2-4 in the past three years, an examination of test results reveals a similar pattern and indicates a need for concentration of reading instruction on factual understanding, inference and interpretation, and especially, analysis and generalization, particularly the ability to determine main ideas. An examination of sub-group data revealed the same pattern as that of the Primary Benchmark Exam: 73.6% of African American 5th graders scored below the 50th percentile in reading comprehension, 60.7% of low socio-economic students scored below the 50th, and 100% of IEP students scored below the 50th percentile. This pattern has held for the previous three years across all grade levels K-5.
3. Ethnicity: 4th Grade Benchmark Exam: African American: In 2004, 39 students were tested and 57% scored proficient or advanced. In 2003, 45 students were tested and 42% scored proficient or advanced. In 2002, 54 students were tested and 46% scored proficient or advanced. Caucasian: In 2004, 117 students were tested and 70% scored proficient or advanced. In 2003, 133 students were tested and 72% scored proficient or advanced. In 2002, 125 students were tested and 68% scored proficient or advanced. 6th Grade Benchmark Exam: African American: In 2004, 50 students were tested and 20% scored proficient or advanced. In 2003, 54 students were tested and 26% scored proficient or advanced. In 2002, 46 students were tested and 17% scored proficient or advanced. Caucasian: In 2004, 141 students were tested and 41% scored proficient or advanced. In 2003, 134 students were tested and 27% scored proficient or advanced. In 2002, 138 students were tested and 24% scored proficient or advanced.
4. ATTENDANCE: Attendance rates K-5 range from 84% to 98% for the past three years. The attendance rate for West Side Kindergarten for 2002-2003 was 92%. The attendance rate for West Side Kindergarten for 2003-2004 was 93%. The attendance rate for West Side Kindergarten for 2004-2005 was 95%.
5. Norm-referenced assessment: Kindergarten ITBS Total Reading: In 2005, 180 students were tested and 46% scored above the 50th percentile. Kindergarten ITBS Total Language: In 2005, 180 students were tested and 67% scored above the 50th percentile. 1st Grade ITBS

Total Reading: In 2005, 170 students were tested and 72% scored above the 50th percentile. 1st Grade ITBS Total Language: In 2005, 170 students were tested and 77% scored above the 50th percentile. 2nd Grade ITBS Total Reading: In 2005, 198 students were tested and 69% scored above the 50th percentile. 2nd Grade ITBS Total Language: In 2005, 198 students were tested and 70% scored above the 50th percentile. 3rd Grade ITBS Total Reading: In 2005, 130 students were tested and 67% scored above the 50th percentile. 4th Grade ITBS Total Reading: In 2005, 145 were tested and 61% scored above the 50th percentile. 5th Grade ITBS Total Reading: In 2005, 160 were tested and 60% scored above the 50th percentile. In 2004, 185 were tested and 55% scored above the 50th percentile. SAT-9 assessment: 4th Grade Total Reading: In 2003, ??? were tested and ___% scored above the 50th percentile. 6th Grade ITBS Total Reading: In 2005, 178 were tested and 54% scored above the 50th percentile. SAT-9 assessment: 6th Grade Total Reading: In 2003, ??? were tested and ___% scored above the 50th percentile.

6. KINDERGARTEN CRT (FALL 2003): On the test given, "Kindergarten CRT" 96% of our students began Kindergarten with Literacy skills below the proficient level. Pre-assessment skills below proficient level for SES students was 99% in the area of literacy. 100% of our special education students began Kindergarten with literacy skills below the proficient level. KINDERGARTEN CRT (SPRING 2004): On the test given Kindergarten CRT 88% of our students scored proficient or above in the area of literacy. Our SES students scored 83% proficient or above: Our special education students scored 83% or above in the area of literacy. KINDERGARTEN CRT (FALL 2004): On the test given, 97% of our students began Kindergarten with literacy skills below the proficient level. Pre-assessment skills below proficient level for SES students was 95% in the area of literacy. 100% of our special education students began Kindergarten with literacy skills below the proficient level. KINDERGARTEN CRT (SPRING 2005): On the test given Kindergarten CRT 88% of our students scored proficient or above in the area of literacy. Our SES students scored 84% proficient or above: Our special education students scored 64% or above in the area of literacy.
7. Kindergarten STAR Early Literacy Assessment: In 2005, 187 students were tested and the average scaled score was 615 which was in the emergent reader range. 1st Grade STAR Reading: In 2005, 163 students were tested and the average Percentile Rank score was at the 78th percentile. 2nd Grade STAR Reading: In 2005, 189 students were tested and the average Percentile Rank score was at the 63rd percentile. 3rd Grade STAR Reading: In 2005, 133 students were tested and the average Percentile Rank score was at the 50th percentile. 4th Grade STAR Reading: In 2005, 150 were tested and the average Percentile Rank score was at the 43rd percentile. 5th Grade STAR Reading: In 2005, 168 were tested and the average Percentile Rank score was at the 44th percentile. 6th Grade STAR Reading: In 2005, 175 were tested and the average Percentile Rank score was at the 40th percentile.

Goal Students will improve understanding and application of literacy skills.

Benchmark Increase the number of kindergarten students who score at or above the proficient level on the literacy portion of the Spring 2006 Kindergarten Assessment to meet or exceed the average yearly progress as determined by the State Department of Education.

Intervention: Use of ELLA instructional strategies in all kindergarten classrooms. Clay, Marie M. (1997). An Observation Survey Of Early Literacy Achievement. Heineman Education: A division of Reed Publishing, Ltd. Dorn, Linda J. & French, Cathy & Jones, Tammy. (1998). Apprenticeship in Literacy: Transitions Across Reading and Writing. Stenhouse Publishers. Aldridge, Jerry & Kirkland, Lynn & Kirby, Pat (2nd ed.). Campus Press. Harrison, Grant Von and Hughes, Fred S. (1993). Companion Reading: A Total Integration of Language Arts Skills. Metra-Summerhaus Publishing. White, Lee F. What Happens When First Graders Work With Reading Buddies In An Electronic Literacy Program? (2000). Fairfax County Public Schools. What Is A Professional Learning Community. Education Leadership May (2004), pg. 25-31. Implement Sing, Spell, Read and Write in the Special Education Program. Adams, MJ (1990). Beginning to read: Thinking and Learning About Print. Cambridge MA: MIT Press.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
Use of Phonetic Connections in school-wide lab. Use ELLA techniques to teach phonetic awareness, reading and creative writing. Use of Companion Reading Program in school wide lab. Talents Unlimited training for all teachers in order to provide gifted and talented	Shawn Stobaugh, Title Teacher; Nick Harrel, Physical Education Teacher	Start: 07/01/2005 End: 06/30/2006	<ul style="list-style-type: none"> ● Title Teachers ● Teaching Aids ● Teachers ● School Library ● District Staff ● Computers ● Central Office ● Administrative 	ACTION BUDGET: \$

<p>instruction in literacy for all students. Provide a district coordinator of Gifted/Talented Services. Implement Professional Learning Community to enhance collaborative efforts between staff members and assessment of student achievement. Align the curriculum, develop instructional strategies, and promote systemic change by training a campus facilitator in a research-based methods to teach reading and writing in content areas and becoming a Professional Learning Community. Incorporation of literacy skills into daily physical education activities. Action Type: Technology Inclusion Action Type: Professional Development Action Type: Equity Action Type: Collaboration Action Type: Alignment</p>			<p>Staff</p>	
<p>Provide opportunities for technology training for school staff. District technology personnel will use the district technology lab for a facility. The training will include Microsoft Word, Power Point, Excel, Internet and Gradekeeper Fourteen staff members will attend state kindergarten conference. Three staff members will attend Heartland Effective School Conference. Staff members will attend state Kindergarten Conference. Action Type: Professional Development Action Type: Plan Evaluation Action Type: Equity Action Type: Collaboration Action Type: Alignment</p>	<p>Annette Henderson, Curriculum Coordinator</p>	<p>Start: 07/01/2005 End: 06/30/2006</p>	<ul style="list-style-type: none"> • Teaching Aids • Teachers • Central Office • Administrative Staff 	<p>PD (State-223): \$1704.00</p> <hr/> <p>ACTION BUDGET: \$1704</p>
<p>Provide training for teachers in the Accelerated Reader Program. Action Type: Technology Inclusion Action Type: Professional Development Action Type: Plan Evaluation Action Type: Alignment</p>	<p>Annette Henderson, Curriculum Coordinator</p>	<p>Start: 07/01/2005 End: 06/30/2006</p>	<ul style="list-style-type: none"> • Title Teachers • Teachers • Computers • Administrative Staff 	<p>PD (State-223): \$3300.00</p> <hr/> <p>ACTION BUDGET: \$3300</p>
<p>Use of leveled readers and supplemental readers and supplemental materials to individualize instruction while targeting students below the proficient level for literacy instruction with an emphasis on vocabulary and a focus on SES students, African American males and IEP students. Enhance systemic change by training the school staff to understand and implement the 7 Correlates of Effective Schools. Provide an</p>	<p>Charlotte Heidenreich</p>	<p>Start: 07/01/2005 End: 06/30/2006</p>	<ul style="list-style-type: none"> • Title Teachers • Teaching Aids • Teachers • School Library • Performance Assessments • Central Office • Administrative Staff 	<p>Title I - Employee Salaries: \$7717.00 Title I - Employee Benefits: \$2476.00</p> <hr/> <p>ACTION BUDGET: \$10193</p>

<p>instructional .5 FTE assistant to work with individual students and/or small groups within the classroom while focusing on students scoring below the proficient level. Action Type: Special Education Action Type: Professional Development Action Type: Plan Evaluation Action Type: Equity Action Type: Alignment</p>				
<p>Purchase materials necessary to help improve literacy skills with emphasis on individual levels of learning. Extend the AR Library. Purchase Houghton Mifflin for each classroom to improve literacy skills. Action Type: Collaboration</p>	<p>Shawn Stobaugh, Title I Teacher</p>	<p>Start: 08/19/2005 End: 05/30/2006</p>	<ul style="list-style-type: none"> • Teaching Aids 	<p>Title I - Materials & Supplies: \$500.00 Local Revenue: \$17650.00</p> <hr/> <p>ACTION BUDGET: \$18150</p>
<p>Provide materials that enable teachers to assist students with modifications necessary to reach the proficient level of learning (IRI). Employ .5 FTE special education teacher to provide differentiated instruction for students with disabilities scoring below proficient (IRI). Employ one FTE special education paraprofessional to provide differentiated instruction for students with disabilities scoring below proficient (IRI). Action Type: Special Education Action Type: Collaboration</p>	<p>Dean Newell, Director of Special Education</p>	<p>Start: 08/19/2005 End: 05/30/2005</p>	<ul style="list-style-type: none"> • Teachers • Performance Assessments • Administrative Staff 	<p>Special Ed. IDEA: \$37957.00</p> <hr/> <p>ACTION BUDGET: \$37957</p>
<p>Hold staff meetings and in-service to analyze and evaluate the plan by disaggregating skills test data and to discuss progress and remediation. Analyze and evaluate transition skills for children from preschool programs. Align district curriculum with Arkansas Standards, the Benchmark Assessment, and the IOWA Norm Reference Exam. Use of parent volunteers to assist students falling below the proficient level of performance. Parent orientation to: (1) Explain school-wide curriculum, assesment and ruberics; (2) Inform parents of parental rights in planning, review and improvement of parent/school programs; (3) Distribution of parent/school compact concerning Title I school-wide program; and (4) To inform parents of programs available address special needs of students falling below the proficient level</p>	<p>Charlotte Heidenreich, Principal</p>	<p>Start: 08/01/2005 End: 06/30/2006</p>	<ul style="list-style-type: none"> • Title Teachers • Teachers • Performance Assessments • District Staff • Central Office • Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>

(IRI). Action Type: Technology Inclusion Action Type: Professional Development Action Type: Plan Evaluation Action Type: Parental Engagement Action Type: Alignment				
Provide a .5 ESL assistant to work with individual students and/or small groups within the classroom while focusing on those scoring below the proficient level (IRI). Provide focused learning time for students who are performing below the proficient level (IRI). Meetings with ESL instructional assistant and classroom teachers to disaggregate and analyze CRT data to determine progress or remediation. Action Type: Special Education Action Type: Plan Evaluation Action Type: Equity Action Type: Collaboration	Charlotte Heidenreich	Start: 08/19/2005 End: 05/30/2006	<ul style="list-style-type: none"> Teaching Aids School Library Public Library 	ELL (State-276): \$7847.00 <hr/> ACTION BUDGET: \$7847
Provide opportunities for teachers to visit other schools to observe best practices in literacy within and outside the district. (PLC) Provide staff development to improve instruction in the area of literacy focusing on Renaissance Learning programs (AR). Provide professional development for teachers and parents in order to improve classroom management skills. Strategies will focus on discipline, time on task, and a safe and orderly environment. Designated staff members will attend the state Smart Start Convention. Action Type: Professional Development Action Type: Parental Engagement Action Type: Collaboration Action Type: Alignment	Annette Henderson, Curriculum Coordinator	Start: 08/19/2005 End: 06/30/2006	<ul style="list-style-type: none"> Teachers Outside Consultants Central Office Administrative Staff 	<hr/> ACTION BUDGET: \$
Total Budget:				\$79151
Intervention: Realign the Title I Instructional Plan. Clay, Marie M. (1997). An Observation Survey Of Early Literacy Achievement. Tunmer, W. & Chapman, J. (1998). Language Prediction Skill, Phonological Recoding Ability and Beginning Reading. Inc. Halume & r. Joshi (Eds.), Reading and Spelling: development and Disorders (pp.33-67). Mahuah, N.J.: Erlbaum. Reading Aloud To Children: The Past, the Present and the Future. Journal article by Guofang Wan; Reading Improvement, Vol. 37, 2000. Subjects: Reading--Study and Teaching, Language Arts--Research, Oral reading--Research, Reading, Psychology of--Analysis, Developmental reading--Technique . Writing to Read. Magazine article; The Futurist, Vol. 24, March 1990. Subjects: Reading--Research, Writing to Read (Educational software)--Usage, Literacy programs--Innovations				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide a 1.0 FTE Title I teacher and to assist students scoring below the proficient level in small group instruction.	Jerry Owens, Deputy Superintendent; Nick Harrell,	Start: 08/19/2005 End: 05/30/2006	<ul style="list-style-type: none"> Title Teachers Teachers Performance Assessments 	Title I - Employee \$45282.00 Salaries: Title I -

<p>Provide focused learning time for students who are performing below the proficient level. Use of co-teaching model to enhance literacy skills in areas of low performance. Collaboration between physical education teacher and classroom teacher to incorporate more physical activity skills into the literacy program to enhance literacy skills and help reduce childhood obesity. Action Type: Plan Evaluation Action Type: Collaboration</p>	<p>Physical Education Teacher</p>		<ul style="list-style-type: none"> Central Office Administrative Staff 	<p>Employee Benefits: \$11413.00</p> <hr/> <p>ACTION BUDGET: \$56695</p>
<p>Use of computer lab to assist students who are below proficient level in literacy (IRI). Use of high school students to assist teacher in literacy lab to tutor students falling below the proficient level in targeted literacy skills. Weekly teacher assisnant team meetings to assess students falling below the proficient level in literacy. Action Type: Collaboration Action Type: AIP Action Type: Technology Inclusion</p>	<p>Shawn Stobaugh, Title I Teacher</p>	<p>Start: 08/19/2005 End: 05/30/2006</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Extend communication between school and home by mailing a monthly newsletter. The newsletter mailing date will be coordinated with all other district schools. Extend communication with parents and community by utilizing the following: Book It Reading Program, School-To-Home Prescriptions (to be filled at the Parent Center), Community Buddy Reading Program, Family Literacy Night, Display of Children's Work in Local Business, Monthly Assembly, "Families Make The Difference" Night, Parent Surveys - "How Are We Doing?", Periodicals, Parent Volunteer Book, and Other Media available to parents in the school media center, Parenting Classes and Conway County Service Directory available through school and Families First Association Action Type: Plan Evaluation Action Type: Parental Engagement Action Type: Equity Action Type: Collaboration</p>	<p>Charlotte Heidenreich, Principal</p>	<p>Start: 08/19/2005 End: 05/30/2006</p>	<ul style="list-style-type: none"> Community Leaders Central Office Administrative Staff 	<p>Local Revenue: \$100.00</p> <hr/> <p>ACTION BUDGET: \$100</p>
<p>Purchase Phonetic Connections</p>	<p>Jerry Owens,</p>	<p>Start:</p>	<ul style="list-style-type: none"> Title Teachers 	

to provide extra tutoring for students who are not performing on the proficient level. Emphasis is placed on minority students who need early intervention techniques. Action Type: Collaboration	Deputy Superintendent	08/19/2005 End: 05/30/2006	<ul style="list-style-type: none"> Teaching Aids Teachers Computers 	Title V - Materials & \$1238.00 Supplies: ACTION BUDGET: \$1238
Total Budget:				\$58033

Intervention: Realign the Library Media Center by providing flexible scheduling in coordination with scheduled class time.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide classes with open access to research topics/units based on group interests. The media center will be used for scheduled class instruction to increase student knowledge of the library and its function. Increase the flow and volume of library check-outs by students (freeflow). Use of media software to conduct thematic unit study according to individual or class interest. Action Type: Technology Inclusion Action Type: Collaboration	Brenda Griffith, Media Specialist	Start: 08/19/2005 End: 05/30/2006	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Use of Star Early Literacy to provide current and accurate information to monitor skill development and focus instruction on better individualized of learning. Topping, K.J., & W.L. Sanders. "Teacher Effectiveness and Computer Assessment of Reading: Relative Value-Added and Learning Information Systems Data." School Effectiveness and School Improvement 11, no. 3 (2000): 305-337. Topping, K.J., & A.M. Fisher. "Computerized Formative Assessment of Reading Comprehension: field Trials in the U.K." Journal of Research in Reading, in press. Sadusky, L.A., & S.K. Brem. "The Integration of Renaissance Programs into an Urban Title I Element School, and its Effect on School-wide Improvement." Technical Report. Tempe, AZ: Arizona State University, 2002. <http://www.public.asu.edu/sbrem/>.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
Use of district technology lab to enhance the staff's skills in technology. Provide training for staff in Accelerated Reader. Action Type: Professional Development	Annette Henderson, Curriculum Coordinator	Start: 07/01/2005 End: 06/30/2006	<ul style="list-style-type: none"> Outside Consultants Computers Central Office 	ACTION BUDGET: \$
Use of Star Early Literacy to identify students needs in phonemic awareness, general readiness, graphophonemic knowledge, vocabulary and comprehension. Use of Star Literacy as an unbiased assessment of individual student learning. Assessment of skill scores will be used to provide individual instruction level for each student. Action Type: Technology Inclusion Action Type: Equity Action Type: Collaboration	Classroom Teachers; Shawn Stobaugh, Title I Teacher	Start: 08/19/2005 End: 05/30/2006	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Use of the STAR Assessment in September, December and April to evaluate student progress in the area of literacy. Staff inservice to analyze and disaggregate data and to evaluate student progress and remediation. Action Type: Technology Inclusion Action Type: Plan Evaluation	Shawn Stobaugh, Title I Teacher	Start: 09/01/2005 End: 05/30/2006	<ul style="list-style-type: none"> Title Teachers Teaching Aids Teachers Computers Administrative Staff 	ACTION BUDGET: \$

Action Type: Equity				
Action Type: AIP				
Total Budget:				\$0

Priority 2: To Improve Math Skills For All Students

Supporting
Data:

- 4th GRADE BENCHMARK: Primary Benchmark data for 2004 indicated that 38% of 169 students tested scored below the level of proficiency in math. This compares to 27% of 185 students tested who scored below proficiency in 2003, and 55% of 189 students tested who scored below proficiency in 2002. The scores indicate that we have not made consistent progress in the area of math. Reviewing data for the past three years, we found a discrepancy between scores on our multiple choice items and those on our open-response items. On the Primary Benchmark Exam, 4th grade general population averages for multiple choice questions in math were 5/8 (2004), 4/8 (2003), and 2/8 (2002) in Number Sense, Properties, and Operations; 4/8 (2004), 6/8 (2003), and 2/8 (2002) in Geometry and Spatial Sense; 5/8 (2004), 5/8 (2003), and 2/8 (2002) in Measurement; 5/8 (2004), 5/8 (2003), and 2/8 (2002) in Data Analysis, Statistics, and Probability; 4/8 (2004), 6/8 (2003), and 2/8 (2002) in Patterns, Algebra, and Functions. Open-response scores were 2/8 (2004), 4/8 (2003), and 0/8 (2002) in Number Sense, Properties, and Operations; 4/8 (2004), 6/8 (2003), and 2/8 (2002) in Geometry and Spatial Sense; 5/8 (2004), 4/8 (2003), and 1/8 (2002) in Measurement; 5/8 (2004), 5/8 (2003), and 2/8 (2002) in Data Analysis, Statistics, and Probability; and 3/8 (2004), 4/8 (2003), and 2/8 (2002) in Patterns, Algebra and Functions. Using the Primary Benchmark School Roster Report, we analyzed the students' most missed items and compared across the past three years for patterns. We found that open-response questions for all areas remains a significant area of concern; however, student performance, both multiple-choice and open-response, remains particularly weak in Number Sense, Properties, and Operations; Geometry and Spatial Sense; and Patterns, Algebra and Functions. Examination of our sub-group population scores revealed no overall improvement in the performance of African-American students for 2004: 54% were below proficiency in 2004, as compared to 53% in 2003, and 74% in 2002. Further investigation revealed that 64% of African-American males scored below proficiency in 2004, as compared to 54% in 2003, and 74% in 2002. Test results for math for the past three years revealed a pattern of progress for African-American females. Scores indicated that 45% of African-American females scored below the level of proficiency in 2004, as compared to 53% in 2003, and 74% in 2002. Examination of Primary Benchmark results for students in the low socio-economic sub-group revealed that 47% of SES students scored below proficiency in math in 2004, as compared to 44% in 2003, and 66% in 2002. Although we met AYP for these sub-groups in 2004, it is obvious that we need to continue our focus on African-American and SES students in the area of math. Examination of test results for IEP students revealed a pattern of progress in math, but we did not meet AYP with this sub-group. In 2004, 75% of IEP students scored below proficiency in the area of math, as compared to 85% in 2003, and 99% in 2002. 6th GRADE BENCHMARK: In 2004, 200 students were tested and 37% of students in the combined population scored proficient or advanced. In 2003, 198 students were tested and 30% scored proficient or advanced. In 2002, 192 students were tested and 38% were proficient or advanced. Students in the combined population demonstrated consistent areas of need in open response language of algebra, solving equations and inequalities, graphs and tables, functions relations and patterns, and polynomial operations. LEP: There was no significant population of LEP students. No LEP students were tested in 2005. SES: In 2004, 129 SES students were tested and 26% were proficient or advanced. In 2003, 114 students were tested and 20% were proficient or advanced. In 2002, 115 students were tested and 28% were proficient or advanced. Sixth grade SES students showed consistent areas of need in open response language of algebra, solving equations and inequalities, graphs and tables, functions relations and patterns, and polynomial operations.
- IEP Students: There was no significant subpopulation of LEP students. In 2005, 0 students were tested.
- LEP Students: There was no significant subpopulation of LEP students. In 2005, 0 students were tested. SES Students: On the 4th Grade Benchmark Exam: In 2004, 104 students were tested and 52% scored proficient or advanced. In 2003, 111 students were tested and 57% scored proficient or advanced. In 2002, 127 students were tested and 34% scored proficient or advanced. Students consistently showed areas of need in: Open response language of algebra, solving equations and inequalities, graphs and tables, functions relations and patterns, and polynomial operations. On the 6th Grade Benchmark Exam: In 2004, 129 students were tested and 26% were proficient or advanced. In 2003, 114 students were tested and 20% were proficient or advanced. In 2002, 115 students were tested and 28% were proficient and advanced. Students showed consistent areas of need in: Open response

language of algebra, solving equations and inequalities, graphs and tables, functions relations and patterns, and polynomial operations.

4. Ethnicity: 4th Grade Benchmark Exam: African American: In 2004, 39 students were tested and 47% scored proficient or advanced. In 2003, 45 students were tested and 46% scored proficient or advanced. In 2002, 54 students were tested and 26% scored proficient or advanced. Caucasian: In 2004, 117 students were tested and 68% scored proficient or advanced. In 2003, 133 students were tested and 70% scored proficient or advanced. In 2002, 125 students were tested and 52% scored proficient or advanced. 6th Grade Benchmark Exam: African American: In 2004, 50 students were tested and 16% scored proficient or advanced. In 2003, 54 students were tested and 17% scored proficient or advanced. In 2002, 46 students were tested and 28% scored proficient or advanced. Caucasian: In 2004, 141 students were tested 43% scored proficient or advanced. In 2003, 134 students were tested and 38% scored proficient or advanced. In 2002, 138 students were tested and 40% scored proficient or advanced
5. ATTENDANCE: Attendance rates K-5 range from 84% to 98% for the past three years. The attendance rate for West Side Kindergarten for 2002-2003 was 92%. The attendance rate for West Side Kindergarten for 2003-2004 was 93%. The attendance rate for West Side Kindergarten for 2004-2005 was 95%.
6. Norm-referenced assessment: Kindergarten ITBS Total Math: In 2005, 180 students were tested and 61% scored above the 50th percentile. 1st Grade ITBS Total Math: In 2005, 170 students were tested and 66% scored above the 50th percentile. 2nd Grade ITBS Total Math: In 2005, 199 students were tested and 59% scored above the 50th percentile. 3rd Grade ITBS Total Math: In 2005, 131 were tested and 69% scored above the 50th percentile. 4th Grade ITBS Total Math: In 2005, 144 were tested and 66% scored above the 50th percentile. SAT-9 assessment: 4th Grade Total Math: In 2003, ??? were tested and ___% scored above the 50th percentile. 5th Grade ITBS Total Math: In 2005, 160 were tested and 59% scored above the 50th percentile. In 2004, 185 were tested and 56% scored above the 50th percentile. SAT-9 assessment: 6th Grade Total Math: In 2003, ??? were tested and ___% scored above the 50th percentile.
7. FALL 2004: On the test given, Kindergarten CRT, 3% of our students scored proficient or above in the area of math. 17% of SES students scored proficient or above: 0% of our special education students scored proficient or above in the area of math. SPRING 2005: On the test given, Kindergarten CRT, 91% of our students scored proficient or above in the area of math. 83% of SES students scored proficient or above. 68% of our special education students scored proficient or above in the area of math.

Goal Students will improve their understanding and usage of math standards in the following areas: number and operations, algebra, geometry, measurement, data analysis and probability.

Benchmark Increase the number of kindergarten students who score at or above the proficient level on the math portion of the SPRING 2006 Kindergarten Assessment, to meet or exceed the average yearly progress as determined by the State Department of Education.

Intervention: Implement a researched-based math program. Math-Their-Way, Mary Baratta-Lorton, 1976 by Addison-Wesley Publishing Company, Inc. Charles, Linda, Brummett, Micaelia Randolph, McDonald, Westley, Joan (1998). Math Land. Journeys Through Mathematics, Mountain View, California: Creative Publications. Frombolutie, Carol Sue & Rinck, Natalie. (2000). Early Childhood: Where Learning Begins. Mathematics. Washington D.C.: United States Department of Education. Office of Educational Research and Improvement, National Institute on Early Childhood Development and Education. Fennell, Mundy, Ginsburg, Greenes, Murphy, Tate. Silver Burnett Ginn, Mathematics. The Path To Math Success!: Parsnip, NJ.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Purchase materials necessary to help improve math skills with emphasis on individual levels of learning. Use Math Land and Math-Their-Way as a primary source of mathematics instruction. Use Silver Burnett Guinn as a secondary source of mathematics. Purchase Math-Their-Way materials to enhance math standards. Action Type: Alignment	Charlotte Heidenreich, Principal	Start: 08/19/2005 End: 05/30/2006	<ul style="list-style-type: none"> ● Title Teachers ● Teachers ● District Staff ● Administrative Staff 	Title I - Materials & Supplies: \$500.00 Local Revenue: \$500.00 <hr/> ACTION BUDGET: \$1000

<p>Use skills assessment to determine individual needs of students and provide tutorial instruction for students scoring below proficiency (AIP). Employ a .5 FTE Special Education instructor to provide tutorial instruction for students scoring below proficiency. Employ one FTE Special Education paraprofessional to provide tutorial instruction for students scoring below proficiency. Incorporate math skills into the physical education program to enhance math skills and to help reduce childhood obesity. Action Type: Special Education Action Type: Equity Action Type: Collaboration</p>	<p>Charlotte Heidenreich, Principal; Nick Harrell, Physical Education Teacher; Glenda Bailey, Special Ed. Teacher; Christy</p>	<p>Start: 08/19/2005 End: 05/30/2006</p>	<ul style="list-style-type: none"> ● Teaching Aids ● District Staff 	<p>Special Ed. \$37957.00 IDEA:</p> <hr/> <p>ACTION BUDGET: \$37957</p>
<p>Use of community person who volunteer as tutors. Display student work throughout business and community. Establish a Community Buddy Math Program (AIP).</p>	<p>Charlotte Heidenreich, Principal; Susan Dumas, Parent</p>	<p>Start: 08/19/2005 End: 05/30/2006</p>	<ul style="list-style-type: none"> ● Teachers ● District Staff ● Community Leaders ● Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Parent Orientation night to discuss school-wide math curriculum, expectations and assessments used throughout the school year. School-to-home prescriptions for student falling below proficiency. (AIP) Use of parents as classroom tutors. Monthly calendars to keep parents informed of monthly activities. "Families Make The Difference Night" to disseminate parent kits to help improve parental involvement in our math program. Parent/teacher conferences each semester to inform parents of child's progress. Provide parents lists of activities planned throughout the year to involve parents in their child's academic program. Action Type: Parental Engagement Action Type: Collaboration</p>	<p>Charlotte Heidenreich, Principal; Kathy Zimmerman, Teacher</p>	<p>Start: 08/16/2006 End: 05/30/2006</p>	<ul style="list-style-type: none"> ● Teaching Aids ● Teachers ● Outside Consultants 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Hold staff meetings and attend in-service to evaluate the plan by disaggregation of skills test data and to determine progress or remediation. Parent meetings to address specific needs of students scoring falling below the proficient level of performance. Action Type: Plan Evaluation</p>	<p>Charlotte Heidenreich, Principal</p>	<p>Start: 08/19/2005 End: 05/30/2006</p>	<ul style="list-style-type: none"> ● Title Teachers ● Teachers ● Performance Assessments ● District Staff ● Administrative Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Three staff members will attend Heartland Effective Schools</p>	<p>Annette Henderson,</p>	<p>Start: 08/19/2005</p>	<ul style="list-style-type: none"> ● Central Office ● Administrative 	<hr/>

Conference. Fourteen staff members will attend the State Kindergarten Conference. Provide opportunity for teachers to visit other schools to observe best practices in math . School site in-service to update school vertical and horizontal alignment. Train teachers in parental involvement plan. Action Type: Professional Development	Curriculum Coordinator	End: 05/30/2006	Staff	ACTION BUDGET: \$
Implementation of Accelerated Math to help improve (or extend for G/T students) computation and problem solving skills requiring students to extend math skills above their assessed math level. Utilize Arch Ford Educational Cooperative Services and other consultants to provide professional development for teachers on data disaggregation. Arrange schedule so that all students may attend supplemental math lab for remediation or enrichment (AIP). Action Type: Technology Inclusion Action Type: Collaboration Action Type: AIP	Jerry Owens, Deputy Superintendent	Start: 08/19/2005 End: 06/30/2006	<ul style="list-style-type: none"> • Title Teachers • Teachers • Performance Assessments • Outside Consultants • Computers • Central Office • Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$38957

Intervention: Utilize multiple resources to strengthen math computation skills. Parsippany, NJ: Silver Burdett gin. Fennell, Francis & Ferrini-Mundy, Joan & Ginsburg, Herbert P. & Greenes, Carole & Murphy, Stuart J. & Tate, William. (1999). Mathematics, The Path To Math Success!

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
Use of computer lab for remediation and enrichment activities. Acquisition of three new computers to allow students more access to technology to improve math with emphasis on individual levels of learning. Action Type: Technology Inclusion	Vanessa Cunningham, Title Teacher	Start: 08/19/2005 End: 05/30/2006	<ul style="list-style-type: none"> • Title Teachers • Computers • Administrative Staff 	Title II-D - Materials \$3000.00 & Supplies: ACTION BUDGET: \$3000
Arrange classroom schedule to allow for 60 minutes of instruction in math each day. Enrichment/remediation to all students in math. Use of supplemental materials to individualize instruction, targeting students below the proficient level for math instruction focusing on SES students African American males and IEP students. Action Type: Special Education	Charlotte Heidenreich, Principal	Start: 08/19/2005 End: 05/30/2006	<ul style="list-style-type: none"> • District Staff 	ACTION BUDGET: \$

Action Type: Equity				
Staff in-service to correlate curriculum to align with State Frameworks both vertically and horizontally. Provide staff development to improve instruction in the area of math. Action Type: Professional Development Action Type: Collaboration	Annette Henderson, Curriculum Coordinator	Start: 08/19/2005 End: 05/30/2006	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
In-service to evaluate the plan by disaggregation of skills test data to determine progress or remediation. Provide a .5 FTE Title I assistant to work with individual and/or small groups within the classroom while focusing on those scoring on the proficient level. Provide focused learning for students performing below the proficient level. Meetings with ESL instructional assistant and classroom teachers to disaggregate and analyze CRT data to determine progress or remediation. Action Type: Plan Evaluation Action Type: Equity Action Type: Collaboration	Annette Henderson, Curriculum Coordinator	Start: 08/19/2005 End: 05/30/2006	<ul style="list-style-type: none"> Title Teachers Teachers Administrative Staff 	Title I - Employee \$7718.00 Salaries: Title I - Employee \$2474.00 Benefits: ACTION BUDGET: \$10192
Use materials necessary to help improve math skills with emphasis on individual levels of learning. (AIP) For assistance with Instructional Alignment, develop a class analysis of the academic needs of all students in each classroom, using a Class Analysis Profile sheet and students scores from available CRT and NRT data, including Benchmark Exam, IOWA Assessment and school-developed CRT's. Action Type: Professional Development Action Type: Equity Action Type: Alignment Action Type: AIP	Charlotte Heidenreich, Principal	Start: 08/12/2005 End: 10/01/2006	<ul style="list-style-type: none"> Title Teachers Teachers District Staff Central Office Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$13192
Intervention: Realign the Title I Instructional Assistance Plan. Grinsburg, H.P. (1989). Children's Arithmetic: How They Learn It and How You Teach It. (2nd Ed.). Austin, Texas: Pro Ed.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide a 1.0 FTE Title I Teacher and to assist students scoring below the proficient level in small group instruction. Provide focused learning time for students who are performing below the proficient level. Provide .5 FTE ESL instructor to assist students who are scoring below proficiency in math skills. Use of parents as	Jerry Owens, Deputy Superintendent; Kathy Zimmerman, Teacher	Start: 08/19/2005 End: 05/30/2006	<ul style="list-style-type: none"> Teaching Aids Computers 	Title I - Employee \$42420.00 Salaries: Title I - Employee \$9186.00 Benefits: ACTION BUDGET: \$51606

tutors to assist students who are performing below the proficient level. Parental use of school media center to assess materials needed to tutor child at home. Action Type: Parental Engagement Action Type: Equity Action Type: Collaboration				
Total Budget:				\$51606

Priority 3: Decrease representation of minorities in the special education program.

Supporting Data: 1. An analysis of demographic data for the South Conway County School District suggests that there is a disproportionate representation of minority students in special education within the district. The difference between the minority representation in the district's overall school population (25.34%) and the minority representation in special education (32.73%) is an area of concern, because it exceeds the state's three (3) year average benchmark plus one (1) standard deviation, which results in a value greater than 6.71 by 0.63.

Goal: To decrease minority representation in the special education program.

Benchmark: Increase the number of minority students who score at or above the proficient level on the literacy and math portion of the Spring 2006 assessment to meet or exceed the average yearly progress as determined by the State Department of Education.

Intervention: SPRINT/Student Assistant Team. KNOFF H.M. and Batsche G.M. (1995) Project Achieve: Analyzing a School Reform Process for At-Risk and Underachieving Students. School Psychology Review 24,579-603. 2004, Renaissance Learning, Inc. P.O. Box 8036, Wisconsin, Rapids, WI 54495-8036, Accelerated Math, Accelerated Reader, STAR Early Literacy.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Assess all students to establish baselines and to identify students for early intervention services with emphasis on minority students. Action Type: AIP Action Type: Collaboration Action Type: Equity Action Type: Special Education	Glenda Bailey, Special Education Teacher; Judy Hutchison, Speech Pathologist	Start: 08/19/2005 End: 05/30/2006	<ul style="list-style-type: none"> Computers Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Implement the SPRINT process to address the needs of students experiencing academic or behavior difficulties. Action Type: Collaboration Action Type: Equity Action Type: Plan Evaluation Action Type: Special Education	Dean Newell, Director of Special Education; Barbara Hilton, Mental Health Counselor	Start: 08/19/2005 End: 05/30/2006	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers Title Teachers 	ACTION BUDGET: \$
Train staff in the SPRINT process. Action Type: Special Education Action Type: Professional Development	Dean Newell, Director of Special Education	Start: 08/19/2005 End: 05/30/2006	<ul style="list-style-type: none"> Central Office Administrative Staff 	Special Ed. IDEA: \$2500.00 ACTION BUDGET: \$2500
Focused Learning class used to provide intense early intervention activities for students performing below the proficient level with emphasis on minority students. Action Type: Special Education Action Type: Equity	Charlotte Heidenreich, Principal	Start: 08/19/2005 End: 05/30/2006	<ul style="list-style-type: none"> Title Teachers Teaching Aids Teachers School Library Performance Assessments District Staff Computers 	Special Ed. IDEA: \$7253.00 ACTION BUDGET: \$7253

Action Type: Collaboration Action Type: AIP			<ul style="list-style-type: none"> Central Office 	
Purchase materials from Renaissance Learning to provide extra instruction for students falling below the proficient level with emphasis on minority students. Action Type: AIP Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Dean Newell, Director of Special Education	Start: 08/19/2005 End: 05/30/2006	<ul style="list-style-type: none"> Central Office Computers School Library Teachers Title Teachers 	Special Ed. IDEA: \$6000.00 <hr/> ACTION BUDGET: \$6000
Implement Watch Dog Dad curriculum into math and literacy programs to assist students performing below the proficient with emphasis on minority students and prevention of the need for special education referrals. Assistance of dads in physical activities to emphasize the need to eliminate obesity in kindergarten children. Action Type: Special Education Action Type: Parental Engagement Action Type: Collaboration	Paul Dumas, Parent	Start: 09/12/2005 End: 05/30/2005	<ul style="list-style-type: none"> Teaching Aids Teachers Community Leaders Administrative Staff 	Title I - Materials & Supplies: \$235.00 <hr/> ACTION BUDGET: \$235
Total Budget:				\$15988

• Planning Team

Classification	Name	Position	Committee
	Amanda Johnson	Special Ed. Paraprofessional	Sub-Groups
	Cheryl Deaton	Title I Paraprofessional	Math
	Christy Parks	Special Ed. Paraprofessional	Sub-Groups
	Jean Hoslted	Paraprofessional	Literacy
	Martha Santos	ESL Paraprofessional	Sub-Groups
	MaryAnn Stobaugh	Paraprofessional	Literacy
	Teresa Hurst	Secretary	Sub-Groups
Business Representative	David Stobaugh	Owner-NW Sporting Goods	Community Involvement
Classroom Teacher	Christy Meeler	Kindergarten Teacher	Math
Classroom Teacher	Jan Gordon	KIndergarten Teacher	Literacy
Classroom Teacher	Janis Horn	Kindergarten Teacher	Literacy
Classroom Teacher	Kathy Zimmerman	Kindergarten Teacher	Sub-Groups
Classroom Teacher	Kristi Williams	Kindergarten Teacher	Literacy
Classroom Teacher	Martha Cahill	Kindergarten Teacher	Math
Classroom Teacher	Nancy Hart	Kindergarten Teacher	Sub-Groups
Classroom Teacher	Nancy Hart	Kindergarten Teacher	Handbook/Discipline Policy Committee
Classroom Teacher	Nina Huey	Kindergarten Teacher	Sub-Groups
Classroom Teacher	Rhonda Thomas	Kindergarten Teacher	Math
Classroom Teacher	Shannon Patterson	Kindergarten Teacher	Literacy
Classroom Teacher	Shawn Stobaugh	Title I Literacy Teacher, Chairperson	Literacy
Classroom Teacher	Vanessa Cunningham	Title I Math Teacher	Handbook/Discipline Policy Committ
Community Representative	Linda Smith	DHS	Parental Involvement

Community Representative	Linda Smith, DHS	DHS County Administrator	Handbook/Discipline Policy Committee
District-Level Professional	Annette Henderson	Curriculum Director	Literacy
District-Level Professional	Betty Humphreys	G/T Coordinator	Math
District-Level Professional	Betty Humphreys	G/T Coordinator	Literacy
Non-Classroom Professional Staff	Brenda Griffith	Kindergarten Librarian/Counselor, Chairperson	Sub-Groups
Non-Classroom Professional Staff	Glenda Bailey	Special Ed. Teacher	Literacy
Non-Classroom Professional Staff	Judy Hutchison	Speech Pathologist	Sub-Groups
Non-Classroom Professional Staff	Nick Harrell	P. E. Coach	Math
Non-Classroom Professional Staff	Vanessa Cunningham	Title I Math	Math
Parent	Pam Milligan	Parent of Kindergarten Student	Parental Involvement
Parent	Paul Dumas	Parent of Kindergarten Student	Parental Involvement
Parent	Sherry Varnell	Parent of Kindergarten Student	Parental Involvement
Parent	Susan Dumas	Parent of Kindergarten Student	Parental Involvement