



# School Plan

[Print Version](#)

## WYNNE PRIMARY SCHOOL

### Arkansas Comprehensive School Improvement Plan

2009-2010

The mission of Wynne Primary School is to provide a safe learning environment that is nurturing and challenging for all students. Students will learn to read for understanding, write for effective communication, and use math as a problem solving tool. Wynne Primary School staff will work with parents and community to support students as they grow in knowledge and develop the skills, behavior, and attitudes necessary to become responsible, productive members of society.

Grade Span: K-2

Title I: Title I Schoolwide

School Improvement: SI\_3

#### Table of Contents

**Priority 1:** Students will improve literacy skills.

**Goal:** Students will acquire the foundational skills in phonemic awareness, phonics, vocabulary, and fluency, with the goal of improving reading comprehension, to be demonstrated through classroom activities and assessments.

**Priority 2:** Students will improve math skills.

**Goal:** Students will acquire foundational math skills, with special focus on measurement and number, properties, and operations. They will develop strategies needed to use math as a problem solving tool and they will demonstrate this ability by successfully solving problems and explaining their answers orally and on open response items by the end of second grade.

**Priority 3:** Wellness

**Goal:** Students in Wynne Primary School will improve physical, social, and emotional wellness by developing healthy habits and positive behaviors, building the foundation for a healthy, non-violent, drug free lifestyle

**Priority 4:** Special Education

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

Priority 1:

Students will learn to read for understanding and write for effective communication.

Supporting Data:

1. Item analysis from 2009 norm referenced data indicate the following regarding specific skills: In kindergarten, students score significantly higher than the nation on 19 out of 40 items on MAT-8. One item in the area of phonemic awareness was significantly lower than the norm group, but two other items in phonemic awareness were higher, indicating that this is not an area of concern. First grade scored significantly higher on 20 out of 40 items, and they did not score significantly lower than the norm on any items. Second grade scored significantly higher than the norm group on 20 out of 40 items. However, on the functional content cluster, there were 4 items the group scored significantly lower than the norm including: forming hypothesis from

ideas in text, discerning the speaker's voice, determining explicit supporting details, and drawing conclusions from details. Instruction on these skills will be enhanced in second grade literacy lesson plans through the work of the literacy coach and teachers.

2. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) end of year assessment results indicate the following students met standards over the last three years: 2007 Kindergarten- 86.3% in letter naming fluency 1st grade- 76% in oral reading fluency 2nd grade- 60.9% in oral reading fluency 2008 Kindergarten- 90.4% in letter naming fluency 1st grade-78.6% in oral reading fluency 2nd grade- 66.5% in oral reading fluency 2009 Kindergarten- 81% in letter naming fluency 1st grade- 77% in oral reading fluency 2nd grade- 70% in oral reading fluency The decrease in the number of kindergarten students reaching the benchmark for letter naming fluency in 2009 indicates the need for more targeted small group intervention by classroom teachers. Additionally, the intervention aide received training and will implement instructional strategies from Barton Reading Program in groups of reduced size compared to 2008. The size of intervention groups will also be decreased in first and second grade with the addition of two more intervention aides hired with stimulus dollars. Second grade will continue daily fluency practice and more attention will be given to decoding multisyllabic words during word study lessons in order to improve fluency.
3. ACSIP CRT Data Source for WYNNE INTERMEDIATE SCHOOL Benchmark-3rd Grade Literacy Exam Report Created: Aug 26, 2007 2006-# Tested & Percent of Students Scoring Proficient/Advanced: 214 Students: 54.6% of Combined Students 67 Students: 32.8% of African American Students . Students: N/A% of Hispanic Students 147 Students: 64.6% of Caucasian Students 126 Students: 41.2% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 40 Students: 25.0% of Students with Disabilities 2007-# Tested & Percent of Students Scoring Proficient/Advanced: 209 Students: 51.2% of Combined Students 71 Students: 29.5% of African American Students 1 Students: 100.0% of Hispanic Students 136 Students: 61.7% of Caucasian Students 119 Students: 41.1% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 30 Students: 16.6% of Students with Disabilities The lowest identified areas for the combined population were: Content Reading Passages The lowest identified areas for African Americans were: Content Reading Passages The lowest identified areas for Hispanic were: Content Reading Passages The lowest identified areas for Caucasian were: Content Reading Passages The lowest identified areas for Econ. Disadvantaged students were: Content Reading Passages The lowest identified areas for LEP students were: Content Reading Passages Many nonfiction texts have been added to be used in guided reading and shared reading activities, giving practice with texts included in content passages on the Benchmark Exam.
4. The Average Daily Attendance for 2006 was 94.2%, 2007- 94.9%, 2008-09- 95.6%, showing an improvement over the three years.
5. A review of data by the leadership team and faculty revealed the following regarding performance on SAT-10 in spring, 2008: In the area of reading comprehension, 47% of first grade students were above the 50th percentile, which was slightly above the state average. 73% of the combined population in first grade were proficient or advanced according to ADE cut scores. Further analysis indicates that 57% of African American students, 63% of students from economically disadvantaged backgrounds, and 40% of students with IEP's were proficient. In the second grade combined population, 41% of students scored above the 50th percentile in reading comprehension. According to ADE cut scores, 65% of the combined population were proficient or advanced. Scores from sub-populations in 2nd grade indicate that 50% of African American students, 61% of students from disadvantage economic backgrounds, and 18 % of IEP students were proficient or above. These scores indicate that continued interventions with students from sub-populations are needed in foundational reading skill areas to improve comprehension, and reduce the gap between the subpopulations and combined population in

reading comprehension. Research-based core curriculum and interventions will be provided by the classroom teacher and additional strategies will be used by intervention teachers. The success of intervention and progress of students is monitored at regular Intervention Team meetings.

6. Benchmark data for 3rd grade Primary Benchmark 2008 73.1% of the combined population scored Proficient 56.9% of African American Students scored Proficient 79% of Caucasian scored Proficient 66.4% Econ. Disadvantaged scored Proficient 37.1% of Students with Disabilities scored Proficient Multiple Choice and open response content reading passages are a challenge for all students at Wynne Intermediate School. This is true for the combined population, African American, Caucasians, economically disadvantaged, and students with disabilities. We have made progress, but the content passages are the lowest scoring area. The lowest identified areas for African Americans were: CONTENT PASSAGES The lowest identified areas for Caucasian were: CONTENT PASSAGES The lowest identified areas for Econ. Disadvantaged students were: CONTENT PASSAGES The lowest identified areas for Students with disabilities were: CONTENT PASSAGES With comprehension of content passages being a low area for all groups on the Third Grade Benchmark exam, students at Primary will be presented with more non-fiction texts in read alouds and guided reading, and they will have practice reading and responding to content passages on TLI assessments and other opportunities provided by teachers. 2009 Third Grade Literacy Benchmark Exam On the 2009 Literacy Benchmark Exam 69% of the Combined population scored at or above proficient on the literacy section of the exam. Additionally, 50% of African American, 27% of Students with Disabilities, and 60% of Economically Disadvantaged population scored proficient or above. Open response questions continued to be the lowest area. The highest gain was on the multiple choice area of content reading passages for the combined population and all sub-populations.
7. Norm referenced data from 2008-2009 indicated the following percentiles for the mean NCE for the combined population of these groups: MAT 8 Kindergarten- 57% compared to state 52% SAT 10 1st grade- 43% compared to state 41% SAT 10 2nd grade- 43% compared to state 41% Further analysis of sub-populations indicates that in kindergarten, the only groups with more than 25% of students in the lower quartiles were African American students with 28% in the lower quartile and IEP students with 33% in the lower quartile. The increasing number of students in first grade subpopulations who scored in the lower quartile is a cause for concern, with 64% of African American students and 50% of free and reduced lunch students scoring in the lowest quartile. However, in contrast to this data, the average mean scaled score of the African American population (535) and the free and reduced lunch population (546) of first grade was considered proficient according to Arkansas cut scores. These statistics improved in second grade; however, the number of students in the lower quartile is still too large with 51% of African American students and 40% of free and reduced lunch students scoring in the lower quartile. The data indicate the need for more targeted, intensive small group interventions for the students who struggle the most, and this will be done through reduction of group size and more explicit instruction utilizing the Barton Reading Program and other instructional tools.

Goal	Students will acquire the foundational skills in phonemic awareness, phonics, vocabulary, and fluency, with the goal of improving reading comprehension, to be demonstrated through classroom activities and assessments.
Benchmark	The combined population will reach AYP on the 3rd Grade Primary Benchmark Exam with 71.2% of the combined population scoring proficient. Additionally, the number of students below proficient in all sub-populations will decrease by 10% in spring, 2010, reaching safe harbor for all groups.
Benchmark	The number of students scoring above the 50th percentile on SAT-10 will be increased from 41% in 2nd grade to 50%, and from 44% in first grade to 50%, while kindergarten students continue to score well with 60% or more of students scoring

above the 50th percentile. The number of students in subpopulations of African American students, students of low socio-economic status, and IEP students who score below the 50th percentile will decrease by 10% by May, 2010.

Intervention: A standards based comprehensive literacy model based on scientific research focusing on writing and the five essential areas of reading identified by the National Reading Panel will be implemented. These five essential elements of reading include phonemic awareness, phonics, vocabulary, comprehension, and fluency.

Scientific Based Research: Armbrusser, B.,(Ph.D), Lehr, F., & Osborn, J. M. (Ed.), (2001). Put reading first: the research building blocks for teaching children to read. U.S. Department of Education.; Bradley, Barbara A., & Jones, Jennifer (2007). Sharing alphabet books in early childhood classrooms. Reading Teacher. 60,5, 452-463.; National Institute of Child Health and Human development, (2000). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Reports of the subgroups. (NIH Publication No. 00-4754)., Washington, DC: U.S. Government Printing Office.; Reading First, (2004). A closer look at the five essential components of effective reading instruction. Learning Point Associates. (ED-01-CO-0046/0001.) Washington, DC: U. S. Government Printing Office.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All students in kindergarten through second grade will be provided systematic explicit instruction in the area of phonics and phonemic awareness according to the Arkansas Curriculum Frameworks using Phonetic Connections, Spiral Up, and other materials. Progress on skill development will be monitored regularly using DIBELS assessments Phoneme Segmentation Fluency and Nonsense Word Fluency. Interventions will be provided for students who do not meet the desired levels of performance according to the pyramid of interventions. Action Type: Alignment</p>	<p>Literacy Coaches: Melinda Brandon, Gayla Holbrook, Donna Vaught</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>Lessons appropriate for each grade level will be provided in word study as students learn to apply phonetic principles in spelling and decoding unknown words.</p>	<p>Literacy Coaches: Brandon, Vaught, Holbrook</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>————— ACTION BUDGET: \$</p>

<p>Literacy coaches will work with teachers to align word study lessons to increase the ability of students to decode multi-syllabic words, resulting in increased fluency and reading comprehension. Action Type: Alignment</p>				
<p>All teachers of students in kindergarten through second grade will provide instruction using the Comprehensive Literacy approach to vocabulary instruction. Selected vocabulary words will be spotlighted in shared reading and read alouds, and these words will be discussed, posted in the room, and used by the teacher and students. Progress on vocabulary development will be monitored by DIBELS assessment Word Use Fluency. Action Type: Alignment</p>	<p>Literacy Coaches: Brandon, Vaught, Holbrook</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>All teachers will use the Comprehensive Literacy approach for fluency with students in kindergarten through second grade according to the Arkansas Curriculum Frameworks. Daily instruction in fluency practice will be implemented in first grade. Research-based fluency practice materials, Quick Reads, will be used daily to help second grade students build fluency skills on informational texts. More practice on</p>	<p>Literacy Coaches: Brandon, Vaught, Holbrook</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>decoding of multi-syllabic words will be provided in 2nd grade word study lessons to help students read these words fluently in passages.</p> <p>Kindergarten students will practice on letter names to improve letter naming fluency. DIBELS Letter Naming Fluency and Oral Reading Fluency assessments will be used to monitor progress.</p> <p>Action Type: Alignment</p>				
<p>Individual plot trajectories will be kept showing the progress of at risk students in the area of fluency according to DIBELS assessments. This will provide a visual representation to help teachers and administrators monitor individual progress in this area and provide intervention at the appropriate time. Literacy coaches and teachers will monitor the plot trajectories and consider rate of progress when selecting and modifying interventions.</p> <p>Action Type: Equity</p>	<p>Literacy Coaches: Brandon, Vaught, Holbrook</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>All teachers in kindergarten through second grade will use the Comprehensive Literacy Approach to comprehension instruction according to the Arkansas Curriculum Frameworks. Emphasis will be placed on monitoring comprehension, using graphic and semantic organizers, answering</p>	<p>Literacy Coaches: Brandon, Vaught, Holbrook</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>questions, generating questions, recognizing story structure, summarizing, retelling, and using mental imagery. Students will be taught to use prior knowledge by making text to self connections, text to text connections, and text to world connections. Comprehension skills will be taught in whole group settings and guided reading lessons. 2nd grade teachers will emphasize forming a hypothesis, discerning speaker's voice, and drawing conclusions from details. Comprehension will be assessed by text level assessments and TLI assessments. Action Type: Alignment</p>				
<p>Accelerated Reader will be used with second grade students to provide reading practice and application of comprehension skills. The use of Accelerated Reader will be extended so that first grade students may participate, giving more opportunities for independent reading practice and building comprehension skills for first grade students. Students will have access to books and AR tests in the classrooms and the library. Teachers will use data from AR, including pre and post STAR assessments, to determine students' ability to read independently and</p>	<p>Amy Searcy, Librarian</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>respond to the reading in order to plan instruction. Site licences will be paid from stimulus funds to support the program.  Action Type:  Collaboration  Action Type: Program Evaluation  Action Type:  Technology Inclusion</p>				
<p>Teachers and literacy coaches will align instruction in writing according to the Arkansas Curriculum Frameworks. Writing instruction will be provided according to the month by month plan that has been developed for WPS utilizing Units of Study for Primary Writing by Lucy Calkins and Writing Academy materials. Writing will be evaluated in first and second grade by TLI interim assessments. Kindergarten students will be provided writing instruction according to their developmental stages of writing. Students who do not meet expected levels of performance will be provided with additional individual or small group assistance by the teacher.  Action Type:  Alignment  Action Type:  Collaboration  Action Type: Title I Schoolwide</p>	<p>Debra Heath,  Prinicpal</p>	<p>Start:  07/01/2009  End:  06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Professional development for instruction in the areas of phonics, phonemic awareness, vocabulary, comprehension,</p>	<p>Brandon,  Vaught,  Holbrook</p>	<p>Start:  07/01/2009  End:  06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>fluency, and writing will be provided through literacy team meetings facilitated by literacy coaches at each grade level. Studies of professional texts and discussion of best practices will be incorporated in monthly team meetings. Discussion of instructional skills presented by outside consultants will provide support for implementation through job-embedded staff development. Action Type: Collaboration Action Type: Professional Development</p>				
<p>Three Literacy Coaches (.66 FTE NSLA Donna Vaught, .5 FTE Reading 1st, .5 FTE TI ARRA Melinda Brandon, and .5 Reading 1st FTE, .5 FTE TI ARRA Gayla Holbrook) will be employed and trained to work in the classrooms with all teachers in grades K, 1, and 2 to ensure that all classrooms provide effective implementation of the AR Reading First instructional protocol. Literacy coaches will provide model teaching, teacher mentoring, leadership at team meetings, procurement of instructional materials, and staff development sessions for teachers. Materials, supplies, equipment, professional development and stipends will be provided to support</p>	<p>Debbie Heath, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>Special Grants: \$130410.00</p> <p>NSLA (State-281) - Employee Benefits: \$10289.00</p> <p>NSLA (State-281) - Employee Salaries: \$39652.00</p> <hr/> <p>ACTION BUDGET: \$180351</p>

<p>the program. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>				
<p>Monthly leadership team meetings will be held with Primary literacy coaches, administrators, counselors, early intervention teachers, and classroom teacher grade-level chairpersons to review data, discuss school-wide reading progress, and make decisions regarding the curriculum and any changes needed to improve effectiveness. Literacy coaches will compile results from formative assessments such as DIBELS and TLI assessments and bring to the leadership team meetings for discussion. Regular leadership team meetings will be held with Primary and Intermediate literacy leaders to discuss data, progress, curriculum and instructional strategies. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Brandon, Vaught, Holbrook</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Staff development opportunities, above and including the required 60 hours, such as Reading First training sessions, ADE literacy training, state and national reading</p>	<p>Debra Heath, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title I - Purchased Services: \$4700.00 PD (State-223) - Purchased Services: \$14831.00</p>

<p>conferences, classroom management training, library conferences, state and national curriculum conferences, book studies, presentations from outside consultants such as Dr. Carrice Cummings, and principal's conferences (10% TI professional development budgeted from district side of budget) will be provided to support implementation of the comprehensive literacy model. Regular literacy team meetings, colleague visits, and meetings with teachers and coaches for curriculum refinement are part of job- embedded professional development. Other professional development sessions, including two hours Arkansas History, ACT 1220, six hours of technology, two hours of parental involvement training for teachers and three hours of parental involvement training for district administrators, are selected based on alignment with the Arkansas Curriculum Frameworks, comprehensive literacy model, and state standards. Sessions providing instructional strategies for building foundational reading skills to improve comprehension of content passages will be included. Fees/expenses for presenters, stipends and/or substitutes will</p>				<p>PD (State-223) - Materials &amp; Supplies: \$1300.00</p> <hr/> <p>ACTION BUDGET: \$20831</p>
---	--	--	--	---

<p>be paid. The district has contracted with Crowley's Ridge Educational Cooperative to provide professional development for teachers and administrators. The effectiveness of professional development will be evaluated by the leadership committee, based on the impact of the PD on student scores on formative and summative assessments.</p> <p>Action Type: Alignment  Action Type: Parental Engagement  Action Type: Professional Development  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>				
<p>Assessments such as Qualls Early Inventory, DIBELS , The Learning Institute interim assessments, text level assessments, and accuracy checks will provide teachers information about the skill level of students that is needed to plan instruction and evaluate progress. The assessment results of students who are not meeting standards will be discussed by the regular classroom teacher, intervention teachers, literacy coaches, and administrators at regular I-Team meetings or SPRINT meetings to plan needed interventions.</p> <p>Action Type: Collaboration</p>	<p>Debra Heath, Principal</p>	<p>Start: 07/01/2009  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Program Evaluation				
<p>The effectiveness of the comprehensive literacy approach, will be judged by formative assessments, (DIBELS administered K-2 school wide three times a year and biweekly for at-risk students, and TLI formative reading and writing assessments administered periodically all year long for second graders and during second semester for first graders) as well as summative assessments such as the SAT-10 and the Arkansas 3rd Grade Primary Benchmark Exam. Data from these instruments will be analyzed by the leadership team to determine the success of curriculum and strategies as well as strengths and weaknesses of the combined population, sub-populations, and individual students. Summative test data will be discussed with the general faculty at least once each semester, and regularly in leadership team meetings. Teachers will use summative and formative assessment data to plan instruction. Literacy coaches will facilitate discussion of the data with individual teachers and in team meetings, and they will provide assistance in using data to plan instruction. Materials will be purchased to provide training for</p>	<p>Debbie Heath, Brenda Martin, Amelia Grider</p>	<p>Start: 07/02/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>PD (State-223) - Materials &amp; Supplies: \$1800.00</p> <hr/> <p>ACTION BUDGET: \$1800</p>

<p>teachers and practice for students to improve instructional practices according to alignment with assessments.  Action Type: Alignment  Action Type: Collaboration  Action Type: Professional Development  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>				
<p>Group and individual achievement data will be reviewed and discussed regularly regarding progress of the combined population and subpopulations such as African American students, low socio-economic students, and special education students in whole group faculty meetings at least twice a year, in regular leadership team meetings, and in literacy team meetings with teachers and coaches. Individual student data will be discussed at I-Team or SPRINT meetings. Students who do not perform on grade level will be included in small group and individual interventions provided by classroom teachers, intervention aides, or intervention teachers. Students will work in and out of flexible intervention groups, based on learning needs. Instructional changes will be made if data study reveals curriculum weaknesses.</p>	<p>Debbie Heath,  Brenda Martin,  Amelia Grider</p>	<p>Start:  07/01/2009  End:  06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>Wynne Primary staff and parents will collaborate to design and implement student academic improvement plans (and intensive reading intervention plans (IRI's) for all students working below grade level. In addition, a school-parent compact that was developed with the parents and staff will be implemented. The TI compact will include an outline of activities that the parents, school staff, and students will undertake to develop and build a partnership to help students achieve the state's high academic standards. Parents will also be notified regarding the school's school improvement status, and opportunities for supplemental educational services, (SES.) Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Debra Heath, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>TII-A funds will be utilized to reduce class size in hiring two highly qualified classroom teachers, .50 FTE Shea Curtis grade 1 and .50 FTE Milena Hylle grade 2. Class size reduction will result in classes being below allowable</p>	<p>Debbie Heath, Principal</p>	<p>Start: 08/13/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>Title II-A - Employee Salaries: \$42350.00 Title II-A - Employee Benefits: \$5278.00 <hr/>ACTION \$47628</p>

<p>size according to state standards in first and second grades in the area of literacy, reducing class size from approximately 24.4 to 22. CSR will allow Students with disabilities, those from disadvantaged economic backgrounds and African American Students more access to instruction through lowered class size and promotion of a rigorous curriculum to improve student achievement, as reflected in formative assessments, SAT-10 scores and 2009 Benchmark exams. Substitutes will be hired as needed through Sub Teach USA. Action Type: Collaboration Action Type: Equity</p>				<p>BUDGET:</p>
<p>Special education 2.0 FTE certified teachers: Cathy House, Juanita Pruitt; 2.0 FTE special education classroom aide: Vickie Whitehead and Tommie Harris; 3.0 FTE special education instructional assistants: Vicki Lisk, Donna Pierce, and Sharon Lynn Jackson; and speech/language pathologists 1.5 (Laura Bassham and Amber Haynes) will work with IEP students on individual education plans with goals designed to help them achieve success in the general curriculum. Materials, equipment, and supplies will be purchased. Special education teachers will participate in all</p>	<p>Debbie Heath, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>staff development in math and literacy with regular classroom teachers, and will attend regular literacy team meetings .70 FTE Early Intervention Specialist Nancy Dunaway and .30 FTE special services facilitator and 1.0 FTE Aide Valerie Haggans will provide and facilitate early interventions to help children in all populations improve achievement and reduce special education referrals. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>				
<p>A G/T instructor (Lee McKnight .25) will be employed and services will be provided through whole group instruction that addresses the development of higher level thinking skills, creativity, and affective skills through units and activities within four content areas. The G/T teacher will also work with the literacy and math coaches to facilitate higher level thinking activities in the regular classroom, supporting the comprehensive literacy model. Funding is through Intermediate School budget. Action Type: Alignment Action Type: Collaboration</p>	<p>Debbie Heath, Principal; Glenda Vance, Special Program Supervisor</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>A kindergarten transition/orientation program will be held for two weeks in June to assist children in their transition to the school environment and to provide assessment data for use in planning instruction for implementation of the comprehensive literacy model according to learning needs. Staff will be hired with NSLA funds, and materials and supplies will be purchased from district funds to support the program. Meals will be provided for all students, and transportation will be provided for students who need this service so that all students may participate.  Action Type: Equity  Action Type: Parental Engagement  Action Type: Title I Schoolwide</p>	<p>Cindy Kinard, Assistant Principal</p>	<p>Start: 06/01/2009  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>NSLA (State-281) - Employee Benefits: \$2834.00  NSLA (State-281) - Employee Salaries: \$16000.00  Local Revenue: \$500.00</p> <hr/> <p>ACTION BUDGET: \$19334</p>
<p>Through a partnership with Arkansas State University, Wynne School District will provide space for four Arkansas Better Chance preschool classes of 20 four-year-olds in order to allow economically disadvantaged children or those with other risk factors to access quality preschool programming to prepare them for kindergarten. Leaders of the ABC program will collaborate with school personnel to make a smooth transition for children from pre-K to kindergarten. ABC personnel, Headstart</p>	<p>Cindy Kinard, Asst. Principal and Linda Yocum, ASU teacher</p>	<p>Start: 07/01/2009  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>personnel, local daycares, and Wynne Primary staff will collaborate to make a smooth transition for children from Pre-K to kindergarten according to transition agreement.  Action Type: Collaboration  Action Type: Equity  Action Type: Title I Schoolwide</p>				
<p>An Alternative Learning Environment classroom will be provided for students in kindergarten through fifth grade who cannot function successfully in a regular education environment in spite of interventions. The class will have a smaller number of students and an aide to assist the teacher in curriculum implementation that is aligned with the general curriculum and Arkansas Frameworks. Staff will work closely with parents, the local counseling agency, and students to provide an equitable education along with social skills training and counseling.  Action Type: Collaboration</p>	<p>Debra Heath, Principal</p>	<p>Start: 07/01/2009  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Orientation will be held for second grade students and parents to explain details of third grade and help make a smooth transition to the Intermediate Building. Students will visit the third grade building in the spring of grade two to assist in the transition for children and staff.</p>	<p>Brenda Martin and Amelia Grider, Primary Counselors; Debbie Black and Pam Gaskin, Intermediate Counselors</p>	<p>Start: 04/01/2010  End: 05/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				
<p>Wynne Primary School will participate along with other schools in the district in the Learning Institute, which will provide research, professional development and formative assessments aligned with state mandated tests. Data will be provided following assessments, and this information will be analyzed in teacher team meetings and leadership meetings to plan interventions for student weakness prior to summative assessments. These assessments will be provided for 1st grade (second semester) and 2nd grade. Action Type: Alignment Action Type: Professional Development</p>	<p>Debbie Heath, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>An annual report to the patrons will be given in early fall 2009 to inform the community about progress, federal programs, and improvement plans of Wynne Primary School. Additionally, a new event called "Bring Your Parents to School Night" will be held in September to provide parents with important information regarding how they can partner with the school to support student learning. Action Type: Collaboration</p>	<p>Debbie Heath</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Parental Engagement				
<p>Literacy coaches and experienced teachers will provide MENTORING for other teachers. Colleague visits in the classrooms will be held to provide opportunity for teachers to learn from their peers. During team meetings, the teachers and coaches will collaborate regarding instructional strategies for the comprehensive literacy model. This establishment of a professional learning community will further develop the highly qualified teachers on staff, and will be an incentive for recruitment of new highly qualified teachers.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Literacy Coaches, Melinda Brandon, Donna Vaught, Gayla Holbrook</p>	<p>Start: 06/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>A pyramid for Academic Interventions will be used throughout the year to guide the the process of interventions including: a standards-based core curriculum, additional small group and individual classroom instruction by the classroom teacher, and small group or individual instruction provided by Reading Recovery teachers or early intervention personnel. Early intervention will be increased with the</p>	<p>Debbie Heath, Principal</p>	<p>Start: 06/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>addition of two aides added with stimulus dollars, bringing the literacy intervention team to 5 certified teachers, 3 literacy coaches, and three highly trained aides. These teachers and aides will use instructional strategies matched to learning needs, including Reading Recovery, Barton Reading, Blue Print Phonics, and other teaching tools. Point in time interventions will be provided by these staff members when students experience difficulty meeting standards in the essential areas of reading. Collaboration at regular I-Team meetings will ensure interventions are provided when needed. Referral for Special Education will be considered only after all other interventions have been implemented.  Action Type: Collaboration  Action Type: Equity  Action Type: Special Education  Action Type: Title I Schoolwide</p>				
<p>The system for regular intervention meetings(I-Team Meetings)will be revised and transformed to SPRINT meetings with the help of Dr. Randall Glenn, who will work as a consultant. Meetings will be held to discuss the individual progress of students who are not meeting standards in literacy. Literacy Coaches, Reading</p>	<p>Debbie Heath, Principal</p>	<p>Start: 07/01/2009  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>Recovery, classroom teachers, Early Intervention Specialists, counselors, and administrators will attend the meetings to collaborate and devise intervention plans for students in sub-populations and the combined population as needed. Progress will be monitored. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>				
<p>The literacy coaches will assist teachers with data analysis from The Learning Institute (TLI) interim assessments. Literacy coaches will attend sessions at TLI headquarters for professional development, to be paid from TI funds, that will be shared with teachers. Coaches and teachers will align interim assessments with pacing guides. Results of interim assessments will be analyzed and used to plan interventions, drive instruction, and evaluate curriculum strategies. TLI contract fee will be paid from NSLA funds for the district's participation in the Learning Institute and materials will be purchased to support the program. (NSLA funds and Title I Funds) Action Type: Alignment Action Type: Professional Development</p>	<p>Debbie Heath, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title I - Purchased Services: \$1000.00 NSLA (State-281) - Purchased Services: \$15600.00 NSLA (State-281) - Materials &amp; Supplies: \$1000.00</p> <hr/> <p>ACTION BUDGET: \$17600</p>

<p>Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>A tutoring program will be established for English Language Learners (ELL). ELL consultants will be hired to work with students, professional development will be provided for district staff, and materials and supplies will be purchased to support the ELL families. see district for funds Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Kathy Lee, Asst. Sup't.; Carl Easley, Asst. Sup't.</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>In order to align curriculum with assessment and better prepare students for success on content passages on the Third and Fourth Grade Benchmark Exams, non fiction texts will be used in shared reading and guided reading. Teachers will provide instruction designed to help students build strategies for reading and understanding this type of text. Opportunities to respond to open response items for this type of text will be provided through TLI formative assessments and other classroom activities Action Type: Alignment</p>	<p>Gayla Holbrook, Literacy Coach and Melinda Brandon, Literacy Coach</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>A representative from Wynne Primary will attend regular preschool provider</p>	<p>Cindy Kinard</p>	<p>Start: 07/01/2009 End:</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>meetings facilitated by the ABC coordinator and the Head Start transition conference in order to increase collaboration with ABC, Head Start, HIPPY, and other preschool providers. The early intervention specialist will visit preschool programs to increase communication between parents of preschool children, preschool providers and school personnel, making smoother TRANSITIONS for all kindergarten students, including those from the African American and Disadvantaged Economic sub-groups. Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>		07/01/2010		
<p>Literacy coaches and administrators will attend the Reading First Reading Institute in Oct. 2009 to view state and national data from Reading First schools and learn about current best practices. This information will be discussed in leadership meetings to guide the continuous process of improving curriculum and instructional practices at Wynne Primary School for improved student achievement. Curriculum or instructional practices will be revised, based on data and best practices. Action Type: Collaboration Action Type:</p>	Debra Heath	Start: 08/06/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Professional Development Action Type: Program Evaluation				
Students will be provided with additional instruction and practice on essential areas of reading in the computer lab, with the purchase of Compass Learning Software and an additional file server needed to run the program. The computer lab manager will collaborate with teachers and literacy coaches to align computer lessons with literacy curriculum guides for lessons to be used in the lab and on computers in the classrooms. The Compass software provides a pre-test and post-test to measure student progress and the effectiveness of the software. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion	Debra Heath	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	NSLA (State-281) - \$10000.00 Capital Outlay: NSLA (State-281) - \$30000.00 Materials & Supplies: <hr/> ACTION BUDGET: \$40000
Stimulus dollars will be used to fund a summer school program, which will provide continuous learning opportunities for the combined and sub-populations during the summer. Instruction during the summer program will target academic areas in need of remediation. Action Type: Equity Action Type: Title I Schoolwide	Debbie Heath, Principal	Start: 06/01/2010 End: 06/30/2010		<hr/> ACTION BUDGET: \$
The principal and assistant principal will utilize classroom	Debbie Heath, Cindy Kinard	Start: 07/01/2009	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<hr/> ACTION BUDGET: \$

<p>walkthroughs to increase the use of effective instructional strategies in all classrooms. Data from the walkthroughs will be shared with the leadership team in order to plan professional development to work on weakness in curriculum or instructional strategies.  Action Type: Alignment  Action Type: Equity  Action Type: Professional Development  Action Type: Title I Schoolwide</p>		<p>End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
<p>An Alternative Learning Environment OASIS teacher Callie Jones 1.0 FTE and an aide Adrianna Brown 1.0 FTE will be hired from ALE and District funds to maintain, monitor and provide support to grades K through 2 students who need academic and behavioral assistance outside the regular classroom. The ALE staff will attend conferences to enrich the instruction environment of the OASIS program. The program will allow students to meet academic goals within core subjects. The OASIS program will be evaluated by the length of student participation in the program and academic and behavior achievement.  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Program</p>	<p>Debbie Heath</p>	<p>Start: 07/01/2009  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<p>ALE (State-275) - \$4421.00  Employee Benefits:  ALE (State-275) - \$12408.00  Employee Salaries:  Local Revenue: \$54135.00</p> <hr/> <p>ACTION BUDGET: \$70964</p>

Evaluation				
<p>WPS will provide extended day services from November 2009 to April 2010 and/or an additional summer program from June 08, 2010 to June 25, 2009 with the 20% set aside TI funds and 20% set aside TI Stimulus to be budgeted in district plan. The WPS will contract services with SES providers for students with deficiencies in literacy and mathematics as outlined in federal &amp; state regulations. (\$197,734.00 and 1% adm. services - postage, materials and supplies \$1,997.00). WPS 40% and WIS 60%. Pre/post assessments will be provided by the outside providers to track student growth. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Debbie Heath	<p>Start: 07/01/2009 End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>To enrich the reading environment at the Wynne Primary School, furniture will be purchased to replace broken and worn out reading tables and chairs. Title I funds will be used to purchase the literacy furniture. Action Type: Title I Schoolwide</p>	Debbie Heath	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Teaching Aids</li> </ul>	<p>Title I - Materials &amp; Supplies: \$9563.00</p> <hr/> <p>ACTION BUDGET: \$9563</p>
Total Budget:				\$408071
<p>Intervention: Reading Recovery will be implemented to provide individual and small group instruction in reading for students who fall behind the expected levels of performance.</p>				
<p>Scientific Based Research: Askew, Billie J., Gomez-Bellenge, Francisco X., Honchell, Barbara A., Jones, Noel K., Lose, Mary K., &amp; Schmitt, Maribeth C. (2007). Reading Recovery and idea legislation: early intervening service and response to intervention. Worthington, OH: Reading Recovery Council of North America. Iversen, S., &amp; Tunmer, W.E (1993). Phonological processing skills and the reading recovery</p>				

program. *Journal of Educational Psychology*. 85(1), 112-126.; Quay, L. C., Steel, D. C., Johnson, C. I. & Hortman, W. (2001). Children's achievement and personal and social development in a first-year Reading Recovery program with teachers-in-training. *Literacy Teaching and Learning: An International Journal of Early Reading and Writing*. 5, 7-25.; Schmitt, M.C., Askew, B.J., Fountas, I.C., Lyons, C.A., & Pinnell, G.S. (2005). Changing futures: The influence of Reading Recovery in the United States. Worthington, OH.; Schwartz, R.M. (2005). Literacy learning of at-risk first-grade students in the Reading Recovery program. *Journal of Educational Psychology*. 85(1), 112-126.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Four literacy reading specialists will be hired. (3.0 FTE Kathy Snow, Dana Beth Johnson, and Murray Johnson will be employed with TI funds. Carla Benson 1.0 FTE NSLA funds.) They will participate in continuing contact training in Reading Recovery, and these strategies will be implemented in all literacy classrooms. Training will be provided to Primary staff by the Reading Recovery teacher leader at Crowley's Ridge Coop under the direction of the personnel at University of Arkansas at Little Rock. Professional texts will be purchased for training. Classroom supplies and curriculum materials will be provided to support the Reading Recovery program from TI and NSLA funds. The teachers will follow the Reading Recovery model to help students to close the achievement gap in lessons lasting approximately 30 minutes per day. The four Reading Specialists will serve approximately 16 reading recovery students and 60 students in small intense literacy groups daily. These teachers will participate in a National Reading Recovery Data Bank to</p>	<p>Debra Heath, Principal; Kathy Lee, Federal Programs Director</p>	<p>Start: 08/13/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$3000.00 Title I - Employee Salaries: \$167000.00 Title I - Employee Benefits: \$39500.00 NSLA (State-281) - Employee Benefits: \$13950.00 NSLA (State-281) - Employee Salaries: \$56500.00</p> <hr/> <p><b>ACTION BUDGET: \$279950</b></p>

<p>monitor student achievement. Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>All previously trained Reading Recovery teachers will participate in continuing contact group meetings with the Reading Recovery teacher leader. This group of trained Reading Recovery teachers in the area will continue professional development through sharing ideas and discussing best practices, which will be implemented with students. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Reading Recovery Teacher</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Reading Recovery model will be followed to assist students from the combined and sub-group populations who demonstrate weaknesses in the areas of phonics, phonemic awareness, comprehension, vocabulary, and fluency. Research based effective strategies for reading improvement will be implemented. One-on- one instruction will be provided to the readers with the greatest need, and flexible literacy groups will be established for children who need additional support. Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Debbie Heath, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>Reading Recovery teachers will participate in colleague visits where they observe instruction in other classrooms. Teachers will mentor each other through shared lesson planning and discussion of strategies at team meetings and joint planning sessions. Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>Debbie Heath, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Wynne Primary School administrators will recruit and hire Highly Qualified teachers. These teachers will be mentored in a professional learning community environment, providing support and collaboration with other teachers, curriculum leaders, and administrators in order to maintain these staff members. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Debra Heath</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Data regarding the progress of students in Reading Recovery and literacy groups will be reviewed by the Reading Recovery teachers and their teacher leader to plan for instruction. This data will also be reviewed at building level leadership meetings by the administrators, Reading Recovery teachers, and literacy coaches to evaluate program effectiveness. Progress of individual students will be discussed by the Reading Recovery</p>	<p>Debra Heath</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<hr/> <p>ACTION BUDGET: \$</p>

<p>teachers on an ongoing basis as the teachers push in to classrooms. The progress will also be discussed at the regularly scheduled I-team meetings, and the success of interventions will be monitored and evaluated.  Action Type: Collaboration  Action Type: Equity  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>				
<p>Reading Recovery teachers will submit student achievement data to the National Data Evaluation Center(NDEC). The Center will use the data to evaluate the success of Reading Recovery strategies on the national and local level. A report regarding achievement of Wynne Primary School Reading Recovery students will be analyzed by the leadership team annually to evaluate the program. Administrators will also discuss annual data with the Reading Recovery teacher leader from CREC and Reading Recovery teachers to plan any needed instructional changes revealed by data. Fees will be paid from Professional Development for Reading Recovery teachers to participate and use the data collection by NDEC.  Action Type: Collaboration  Action Type: Program Evaluation</p>	Debra Heath	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	PD (State-223) - Purchased Services: \$180.00 <hr/> ACTION BUDGET: \$180
Total Budget:				\$280130
Intervention: A comprehensive parental involvement plan will be implemented according to Act 307 of 2007.				

Scientific Based Research: Cline, Foster, & Fay, Jim (2006). Parenting with love and logic: teaching children responsibility. Colorado Springs, CO: Pinon Press. Drew, Naomi, (2004). The kids' guide to working out conflicts: how to keep cool, stay safe, and get along. Minneapolis, MN: Free Spirit Publishing, Inc.. Edwards, C. Drew (1999). How to handle a hard-to-handle kid: a parents' guide to understanding and changing problem behaviors. Minneapolis, MN: Free Spirit Publishing Inc.. Epstein, Joyce L. (et al.) (2002). School, family, and community partnerships: your handbook for action. Thousand Oaks, CA: Corwin Press, Inc.. Henderson, Anne T., & Mapp, Karen L. (2002). A new wave of evidence: the impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory. Packer, Alex J. (2006). Wise highs: how to thrill, chill, & get away from it all without alcohol or other drugs. Minneapolis, MN: Free Spirit Publishing Inc..

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Provide staff development for all staff to create an environment conducive to parental participation in compliance with Act 307. Two hours of staff development for teachers and three hours for administrators will be provided. Presenters such as Paul Vitale will train staff regarding ways to improve relationships with school staff and parents and community. Staff will participate in PD regarding effective parent meetings and will implement training during "Bring Your Parents to School Night" and other events.</p> <p>Action Type: Parental Engagement Action Type: Professional Development</p>	Debbie Heath, Principal	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<p>PD (State-223) - Purchased Services: \$800.00</p> <hr/> <p>ACTION BUDGET: \$800</p>
<p>A certified teacher (Nancy Dunaway) from district funds will serve as parent facilitator to coordinate the work of faculty and parents in planning, revising, and implementing the parental involvement plan. The parent facilitator will work collaboratively with the district parent coordinator (.125 FTE</p>	Debra Heath	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>NSLA (State-281) - Purchased Services: \$500.00</p> <p>NSLA (State-281) - Materials &amp; Supplies: \$500.00</p> <p>NSLA (State-281) - \$868.00</p>

<p>NSLA and .25 FTE TI - district side) Sherry Breckenridge and parents to implement the parental involvement plan. The parent facilitator and parent coordinator will attend professional development sessions supporting parental involvement. The district coordinator and building facilitator will work with the principal and other building staff members in planning and implementation of parent activities. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				<p>281) - Employee Benefits: NSLA (State-281) - \$3000.00 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$4868</p>
<p>Prepare and distribute parent informational packets to promote academic achievement that are grade appropriate for the students as described in Act 307 which includes the district commitment to parental involvement. Include the process for resolving concerns in the student handbook. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Nancy Dunaway, Parent Facilitator</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Provide parenting books, magazines, and other materials for use by parents in the Wynne Parent Center with additional materials located in the Primary Media Center. These materials will provide information on how to make the home environment supportive of student learning. School staff</p>	<p>Nancy Dunaway, Parent Facilitator; Martha Milam, Librarian</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• School Library</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

will inform parents of the materials and make accessible for parents to use at school or at home. Materials will be provided in the language that the parents understand. Action Type: Parental Engagement Action Type: Title I Schoolwide				
The parent facilitator and/or the parent coordinator will attend training sessions such as the Arkansas Conference for Parent Education and Parental Involvement "Building the Team" and other sessions deigned to improve parental involvement and utilize community resources to increase student success. The information will be shared with the faculty. Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide	Debra Heath	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	_____ ACTION BUDGET: \$
Conduct a survey of parents to develop a volunteer resource directory to help match school/student needs with volunteer interest and abilities. This will be used as a resource for staff to use when contacting volunteers to be involved in school activities. Action Type: Parental Engagement Action Type: Title I Schoolwide	Nancy Dunaway	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	_____ ACTION BUDGET: \$
Parents' informational sessions will be held to inform parents about the progress of the	Debbie Heath	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	_____ ACTION BUDGET: \$

<p>school, what students will be learning, how they will be assessed, what parents should expect for their child's education, and how parents can assist in the educational process. Some of these evenings include Back to School Night, literacy and math focus nights, Parent Advisory Council meetings, PTA meetings, and Bring Your Parents to School Night which will be publicized and held during the school year. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>			<ul style="list-style-type: none"> <li>Title Teachers</li> </ul>	
<p>Schedule evening and day parent visitation times twice during the fall and once during the spring, in addition to parent day and night programs. Publish the email addresses and conference times of teachers in the parent packet, monthly calendars, and building web-link to promote two- way communication between school and home. Action Type: Parental Engagement Action Type: Technology Inclusion</p>	Debbie Heath, Principal	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Publish quarterly parent newsletters that include suggestions for parents on effective parenting strategies, and publish monthly calendars and menus to inform parents of school activities. Action Type: Parental</p>	Nancy Dunaway, Parent Facilitator	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>Computers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Engagement Action Type: Title I Schoolwide				
Pursuant to Section 724C of the McKinney-Vento Homeless Assistance Act, as reauthorized by the No Child Left Behind Act of 2001, a homeless liaison (Sherry Breckenridge) will be designated to assist school personnel to ensure that homeless students are identified and have full opportunity to enrollment for educational and other services for which they are eligible. Clothing, food items, health needs, materials and supplies may be purchased to assist children in the transition of entering a new school. Funds will be set aside on the district side of TI and support secured from local and state community resources. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Sherry Breckenridge, Parent Coordinator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Parents will be encouraged to visit the parent center to meet with the parent coordinator, use available technology equipment to access informational websites, and use and/or create parenting materials to assist their children at home. Action Type: Parental Engagement Action Type: Title I Schoolwide	Sherry Breckenridge, Parent Coordinator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
The district web site will provide information for parents	Janet Smith, Technology Staff Member	Start: 07/01/2009 End:	<ul style="list-style-type: none"> <li>• Computers</li> </ul>	<hr/> ACTION BUDGET: \$

<p>regarding school activities and curriculum. Links will be added to other helpful educational/parenting sites. Teachers will develop web sites for their classes. On-line parent surveys will be implemented, and information will be used to improve parental involvement. Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>		06/30/2010	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	
<p>An annual evaluation of the effectiveness of the Title I Parental Involvement Plan and TI Parent Involvement Policy will be conducted by the Parent Advisory Committee, including a representative of district alumni. The evaluation will be designed to determine whether the academic quality of the school has improved, parent participation has increased, and barriers exist that hinder participation by parents. The evaluation will be conducted using regular on-line parent surveys regarding school practices and the Title I Program. The results will be summarized by the technology staff and used in planning by the ACSIP team. Notification of school improvement status will be mailed to parents 14 days before the first day of teacher- student interaction days. Action Type:</p>	<p>Nancy Dunaway, Parent Facilitator; Sherry Breckenridge, Parent Coordinator</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>Collaboration  Action Type: Parental Engagement  Action Type: Program Evaluation  Action Type: Technology Inclusion  Action Type: Title I Schoolwide</p>				
<p>A school-parent compact identifying activities that the parents, 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 in literacy and mathematics. A copy of the compact will be given to parents for their consideration and signature.  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Title I Schoolwide</p>	<p>Nancy Dunaway,  Parent Facilitator</p>	<p>Start: 07/01/2009  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>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 used in the school, and different type of assessments used.  Action Type: Collaboration  Action Type: Parental Engagement</p>	<p>Kathy Lee,  Assistant Superintendent</p>	<p>Start: 07/01/2009  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Title I Schoolwide				
An annual report to partons will be held in early fall and televised on Channel 17 to inform parents, students, and community of primary academic programs, federal programs, student assessments, school assemblies and activities for the current school year. The Title I Program will be outlined and parents' will be informed of their right to be involved. Action Type: Parental Engagement Action Type: Technology Inclusion	Debra Heath, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Periodic meetings of the ACSIP leadership team will be held to discuss data analysis and strategies to attract highly qualified staff, assist preschool children in transition to school, and increase parental involvement. The effectiveness of the ACSIP plan will be monitored by the team periodically and the budget will be reviewed annually. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide	Debra Heath	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
To satisfy the Title I 95% RESERVE RULE of 1% allocated funds for parent involvement, books, pa brochures, and other related materials will be provided for parental programs to support literacy and mathematics for check out from media center and/or parent center.	Debra Heath, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• School Library</li> <li>• Teaching Aids</li> </ul>	Title I - Materials \$5000.00 & Supplies: <hr/> ACTION BUDGET: \$5000

<p>Materials to be used by the parent coordinator for teaching parenting skills will also be purchased and used in training sessions with parents. School Messenger, a tool for direct phone communication parent survey regarding events and information will be purchased. (1600)  Action Type: Parental Engagement  Action Type: Technology Inclusion  Action Type: Title I Schoolwide</p>				
<p>Parenting training sessions for the ABC Pre-K students that are aligned with the faculty's training in behavior management will be facilitated by the parent coordinator in collaboration with ASU/ABC personnel. This training will help parents equip students with behavioral skills that are needed for success in school.  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Title I Schoolwide</p>	<p>Sherry Breckenridge, Parent Coordinator;  Debra Heath, Principal</p>	<p>Start: 10/01/2009  End: 05/31/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>A NEEDS ASSESSMENT will be conducted annually by surveying parents and faculty regarding the effectiveness of the school curriculum and operation as well as the effectiveness of the Title I Program. This information will be used by the Leadership Team in strategic planning.  Action Type: Collaboration  Action Type: Parental</p>	<p>Nancy Dunaway, Parent Facilitator;  Cindy Kinard, Assistant Principal</p>	<p>Start: 07/01/2009  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide				
The parent facilitator and parent coordinator will work collaboratively with the PTA in planning school events and projects. PTA officers and members will utilize the parent center for working space and materials. Action Type: Collaboration Action Type: Title I Schoolwide	Sherry Breckenridge	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
The Parent Advisory Committee of parents, teachers, administrators, and community leaders, will evaluate, review, and make recommendations to improve the Title I Parent Involvement Policy annually. The TI Parent Involvement Policy section 1114 will be designed to improve parent participation and decrease barriers exist that hinder participation by parents. The TI Policy will be signed and approved by district superintendent. Action Type: Collaboration Action Type: Parental Engagement	Debbie Heath, Principal; Kathy Lee, Federal Program Coordinator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$10668

Priority 2:

Students will improve math skills.

1. ACSIP CRT Data Source for WYNNE INTERMEDIATE SCHOOL Benchmark-3rd Grade Mathematics Exam Report Created: Aug 26, 2007 2007-# Tested & Percent of Students Scoring Proficient/Advanced: 209 Students: 74.6% of Combined Students 71 Students: 59.1% of African American Students 1 Students: 100.0% of Hispanic Students 136 Students: 82.3% of Caucasian Students 119 Students: 64.7% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 30 Students: 30.0% of Students with Disabilities The lowest identified areas for the combined population were: Geometry and DAP The lowest identified area for African Americans was: Geometry The lowest

Supporting Data:

identified areas for Hispanic were: Measurement and Geometry The lowest identified areas for Caucasian were: Geometry and DAP The lowest identified area for Econ. Disadvantaged students was: Geometry The lowest identified areas for LEP students were: NA The geometry and measurement instruction will be planned and analyzed in team meetings facilitated by the math coach to provide the best possible foundation for K-2 grade students in these areas, preparing them for the Benchmark Exam.

2. The Average Daily Attendance was as follows: 2005-2006,94.2%; 2006-2007,94.9%,2008-2009, 95.6% showing an improvement over three years.
3. 2008 spring performanc on the SAT-10 has been analyzed by the leadership team and faculty. Of the combined population of first grade students,59% scored above the 50th percentile, which was above the state average. 71% were proficient according to ADE cut scores. Subpopulation scores indicate that 56% of African American students, 61% of students from disadvantaged economic backgrounds, and 53% of IEP students were proficient or advanced according to ADE cut scores. Second grade scores were as follows: 62% of the combined population scored above the 50th percentile, which was above the state average. According to ADE cut scores, 56% of students from economically disadvantaged backgrounds, 42% of African American students, and 18% of IEP students were proficient. Data analysis by the leadership team and faculty included discussion in the achievement gap between the combined population and sub-groups. Interventions will continue for students in the sub-populations. The interventions will be provided by the regular classroom teachers and intervention teachers; progress of individual students will be monitored in the Intervention Team meetings.
4. 2008 formative assessment data from the Learning Institute has been used throughout the year to adjust instructional strategies, and provide interventions for students. End of year summary for 2nd grade performance on multiple choice questions from all strands have ranged from 69% correct responses on Number and Operations to 83% on geometry. Performance on open response items was not as good, demonstrating the continued need to work on problem solving strategies.
5. Third Grade Benchmark Exam 2008 2008-# Tested & Percent of Students Scoring Proficient/Advanced:  
 216 Students: 73.1% of Combined Students  
 58 Students: 56.9% of African American Students  
 1 Students: 100% of Hispanic Students  
 157 Students: 79% of Caucasian Students  
 125 Students: 66.4% of Econ. Disadvantaged Students  
 0 Students: .% of LEP Students  
 35 Students: 37.1% of Students with Disabilities  
 The lowest identified areas for the combined population were:  
 The lowest identified areas for African Americans were: Geometry and Measurement The lowest identified areas for Hispanic were: Geometry and Measurement The lowest identified areas for Caucasian were: Geometry and Measurement The lowest identified areas for Econ. Disadvantaged students were: Geometry and Measurement The lowest identified areas students with disabilities were:Geometry and Measurement Geometry and measurement are the weakest areas at third grade level according to these scores. Analysis of The Learning Institute (TLI) data from second grade indicate that these two areas were the strongest according to yearly averages of the modules. Primary curriculum will continue to place emphasis in this area to keep second grade scores strong and impact third grade scores. Third Grade Benchmark Exam 2009 On the 2009 Third Grade Benchmark Exam, 86% of the combined population scored at or above the proficient level on the test. 74% of African American students, 46% of students with disabilities, and 79% of economically disadvantage students scored proficient. This represents a one percent drop in the combined population from last year, which is not significant. Open response items continue to be weaker than multiple choice.
6. 2009 formative assessment data from The Learning Institute (TLI) indicate that the area of measurement received the lowest percentage of correct

answers by first graders on assessments throughout the year. There will be increased emphasis on instruction regarding mass, capacity, linear, time, and money by regular classroom teachers during daily and weekly math routines. Measurement and Number and Operations received the smallest percent of correct answers in 2nd grade, and lesson plans/pacing guides will be adjusted for more emphasis. Students continue to score better on multiple choice questions than on open response questions.

- Goal** Students will acquire foundational math skills, with special focus on measurement and number, properties, and operations. They will develop strategies needed to use math as a problem solving tool and they will demonstrate this ability by successfully solving problems and explaining their answers orally and on open response items by the end of second grade.
- Benchmark** The combined population will continue to surpass the AYP requirement of 70% proficiency on the Arkansas 3rd Grade Primary Benchmark Exam, improving from 86% proficient in the combined population to 90% proficient. Additionally, the number of students below proficient in the African American population, low socio-economic population, and the special education population will decrease by 10% by May, 2010, meeting safe harbor for all groups.
- Benchmark** The number of students scoring above the 50th percentile in math on the SAT-10 in the combined population in first grade will increase from 53% to 58%, in second grade from 59% to 64%, and kindergarten from 55% to 60%. The number of students in the African American population, low socio-economic population, and special education population in kindergarten through second grade who score below the 50th percentile will be 10% fewer than those who scored at this level in May, 2009.

Intervention: Wynne Primary School will implement a standards-based math curriculum designed to help students learn math skills needed to become proficient problem solvers.

Scientific Based Research: Amos, S. (2007). Talking mathematics. Teaching Children Mathematics. 14,2,65-73.; Carpenter, T., Frennema, E., Franke, M., & Levi, L. (1999). Children's mathematics: cognitively instruction. Portsmouth: Heinemann.; Chapin, S., O'Conner, C., & Anderson, N. (2003). Classroom Discussions: using math talk to help students learn. Sauaslito: Math Solutions Publications.; Falkner, Karen P., Levi, Linda, & Carpenter, Thomas P. (2000). Children's understanding of equality: a foundation for algebra. Mathematics Teaching in the Middle School.; National Council of Teachers of Mathematics, (2006). Curriculum focal points for pre- kindergarten through grade 8 mathematics. Reston: National Council of Teacher of Mathematics.; Shapirs, I, (2006, January 29). www.washingtonpost. com/wp-dyn/content/article/2006/01/28/ AR2006012800176 pf.html Van de Walle, J., & Lovin, L. (2006). Teaching student-centered mathematics: grades k-3. Boston: Pearson Education, Inc.; Shapirs, I, (2006, January 29). www.washingtonpost. com/wp-dyn/content/article/2006/01/28/ AR2006012800176 pf.html; Wiggins, Grant, & McTighe, Jay (2006). Examining the teaching life. Educational Leadership. 26-29.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Instruction will be provided to all students using a standards based math curriculum. Materials from Investigations Into Number, Data, and Space will be used for the core curriculum, and these materials will be supplemented as needed to provide instruction aligned with the Arkansas Curriculum Frameworks on all math	Debra Heath, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>strands. Additional focus will be given to measurement and number, property, and operations through more emphasis on daily and weekly routines in first grade and refinement of the curriculum guide and pacing guides in second grade by the math coah and teachers. Action Type: Alignment Action Type: Title I Schoolwide</p>				
<p>A math coach (Sharon Midkiff) will work to support mathematics curriculum in grades K-2. Job embedded professional development for all teachers will be provided by the math coach, who will facilitate monthly math team meetings to discuss best practices, instructional strategies, technology inclusion, and formative and summative assessments. The math coach will provide MODEL TEACHING in the classrooms and professional development on job-embedded staff development days. Materials and supplies will be purchased to support the K-2 math curriculum from TI and NSLA funds. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Debra Heath, Principal; Kathy Lee, Federal Programs Coordinator</p>	<p>Start: 07/01/2009 End: 06/30/2010</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: \$3000.00 NSLA (State-281) - Materials &amp; Supplies: \$2000.00</p> <hr/> <p>ACTION BUDGET: \$5000</p>
<p>The math coach 1.0 FTE Sharon Midkiff, will be paid by Title I funds .30 FTE and TI ARRA .70 FTE. She will attend</p>	<p>Debra Heath, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>Title I - Purchased Services: \$4000.00 Title I - Materials \$2000.00</p>

<p>monthly coach's training at the Crowley's Ridge Coop and other professional development, state and national conferences such as NCTM, TLI, etc. Registration and travel expenses and materials will be paid from TI funds. Information and skills gained at these sessions will be shared with all teachers in site based professional development sessions by the math coach. Action Type: Professional Development Action Type: Title I Schoolwide</p>			<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	<p>&amp; Supplies: Title I - Employee Salaries: \$19000.00 Title I - Employee Benefits: \$5000.00 Special Grants: \$50200.00</p> <hr/> <p>ACTION BUDGET: \$80200</p>
<p>Professional development will be provided to teachers and Administrators through national and regional conferences and training sessions such as: NCTM; Investigations training; NAEP Conference; Arkansas Elementary Principal's Conference; Cognitively Guided Instruction; technology conferences; ASCD and other curriculum conferences; and other presentations or sessions aligned with instruction in a standards based math curriculum and Arkansas Frameworks provided by math coach and outside consultants. This training will help staff meet needs of African American Students and Students with Disabilities. Administrators will receive training in data disaggregation, instructional leadership, and fiscal management. Following professional development, ideas for improving instructional</p>	<p>Debra Heath, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<p>PD (State-223) - Purchased Services: \$8450.00 PD (State-223) - Materials &amp; Supplies: \$560.84 PD (State-223) - Employee Benefits: \$650.00 PD (State-223) - Employee Salaries: \$3000.00 Title I - Purchased Services: \$10000.00</p> <hr/> <p>ACTION BUDGET: \$22660.84</p>

<p>strategies in the areas of measurement, number properties and other math strands will be shared with faculty and staff. Stipends will be paid to staff attending PD and substitutes through Sub Teach USA contracted. Materials and supplies will be purchased to support professional development. All professional development will be aligned with AR Curriculum Frameworks and the standards based curriculum. The expense for this action is paid from Professional Development and Title I funds. See Literacy budget for additional stipends and/or substitute pay and registrations.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>Teams of teachers at each grade level will work with the math coach to plan lessons aligned with Arkansas Standards. Experienced teachers will MENTOR newer and/or less experienced teachers by working together on lesson planning and the development of instructional techniques.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>Sharon Midkiff, Math Coach</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The math coach will facilitate the administration of</p>	<p>Sharon Midkiff, Math Coach</p>	<p>Start: 07/01/2009 End:</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>formative interim assessments provided by The Learning Institute (TLI). Data from these assessments will be analyzed by the math coach, teachers, and administrators and discussed in math team meetings. Students who do not meet the expected level of performance on standards will receive interventions provided by classroom teachers, Title I teachers, and special education teachers. Curriculum or instructional strategies will be changed when data trends reveal curriculum weaknesses. The math coaches and teachers will be trained on test administration and data analysis.  Action Type: Alignment  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>		06/30/2010	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	
<p>Results of pre and post assessments in first and second grade, TLI formative assessments that are administered throughout the year in 2nd grade and second semester in first grade, an annual compilation of the number of skills mastered by kindergarten students, the 3rd grade Primary Benchmark Exam, and SAT-10 will be used to analyze and evaluate the standards- based math curriculum. The summative data and formative data will be analyzed by the leadership team in quarterly meetings. Test data will be discussed with the general faculty during fall and spring semesters, and by the leadership team in</p>	<p>Sharon Midkiff, math coach, Debra Heath, Principal</p>	<p>Start: 07/01/2009  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>_____ ACTION BUDGET: \$</p>

<p>regular meetings in order to make any needed instructional changes. Data from the interim assessments will be used by teachers to identify strengths and weaknesses of students to plan instruction. This will be discussed in monthly math team meetings. Action Type: Collaboration Action Type: Program Evaluation</p>				
<p>Teachers will work collaboratively with the math coach to refine pacing guides and plan classroom assessments in order to align instruction with formative assessments and the Arkansas Curriculum Frameworks. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	Classroom Teachers	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Regular intervention team meetings (I-Team) or SPRINT meetings will be held to discuss the progress of individual students in the combined population and subpopulations with emphasis on African American students, students with disabilities, and students from disadvantaged economic backgrounds. Interventions will be planned for students who are not proficient on grade level skills by regular classroom teachers, Title I teachers, and special education teachers. Substitutes will be hired through Sub Teach USA to rotate in and out of classrooms so teachers may attend the I-Team</p>	Debra Heath, Principal	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>PD (State-223) - Purchased Services: \$750.00</p> <hr/> <p>ACTION BUDGET: \$750</p>

meetings. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide				
Parents and teachers will develop Academic Improvement Plans (AIP's) for students who are working below the proficient level in math according to Arkansas Department of Education cut scores on SAT-10 Test. Interventions will be provided by regular classroom teachers or math intervention teachers to address weaknesses. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Debbie Heath, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Two Title I Teachers will be employed (1.0 FTE Jeannine Brawner and 1.0 FTE Amy Poindexter) to provide additional mathematics instruction in twenty-two first and second grade classrooms with flexible groups from all classrooms approximately 40 minutes, three days a week to help individual students reach grade level standards in the areas of geometry, measurement, problem solving, and math concepts. Teachers will focus on students from economically disadvantaged backgrounds, students with disabilities and African American students to increase achievement. TI	Debra Heath, Principal; Kathy Lee, Federal Programs Director	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	Title I - Materials & Supplies: \$2000.00 Title I - Employee Salaries: \$95600.00 Title I - Employee Benefits: \$24200.00 <hr/> ACTION BUDGET: \$121800

<p>materials, and supplies will be purchased to provide students with additional materials aligned with Arkansas Curriculum Frameworks and the general curriculum. Action Type: Collaboration Action Type: Title I Schoolwide</p>				
<p>Special education teachers, Juanita Pruitt and Cathy House, and special education aides under teacher supervision will provide instruction or interventions on IEP goals designed to support students in the general math curriculum. Equipment, materials, supplies and professional development will be secured to support instruction. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Debbie Heath, Principal; Glenda Vance Supervisor</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>A .25 GT teacher (Lee McKnight) will be employed to provide services through whole group instruction to address the development of higher level thinking skills, creativity, and affective skills through units and activities within the four content areas of the Arkansas Frameworks. The GT teacher will work with content coaches for lesson alignment with the general curriculum. Materials and supplies will be provided for classes, and professional development will be provided for the instructor. Action Type: Alignment</p>	<p>Debbie Heath, Principal; Glenda Vance Special Programs Supervisor</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Collaboration				
<p>The kindergarten transition/orientation program described in the literacy section will support math skills because assessments and activities in this program include literacy and math. Math screening test items will be given and used by teachers to plan instruction during orientation. Parents will be given strategies to use during summer months to help students who lack readiness skills develop these skills. See Literacy for funding.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Debra Heath, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>TII-A funds will be utilized to hire two highly qualified Class-size Reduction teachers: grade 1, .50 FTE Shea Curtis, and grade 2, .50 FTE Milena Hylle, to reduce class size below allowable state standards in math classrooms. Class size will be reduced in first and second grade from approximately 24.4 to 22 students. This will allow students with disabilities, students from disadvantage economic backgrounds and African American Students better access to intense instruction. With this class size reduction, we look for improvement on formative assessments, SAT-10, and 2009 Benchmark exams. Substitutes will be hired through Sub Teach USA</p>	Debra Heath, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>Title II-A - Employee \$42350.00 Salaries: Title II-A - Employee \$5279.00 Benefits:</p> <hr/> <p>ACTION BUDGET: \$47629</p>

<p>to maintain a stable learning environment for students. Action Type: Collaboration</p>				
<p>Sharon Midkiff, math coach, will provide informational sessions for parents to explain the math curriculum and give parents ideas for working with children at home to develop math skills. She will collaborate with the parent coordinator and parent facilitator to invite parents, plan, and implement these sessions. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Sharon Midkiff</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The math coach, Title I math teachers, and teachers attending CGI training will MENTOR other teachers through collaboration regarding instructional strategies in team meetings. These meetings will focus on instructional strategies to build skills in the following areas: problem solving, math concepts, and geometry and measurement. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Debra Heath</p>	<p>Start: 08/21/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Kindergarten teachers will provide individual and small group math interventions during math workshop using Math Investigations materials and curriculum to build skills in students who came to kindergarten lacking readiness skills as</p>	<p>Sharon Midkiff, Math Coach</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>indicated on Qualls, and for students who are having difficulty reaching standards. Interventions will be provided for students with AIP's and other students experiencing difficulty.  Action Type: AIP/IRI  Action Type: Equity  Action Type: Title I  Schoolwide</p>				
<p>A team of teachers will attend 5 days of training on Cognitively Guided Instruction at Crowley's Ridge Educational Cooperative with two follow-up days during the school year. These teachers will share strategies they learn with other teachers in math team meetings and implement the strategies in the classroom to improve student achievement. A group of approximately 6 teachers who were not previously trained in CGI will attend a one-day overview session to generate increased interest in CGI strategies.  Action Type: Collaboration  Action Type: Professional Development  Action Type: Title I  Schoolwide</p>	<p>Sharon Midkiff</p>	<p>Start: 07/01/2009  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Compass Learning Software will be purchased to provide enriched learning experiences and the opportunity for application of math strategies for all students. Lessons will be aligned with the standards-based math curriculum and the Arkansas and Curriculum Frameworks. See Literacy for</p>	<p>Debra Heath</p>	<p>Start: 07/01/2009  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Computers</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

budgeted amounts. Action Type: Alignment Action Type: Technology Inclusion				
Total Budget:				\$278039.84

Priority 3:	<p>Students at Wynne Primary School will focus on physical, social, and emotional wellness by developing appropriate behaviors and healthy habits, building the foundation for a healthy, nonviolent, drug free lifestyle.</p> <ol style="list-style-type: none"> <li>1. In 2006-2007, there were 251 referrals to the principal's office for misbehavior. In 2007-08, there were approximately 240 referrals to the principal's office for misbehavior. In 2008-2009, there were approximately 350 office referrals for inappropriate school behavior, which indicates a need for direct teaching of social skills that will be implemented.</li> <li>2. The committee's review of the School Health Index for 2006-2007 indicated the following scores of the eight modules: School Health and Safety Policies and Environment-83% Health Education-83% Physical Education and Physical Activity- 84% Nutrition Services- 85% School Health Services- 89% Family and Community Involvement 55% The committee's review of the 2007-2008 School Health Index indicated the following scores of the modules: Health and Safety Policies and Environment-92% Health Education- 48% P.E and Physical Activity Programs- 95% Nutrition Services- 76% School Health Services- 88% Health Promotion for Staff- 22% Family and Community Involvement 66% SHI for 2008-2009 indicated the following: Health and Safety Policies and Environment- 78% Health Education- 71% Physical Education and other Physical Activity Programs- 95% Nutrition Services- 94% Family and Community Involvement- 50%</li> <li>3. 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 nation are overweight. About 21% of Arkansas children are now overweight and 17% are at risk for becoming overweight.</li> <li>4. Data for 2006-07 Males Kindergarten- 60.7% healthy or underweight 1st grade- 60.3% healthy or underweight 2nd grade- 64.2% healthy or underweight Total- 61.8% of males healthy or underweight Females Kindergarten- 64.5% healthy or underweight 1st grade- 57.1% healthy or underweight 2nd grade- 66.7% healthy or underweight Total- 62.8% of females healthy or underweight 2007-08 Males Kindergarten 69% healthy or underweight 1st grade- N/A 2nd grade- 56.3% healthy or underweight Total males assessed- 62.7% healthy or underweight Females Kindergarten 62.3% healthy or underweight 1st grade- N/A 2nd grade- 52.2% healthy or underweight Total females assessed- 57.2% healthy or underweight 2007-2008 Females Kindergarten- 65.6% healthy or underweight 2nd grade- 61.7% healthy or underweight Males Kindergarten 67.9% healthy or underweight 2nd grade- 61.1% healthy or underweight Overall in 2008-2009 64.5% of males and 63.4% of females in kindergarten and second grade were healthy or underweight.</li> </ol>
Supporting Data:	
Goal	Students in Wynne Primary School will improve physical, social, and emotional wellness by developing healthy habits and positive behaviors, building the foundation for a healthy, non-violent, drug free lifestyle
Benchmark	The number of office referrals for kindergarten through second grade students for inappropriate school behavior will be reduced by 25% by the end of the 2009-10 school year.
Benchmark	The number of overweight students as measured by the BMI classification of students in kindergarten through second grade will decrease by 10% by June 30, 2010

Intervention: Teachers will be trained in effective strategies for fostering appropriate student behavior, and students will be instructed regarding drug abuse, bully behavior, good character traits, listening,
--

following directions, social skills, and good health habits.

Scientific Based Research: Cotton, K. (1995). Effective schooling practices: a research synthesis. Portland, OR: Northwest Regional Educational Laboratory. Department of Health and Human Services, (1995). Prevention highlights. Retrieved September 14, 2007, from National Institute of Health and Human Services Web site: 165.112.78.61: Greenberg, M., & Dusche, C. (1998). Blueprints for violence prevention, book 10: promoting alternative thinking strategies. (PATHS). Boulder: CO. Educational Laboratory.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All teachers will be provided training in PBSS and other classroom management strategies throughout the year through book studies, presentations, and discussions to help them establish classroom environments which foster appropriate behavior, safety and respect for students and staff. Love and Logic strategies will be implemented to improve classroom management and student behavior. Professional books will be purchased to support strategies regarding classroom management to meet the diverse needs of the student population. Action Type: Professional Development</p>	<p>Debra Heath, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Literature will be used in the Character Education Program that focuses on each month's character trait. Activities will be incorporated into classes using the books that spotlight characters who display these traits. Counselors will include character education in guidance lessons and with morning announcements. Action Type: Collaboration</p>	<p>Debra Heath, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The counselors will align guidance lessons and practices with the American School Counseling Association Model, including</p>	<p>Debra Heath, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>Title IV-A - Purchased \$1730.00 Services: Title IV-A \$1000.00</p>

<p>instruction in the academic, career, and personal/social domains. They will utilize a variety of materials to accomplish learning goals, including Promoting Alternative Thinking Strategies (PATHS) Program, Positive Action Program, and Stop and Think Curriculum. The instruction provided by the counselors in guidance lessons and class meetings will be designed for the development of a healthy, nonviolent, drug-free lifestyle for all students. Instruction regarding student health and safety, prevention of drug abuse, violence, bullying, thinking and self-management strategies, and positive behavior and character traits will be provided. Materials and supplies needed to implement drug education lesson and wellness lessons will be purchased for counselors and teachers. Professional Development will be provided from TIV-A and district funds to support character education, safe, and drug free programs. Action Type: Professional Development Action Type: Wellness</p>				<p>- Materials &amp; Supplies: Local Revenue: \$1500.00</p> <hr/> <p>ACTION BUDGET: \$4230</p>
<p>Teachers will implement positive behavior strategies for all students, and they will collaborate with counselors, parents, and the behavior specialist regarding students with chronic misbehavior in order to establish positive behavior management plans. Action Type: Collaboration</p>	<p>Nancy Dunaway, Early Intervention Specialist</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Parental Engagement				
<p>School counselors will provide counseling for students as needed, and they will collaborate with outside counseling agencies as appropriate to facilitate improvement of students' behavior and concerns. Small groups will be established by the counselors and early intervention specialist to provide teaching, mentoring, and positive behavior interventions. These flexible groups will meet regularly to help students develop positive personal/social skills.</p> <p>Action Type: Collaboration Action Type: Wellness</p>	Brenda Martin, Amelia Grider , and Nancy Dunaway	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>School counselors, health educators, and the early intervention specialist will participate in local and state conferences and other professional development designed to make them more knowledgeable and effective when working to help students solve behavioral, safety, health and other problems, and to utilize community resources.</p> <p>Action Type: Professional Development Action Type: Wellness</p>	Debra Heath, Principal	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>A Promoting Attitudes Leading to Success (PALS) Team, including the administrators, counselors, early intervention teacher, and regular classroom teachers will work as a school-wide WPS Discipline Team. The team will meet regularly to review student behavioral data such as office referrals, counselor referrals, and detentions in order to provide</p>	Amelia Grider, Brenda Martin	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>support for individual students and small groups, based on student needs. The data review will also be used to evaluate the effectiveness of PBSS, PATHS classes, Positive Action classes, classroom management training for staff, and other behavioral interventions provided by teachers, counselors, early intervention teacher, and administrators. The PALS team will adjust strategies as needed, based on student behavioral data.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness</p>				
<p>The early intervention specialist, Nancy Dunaway, will work with small flexible groups of students with the PATHS curriculum to help them develop appropriate social and school behaviors and thinking strategies.</p> <p>Action Type: Wellness</p>	<p>Debra Heath, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teaching Aids</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>A school-wide behavioral matrix will be developed to implement an accountability system that will provide a tiered system of incentives and consequences aimed at motivating and reinforcing appropriate behavior. The system will include social skills training for all students, strategic interventions for individual or small groups of students, and intense interventions for students exhibiting a need.</p> <p>Action Type: Collaboration Action Type: Wellness</p>	<p>Debbie Heath, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Wynne Primary School will collaborate with PTA,</p>	<p>Ray Hurt, Volunteer</p>	<p>Start: 07/01/2009</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>parents, and community members to participate in the Watch Dogs (Dads of Great Students) Program. This program will provide additional supervision of the campus and positive male role models for students.  Action Type: Collaboration  Action Type: Parental Engagement  Action Type: Title I Schoolwide</p>	<p>Coordinator</p>	<p>End: 06/30/2010</p>		
<p>Dr. Randall Glenn, ADE consultant, will provide job- embedded staff development regarding implementation of PBSS (Positive Behavior Self-Management System), including a social skills curriculum and the establishment of a building-wide behavioral management system. Training regarding classroom management, effective instruction, and student motivation will help teachers acquire the skills needed to assist students in the development of self-management skills needed for academic success. Stimulus funds will be used for the purchase of a social skills curriculum and professional development expenses.  Action Type: Equity  Action Type: Professional Development  Action Type: Title I Schoolwide</p>	<p>Debbie Heath</p>	<p>Start: 07/01/2009  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> </ul>	<p>PD (State-223) - Purchased Services: \$3750.00</p> <hr/> <p>ACTION BUDGET: \$3750</p>
<p>A school-wide discipline plan will be followed which describes levels of appropriate interventions and consequences for student behavior. Common school-wide rules for all three grades will be implemented to</p>	<p>Debra Heath</p>	<p>Start: 07/01/2009  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>help students benefit from consistency in the environment. A School Prevention Review and Intervention (SPRINT) Team will be developed and trained to plan interventions for students who continue to struggle with behavioral issues.</p> <p>Action Type: Collaboration</p>				
<p>An ALE program will be implemented on the Primary campus to provide a small group setting for students who need it in order to meet educational goals or behavioral needs. The ALE teacher and aide will work intensively with students on academic and social skills through daily instruction, modeling, and role playing. The goal of the ALE program is to prepare students for working successfully in the classroom by equipping them with academic and behavioral skills. The ALE teacher will work collaboratively with school counselors, personnel from outside agencies, teachers, and parents.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Wellness</p>	Callie Jones	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
Total Budget:				\$7980
<p>Intervention: An educational program for health, physical education, and nutrition that is aligned with the Arkansas Physical Education and Health Curriculum Frameworks will be provided for all students and monitored by district staff.</p>				
<p>Scientific Based Research: Centers for Disease Control and Prevention. School Health Index: A Self-Assessment and Planning Guide. Elementary school version. Atlanta, Georgia. 2005.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The school will implement guidelines set by ADE and Department of Health on nutrition requirements for school lunches. fund	Debbie Heath, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>

<p>raisers, and classroom rewards. The P.E. teachers will collaborate to provide instruction aligned with Arkansas Curriculum Frameworks for the 60 minutes of P.E. instruction each week for all students.</p> <p>Action Type: Alignment Action Type: Wellness</p>			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
<p>A representative from Wynne Primary School will serve on a district health committee to annually evaluate student health and district practices using the School Health Index and make recommendations to administrators for improvement or changes in practices, based on these findings.</p> <p>Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness</p>	<p>Carl Easley, Assistant Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>ACTION BUDGET: \$</p>
<p>The district will report the findings of the school health committee at the annual report to the patrons and at the September school board meeting.</p> <p>Action Type: Parental Engagement Action Type: Wellness</p>	<p>Carl Easley</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The district will collaborate with local agencies to provide programs or screenings for staff on physical activity, fitness, healthy eating, or weight management.</p> <p>Action Type: Collaboration Action Type: Wellness</p>	<p>Carl Easley</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Nutrition lessons will be provided in the classroom by personnel from the Cross County Extension Office.</p> <p>Action Type: Collaboration Action Type: Wellness</p>	<p>Debbie Heath, Principal; Sarah Hunter, Cross County Extension Representative</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>

Through collaboration with the Cross County Extension Office, Wynne Primary School will host or attend the Body Walk Exhibit or other health exhibits, allowing students to visit displays promoting good health habits. Action Type: Collaboration Action Type: Wellness	Debbie Heath, Principal	Start: 06/30/2009 End: 07/01/2010	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
Wynne Primary School will align wellness activities with the district wellness policy (Code 5.29) Action Type: Wellness	Debra Heath	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: Decrease disproportionality

- 2008-2009 focus monitoring by ADE indicated that African American representation in special education exceeds the state's 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.
- In September, 2005, The Arkansas State Board of Education determined that Wynne District would annex Parkin District. Administrators and staff at each campus processed student records to determine strategies and actions to appropriately scheduled students and determine levels of proficiency.
- 2006-2007 referral data indicate that 33 African American students were referred or placed in special education. 42% of these students were transfer students, 36% were Parkin residents, 15% were teacher referrals, and 6% were parent referrals. In 2007-08, out of 111 referrals/transfers, 33 were African American. Of these referrals, 27% were transfers, 12% were Parkin residents, 45% teacher referrals and 15% parent referrals. In 2008-09, 35 of the 103 were African American, 37% were transfers, 14% Parkin residents, 9% teacher referrals, and 40% parent referrals.

Supporting Data:

Goal: Decrease the relative proportion of African American to Caucasian students receiving special services.

Benchmark: Wynne Primary School will reduce the relative proportion of African American students and Caucasian students in special education to within one standard deviation of the state average by June, 2010

Intervention: Early intervention specialists will be employed to reduce the need for referral and placement of students in special education. Early intervening services will assist students identified as at-risk through academic and behavioral interventions.				
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. Boyton, C. & Boynton, M. 2005.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Early intervention specialist, Nancy Dunaway who is a National Board Certified	Nancy Dunaway	Start: 07/01/2009 End:	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> </ul>	ACTION BUDGET: \$

<p>teacher, and Valerie Haggans who is a highly qualified paraprofessional based on Praxis results, will collaborate with teachers and parents and work directly with elementary students identified as at-risk on DIBELS and other formative assessments. The students will work in flexible small groups, that will change throughout the year, based on learning needs.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>		06/30/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	
<p>Valerie Haggans, early intervention aide, will work with small intensive groups of kindergarten students who are not meeting benchmark on DIBELS assessments. These students will receive daily intervention for early literacy skills. They will be monitored with DIBELS every two weeks to assess progress. Donna Vaught, literacy coach, will guide instruction in the small group lessons, and she will meet regularly with Ms. Haggans and teachers to discuss the progress of at-risk students in order to change interventions as needed.</p> <p>Action Type: Equity Action Type: Special Education</p>	Donna Vaught, Valerie Haggans	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Nancy Dunaway, early intervention teacher, will provide small group intensive interventions for students in the areas of math, literacy, and behavior. She will provide additional intervention time for students who have been retained or are not making adequate progress with other interventions, placing them at risk of referral for special education. Progress will be monitored utilizing behavioral data, DIBELS, and the kindergarten math check list.</p>	Nancy Dunaway	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>Action Type: Alignment Action Type: Program Evaluation Action Type: Special Education</p>				
<p>Two highly qualified aides, based on Praxis results and college transcripts, will be hired to expand interventions for first and second grade students in literacy. These aides will be paid by stimulus funds. They will be trained and work under the direction of the literacy coaches, providing intense small group interventions for students who exhibit the need according to DIBELS and other assesment data. The groups will be flexible throughout the year, based on student learning needs. Progress will be monitored every two weeks using DIBELS assessments. Action Type: Equity</p>	<p>Gayla Holbrook, Melinda Brandon, Cara Pribble, Melissa Wolgamot</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The early intervention teacher and aide will utilize research-based materials and strategies such as Texas Primary Reading Inventory, Barton Reading Program, PATHS Program, Blue Print Phonics, and other effective instructional strategies recommended by the National Reading Panel and included in the Arkansas Reading First protocol. Action Type: Alignment Action Type: Special Education</p>	<p>Nancy Dunaway, Donna Vaught,</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Data on students targeted for early intervention services will be recorded in the special education module of early intervening services in APSCN. Analysis of final data regarding the number of students who did not ultimately need special education services will be done by the ACSIP Special Education Committee and district administrators to consider continuation or modification of future early intervention services.</p>	<p>Nancy Dunaway</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Equity Action Type: Special Education				
Total Budget:				\$0

Intervention: The Barton Reading Program will be utilized as an intervention strategy for K-2 students who are not meeting desired benchmarks on DIBELS to help students attain reading skills needed to become proficient on grade level, and to prevent the need for referral or placement in special education.

Scientific Based Research: Benton School District-Benton, Arkansas. Intensive Reading Intervention Report for the School Year 2006-2007. <http://www.bartonreading.com/research2.html>. Significant Gains Demonstrated in Reading after Utilizing the Barton Reading and Spelling Program. Campbell, D. & Nosbisch, T. June 2009. [www.dys-add.com/FloridaCampbellStudy.pdf](http://www.dys-add.com/FloridaCampbellStudy.pdf) Components of Effective Reading Instruction. Spear-Swerling, L. (2005). [www.idonline.org/article](http://www.idonline.org/article)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Pamela Evans, Certified Dyslexia Testing Specialist and Certified Barton Trainer and Tutor will train Literacy coaches, Reading Recovery teachers, Title I teachers, and Early Interventionist in the Barton Program prior to the beginning of the 2009-2010 school year. She will provide consultation throughout the year, including on site visits and additional professional development for staff members. Action Type: Professional Development Action Type: Special Education	Glenda Vance	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
A site license for the Barton Program will be purchased to allow unlimited access to materials for all teachers, interventionists and parents. Materials will be purchased to support the program. Action Type: Special Education	Glenda Vance	Start: 07/01/2009 End: 06/30/2009	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
Four Reading Recovery teachers, three highly trained aides, and the early intervention teacher will use the Barton Program with individuals or small groups of students who show a need for this type of reading intervention. The success of the program will be evaluated throughout the year, utilizing DIBELS every two weeks with at-risk students. An annual evaluation will be done by the building leadership team and district administrators using student achievement data collected during the year. Action Type: Program Evaluation Action Type: Special Education	Debbie Heath	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Action Type: Title I Schoolwide				
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Alicia Jackson	First Grade Teacher	Literacy Committee
Classroom Teacher	Allison Gage	PE	Wellness/Safe, Oderly, Drug Free Committee
Classroom Teacher	Amber Haynes	Speech Language Pathologist	Special Education Committee
Classroom Teacher	Amy Green	First Grade Teacher	Literacy Committee
Classroom Teacher	Amy Poindexter	Title I Math	Math Committee
Classroom Teacher	Amy Searcy	Librarian	Leadership Committee/Literacy Committee
Classroom Teacher	Angela Baxter	Second Grade Teacher	Math Committee
Classroom Teacher	Annette Hall	Kindergarten Teacher	Math Committee
Classroom Teacher	Annette Wilson	First Grade Teacher	Literacy Committee
Classroom Teacher	Callie Jones	ALE teacher	Wellness
Classroom Teacher	Carla Benson	Reading Recovery	Literacy Committee
Classroom Teacher	Cathy House	Resource Teacher	Special Education Committee
Classroom Teacher	Cathy Stewart	Kindergarten Teacher	Literacy Committee
Classroom Teacher	Cindy Baker	First Grade Teacher	Math
Classroom Teacher	Cindy Harris	Second Grade Teacher	Math Committee
Classroom Teacher	Dana Johnson	Reading Recovery	Literacy Committee
Classroom Teacher	Dee Cothran	First Grade Teacher	Math Committee
Classroom Teacher	Donna Vaught	Literacy Coach	Leadership Committee/Literacy Committee
Classroom Teacher	Jean Simpkins	2nd Grade Teacher	Literacy Committee
Classroom Teacher	Jeannine Brawner	Title I Math	Math Committee
Classroom Teacher	Jill Nickerson	Kindergarten	Leadership Committee/Literacy Committee
Classroom Teacher	Joanna Haralson	First Grade Teacher	Literacy Committee
Classroom Teacher	Jordan Reynolds	P.E. Teacher	Wellness
Classroom Teacher	Josie Westmoreland	Second Grade Teacher	Math Committee
Classroom Teacher	Juanita Pruitt	Special Education Teacher	Special Education Committee
Classroom Teacher	Judy Martin	2nd Grade Teacher	Literacy Committee
Classroom Teacher	Karen McClintock	Kindergarten Teacher	Literacy Committee
Classroom Teacher	Kathey Snow	Reading Recovery	Literacy Committee
Classroom Teacher	Kay Ransom	2nd Grade Teacher	Literacy Committee
Classroom Teacher	Kim Armstrong	Kindergarten Teacher	Math
Classroom Teacher	Kristen Casbeer	Kindergarten Teacher	Math Committee
Classroom Teacher	Larry Dunham	Art Teacher	Wellness/Safe, Orderly and Drug Free
Classroom Teacher	Laura Beth Bassham	Speech Language Pathologist	Special Education Committee
Classroom Teacher	LynneTurner	First GradeTeacher	Literacy Committee
Classroom Teacher	Marilyn Gaskin	Second Grade Teacher	Math Committee
Classroom Teacher	Melinda Brandon	Literacy Coach	Leadership Committee/ Literacy Committee
Classroom Teacher	Melissa Marsh	Kindergarten teacher	Math Committee
Classroom Teacher	Milena Hylle	Second Grade Teacher	Leadership Committee/Literacy
Classroom Teacher	Misty Holbrook	Second Grade Teacher	Leadership Committee/Math Committee
Classroom Teacher	Murray Johnson	Reading Recovery	LIteracy Committee

Classroom Teacher	Pam Glover	Kindergarten Teacher	Literacy Committee
Classroom Teacher	Sally Hanzlik	First Grade Teacher	Literacy Committee
Classroom Teacher	Shea Curtis	First Grade Teacher	Literacy Committee
Classroom Teacher	Shelia McKnight	First Grade Teacher	Leadership Committee/Math Committee
Classroom Teacher	Sherry Sturm	Music Teacher	Wellness/Safe, Orderly, Drug Free Committee
Classroom Teacher	Sherry Huddleston	Kindergarten Teacher	Math Committee
Classroom Teacher	Susan Kennedy	Kindergarten Teacher	Math Committee
Classroom Teacher	Tammy Wizer	First Grade Teacher	Literacy Committee
Classroom Teacher	Tiffany Spiegall	Second Grade Teacher	Math Committee
District-Level Professional	Brenda Martin	Counselor	Leadership Committee/Wellness
Non-Classroom Professional Staff	Ameila Grider	Counselor	Leadership Committee/Wellness
Non-Classroom Professional Staff	Gayla Holbrook	Literacy Coach	Leadership Committee/Literacy Committee
Non-Classroom Professional Staff	Lorena Newby	School Nurse	Wellness/Safe, Orderly, Drug Free Committee
Non-Classroom Professional Staff	Nancy Dunaway	Early Intervention Specialist	Leadership Committee/ Wellness/Special Education
Non-Classroom Professional Staff	Sharon Midkiff	Math Coach	Leadership Committee/Math Committee
Parent	Kim Hawkins		Leadership/Parent
Parent	Kim Hunt Thornhill		Leadership/Parent
Parent	Nikki Miller	Parent	Leadership/Parent
Parent	Stacie Patterson		Leadership/Parent
Principal	Cindy Kinard	Assistant Principal	Leadership Committee
Principal	Debra Heath	Principal	Leadership Committee

---