

# School Plan

WYNNE INTERMEDIATE SCHOOL  
PO BOX 69,WYNNE, AR 72396

## Arkansas Comprehensive School Improvement Plan

2011-2012

### MISSION STATEMENT:

We place student success above all else.

### SHARED VISION:

Every student at Wynne Intermediate School will mature academically, socially, and emotionally using their hands, hearts, and minds.

### CORE BELIEFS:

We believe:

1. We must prepare students for the next level of learning by providing a curriculum that meets and exceeds community, state, and national standards with a balance of academics, fine arts, and physical education.
2. We must establish a collaborative learning community that holds students, parents, and teachers accountable and invites community involvement.
3. We must enable students to maximize their learning potential, by thinking independently, working cooperatively, and showing respect for self and others.
4. We must provide a school which promotes a learning environment where students feel physically and emotionally secure to seek knowledge.

Motto: Knowledge is the key needed to succeed.

Grade Span: 3-5

Title I: Title I Schoolwide

School Improvement: SI\_5

### Table of Contents

#### Priority 1: Literacy

**Goal:** WIS will improve literacy achievement for all students with an emphasis placed on the reading comprehension of sub-populations and in the areas of non-fiction reading and responding to open response reading items.

#### Priority 2: Math

**Goal:** Students will improve in mathematical thinking by focusing on areas of concern identified by analysis of the last three years of achievement data. The areas of concern are: reasoning, and procedures with an emphasis placed in the Data, Analysis, and Probability, Measurement, Geometry strands, and responding to open response items.

#### Priority 3: Drug Free, Parental Involvement, and Wellness

**Goal:** Students at the Wynne Intermediate School will develop knowledge and attitudes promoting a safe, healthy, and drug free lifestyle.

#### Priority 4: Special Education

**Goal:** WIS will decrease the relative proportion of African American to Caucasian students receiving special services.

#### Priority 5: Restructuring

**Goal:** The goal of the Wynne Intermediate School restructuring plan is to meet the state and federal requirements for adequately yearly progress.

Priority 1: To improve literacy skills using a balanced comprehensive standards based literacy program.

1. Wynne Intermediate School(WIS) has received the status of School Improvement Year V for the 2011-2012 school year. The Combined Sub-population, Caucasian, and Economic Disadvantaged met status or safe harbor. However, the Special Education sub-population did not meet AYP. To meet the needs of the Students with Disabilities, third and fourth grade resource students will be placed in co-teach classrooms. In addition, the Closing the Achievement Gap Response to Intervention Model will be systematic. Consultants with JBHM will plan with staff to make instructional improvements to meet the needs of students.
2. On the Arkansas Augmented Assessment, 81.8% of all students enrolled at WIS scored proficient or advanced in literacy. The grade level scores are as follows: Grade 3 Percent Proficient/Advanced Combined Population: 82, African American: 64.6, Caucasian: 91, Economic Disadvantaged: 76, Students with Disabilities: 36, Grade 4 Proficient/Advanced Combined Population: 85, African American: 73, Caucasian: 90, Economic Disadvantaged: 81, Students with Disabilities: 48, Grade 5 Percent Proficient/ Advanced Combined Population: 77, African American: 60, Caucasian: 85, Economic Disadvantaged: 69, Students with Disabilities: 0 Third grade students scored higher on the multiple choice items than the open response items. Content Reading is the lowest scoring multiple choice passage type for third grade; however, this score was significantly higher than the state average. Additionally, third graders were more successful on the multiple choice writing items than the open response writing responses. Fourth grade students scored higher on the literacy multiple choice items than the open response items. Practical multiple choice passage types were the lowest literacy skill area; however the average score was higher than the state average. Fifth grade students scored higher on the open response reading items than the multiple choice items. Content was the lowest scoring passage.

3. The Iowa Test of Basic Skills Assessment was the NRT given in 2010-2011 and we do not have any established baseline data. Third grade students scored 55% at above the national percentile range in reading comprehension. Fourth grade students 55.3% and fifth grade students scored 45.8%. African American students scored lower than the Caucasian students in all three grades.
4. 2010 SAT-10-Reading Comprehension In the area of Reading Comprehension, all groups scored at or above the state average except for our Hispanic Males who were below the state in 3rd and 5th grades. Our 3rd grade Hispanic Males scored 24% compared to 51% in the state and our 5th grade Males in the same group ranked in the 67 percentile which is slightly lower than the state at the 70th percentile. Our IEP students scored below the state in 3rd grade with a score in the 67th% compared to 20th% and 4th grade we scored at the 20th % and the state average was in the 19th. Our Free and Reduced sub population scored slightly below the state in 4th and 5th grades with our 4th grade students scoring in the 55th % and the state in the 57th %. In 5th grade on this portion of the exam, our Free and Red students scored 44% compared to the state scoring 47% 2010 SAT 10 Comprehensive Language Our combined population on the NRT for Comprehensive Language scored below the state average in 3rd and 4th grades and equal to the state in 5th grade. In looking at our sub groups on this portion of the exam, we were slightly below the state average in all sub groups except for our Hispanic students in the 3rd and 5th grades who scored considerably higher. Our Hispanic students scored 44% in 3rd grade compared to the state average of 29%. In 5th grade our Hispanic population scored 54% and the state scored 39%. Our IEP students were below the state scores in 3rd and 4th grades. IEP students in 3rd grade scored 10% and the state scored 14% and 4th grade IEP students scored 9% compared to the state score of 14%. Our 5th grade IEP students were slightly above the state average with a score of 22% and the state 19%. On the 2009 NRT section of the Augmented Benchmark, our Third Grade Combined Population Students scored in the 43rd percentile rank on Reading Comprehension. Of that group, the African American Students scored in the 26th percentile rank, the IEP Students scored in the 11th percentile rank, and the Free and Reduced Students scored in the 34th percentile rank. On the Comprehensive Language portion of the 2009 NRT Augmented Benchmark Exam, the Third Grade Combined Population Students scored in the 36th percentile rank. Of that population, the African American Students scored in the 21st percentile rank, IEP Students scored in the 10th percentile rank, and the Free and Reduced Students scored in the 27th percentile rank. Overall, Comprehensive Language scores were lower in the Third Grade Combined Population Students and all other subgroups as compared to the Reading Comprehension scores of the NRT. On the 2009 NRT section of the Augmented Benchmark, our Fourth Grade Combined Population Students scored in the 58th percentile rank on Reading Comprehension. Of that group, the African American Students scored in the 40th percentile rank, the IEP Students scored in the 29th percentile rank, and the Free and Reduced Students scored in the 51st percentile rank. On the Comprehensive Language portion of the 2009 NRT Augmented Benchmark Exam, the Fourth Grade Combined Population Students scored in the 44th percentile rank. Of that population, the African American Students scored in the 25th percentile rank, IEP Students scored in the 12th percentile rank, and the Free and Reduced Students scored in the 27th percentile rank. Comprehensive Language scores were lower in the Fourth Grade Combined Population Students and all other subgroups as compared to the Reading Comprehension scores of the NRT. On the 2009 NRT section of the Augmented Benchmark, our Fifth Grade Combined Population Students scored in the 52nd percentile rank on Reading Comprehension. Of that group, the African American Students scored in the 36th percentile rank, the IEP Students scored in the 5th percentile rank, and the Free and Reduced Students scored in the 41st percentile rank. On the Comprehensive Language portion of the 2009 NRT Augmented Benchmark Exam, the Fifth Grade Combined Population Students scored in the 43rd percentile rank. Of that population, the African American Students scored in the 33rd percentile rank, IEP Students scored in the 14th percentile rank, and the Free and Reduced Students scored in the 36th percentile rank. Comprehensive Language scores were lower in the Fifth Grade Combined Population Students and all other subgroups except for the IEP subgroup as compared to the Reading Comprehension scores of the NRT.
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Supporting  
Data:

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Comprehensive Language scores were lower in the Fifth Grade Combined Population Students and all other subgroups except for the IEP subgroup as compared to the Reading Comprehension scores of the NRT.

6. The average daily attendance for WIS for 2010-2011 was 91.4%. This is a decrease from the 2009-2010 school year.
7. On the 2009 Third Grade Literacy Benchmark Exam, 69% of the Combined Population Students scored at or above proficient on the Literacy portion of the exam. Of that group, 50% of the African American Students scored proficient or advanced while 27% of Students with Disabilities scored at or above the proficient level on the test, and the Economically Disadvantaged Students scored 60% at or above the proficiency level of the Benchmark Exam. Our overall Combined Population Students dropped from 73% to 69% on the Benchmark. There was a decrease in the proficient/advanced level in all sub-populations groups from 2008 to 2009. The lowest identified area in literacy was the open-response questions of the reading passages. The highest gain was on the multiple choice area of the content reading passages for the Combined Population and all sub-population groups. Open-response continued to be the weakest area of the reading portion of the Third Grade Benchmark Exam. 69% of the Combined Population Students scored proficient or above on the writing portion of the Third Grade Benchmark Exam. Usage was identified as the strongest area while content and style continued to be out weakest areas of the test. Fourth Graders in 2009, 68% of the Combined Population Students scored at or above proficient and advanced on the Fourth Grade Literacy portion of the Benchmark Exam. Of that group, 48% of the African American Students scored at or above the proficient level on the test. 27% of the Students with Disabilities were at or above the proficient level and the Economically Disadvantaged Students scored 60% proficient or advanced on the Fourth Grade Benchmark Exam. The Combined Population Students' scores increased from 62% to 68% on the literacy portion of the Benchmark Exam, and there was a slight increase for all sub-populations on the literacy section of the exam. Although open-response continued to be a weakness for both the combined and sub-populations students, the lowest identified area in reading was the practical multiple choice portion. On the writing multiple choice portion of the Fourth Grade Benchmark Exam, 65% of the Combined Population Students scored proficient or advanced with usage being the strong area and content and style identified as the two weakest areas on the test. The Combined Fifth Grade Population scored 66% at or above the proficient level on the literacy portion of the 2009 Benchmark Exam. Of that group, 51% of the African American Students scored proficient or advanced on the 2009 Literacy Benchmark Exam. 8% of the Students with Disabilities and 55% of the Economically Disadvantaged Students scored at or above on the literacy portion of the 2009 Benchmark Exam. Our overall Combined Population's scores increased from 59% to 66% on the 2009 Literacy Benchmark Exam. There was a significant increase in the African American and the Economically Disadvantaged sub-population groups, but a slight decrease in the scores for the Students with Disabilities from previous years on the 2009 exam. The weakest area identified in literacy for all sub-populations was the practical reading in both the multiple choice and open response sections of the Benchmark Exam. 75% of the Combined Population scored proficient or advanced on the writing multiple choice sections with content and style being the weakest areas and usage identified as the strongest area of the writing portion of the 2009 Benchmark Exam
8. 2009 STAR Assessment Scale Score Growth report indicates: 3rd grade increased the scaled score 118 points, grade 4 increased 71 points and grade 5 increase 78 scale score points. The third grade students are making more progress than the fourth and fifth grade students.
9. DIBELS Assessment Summary from fall and spring testing: 2009-2010: The average post DIBELS ORF score for WIS students are as follows: Third grade 105, Fourth Grade 115.4, and Fifth Grade 127.1. Third graders were tested with an average gain of 21 points per student. Fourth graders were tested with an average gain of 22.9 points per student. Fifth graders were tested with an average gain of 10.6 points per student.

Goal WIS will improve literacy achievement for all students with an emphasis placed on the reading comprehension of sub-populations and in the areas of non-fiction reading and responding to open response reading items.

Benchmark WIS did not meet AYP for 2010-2011 and is in School Improvement Year 5 for literacy. Students with Disabilities and African Americans in Literacy did not make AYP. The combined population did meet AYP. For the 2011-2012, the Combined Population must achieve 85.6 percent proficient or advanced on the Benchmark exam. Additionally, students scoring basic or below basic in literacy will be decreased by 10% in order to continue to meet AYP progress for all students on the Primary Benchmark Exam spring 2012.

Intervention: The Wynne Intermediate School will utilize a comprehensive standards based literacy program.
Scientific Based Research: Report of the National Reading Panel (2000)Members of the Reading Panel; Bringing Words to Life (2000); Guiding Readers and Writers (2001), Fountas, Irene C., Pinnell, Gay Su; Strategies that Work (2000) Harvey, Stephanie, Goudvis, Anne. Marzano, R.J. (2003). What works in schools: translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.Nunnery, J.A., Ross, S. M. & McDonald, A. (2006). A randomized experimental evaluation of the impact of Accelerated Reader/Reading Renaissance implementation on reading achievement in grades 3 to 6. Journal of Education for Students Placed at Risk, 11(1), 1-18.Daniels, H. (2002). Literature Circles: Voice and Choice in Book Clubs& Reading Groups. Portland, ME: Stenhouse Publishers. Fountas, I.C. & Pinnell, G.S. (2001). Guiding Readers and Writers, Grade 3—6: Teaching Comprehension, Genre, and Content Literacy. Portsmouth, NH: Heinemann.Rasinski, T.V. (2003). The

Fluent Reader: Oral reading Strategies for Building Word Recognition, Fluency, and Comprehension. New York, NY: Scholastic Professional Books. Holmes, C.T., Brown, C. L., & Algozzine, B. (2006). Promoting academic success for all students. Academic Exchange Quarterly, 10(3), 141-147.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>3.. DIBELS, TLI formative assessment, Reading Comprehension Assessment, progress monitoring, and/or class assessment data will be used to determine students not meeting proficiency in literacy will receive Point-In-Time Remediation and or intervention from HIGHLY QUALIFIED classroom teacher, Title I focus teacher and/or a resource teacher either in the regular classroom or in small group setting. Enrichment will take place each day during the regular class schedule with. 95% Blue Print Phonics intervention lessons will be purchased as a tier one and tier two intervention; staff will check the success of the student performance by collecting data and creating data walls. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education</p>	<p>Sandra Hollaway, Principal; Shirley Taylor, Betty Latham, Literacy Coaches</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>26.. For students in all sub-populations to demonstrate growth in literacy, each teacher will implement explicit teaching procedures using the five components of literacy in the literacy block and core curriculum classes. Whole group instruction for mini lessons and small group instruction for guided reading and remediation will be utilized. Appropriate usage of high yield practices will be implemented in all areas. Data from Interim Assessments (formative), Benchmark Augmented Assessments, and pre/post assessments (summative) will be utilized for remediation and to determine the areas of effectiveness. Principals will monitor the implementation process with Teacher Appraisal System evaluation. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Sandra Hollaway, Principal; Shirley Taylor , Betty Latham, Literacy Coaches</p>	<p>Start: 08/21/2011 End: 05/30/2021</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>4.. Professional development opportunities will be selected across curriculums based on alignment with the Arkansas Curriculum Frameworks and the Arkansas Literacy Model. Training will be provided on site, in state and out of state. Vocabulary development, word study, fluency instruction, and integration of comprehensive instruction will be aligned with ELA Frameworks. TLI Core Reading Curriculum will be implemented at each grade level. Handwriting Without Tears is implemented during at the third grade level. Pacing guides will be developed and maintained to identify benchmarks and skills for each nine weeks in literacy and science. Teachers will be provided release time during the school year. Substitutes will be paid through Sub Teach USA and stipends will be provided as necessary from PD funds. The teachers will create lessons, analyze data, revise pacing guides, and attend training. Teachers, literacy coaches, and administration will Collaborate with the grades from the Primary and Junior High School to analyze the pacing guides for vertical and horizontal alignment. Materials and supplies, and training expenses will be purchased as needed to create and implement programs and activities for staff from Professional Development and NSLA funds. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Sandra Hollaway, Principal; Shirley Taylor, Betty Latham, Literacy Coaches</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>PD (State-223) - Purchased Services: \$400.00 PD (State-223) - Materials &amp; Supplies: \$500.00 PD (State-223) - Employee Benefits: \$650.00 PD (State-223) - Employee Salaries: \$3000.00 NSLA (State-281) - Purchased Services: \$500.00 NSLA (State-281) - Materials &amp; Supplies: \$1000.00  ACTION BUDGET: \$6050</p>
<p>5.. NSLA and Professional Development funds will be used to support teachers, administrators, academic</p>	<p>Sandra Hollaway,</p>	<p>Start: 07/01/2011</p>	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<p>PD (State-</p>

<p>coaches, and technology specialists attending workshops, Arkansas Leadership Academy, Asst. Principal Institute, state and national conferences such as AAEA, Reading Recovery, AASL, ACC, Arkansas Literacy Institute, Arkansas Literacy Conference, TLI Professional development, and onferences such as AAIM, ARCA, ASCD, NAESP, NSCD, ARA, HSTI, ISTI, PBSS, NSLA and PD funds used will be above the required state standard and a part of the district and building budget to support the 10% professional development line. These Professional Development workshops will provide staff with the necessary skills to increase literacy achievement and instructional improvement for all students. Programs will be evaluated through staff training modules in afterschool staff meetings. Materials and supplies will be purchased from PD or NSLA funds. Substitutes will be hired through Sub Teach USA and stipends paid to staff and registration to attend professional development activities with NSLA, and Professional Development FUNDS. Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Principal; Kathy Lee, Asst. Superintendents</p>	<p>End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>223) - Employee Salaries: \$5000.00 PD (State-223) - Employee Benefits: \$1085.00 PD (State-223) - Purchased Services: \$13359.00 NSLA (State-281) - Purchased Services: \$7100.00 <hr/>ACTION BUDGET: \$26544</p>
<p>7.. To meet the needs of special needs students and show improvement on the Augmented Assessment Exam, special education and classroom teachers implementing the co-teach model will collaborate during common planning time. Special education and classroom teachers will meet on a regular basis with literacy coaches. Teachers will be provided release time with subs from Sub-Teach USA. CWT's will be utilized to check effectiveness of meetings. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education</p>	<p>Shirley Taylor, Betty Latham, Literacy Coaches; Title 1 Staff; Sandra Hollaway, Princ</p>	<p>Start: 07/01/2011 End: 06/03/2012</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>PD (State-223) - Purchased Services: \$1238.00 <hr/>ACTION BUDGET: \$1238</p>
<p>8.. The computer learning lab technician (Janet Sherman) will work Collaboratively with classroom teachers and parents to assist 660 students in the computer lab to meet NCLB goal of students reading on grade level. SKILLS Tutor, a prescriptive literacy and mathematics web-based program, will continue to be implemented this year as a school wide reform strategy and an additional resource for Point-In-Time Remediation. An outside consultant will be contracted to provide the license and support services. These services will be paid with TI ARRA FUNDS. Student progress reports, sent to teachers and parents quarterly, will provide the program evaluation. SKILLS TUTOR will be paid for from Title I ARRA Funds. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Sandra Hollaway, Principal</p>	<p>Start: 07/15/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teaching Aids</li> </ul>	<p>Special Grants: \$13235.00 <hr/>ACTION BUDGET: \$13235</p>
<p>10.. Staff, students and parents will work together to implement the Renaissance Place Accelerated Reading Program as a School Wide Reform Strategy. All parents in the district will be notified in writing about the Home Connect program. The Star assessment will be one tool to measure growth. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Sandra Hollaway, Principal; Kaley Boeckmann, Media Specialist</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>General Revenue: \$8075.00 <hr/>ACTION BUDGET: \$8075</p>
<p>1.. Incentives for achievement of reading goals and levels will be rewarded. Students achieving Star Reader in 3rd grade and Classic Reader status in 4th</p>	<p>Sandra Hollaway, Principal; Kaley</p>	<p>Start: 07/01/2011 End:</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<p><hr/>ACTION BUDGET: \$</p>

<p>and 5th grade will be rewarded with various activities in addition to the other reading incentives. Action Type: Collaboration</p>	<p>Boeckmann, Media Specialist</p>	<p>06/30/2012</p>	<ul style="list-style-type: none"> <li>• School Library</li> <li>• Teachers</li> </ul>	
<p>11.. Six hours of Technology Staff Development, Arkansas History, and Parent Involvement (two hours for teachers and three hours for administrators) and wellness workshops will be provided during the preschool inservice days or during professional development days scheduled throughout the school year. This is part of the state required 60 HOURS of Professional Development. A book study to support literacy and mathematical thinking skills will be presented to staff as part of the teacher Professional Development required hours. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion Action Type: Wellness</p>	<p>Sandra Hollaway, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>12.. Contract two Literacy Coaches for grades 2-5. (Betty Latham 32 days TI ARRA at 12,202.00 and 158 days TI-A at 59,573.00) The two coaches will be hired to provide Professional Development, teach model lessons, observe, mentor intervention aides, lead professional learning communities, conduct studies of professional texts, and analyze data, and organize colleague visits. Colleague visits will be in the areas of reading and writing instruction and followed by debriefing and planning for instruction. Coordination of Funds (Fed/State) TI FUNDS will pay stipends and travel expenses for Professional Development. Books and materials will be purchased from R-1st, TI funds for professional development to train teachers for improvement of instruction strategies and purchase coaching supplies. Coaches will be evaluated using the TAS Evaluation System at least six formative evaluations and one summative evaluation each year and with CWT. Substitutes will be utilized from professional development funds for the collegus vists one per semester. Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Sandra Hollaway, Principal; Shirley Taylor, Betty Latham, Literacy Coaches</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teaching Aids</li> </ul>	<p>Title I - Materials &amp; Supplies: \$1000.00 Title I - Employee Salaries: \$90387.00 Title I - Employee Benefits: \$22398.00 Special Grants: \$23101.00  ACTION BUDGET: \$136886</p>
<p>13.. Implement a Title I School-Wide Reading Enrichment Program where focus teachers collaborate, co-teach with regular classroom teachers, and provide small group interventions to support student academic achievement in literacy. Two certified reading specialists, Shirley Hale 1.0 FTE and Yvonne Stovall 1.0 FTE, will be hired with Title I FUNDS. NSLA Early Interventionist CERTIFIED TEACHER, Alice Waymire, will be hired to collaborate with classroom teachers to serve at-risk students in grades 3-5 literacy. A NSLA classified interventionist Jeremy Bailey will be hired to support stuggling students. Certified teachers and instructional facilitators will supervise the interventionsts. The training, materials and supplies will be purchased from Title I and NSLA FUNDS. These teachers will work in small groups and large groups of students with specific SBRR interventions, Barton Reading, Spelling and Writing to remediate students that are not on grade level or at risk of not being on grade level. The strategies will be specific to the student determined by assessment data. (TAS)Teacher Appraisal System will be utilized to monitor and evaluate TI/NSLA teaching staff. Classroom observation along with student data will be collected to evaluate the program. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Sandra Hollaway, Principal; Kathy Lee, Federal Programs Coordinator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$800.00 Title I - Employee Salaries: \$114700.00 Title I - Employee Benefits: \$28202.99 NSLA (State-281) - Materials &amp; Supplies: \$800.00 NSLA (State-281) - Employee Benefits: \$17156.00 NSLA (State-281) - Employee Salaries: \$63500.00  ACTION</p>

				BUDGET: \$225158.99
14.. A Gifted and Talented teacher (Lee McKnight) will be hired with local funds to provide an enrichment program that addresses the development of higher level thinking skills, independent study skills, technology skills and effective skills through units and activities within the four content areas and based on Arkansas Frameworks. Students in the third, fourth, and fifth grade are identified for the program throughout the year as referrals and testing data becomes available. A survey is in place to evaluate the effectiveness of the G/T program. Action Type: Collaboration Action Type: Program Evaluation	Sandra Hollaway, Principal, Glenda Vance, Special Needs Supervisor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	General Revenue: \$63200.00 <hr/> ACTION BUDGET: \$63200
24.. TII-A funds will be utilized to reduce class size by hiring Highly Qualified classroom teachers,1.0 FTE Kathy Hitchcock, GR 5,1.0 FTE Carrie Willoughby,GR 4, (166 days TII-A and 24 days district funds). This will reduce class size in grade 4 from 25.25 to 22.4,and grade 5 from 25.33 to 1 to 22.8 to 1. CSR will impact student achievement for all subpopulations. Substitute teachers will be hired through Sub Teach USA. Action Type: Collaboration	Sandra Hollaway, Principal	Start: 08/17/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	General Revenue: \$13686.00 Title II - A - Employee Benefits: \$18540.00 Title II - A - Employee Salaries: \$78750.00 <hr/> ACTION BUDGET: \$110976
2.. Five special education teachers (Rebecca Karnes, .5 FTE, .5 FTE, Sarah Holmes, .5 FTE, Loraine Reed, .5 FTE, Jennifer Booth, .5 FTE), one speech therapist (Amber Haynes, 1.0 FTE) and two instructional aides mentored by Jennifer Boothe and one instructional aide mentored by Lorraine Reed will provide instruction for IEP students to meet the goals in a least restrictive learning environment for literacy and mathematics and to reduce disparities noted in achievement data. Linking student goals to the AR frameworks and general curriculum. Equipment, materials, and supplies will be acquired to link IEP goals and objectives to Arkansas frameworks and the general curriculum. Jennifer Wilson .50 FTE is a contracted designee for evaluation of referred students for special education services and .30 FTE hired as an Early Literacy Interventionist to provide and facilitate early interventions to help children in all populations to improve achievement and reduce special education referrals. Action Type: Collaboration Action Type: Special Education	Sandra Hollaway, Principal; Glenda Vance, Special Needs Supervisor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
15.. Instructional services, materials, and teacher tutorial will be acquired to improve instruction for ELL students and parents as needed. Funds are budgeted from WHS ELL. Action Type: Parental Engagement Action Type: Program Evaluation	Sandra Hollaway, Principal; Debbie Blake, Counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
16.. WIS and Mid-South will implement an Alternative Learning Environment. WIS will hire a teacher 1.0 FTE (Olivia Burton, and one Instructional Aide 1.0 FTE (M. Ferrell) from DISTRICT funds to maintain academic goals, provide social skills lessons, monitor safety plans and or behavior plans as a support to elementary students in grades 3-5 who need behavior and academic assistance outside of the classroom. In this environment, students are able to receive additional counseling from school counselors and outside providers. Instruction will be provided to allow students to meet academic goals within literacy and math. The program will be evaluated by students returning to the classroom according to their plan and progress made academically and behaviorally. Mid-South will provide	Sandra Hollaway, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>a licensed therapist and a mental health paraprofessional to support the students placed in the ALE program. The ALE staff may attend conferences to enhance the instruction and environment of the ALE program. Substitute teachers will be hired through Sub- Teach USA to cover classrooms when teacher and/or instructional aide is absent from PD and district funds. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>				
<p>17.. Incoming third grade students will rotate through third grade classes and take a tour of the Intermediate School campus in the spring to assist in making a smooth Transition from the second grade. The third grade teachers discuss expectations (academic and behavioral), schedules, curriculum, and preview samples of third grade lessons. Parents are invited to attend an orientation night in the spring. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Stephanie Lyons, Assistant Principal; Debbie Heath, WPS Principal; Pam Gaskin, Debbie Blake WIS Counselors</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>31.. Intermediate and Junior High Counselors will Collaborate in March to schedule an information session with all fifth grade students to ensure a smooth TRANSITION from fifth grade to sixth grade. The counselors will explain class schedules, advance placement, extra curricular activities, testing expectations, student registration forms, and smart core curriculum. Parents are encouraged to attend the informational session with their children. In the spring, all fifth grade students attend a Junior High Campus Orientation to tour the school, interact with representatives of student council, visit selected classrooms, and receive detailed information regarding WJH campus life from David Stepp, principal. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Sandra Hollaway, Principal; David Stepp, WJHS Principal; Stephanie Lyons, Asst. Principal, Pam Gaskin, Debbie Blake</p>	<p>Start: 01/08/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>19.. The Wynne Intermediate School will continue contracting services with The Learning Institute which will provide research based professional development, create authentic assessments aligned to Arkansas Standards, and formulate student data from grade 3-5 assessments. TLI data will be used to evaluate student performance and for revision in curriculum and teaching strategies. Staff, under the direction of the Literacy Coaches and principal, will analyze the results of individual student assessments and a plan for remediation will be implemented based on the Needs Assessment. TLI Contract fees will be paid from NSLA FUNDS. Copy machine and printer expenses: bubble sheets, printer supplies and paper (500 cpaper &amp; copy counts) will be purchased from NSLA funds. Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Sandra Hollaway, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>NSLA (State-281) - Purchased Services: \$14976.00 NSLA (State-281) - Materials &amp; Supplies: \$2625.00 ACTION BUDGET: \$17601</p>
<p>32.. WIS will provide SES extended day services starting October 2011. The WIS will contract services with SES providers for students with deficiencies in literacy and mathematics as outlined in federal &amp; state regulations. (\$170,157.00 and 1% adm. services - postage, materials and supplies \$1702.00). Services to be to WIS and to WPS. Pre/post assessments will be provided by the outside providers to track student growth. (district budget for TI expenditures) Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Sandra Hollaway, Principal, Stephanie Lyons, Assistant Principal</p>	<p>Start: 07/30/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>20.. The district has contracted with Crowley's Ridge</p>	<p>Sandra</p>	<p>Start:</p>		<p>PD (State-</p>

<p>Educational Cooperative to provide a high quality of Professional Development for fifty-six teachers and administrators @ \$100.00 per staff member from Professional Development funds.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Professional Development                  Action Type: Technology Inclusion                  Action Type: Title I Schoolwide</p>	<p>Hollaway, Principal</p>	<p>07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<p>223) - Purchased Services: \$4900.00                   ACTION BUDGET: \$4900</p>
<p>28.. To meet the areas of concern noted from achievement data, an emphasis on practical and non-fiction reading texts and responding to open response items will be utilized and implemented in content areas as well as the literacy block. The use of Bloom's Taxonomy and Marzano's High Yield Strategies will utilized. Literacy discussions will focus on high order thinking skills, inferential skills, critical reading, and problem solving strategies. Bell ringers will be implemented in each grade. The data from this activity will be tracked to monitor student progress.                  Action Type: Collaboration</p>	<p>Betty Latham, Shirley Taylor Literacy Coaches</p>	<p>Start: 08/21/2011 End: 05/28/2012</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>30.. SPRINT (School Preventative Review Intervention Team) will meet in assigned pods comprised of administrative staff, literacy and math coaches, and counselors. The team will meet to discuss the progress of students and identify students that are not demonstrating growth. The team and teachers will problem solve through the response to intervention/closing the achievement gap model. Point-In-Time Remediation for the students identified. Substitutes will be hired for literacy and math teachers if necessary from Professional Development FUNDS.                  Action Type: Collaboration                  Action Type: Special Education</p>	<p>Sandra Hollaway, Principal</p>	<p>Start: 09/01/2011 End: 05/30/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>34.. All parents of the Wynne Intermediate students will be notified in writing on July 30, 2011, and at community meetings of the current year school improvement status on September 26, 2011, Open Community Meeting at 9:45 a.m. and a second meeting Report to Patrons at 5:30 p.m.                  Action Type: Parental Engagement                  Action Type: Technology Inclusion                  Action Type: Title I Schoolwide</p>	<p>Sandra Hollaway, Principal</p>	<p>Start: 10/01/2011 End: 10/30/2011</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>38.. All third, fourth, and fifth grade teachers will provide explicit instruction in the implementation of The Writing Academy aligned with the ELA frameworks. The Writing Academy is a brain based curriculum which includes teacher explanation, modeling followed by guided practice. A pacing guide, aligned to the frameworks, will be utilized at each grade level.                  Action Type: Professional Development</p>	<p>Sandra Hollaway, Literacy Coaches</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>46.. Using TLI, benchmark practice items will be consistently administered throughout grades 3-5. After analyzing Augmented Assessment data, an emphasis will be placed in the areas of practical reading, content and style writing activities for all grades. Work closely with classroom teachers in analyzing data.                  Action Type: Collaboration                  Action Type: Technology Inclusion                  Action Type: Title I Schoolwide</p>	<p>Literacy Coaches: Latham and Taylor</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>40.. Teachers will use Quick Reads as a fluency intervention to build reading comprehension for all students in the classrooms. Teachers and students will monitor their individual reading goals under the direct supervision of the classroom teacher.                  Action Type: Collaboration</p>	<p>Betty Latham, Literacy Coach; Shirley Taylor, Literacy Coach</p>	<p>Start: 08/19/2010 End: 05/28/2011</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>22.. Teachers, parents, counselors, instructional</p>	<p>Sandra</p>	<p>Start:</p>		

<p>facilitators, and students will develop ACADEMIC IMPROVEMENT PLANS for students not performing at the proficient level on the benchamrk exam. AIPs will be developed from TLI and aligned to the Arkansas Curriculum Standards. AIPs are created through the Learning Institute. Action Type: AIP/IRI Action Type: Collaboration</p>	<p>Hollaway, Principal</p>	<p>07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>57.. Classroom Walkthrough observations will be administered. Curriculum coaches and peer classroom walkthrough observation will be implemented. Training will be provide by local CO/OP and district technology staff. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Sandra Hollaway, Principal; Stephanie Lyons, Asst. Principal</p>	<p>Start: 09/01/2011 End: 05/30/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>9.. Purchase 4 promethean board units (17750), upgrade 15 classroom promethean boards (25175), 24-26 netbooks and a cart printer (18667) from NSLA and TVI funds. Subscriptions to web based learning and books will be purchased. The implementation of this technology will enable the staff to provide a balanced literacy program which supports student achievement geared to brain based learning. Materials and supplies will be purchased to support this technology (250 whitebrd &amp; 1500 cpaper &amp; copy counts) from NSLA funds. CWT's will be utilized to evaluate the effectiveness. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Sandra Hollaway, Principal; Stephanie Lyons, Asst. Principal</p>	<p>Start: 07/01/2011 End: 05/30/2012</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teaching Aids</li> </ul>	<p>Title VI State - Capital Outlay: \$18000.00 NSLA (State-281) - Capital Outlay: \$44310.00 NSLA (State-281) - Materials &amp; Supplies: \$2115.00 ACTION BUDGET: \$64425</p>
<p>68.. JBHM, a private educational consulting firm, will assist school staff with improving instructional strategies for struggling learners. JBHM consultants will observe in classrooms, analyze data, provide professional development, and make recommendations for improvement in strategies to improve achievement for struggling learners. The program will be evaluated by looking at a two year benchmark progression chart. JBHM Struggling Learners will be contracted from a Title I 2009-2010 1003a grant for 17.5 days from 9/12/2011 to 12/16/2011 (26250.) and from Title I 2010-2011 Title I 1003a grant for 10.5 days from 10/03/11 to 6/08/2012. (15750.) Action Type: Professional Development Action Type: Program Evaluation Action Type: SIF 1003(a) 09-10 Action Type: SIF 1003(a) 10-11 Action Type: SIF 1003(a) ARRA Action Type: Title I Schoolwide</p>	<p>Sandra Hollaway, Principal</p>	<p>Start: 11/22/2010 End: 12/15/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<p>Special Grants: \$42000.00 ACTION BUDGET: \$42000</p>
<p>51.. Instuctional facilitators will build and maintain a math and literacy assessment data wall to track grade level, classroom, and student growth. Cooperative Specialists will provide professional development with data analysis and shred with faculty. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Shirley Taylor, Betty Latham, Connie Mitchell, Instructional Facilitators</p>	<p>Start: 08/01/2011 End: 05/30/2012</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>15.. My Learning Plan, a software program will be purchased to provide management for individual professional development plans for all certified staff from PD funds. Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Sandra Hollaway, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<p>PD (State-223) - Materials &amp; Supplies: \$908.00 ACTION</p>

Action Type: Technology Inclusion				BUDGET: \$908
6.. Response to Intervention (RTI) in Closing the Achievement Gap will be used throughout the year to guide the three tier process of interventions - including standards base core curriculum, additional small group and whole group instructions utilizing research base best practices and/or individual instruction by the classroom teacher, and small group or individual instruction by interventionists. Teachers and aides will use instructional strategies matched to individual needs such as: Barton Reading, 95% Blue Print Phonics and other teaching strategies. Program will be evaluated by student performance on assessments instruments such as DIBELS, Barton Assessments, and Reading Strategies Assessment. Collaboration at regular SPRINT meetings will ensure interventions are provided when needed. Referral for Special Education will be considered only after other interventions have been implemented. The program will be evaluated by student performance on assessment instruments such as DIBELS, Barton Assessments, and other formative assessments. Mrs. Debra Bowers with JBHM will be contracted from 9/12/2011 through 12/16/2011 to work closely with staff to outline and support RTI from a Title I 1003a grant. (7500) Action Type: Professional Development Action Type: Program Evaluation Action Type: SIF 1003(a) ARRA Action Type: Title I Schoolwide	Sandra Hollaway, Principal	Start: 09/12/2011 End: 12/16/2011	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> </ul>	Special Grants: \$7500.00 <hr/> ACTION BUDGET: \$7500
60.. In order to fulfill the corrective action requirements and meet the needs of the struggling students, the Wynne Intermediate School implemented the Barton Reading, Spelling, and Writing Method as a core intervention in the Response to Intervention/Closing the Achievement Gap for students struggling in literacy. Pam Evans, Barton Reading Trainer, provided professional development and consultation services to special education teachers, reading intervention specialists, highly qualified aides, and literacy coaches in grades K-5. Stimulus funds were used to hire three interventionists. Another component of the corrective action plan was the planning for the inclusion of special education students to the regular classroom utilizing the Co-Teach model for full implementation in the 2010-2011 school year. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Sandra Hollaway, Principal; Benjamin Perry, Superintendent	Start: 07/01/2009 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
55.. Intervention of 95% Group Multi-Syllable Routine Cards will be used during the reading block and part of the literacy program. Literacy Coaches will work closely with classroom, Title I, and special education staff with the 95% program. Action Type: Collaboration Action Type: Title I Schoolwide	Betty Latham, Shirley Taylor	Start: 09/12/2011 End: 05/25/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
56. Art and music classes are integrating comprehension nonfiction passages into the art and music curriculum. Action Type: Alignment	Sherry Phillians, Angela Benderman, Betty Latham, Shirley Taylor	Start: 09/01/2011 End: 06/03/2012	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$728696.99

Priority 2: Students will improve in problem solving and mathematical procedures using the Investigations in Number, Data and Space standards based math program.

- Wynne Intermediate School(WIS) has received the status of Targeted Intensive Year IV for the 2010-2011 school year. The Combined Sub-population, African American, Caucasian, Economically Disadvantaged met status or

safe harbor. However, the Special Education sub-population did not meet AYP. To meet the needs of the Students with Disabilities, third and fourth grade resource students will be placed in co-teach classrooms. In addition, the Closing the Achievement Gap Response to Intervention Model will be more systematic. Consultants with JBHM will plan with staff to make instructional improvements to meet the needs of students.

2. 85% of all 3, 4, 5, grade students at Wynne Intermediate School (WIS) scored proficient and advanced on the 2010 Augmented Assessment. Grade 3 Percent Proficient/Advanced Combined Population: 91 African American: 81 Caucasian: 95 Economic Disadvantaged: 89 Students with Disabilities: 52 Grade 4 Proficient/Advanced Combined Population: 81 African American: 72 Caucasian: 86 Economic Disadvantaged: 74 Students with Disabilities: 28 Grade 5 Percent Proficient/ Advanced Combined Population: 77 African American: 58 Caucasian: 84 Economic Disadvantaged: 67 Students with Disabilities: 48 The 2010 Augmented Assessment data indicates that measurement is the lowest scoring strand in all three grades. Even though this is the lowest scoring strand, third grade and fifth grade students scored higher than the state average. WIS students scored lower on open response questions than multiple choice items. Geometry was the lowest scoring open response questions for third grade students and fifth grade students. The fourth grade students scored lower on the Data Analysis and Probability open response question, yet they were higher than the state average. Regarding the 2009 data, 3rd grade benchmark exam, 86% of the combined population of students scored at or above proficient on the math portion of the test. Of African American sub-populations, 74% scored proficient or advanced. 46% of students with disabilities passed the exam. Of the economically disadvantaged Group, 79% scored proficient or advanced. The most significant deficient areas were in Number Sense and Operations and Algebra. Open response continues to be weaker than multi-choice. Of fourth grade combined population students, 83% scored in the proficient or advanced category. 68% of the African American sub-population scored proficient or advanced on the 2009 benchmark exam. 41% of the students with disabilities scored proficient or advanced, and 80% of the economically disadvantaged students were at or above the proficient level. A three year trend shows a steady increase of scores. The 2008 was 82%, and 2009 83%. The area of concern in math for 4th grade students is in measurement. There was a drop from 2008 to 2009 of 67% to 56%. Open response average continues to be lower than the multi-choice average. In 2009, 77% of the combined students scored proficient or advanced on the benchmark exam. The African Americans scored 70% in proficient and advanced levels. Students with disabilities scored 29% proficient or above. Economically disadvantaged students scored 69% proficient or advanced. Students scoring proficient or advanced in the combined population increased from 74% in 2008 to 75% in 2009. There was a decrease in all five strands in 2009. Measurement showed the most significant decrease. The data went from 63.8% in 2008 to 46.5% in 2009. Open response scores were weaker than multi-choice in all 5 strands in 2009.
3. The 2010 SAT 10 Math Problem Solving indicates that the combined population students in our school were at or above the state average for Math Problem Solving in all sub groups of the exam except for the I.E.P. students in the 3rd and 4th grades. 3rd grade IEP students scored at the 16th percentile with the state score being at the 27th percentile. 4th grade IEP students were at the 23rd percentile compared to the state at the 34th percentile. On the 2009 NRT section of the Augmented Benchmark, our combined population of 3rd grade students scored in the 60th percentile on math problem solving portion. Our African American subgroup scored in the 43rd percentile with economically disadvantaged students scoring in the 51st percentile. IEP students scored 26%. (Math problem solving was the only area tested for 3rd grade in math) 4th grade combined population students scored the same or better than 72% of the students in the Nation on the math problem solving section of the NRT portion of the 2009 Augmented Benchmark Exam. Our African American students scored in the 54th percentile on the math problem solving. Economically disadvantaged students scored in the 64th percentile and IEP students scored in the 46th percentile. On the 2009 math problem solving portion of the Augmented Benchmark Exam, our 5th grade students scored in the 77th percentile in the combined population segment of the test. 5th grade African American students scored 65% on this exam with economically disadvantaged students scoring 61%, and IEP students 25%. On the science portion of the 2009 NRT for the combined population, the 5th grade students scored in the 62nd percentile. African American students in this group scored in the 45th percentile, and economically disadvantaged students scored 50%, IEP students scored the same or above 28% of the students in the Nation.
4. The 2009-2010 WIS CRT pre/post assessment data is noted: the following data is noted: third grade students scored an average of 23.4 out of 32 on multiple choice items and 21.9 on out of 40 on open response items on the post test. The fourth grade students ended the year with an average 21.6 out of 32 on multiple choice items and 22.5 on open response items. Fifth Grade students scored 19.6 out of 32 on the multiple choice items and 21.2 out of 40 on the open response items. All grade made significant improvement on the WIS CRT exam. In reviewing the results of the 2008-2009 Wynne Intermediate CRT post test, the following data is noted: third grade students scored an average of 22 out of 32 on multiple choice items and 21.5 on out of 40 on open response items on the post test. The fourth grade students ended the year with an average 22.6 out of 32 on multiple choice items and 24.8 out of 40 on open response items. Fifth Grade students scored 20.9 out of 32 on the multiple choice items and 21.1 out of 40 on the open response items. All grade made significant improvement on the WIS CRT exam.
5. Students with Disabilities are consistently scoring lower than the other sub-populations students especially in the area of Data Analysis, Probability and Geometry. Open response questions are still a challenge for the Students with Disabilities.
6. The average daily attendance for 2009-2010 is 95.2% which is an improvement from the 94.3% average daily attendance for 2008 2009.
7. Science Our 5th grade combined population for the Science Exam was above the state average with a score of 59% and the state 55%. All sub groups were at or above the state average on this exam

Supporting Data:

Goal Students will improve in mathematical thinking by focusing on areas of concern identified by analysis of the last three years of achievement data. The areas of concern are: reasoning, and procedures with an emphasis placed in the Data, Analysis, and Probability, Measurement, Geometry strands, and responding to open response items.

Benchmark WIS did not meet AYP for Special Education students. The number of students scoring proficiency in math will be increased by 10% in order to to meet AYP progress for all students on the Primary Benchmark Exam spring 2011. The

combined population must achieve 85% proficient and advanced on the 2011-2012 Primary Benchmark Exam.

Intervention: The Wynne Intermediate School will utilize a comprehensive standards based math program.				
Scientific Based Research: Makros, Jan; Carman-Berle, Mary: Full Year Pilot Grades 3 and 4 Investigations in Number, Data, and Space 1994, December; Sconiers, Sheila; Isaacs, Andy; Higgins, Traci; McBride, James; Kelso, Catherine Randall, The ARC Center Tri-State Student Achievement Study, 2003 Marzano, R.J. (2003). What works in schools: translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development. Kikpatrick, J., & Swafford, J. (Eds.). (2002). Helping children learn mathematics. Washington, DC: National Academy Press. National Council of Teachers of Mathematics. (2006). Curriculum focal points for prekindergarten through grade 8 mathematics: a quest for coherence. Reston, VA: The National Council of Teachers of Mathematics, Inc. Senk, S.L. & Thompson, D.R. (Eds). 2003. Standards-based school mathematics curricula: what are they? what do students learn? Mahwah, NJ: Lawrence Erlbaum Associates, Inc. Simpson, N. (2004, September). Investigations in number, data, and space; Evidence for success. Retrieved September 27, 2007, from Pearson Scott Foresman Web site: <a href="http://investigations.scottforesman.com/pdfs/validation.pdf">http://investigations.scottforesman.com/pdfs/validation.pdf</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>4.. TI Math Instructional Facilitator, (Connie Mitchell 1.0 FTE) will be hired to provide Professional Development (this will satisfy the TI Professional Development requirement) in the alignment process, analyze achievement data, develop unit assessments, model lessons for teachers, revise pacing guides for grades 3-5. Select teachers and math facilitator will review pacing guides and TLI interim assessments. The math coach, with the administrative staff, will build and lead professional learning communities. Professional Development (local, state, and national NCTM, TLI, others) and stipends and/or substitutes for staff will be provided as needed from Purchase Service and Title I FUNDS in accordance with Coordination of Funds (Fed/State). Funds from Title I will be utilized to provide materials and supplies. (Cpaper 500 NSLA) TAS will be used to evaluate the effectiveness of the Mathematics Coach.</p> <p>Action Type: Collaboration                      Action Type: Professional Development                      Action Type: Program Evaluation                      Action Type: Title I Schoolwide</p>	Sandra Hollaway, Principal; Stephanie Lyons, Assistant Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	Title I - Materials & Supplies: \$500.00 Title I - Employee Salaries: \$52900.00 Title I - Employee Benefits: \$13157.00 NSLA (State-281) - Purchased Services: \$1350.00 NSLA (State-281) - Materials & Supplies: \$500.00 <hr/> ACTION BUDGET: \$68407
<p>17. Periodic grade-level and across grade level meetings will be scheduled to Collaboratively revise math curriculum maps according to Needs Assessment data and testing information to evaluate the effectiveness of the program. Subs will be provided. The amount is included in the literacy section.(6)</p> <p>Action Type: Alignment                      Action Type: Collaboration                      Action Type: Title I Schoolwide</p>	Sandra Hollaway, Principal	Start: 09/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>5. Skills Tutor learning lab will be utilized as a tool for all students in addressing academic deficits, administering Needs Assessments in the form of CRT pre/post assessments and STAR assessments. The lab manager (Janet Sherman) will work collaboratively with classroom teachers to design a program to assist students in meeting NCLB goals. The software contract will be paid and new headsets will be purchased. It will be used with at risk students in grades 3-5, regular students, and an additional resource for Point-In-Time remediation. Expenses are budgeted in the Literacy Priority.</p> <p>Action Type: Collaboration                      Action Type: Program Evaluation                      Action Type: Technology Inclusion</p>	Sandra Hollaway, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>6. Connie Mitchell, math facilitator, will direct teachers, counselors, parents, and students, in developing on-line Academic Improvement Plans (AIP's), from TLI in accordance with "Act 35", for students scoring below proficient. Parents will be notified before or on the first Parent Teacher</p>	Sandra Hollaway, Principal, Stephanie Lyons, Asst. Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>Outside</li> </ul>	<hr/> ACTION BUDGET: \$

<p>Conference.                  Action Type: AIP/IRI                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Special Education                  Action Type: Technology Inclusion</p>			<p>Consultants</p> <ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	
<p>7.. Approximately 660 students in grades 3-5 will receive instruction by a Highly Qualified NSLA math focus teacher 1.0 FTE (Kellye Ramsey) and Special Education Early Intervening Funds (Jennifer Wilson) to be hired to enrich and enhance mathematical and lit skills in a school-wide setting. The teachers will co-teach and mentor regular teachers in mathematical skills to increase sub-population achievement. Materials and supplies will be purchased from NSLA to support the math focus teacher. CWT and TAS will be utilized to evaluate teaching staff and the effectiveness of the classroom setting. (coper 500)                  Action Type: Collaboration                  Action Type: Professional Development                  Action Type: Title I Schoolwide</p>	<p>Sandra Hollaway, Principal; Kathy Lee, Federal Program Supervisor</p>	<p>Start: 07/01/2011                  End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>NSLA (State-281) - Materials &amp; Supplies: \$1000.00                  NSLA (State-281) - Employee Benefits: \$12400.00                  NSLA (State-281) - Employee Salaries: \$49400.00  <hr/>                 ACTION BUDGET: \$62800</p>
<p>3. Two special education teachers and three special education instructional aides will provide instruction for IEP students in a least restrictive learning environment for math linking their goals to the AR frameworks and general curriculum. Additionally, two special education resource teachers will teach with five regular education teachers using the co-teach model to provide a least restrictive environment. Sped staff and regular staff will work collaboratively with the math instructional facilitator and regular classroom staff. Equipment, materials, and supplies will be acquired to link IEP goals and objectives to Arkansas frameworks and the general curriculum. See Literacy budget for salaries.                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Special Education</p>	<p>Sandra Hollaway, Principal; Glenda Vance, Special Ed. Supervisor</p>	<p>Start: 07/01/2011                  End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>2. An analysis and revision of the school improvement process will be completed by all staff. Committees will conduct a peer review of the ACSIP plan and approve the plan prior to its submission.                  Action Type: Parental Engagement                  Action Type: Program Evaluation</p>	<p>Sandra Hollaway, Math Coach, Stephanie Lyons, teachers</p>	<p>Start: 07/01/2011                  End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>10. An annual meeting will be held to inform parents of the rules governing the Title I and other federal programs. Parents will be informed of rights under the law, school wide program, curriculum, and types of assessments used. Surveys of parents, teachers, and students will be conducted as Needs Assessment tools.                  Action Type: Collaboration                  Action Type: Parental Engagement                  Action Type: Technology Inclusion                  Action Type: Title I Schoolwide</p>	<p>Kathy Lee, Assistant Superintendent; Sherry Breckenridge, Parent Coordinator; Sandra Hollaway, Principal</p>	<p>Start: 07/01/2011                  End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>9.. TII-A funds will be utilized to reduce class size by hiring Highly Qualified classroom teachers,1.0 FTE K. Hitchcock, GR 5,1.0 FTE Carrie Willoughby, GR 4, 1.0. This will reduce class size in grade; grade 4 from 25.25 to 22.4, grade 5 from 25.3 to 1 to 22.8 to 1. CSR will impact student achievement for all sub populations. Substitute teachers will be hired through Sub Teach USA. See literacy budget for expenses.                  Action Type: Collaboration</p>	<p>Sandra Hollaway, Principal</p>	<p>Start: 07/01/2011                  End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

Action Type: Program Evaluation				
<p>1. A Gifted and Talented teacher (Lee McKnight) will be hired to provide an enrichment program that addresses the development of higher level thinking skill, independent study skills, technology skills and affective skills through units and activities within the four content areas and based on Arkansas Frameworks. Students in the third, fourth, and fifth grade are identified for the program throughout the year as referrals and testing data becomes available. Funds are budgeted under the Literacy Priority. Action Type: Collaboration Action Type: Equity</p>	Sandra Hollaway, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
<p>12. The Wynne Intermediate School will join the Learning Institute which will provide research based Professional Development, create authentic Needs Assessments aligned to Arkansas Standards, and formulate student data from grade 3-5 assessments. Data will be used to evaluate student performance and for revision in curriculum and teaching strategies. Staff, under the direction of the math coach and principal, will analyze the results of individual student assessments and a plan for Point-In-Time Remediation will be implemented. Contract fees, copy machine expenses, materials and supplies will be purchased to support TLI and substitute teachers hired for staff attending TLI training. (Expenditures budgeted in Literacy priority) Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Sandra Hollaway, Principal	Start: 07/01/2012 End: 06/30/2012	<ul style="list-style-type: none"> <li>Computers</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
<p>18. WIS will provide SES extended day services for qualifying students with deficiencies in math. See Literacy priority for funds budgeted and program evaluation. Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion</p>	Stephanie Lyons, Asst. Principal	Start: 07/01/2011 End: 06/29/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
<p>16. Based on achievement data, selected teachers will revise Science pacing guide, learning stimulus and assessments to the Arkansas Frameworks. Stipends and/or substitutes will be provided. Necessary materials will be purchased. See Literacy budget for funding. Action Type: Alignment Action Type: Collaboration</p>	Sandra Hollaway, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
<p>13.. Selected faculty and staff will attend Professional Development in state, regional, or national conferences and trainings such as: NCTM, T3, TERC, TLI, NCSM, ASCD, Leadership Academy, Smart Start, CGI (5600), Math Links, NAESP, etc. (TI 10% professional development). Job embedded professional development math colleague visits with collaboration will be implemented for model teaching and improvement of instruction. Expenses for conferences, registration, travel, stipends and/or substitutes will be paid from Professional Development funds, NSLA and district funds. The amount is listed in the literacy section. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	Sandra Hollaway, Principal; Stephanie Lyons, Assistant Principal; Connie Mitchell, Math Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	<p>PD (State-223) - \$861.00 Employee Benefits: PD (State-223) - \$3950.00 Employee Salaries: NSLA (State-281) - \$13573.00 Purchased Services:  ACTION BUDGET: \$18384</p>
<p>14. An Alternative Learning Environment Teacher (Olivia Burton) and one ALE instructional aide (M. Ferrell) will be hired from ALE funds to maintain,</p>	Sandra Hollaway, Principal;	Start: 07/01/2011 End:	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance</li> </ul>	ACTION BUDGET: \$

<p>monitor, and provide support to elementary students in grades K-5 who need behavior and academic assistance outside of the classroom. This program will be evaluated according to the progress of students returning to the classroom according to their plan and progress made academically and behaviorally. The ALE staff will attend conferences to enhance the instruction and environment of the ALE program. Instruction will be provided to allow students to meet academic goals within literacy and math. Substitute teachers will be hired through Sub Teach USA from ALE funds to cover classrooms when teacher and/or instructional aide is absent. Funds taken from literacy side of ACSIP. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>	<p>Stephanie Lyons, Assistant Principal</p>	<p>06/30/2012</p>	<p>Assessments • Teachers • Teaching Aids</p>	
<p>15. SPRINT team meetings will be held to review all services being provided at risk students, including students belonging to sub populations comprised of African American, Economically Disadvantaged students, Students with Disabilities and to formulate individual student plans for interventions in math and other subject areas, as well as social, physical, and emotional issues to provide Point-In-Time Remediation. These plans will be developed collaboratively by teachers, counselors, coaches, and administrators. Substitutes will be provided from Professional Development funds. See Literacy for funds. Action Type: Collaboration Action Type: Professional Development</p>	<p>Sandra Hollaway, Principal; Stephanie Lyons; Connie Mitchell, Math Coach</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<p>• District Staff • Performance Assessments • Teachers • Title Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>19. Recruiting and maintaining of highly qualified teachers for literacy, math, and all other fields will be achieved through advertisements in newspapers, college recruiting, representatives attending job fairs, and postings on the ADE website. Action Type: Collaboration</p>	<p>Sandra Hollaway, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>		<p>ACTION BUDGET: \$</p>
<p>22. Students grade level and achievement growth will be tracked using a math assessment data wall. Augmented assessment, formative assessment, and classroom data will be analyzed. Action Type: Alignment Action Type: Program Evaluation</p>	<p>Sandra Hollaway, Principal; Connie Mitchell, Math Coach, Kellye Ramsey</p>	<p>Start: 09/01/2011 End: 05/29/2012</p>	<p>• Administrative Staff • Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>25. Response to Intervention / Closing the Achievement Gap will be used through out the year to guide the three tier process of interventions -including standards base core curriculum, additional small group and whole group instructions utlitized research base best practices or individual instruction by the classroom teacher, and small group or individual instruction by interventions. Teachers and aides will use instructional strategies matched to individual needs such as: Envision Math Intervention and other teaching strategies. Program will be evaluated by student performance on assessments instrumtents TLI assessments, classroom performance, and/or other web based instruments. JBHM will be contracted to provide RTI guidance and training from Title I 1003a Grant. (See Literacy for funding.) Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Sandra Hollaway, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<p>• Outside Consultants • Teaching Aids</p>	<p>ACTION BUDGET: \$</p>
<p>26. The Wynne Intermediate School will continue to upgrade technology by purchasing two portable laptop carts with software to be shared throughout the building grades 3-5. The laptops will be utilized to enhance the literacy and math skills by allowing hands on experiences for the students to research topics, write open ended response papers, explore topics and create projects such as power points, web pages, graph mathematical responses, explore charts,</p>	<p>Sandra Hollaway, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<p>• Computers • Outside Consultants • Teaching Aids</p>	<p>ACTION BUDGET: \$</p>

and etc. Professional development will provided to staff and technology skill taught to students by district technology staff and teachers. The fund is listed in the literacy section. Action Type: Technology Inclusion Action Type: Title I Schoolwide				
27. In order to fulfill the corrective action requirements and meet the needs of the struggling students, the Wynne Intermediate School consulted with Dr. Linda Griffith for a curriculum audit and data analysis. Additionally, Dr. Griffith modeled strategies as a to improve the open response tasks to improve the achievement of all students and place an emphasis in the areas of concerns of the targeted group of struggling students. Dr. Griffith, Math Specialist, provided professional development and consultation services to special education teachers, reading intervention specialists, highly qualified aides, math coach, and administration in grades 3-5. Stimulus funds were used to add staff at each grade level to provide additional support to struggling students. Another component of the corrective action plan was the planning for the inclusion of special education students to the regular classroom utilizing the Co-Teach model for full implementation in the 2010-2011 school year. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Sandra Hollaway, Stephanie Lyons, Glenda Vance	Start: 08/01/2010 End: 06/03/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
23. The LEA is planning for restructuring as we are researching the conversion charter school concept, school within a school concept and other restructuring options. Mary Ann Duncan, ADE, and Bernice Russell, ADE, has been contacted for information regarding these concepts. Discussions will be held with the Academic Leadership Team and will follow with the faculty, staff, parents, and community teams meeting to review the restructuring options. Action Type: Collaboration	Sandra Hollaway, Prinicipal; Superintendent	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
70. Dr. Linda Griffith, Math Specialists, will conduct a curriculum audit, vertical alignment, and professional development to aid in the transition in implementing the common core state standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Sandra Hollaway, Principal	Start: 05/20/2012 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> </ul>	NSLA (State-281) - Purchased Services: \$2200.00  ACTION BUDGET: \$2200
Total Budget:				\$151791

Priority 3: Students at the Wynne Intermediate School will improve in social and emotional wellness. Students will acquire knowledge and attitudes needed to develop and maintain appropriate behaviors and build a foundation for healthy non-violent lifestyles.

- Supporting Data:
- The breakdown from the 2008-2009 score card reports the following: School Health Policies and Environment 89%, Health Education 90%, Physical Education and Other Physical Activities 87%, Nutrition Services 88% School Health Services 85%, Family and Community Involvement 94%. The breakdown from the 2007-2008 score card reports the following: School Health Policies and Environment 89%, Health Education 80%, Physical Education and Other Physical Activities 94%, Nutrition Services 76% School Health Services 85%, Family and Community Involvement 44%.
  - 2009-2010 BMI data indicated that 13.1% of the males were overweight and 37.4% of the males were obese. In addition, 17.9% of the females were overweight and 36.8% of the females were obese. 2008-2009 BMI data reports that 40.8% of the fourth grade males are at risk for becoming overweight or are overweight. 43.2% of the fourth grade females are at risk of becoming overweight or obese. 2007-2008 BMI data reports that 43.6% of the fourth grade males are at risk for becoming overweight or are overweight. 48.6% of the fourth grade females are at risk of becoming overweight or obese.
  - According to data From Arkansas Prevention Needs assessment, students in Cross County are at a much higher risk of drug use, delinquencies, school drop out, teen pregnancy, and violent behavior than other counties in Arkansas. The Cross County Health Coalition and D.A.R.E. to provide education in and intervention to reduce risk factors.
  - According to ACT 1220, the percentage of children and adolescents who are defined as overweight has more than doubled since the early 1970's. About 15% of children and adolescents in the addition in the nation are

overweight. About 21% of Arkansas children are now overweight and 17% are at risk for being overweight.  
 5. The Wynne Intermediate School has 62% of the school population free and reduced.

Goal Students at the Wynne Intermediate School will develop knowledge and attitudes promoting a safe, healthy, and drug free lifestyle.  
 Benchmark The percentage of students consistently demonstrating appropriate behaviors will improve and students receiving good citizenship awards will increase 3% by Spring 2011.

Intervention: Project Achieve, Stop and Think character education program will be implemented that teaches appropriate student behavior. Students will be instructed regarding drug abuse, good character traits, bully behavior, listening skills and health issues.				
Scientific Based Research: Marzano, R.J., Marzano. J.S., Pickering, D.J. "Classroom Management That Works; Researched Based Strategies for Every Teacher"; Marzano, R.J., " What Works in Schools, Translating Research Into Action"				
Actions	Person Responsible	Timeline	Resources	Source of Funds
4. Behavior data will be analyzed during SPRINT team meetings. The necessary revisions will be made or consultants called to insure the success of the plan. Student behavior will be documented in the Educator's Handbook. Action Type: Technology Inclusion	Pam Gaskin, Debbie Blake, Character Education Committee	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
1. Selected staff will attend state and national conferences, visit exemplary schools, and receive on site training such as ARSCC, Counseling Conferences, PBSS, Stop and Think, and etc. workshops to build knowledge in improvement of the character education program, Safe and Drug Free schools, career readiness, and violence reduction. ADE School Improvement Grant staff will train teachers and consult in the Stop and Think curriculum. Travel expenses, registration, stipends and/or substitutes will be paid for staff attending workshops from Professional Development funds and NSLA funds. Action Type: Professional Development Action Type: Program Evaluation	Sandra Hollaway, Principal	Start: 08/10/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	NSLA (State-281) - \$1000.00 Purchased Services:  ACTION BUDGET: \$1000
5. Small group instruction will be provided to target at-risk students with excessive inappropriate behavior. School counselors, or a staff member skilled in working with at-risk students, will be utilized to promote health, wellness, and a safe, drug free, violence free school environment using the American School Counselor Association National Model. The effectiveness of the programs will be evaluated by the Association's framework and an increase in appropriate behaviors. Action Type: Collaboration Action Type: Wellness	Debbie Blake, Counselor; Pam Gaskin, Counselor, Stephanie Lyons, Assistant Principal	Start: 08/17/2011 End: 05/31/2012	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
6. "Shout Outs", good citizenship, and honor awards will be given based on existing criteria to create a positive learning environment. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Stephanie Lyons,	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
7. Classroom instruction will be provided to target at-risk students grade 3-5 with the Stop and Think curriculum and drug education program (DARE). DARE Officer (Kimberley Moseley) and counselors (Gaskin/Blake), will work together to correlate efforts to reduce time off task, unwanted behaviors, build character, drug education unit, and create a positive safe school environment. Skits and roll play activities will give a visual check for student understanding. Surveys will be completed to evaluate the effectiveness of the program. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Wellness	Sandra Hollaway, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$1000
Intervention: A district comprehensive parental involvement plan will be implemented according to ACT 307 of 2007, No Child Left Behind Act of 2001/ESEA.				

Scientific Based Research: School, family, and community partnerships: Preparing educators and improving school. Epstein, JL. 2001; Type 2 Communicating to improve partnerships for students success by National Network of Partnerships Schools supported by a grant by USDE to the Center for Research on the Education of Students Placed at Risk				
Actions	Person Responsible	Timeline	Resources	Source of Funds
4. Parents may schedule classes to develop technology skills that will enable them to access and utilize the school websites as well as other educational websites. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Sherry Breckenridge, Parent Coordinator; Janet Smith, Technology Specialist	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
2. A Parent Center will be available with resource materials and personnel for parents and community to access as funds are available. Materials and resources will be advertised along with procedures for accessing. Action Type: Collaboration Action Type: Parental Engagement	Sherry Breckenridge, Parent Coordinator; WIS Parent Facilitator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Computers</li> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
8. Pursuant to section 724 (c) of the McKinney-Vento Homeless Assistance Act, as reauthorized by the No Child Left Behind Act of 2001, the Wynne School District will designate a LEA Homeless Liaison, Mrs. Sherry Breckenridge. The local LEA Homeless Liaison will assist school personnel to ensure that homeless students are identified and have full opportunity to enrollment and that they receive educational and other services for which they are eligible. Funds are set aside from district Title I, community, and building to support homeless students. Action Type: Parental Engagement Action Type: Title I Schoolwide	Sherry Breckenridge, Parent Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	Local Revenue: \$500.00 General Revenue: \$500.00 ACTION BUDGET: \$1000
9. Survey and develop a volunteer resource directory book listing the interest and availability to help match school needs with volunteer interest. This directory will be place on Wynne School District website and in central locations in the building for easy access. Action Type: Title I Schoolwide	Sherry Breckenridge, Parent Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
3. Title I Parent Involvement Policy will be annual reviewed, adopted, signed by superintendent, posted on district website, and distributed to all TI students/parents. The TI Policy will support the district's commitment to Parental Involvement. Action Type: Collaboration Action Type: Parental Engagement	Shirley Hale, Parent Facilitator; Sherry Breckenridge, Parent Coordinator	Start: 08/08/2011 End: 09/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Computers</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
10. The school will work cooperatively with the PTA and schedule PTA parent meetings to be help at WIS and WPS. Action Type: Collaboration Action Type: Parental Engagement	Shirley Hale, Parent Facilitator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
11. Recruit alumni from the school to serve on the Parent Advisory Council (PAC) to provide advice and guidance for school improvement. Representatives from the PAC will serve on the school's ACSIP review team. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Sherry Breckenridge, Parent Facilitator	Start: 09/06/2011 End: 10/04/2011	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
12. A certified staff member (Shirley Hale) has been designated from district funds to serve as Parent Facilitator in the Intermediate Building. The parent facilitator and parent coordinator will attend the 13th Annual Arkansas Conference for Parent Education and	Sandra Hollaway, Principal	Start: 08/10/2011 End: 05/31/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$

<p>Involvement in November to support building efforts. Registration, travel and material expense will be paid from NSLA and district Title I funds to attend the Annual Arkansas Conference. She will help organize meaningful training for staff and parents, promote and encourage a welcoming atmosphere to foster Parental Involvement in the school, undertake efforts to ensure that parental participation is recognized as an asset to the school, and that information is sent to parents in a language they can understand. Parental materials and books will be housed in Intermediate library as well as the district Parent Center. Action Type: Collaboration Action Type: Parental Engagement</p>				
<p>5. All teaching staff will participate in two hours of Professional Development activities designed to strengthen skills in creating a school climate conducive to Parental Involvement and participation. All administrators will receive three hours of Parental Involvement staff development activities. Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Sandra Hollaway, Principal</p>	<p>Start: 08/10/2011 End: 05/11/2012</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>13. An informational packet that is age and grade appropriate will be prepared and distributed annually to the parents of each child in the school. Parent volunteers will assist in compiling information and assembling the packets. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Parent Facilitator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>14. Publish monthly calendars with daily menu, parent tips, school news, and events. Action Type: Parental Engagement</p>	<p>Sandra Hollaway, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>15. Conduct "Back to School Night" and "Classroom Orientation" for parents and students to visit classroom, review policies and meet staff. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Sandra Hollaway Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>16. Conduct orientation sessions with parents and Transition activities for all third grade students and new students to the district. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Sandra Hollaway, Prinicipal; Shirley Hale, Parent Facilitator</p>	<p>Start: 08/17/2011 End: 05/31/2012</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>17. An annual report to patrons will be held in early fall of 2011, to inform parents, students, and community of 2011-2012 programs and current AYP status. The report will be broadcast on Channel 17. Items addressed will include academic programs, student assessments, Title I, Title II-A, Title VI State, ELL, NSLA, Migrant, Special Education, Professional Development, along with discussion of student handbooks, Act 1220, and activities and assemblies for the current school year. Action Type: Parental Engagement</p>	<p>Carl Easley, Interim Superintendent</p>	<p>Start: 09/26/2011 End: 10/30/2012</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>18. Publish the school's process for resolving parental concerns in the student handbook. Action Type: Collaboration Action Type: Parental Engagement</p>	<p>Stephanie Lyons, Parent Facilitator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>7. Parent facilitator, parent coordinator, and/or academic coaches will provide workshops, activities, and/or instruction on how to incorporate developmentally appropriate learning activities in the home environment to improves achievement. In addition, assistance and instruction will be provided on how to promote responsible parenting and how to increase Parent Involvement. Supplies, books and materials will be purchased to support training, workshops, and parent nights from local and NSLA funds. Action Type: Collaboration</p>	<p>Sherry Breckenridge, Shirley Hale, Parent Facilitator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<p>NSLA (State-281) - \$300.00 Materials &amp; Supplies: ACTION BUDGET: \$300</p>

Action Type: Parental Engagement Action Type: Title I Schoolwide				
19. Schedule no less than two parent teacher conferences and maintain records of conferences and contacts. Data will be collected on parental contact with our school, sign-in sheets for parent conferences, records of phone contacts, and records of parental visitations. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Sandra Hollaway, Teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
6. Parent Coordinator and Parent Facilitator will provide parental involvement professional development for administrators and teachers on the importance of home and school communication to assure the communication is two-way and meaningful. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Sherry Breckenridge, Parent Coordinator	Start: 08/10/2011 End: 05/11/2012	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
21. School website will be revised annually to provide parental information and promote parental involvement. This shall aid in two-way communication. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Sandra Hollaway, Principal	Start: 08/10/2011 End: 05/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
22. A school parent compact will be developed for building parental capacity and identifying activities that parents may request, provide materials and training to help parents work with their children to improve academic achievement, and provide materials and training to help parents work with their children. The entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. The compact will include an outline of activities parents, school staff, and students will undertake to develop and build a partnership to help students achieve the state's high academic standards. Action Type: Collaboration Action Type: Parental Engagement	Sandra Hollaway, Principal; Parent Facilitator	Start: 08/10/2011 End: 05/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
23.. Hire Sherry Breckenridge a parent coordinator .125 FTE from NSLA funds and .25 FTE from district TI funds to support the parental efforts of the Intermediate Building in grades 3-5 to target families in poverty. Action Type: Parental Engagement Action Type: Title I Schoolwide	Sandra Hollaway, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	NSLA (State-281) - \$868.00 Employee Benefits: NSLA (State-281) - \$3024.00 Salaries: General Revenue: \$1947.00 <hr/> ACTION BUDGET: \$5839
24. To satisfy the Title I 95% reserve rule of 1% allocated funds for Parent Involvement, books, parent tips, brochures, communication tools, and other related materials will be provided for parental programs to support literacy and mathematics in grades 3-5. Action Type: Parental Engagement Action Type: Title I Schoolwide	Sandra Hollaway, Principal	Start: 08/10/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$2450.00 <hr/> ACTION BUDGET: \$2450
1.. The Wynne Intermediate will participate in the WATCH-DOG program of placing dads in the school on a daily basis. The program supports school and building safety with a link to parent and community support. Materials to support the Watch-Dog program will be purchased from district funds. Action Type: Parental Engagement Action Type: Wellness	Stephanie Lyons, Asst. Principal	Start: 09/01/2011 End: 10/30/2012	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Outside Consultants</li> <li>Teaching Aids</li> </ul>	General Revenue: \$195.00 <hr/> ACTION BUDGET: \$195

25. Plan training and publish a notice in the local newspaper honoring all volunteers. Action Type: Parental Engagement	Sherry Breckenridge, Parent Coordinator; Shirley Hale, Parent Facilitator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
26. The parent coordinator, parent facilitator, social worker, and administrative staff will work with outside agencies through a collaborative effort at parent request for their student at WIS to seek counseling support with outside agencies. Action Type: Collaboration Action Type: Parental Engagement	Sandra Hollaway, Principal	Start: 08/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
25.. School Messenger web based services will be purchased to communicate with parents regarding school information and events along with other parenting books, pamphlets and materials. The system will be utilized in completing parent surveys. (TI parental 1% of 95% rule). Action Type: Parental Engagement Action Type: Technology Inclusion	Stephanie Lyons	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title I - Purchased \$1592.00 Services:  ACTION BUDGET: \$1592
Wynne Intermediate School will follow state guidelines of Act 307, 603, and 397 in developing and implementing a well defined parental involvement plan that will engage parents, school staff, administrators, and community. Action Type: Collaboration Action Type: Parental Engagement	Sandra Hollaway, Principal; Parent Facilitator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Community Leaders</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The Wynne Intermediate School will send written notification fourteen days before the first teacher/student interaction day to all parents of WIS School Improvement Status. Action Type: Parental Engagement Action Type: Title I Schoolwide	Sandra Hollaway, Principal; Kathy Lee, Federal Program Coordinator	Start: 07/25/2011 End: 08/01/2011	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
An annual evaluation of the effectiveness of the School Improvement Plan and TI and District Parent Involvement Policy will be conducted by the Parent Advisory Committee, including a representative of district alumni, parents, community leaders, and school staff. The information will be part of the joint development of the ACSIP (Section 1116) and the TI Parent Involvement Policy by the advisory committee. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Sandra Hollaway, Principal	Start: 04/01/2011 End: 05/31/2012	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$11376

Intervention: An educational program for health, physical education, and nutrition that is aligned with ACT 1220 of 2003 and the Arkansas Physical Education and Health Education Frameworks will be provided for all students and monitored by district staff.

Scientific Based Research: Arkansas Center for Health Improvement [www.healthyarkansas.com](http://www.healthyarkansas.com) [www.achi.net](http://www.achi.net) Year Two Evaluation of ACT 1220 for Arkansas by UAMS: Robert Wood Johnson Foundation; Jan. 2006. Guidelines for School health Programs to "Promote Lifelong Healthy Eating". [www.edc.gov/mmwr/preview/mmrhtml/002446.htm](http://www.edc.gov/mmwr/preview/mmrhtml/002446.htm)

Actions	Person Responsible	Timeline	Resources	Source of Funds
2. A representative from the Intermediate School will serve on a school health committee to annually assess student health status using the School Health Index. Action Type: Program Evaluation Action Type: Wellness	Carl Easley	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
3. The school will promote parent, student, and community awareness of the importance of healthy eating and fitness by placing healthy tips on newsletters, calendars, school television station or daily announcements. Exercise activities will be planned for the Intermediate staff and students to promote a healthy life style. Action Type: Wellness	Sandra Hollaway, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
1. The school will implement new guidelines set by the ADE and Dept.	Sandra	Start:		

of Health on nutrition requirement for the school lunches, fund raisers, and classroom rewards. Action Type: Wellness	Hollaway, Carl Easley	07/01/2011 End: 06/30/2012	District Staff	ACTION BUDGET: \$
4. The district will report the findings of the individual school committees at the annual report to the patrons and the September board meeting. Action Type: Wellness	Carl Easley, Director of District Health	Start: 07/01/2011 End: 06/30/2012	• District Staff	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: 1. In 2009-2010 focus monitoring data from ADE showed that the African American representation in Special Education compared to African American students in the general population had decreased to a difference of 10.40%. However in 2008-09, focus monitoring data from ADE showed that African American representation in Special Education exceeds the states three year average plus one standard deviation. African American students in special education exceed the number of African American students in the general population by 13.41%, 10.50% in 07-08 and 8.52% in 06-07.

Supporting Data:

2. The Arkansas State School Board ruled on September 7, 2005 to annex the Parkin School District to the Wynne School District. Administrators and staff members at each campus processed student records to determine strategies and actions to appropriately schedule students and determine their level of proficiency in relation to the state benchmark proficiency levels.
3. Referral data reflects out of a total of 103 referrals/transfers, 33 African American students were referred and placed in 2006-2007, 42% of these placed were transfers, 36% of these placed were residents of Parkin, 15% were teacher referrals and 6% were parent referrals. Referral data reflects out of a total of 111 referrals/transfers, 33 African American students were referred and placed in 2007-2008, 27% of these were transfers, 12% were Parkin residents, 45% were teacher referrals and 15% were parent referrals. Referral data reflects out of a total of 103 referrals/transfers, 35 African American students were referred and placed in 2008-2009, 37% of these placed were transfers, 14% were Parkin residents, 9% were teacher referrals and 40% were parent referrals.
4. Early Intervention data 2006-2007 indicates that out of 28 African American students in grades K-5 who received early intervention services only 3 were referred, evaluated and placed in special education. EI data from 2007-2008 indicates that out of 21 African American students in grades K-5 who received early intervention services only 5 were referred, evaluated and placed. EI data from 2008-2009 indicates that out of 23 African American students in grades K-5 who received early intervention services only 7 were referred, evaluated and placed in special education.

Goal: WIS will decrease the relative proportion of African American to Caucasian students receiving special services.  
 Benchmark: The Wynne Intermediate School will reduce the relative proportion of African American students and Caucasian students receiving Special Education services to within one standard deviation of the state average by the end of the 2009-2010 school year.

Intervention: The Barton Reading and Spelling Program will be implemented in grades 3-5 for those students identified as at-risk in literacy to prevent referral and placement of students in special education.				
Scientific Based Research: Benton School District-Benton, Arkansas. Intensive Reading Intervention Report for the School Year 2006-2007. <a href="http://www.bartonreading.com/research2.html">http://www.bartonreading.com/research2.html</a> Significant Gains Demonstrated in Reading after Utilizing the Barton Reading & Spelling Program. Campbell, D. & Nosbisch, T. June 2009. <a href="http://www.dys-add.com/FloridaCampbellStudy.pdf">www.dys-add.com/FloridaCampbellStudy.pdf</a> Components of Effective Reading Instruction. Spear-Swerling, L. (2005). <a href="http://www.idonline.org/article">www.idonline.org/article</a>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will be identified using previous year's data and current DIBELS testing to determine what tier of intervention is needed to address deficits. Student progress will be monitored for the effectiveness of these interventions. DIBELS assessments and other appropriate data. Action Type: Special Education	Principal, Assistant Principal,	Start: 07/01/2011 End: 06/30/2012	• Performance Assessments • Teachers	ACTION BUDGET: \$
Intervention team meeting will be held periodically to review student data and monitor the effectiveness of the interventions and problem solve for solutions. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education	Sandra Hollaway, Principal	Start: 07/01/2011 End: 06/30/2012	• District Staff • Teachers	ACTION BUDGET: \$
Data on students targeted for early intervening assistance will be recorded in the special education module on early intervening services. Analysis of final data, at the end of May, on number of students served who did not ultimately need special education services will be used to consider continuation or modification of future early intervening services. Action Type: Program Evaluation Action Type: Special Education	Sandra Hollaway, Principal	Start: 07/01/2011 End: 06/30/2012	• Computers • District Staff • Teachers	ACTION BUDGET: \$
The Barton Program will continue to support the tiers of intervention in grades 3-5. (Yvonne Stovall, Christy Tucker, Shirley Hale, and Alice Waymire). The success of the program will be evaluated	Sandra Hollaway, Principal	Start: 07/01/2010 End:	• Performance Assessments	ACTION BUDGET: \$

throughout the year, utilizing DIBELS every two weeks with at-risk students. An annual evaluation will be completed by the leadership team using student achievement data collected during the year. Action Type: Program Evaluation Action Type: Special Education		06/30/2011	Teachers	
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Total Budget:				\$0
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Intervention: Wynne Intermediate School will hire early interventionists to address the deficits in math and literacy. The early intervening will help close the achievement gap and reduce the need for referral and placement of students in special education. In addition, co-teach model classrooms will be implemented in third and fourth grade.

Scientific Based Research: Class and Schools: Using Social, Economic, And Educational Reform to Close the Black-White Achievement Gap. Rothstein, R. (2004). Tapping Student Effort. Barkley, S. (2007). The Educator's Guide to Preventing and Solving Discipline Problems. Boynton, C. & Boynton, M. 2005. Teaching Exceptional Children. Addressing Diversity in Schools: Culturally Responsive Pedagogy. Richards, H., Brown, A., Forde, T. (Jan/Feb 2007). Vol. 39 No. 3.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Early intervention specialist, Jennifer Wilson, highly qualified elementary teacher, will be hired .4663 FTE from Title VI-B CEIS FUNDS and .5037 FTE LOCAL FUNDS, to collaborate with teachers and parents of At-Risk students to reduce the number of special referrals and placements. She will work with students identified at risk based on behavioral and achievement needs and below grade level performance in literacy and mathematics. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	Superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	Special Ed. \$25543.00 IDEA: General Revenue: \$27756.00 <hr/> ACTION BUDGET: \$53299
Faculty and administrators will receive training in pre-referral problem-solving process, interventions, modifications and accommodations. In addition, special education and general education staff will collaborate and formulate ideas for reasonable accommodations and interventions that can be implemented for struggling students. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Sandra Hollaway, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Referrals for intensive early intervening services are made after initial remediation by Title I staff and interventionists based on the intervention pyramid. Staff will identify most common referral problems and successful intervention with end of year data and data from previous year's referrals will be analyzed by building, grade level, teacher and source of referral to determine patterns of student placement in special education Action Type: Collaboration Action Type: Special Education	Sandra Hollaway, Principals	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
WIS will be implementing co-teaching in one third grade, two fourth grade, and two fifth grade classrooms to address needs of at-risk students. Staff special education teachers Sarah Holmes, Rebecca Karnes, general ed. teachers Blair Willey, Carrie Willoughby, Donna Snyder, Kathy Hitchcock, and Mandy Reeves will be trained by WIA+S school staff. Action Type: Professional Development Action Type: Special Education	Sandra Hollaway, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$53299

Intervention: The Positive Behavior Support System will implemented in grades 3-5 as a part of early intervention services to prevent the referral and placement of students in special education due to behavioral issues.

Scientific Based Research: Teaching Exceptional Children. Creating Home-School Partnerships by Engaging Families in Schoolwide Positive Behavior Supports. Muscott, H., Szczesiul, S., Berk, B., Staub, K., Hoover, J., Perry-Chisholm, P. Vol. 40 no. 6. The Educator's Guide to Preventing and Solving Discipline Problems. Boynton, C. & Boynton, M. 2005. Leading In A Culture of Change. Fullan, M. (2001). Teaching Esceptional Children. Positive Behavior Support Systems: Apply Key Features in Preschool Settings. Stormont, M. Lewis, T., & Beckner, R. Vol. 37 no. 6.

Actions	Person Responsible	Timeline	Resources	Source of Funds

Teachers will continue training in the Positive Behavior Support System (SPRINT Teams), PBS materials purchased and the program will be implemented in grades 3-5 over a two year period to provide interventions for those students identified as at-risk due to behavior issues. Action Type: Professional Development Action Type: Special Education	Sandra Hollaway, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Selected staff will attend a PBSS facilitator training with the Arkansas Department of Education. PD funds will be utilized to fund the professional development. Action Type: Professional Development Action Type: Special Education	Sandra Hollaway, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Outside Consultants</li> <li>Teachers</li> </ul>	PD (State-223) - \$800.00 Purchased Services:  ACTION BUDGET: \$800
SPRINT teams will meet on a regular basis to determine if specific students need further support. Data will be collected and discussed during the team meetings. Action Type: Collaboration Action Type: Special Education	Sandra Hollaway, Principal; Stephanie Lyons Asst. Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$800

Priority 5:

Supporting Data:

Goal The goal of the Wynne Intermediate School restructuring plan is to meet the state and federal requirements for adequately yearly progress.

Benchmark Wynne Intermediate School will meet state and federal requirements by the spring of 2014.

Intervention: Restructuring of Wynne Primary and Wynne Intermediate School will be accomplished through increasing shared leadership between principals and the central office, and distributing leadership among teacher leaders on each campus.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Assistant Superintendent, Kathy Lee, will facilitate quarterly joint leadership team meetings with teams from Wynne Primary and Wynne Intermediate. The leadership teams from the two schools will meet together to analyze student formative and summative achievement data, Classroom Walk-Through (CWT) data, and data to monitor student progress and instructional practices throughout the year. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Kathy Lee, Asst. Superintendent	Start: 07/01/2011 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Special Education Supervisor, Glenda Vance, will attend the joint leadership team meetings to review progress of special education students and discuss strategies. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Glenda Vance, Special Education Supervisor	Start: 07/01/2011 End: 06/30/2014	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Training will be provided for special education teachers regarding behavioral management, effective instructional practices, and portfolio assessment for students with disabilities. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Glenda Vance	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>Computers</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
The internal organization of the school will be restructured into six learning pods with teacher leaders assigned to oversee each	Pod Leaders	Start: 07/01/2011	<ul style="list-style-type: none"> <li>Administrative</li> </ul>	

<p>cluster of four to six classrooms. The pod leaders will observe struggling learners and their interaction with the classroom environment. They will assist teachers in developing appropriate effective interventions and monitor the progress of these students.</p> <p>Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Program Evaluation                  Action Type: Special Education</p>		End: 06/30/2014	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Computers</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
<p>Pod leaders will monitor student formative data and assist teachers with preliminary steps for referral to the School Prevention Review Intervention Team (SPRINT). If the student is not making adequate progress, the pod leader will assist the teacher in making the referral.</p>	Pod Leaders	Start: 07/01/2011 End: 06/30/2014		ACTION BUDGET: \$
<p>After the pod leaders meet with the teachers to review student data and to review progress, they facilitate meetings in their cluster.</p> <p>Action Type: Collaboration                  Action Type: Equity                  Action Type: Special Education</p>	Pod Leaders	Start: 07/01/2011 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
<p>If a student continues to not make adequately progress after intervention by grade level SPRINT team, the pod leader and teacher will refer the student to the building SPRINT team for further review and action planning.</p> <p>Action Type: Collaboration                  Action Type: Equity                  Action Type: Program Evaluation                  Action Type: Special Education</p>	Pod Leaders, teachers,	Start: 07/01/2011 End: 06/30/2014	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
<p>JBHM Specialist, Beverly Wise, will assist pod leaders, teachers, and administrators in identifying effective instructional strategies and interventions for struggling learners. The consultant will provide training needed for implementation.</p> <p>Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Program Evaluation                  Action Type: Special Education</p>	Beverly Wise	Start: 07/01/2011 End: 12/30/2012	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Alice Faye Waymire	Literacy Interventionist,	Literacy/ Leadership
Classroom Teacher	Angela Benderman	Art Teacher	Literacy
Classroom Teacher	Beverly Nelson	Fourth Grade	Literacy (Writing)/Science
Classroom Teacher	Blair Wiley	Third Grade Teacher	Literacy
Classroom Teacher	Brandy Andrews	THird Grade Teacher	Math
Classroom Teacher	Carrie Willoughby	Fourth Grade	Literacy/Science
Classroom Teacher	Cindy Easley	Speech Pathologist	Literacy (Writing)
Classroom Teacher	Davya Swaite	Fifth Grade	Literacy
Classroom Teacher	Debi Weaver	Fourth Grade	Math, Social Studies
Classroom Teacher	Debra Taylor	Fourth Grade	Math/Social Studies
Classroom Teacher	Dena McClain	Fourth Grade	Wellness/Safe, Healthy, Orderly, and Drug Free
Classroom Teacher	Donna Snyder	Fourth Grade	Math
Classroom Teacher	Emily Denevan	Third Grade	Wellness/Safe, Orderly, and Drug Free, Math

Classroom Teacher	Erica Bentley	Classroom teacher	Math
Classroom Teacher	Erin Dooley	Third Grade	Literacy (Writing)
Classroom Teacher	Gwen Dulin	Fifth Grade	Literacy
Classroom Teacher	Jackie Hathcock	Third Grade	Literacy (Writing)
Classroom Teacher	Jennifer Boothe	Special Education Teacher	Wellness/Safe, Healthy, Orderly, and Drug Free
Classroom Teacher	Jennifer Wilson	Special Education Designee/Early Interventionists	Literacy
Classroom Teacher	Joyce Wynn	Fifth Grade	Math
Classroom Teacher	Kaley Boeckmann	Librarian	ASCIP Chariperson
Classroom Teacher	Kathy Hitchcock	Fifth Grade	Math
Classroom Teacher	Kellye Ramsey	Title 1 Focus Math	Math, Data
Classroom Teacher	Kim Moseley	Physical Education Teacher	Health Wellness Chairperson
Classroom Teacher	Lauren Wampler	4th Grade Classroom teacher	Literacy
Classroom Teacher	Lee McKnight	Gifted and Talented Teacher	Literacy (Writing)
Classroom Teacher	Lee Moore	Physical Education	Math
Classroom Teacher	Lisa Turner	Fifth Grade	Math/Science
Classroom Teacher	Loraine Reed	Special Education Teacher	Literacy (Writing)
Classroom Teacher	Loretta Lace	Fourth Grade	Math/Data Chairperson
Classroom Teacher	Lynn Gardner	Fourth Grade	Literacy
Classroom Teacher	Mandy Reeves	Fifth Grade	Math/Science
Classroom Teacher	Melanie Green	Third Grade Teacher	Math/ Health Wellness
Classroom Teacher	Olivia Burton	New Opportunities 1	Wellness/Safe, Healthy, Orderly, and Drug Free
Classroom Teacher	Rachel Wilson	Third Grade	Literacy
Classroom Teacher	Rebecca Karnes	Special Education	Literacy
Classroom Teacher	Sarah Holmes	Special Education Teacher	Literacy
Classroom Teacher	Sharon Tucker	Third Grade	Literacy
Classroom Teacher	Sherry Phillians	Music Teacher	Literacy
Classroom Teacher	Shirley Hale	Title 1 Focus Reading	Literacy
Classroom Teacher	Shirley Taylor	Literacy Coach	Literacy, Data
Classroom Teacher	Susie Ross	Fifth Grade	Math
Classroom Teacher	Tammye Bennett	Fifth Grade	Literacy
Classroom Teacher	Tanisha McCay	Third Grade	Literacy
Classroom Teacher	Wendy Watson	Fourth Grade	Math
Classroom Teacher	Yvonne Stovall	Title 1 Focus Reading	Literacy
Community Representative	Amy Hood	PTA President	Leadership
Community Representative	Bud Green	Community Representative	Leadership
Community Representative	Dee Cambell	Alumni	ASCIP Leadership
Community Representative	Roy Nelms	Leadership	Literacy
District-Level Professional	Betty Latham	Literacy Coach	Literacy, Data
District-Level Professional	Sherry Breckenridge	Homeless Liaison, Parent Coordinator	ACSIP Leadership Committee
Non-Classroom Professional Staff	Connie Mitchell	Grades 3-5 Math Coach	Math
Non-Classroom Professional Staff	Debbie Blake	Counselor	ACSIP Leadership Committee, Data, Wellness/Safe, Healthy, Orderly, and Drug Free
Non-Classroom			ACSIP Leadership Committee, Wellness/Safe, Healthy, Orderly,

Professional Staff	Pam Gaskin	Counselor	and Drug Free, Data
Non-Classroom Professional Staff	Rebecca Strasser	Nurse Safe , Healthy, Orderly, and Drug Free	ASCIP Leadership Committee
Parent	Deandre Warren	Parent	Parent Involvement
Parent	Keelie Smith	Parent	Health/Wellness
Parent	Richard Means	Parent	Math
Parent	Sherelyn Warren	Parent Representative	Parent Involvement
Principal	Sandra Hollaway	ACSIP Co- Chairperson	ACSIP Leadership Committee, Data
Principal	Stephanie Lyons	Assistant Principal	Literacy, Wellness/Character Education