

School Plan

WYNNE PRIMARY SCHOOL
PO BOX 69,WYNNE, AR 72396

Arkansas Comprehensive School Improvement Plan

2011-2012

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_5

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Priority 1: Students will improve literacy skills.

Goal: Students will apply skills from all essential areas of reading, resulting in improvement in reading comprehension and fluency.

Priority 2: Students will improve math skills.

Goal: Students will acquire proficiency on math skills from all strands, with special instructional focus on measurement and problem solving. They will apply skills to successfully solve problems and explain their answers.

Priority 3: Wellness and Positive Behavior

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: The number of both African American and Caucasian students placed in special education services will decrease due to an effective early intervention and RTI program.

Priority 5: Restructuring

Goal: The goal of Wynne Primary School restructuring plan is to meet the state and federal requirements for adequate yearly progress (AYP).

Priority 1: Students will learn to read for understanding and write for effective communication.

Supporting
Data:

1. Data from SAT-10 and MAT-8 over a three year period indicate that the following students scored at the proficient level in literacy according to the state cut scores: 2008 Kindergarten 71% First Grade 73% Second Grade 65% 2009 Kindergarten 60% First Grade 68% Second Grade 69% 2010 Kindergarten 66% First Grade 60% Second Grade 64% There was an increase in kindergarten scores from 2009 to 2010. First and second grade showed a decline in reading comprehension. The intervention structure was changed in 2010. The results of 2011 ITBS reading test showed a dramatic increase in the percentile of the average standard score, as compared to SAT-10 in previous years. In kindergarten the percentiles for the average standard scores were as follows: Vocabulary- 62 and Words-87. In first grade, the percentiles for the average standard scores were as follows: Vocabulary- 37; Comprehension-60; Total Reading- 49. In second grade, the percentiles of the average standard scores were: Vocabulary 48; Comprehension 63; Total Reading-55. If the state continues to use the ITBS assessment, scores can be compared year to year, and trend data from norm-referenced tests for K-2 may be collected. A significant gap remains in the performance of African American students and Caucasian students in the area of reading, especially with the number of students in the lowest quartile. These students and other at-risk students will be monitored closely by pod leaders and teachers, and effective interventions implemented.
2. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) end of year assessment results indicate the following students met standards over a three year period. 2009 Kindergarten- 81% in letter naming fluency 1st grade- 77% in oral reading fluency 2nd grade- 70% in oral reading fluency 2010 Kindergarten- 95% in letter naming fluency 1st grade-73% in oral reading fluency 2nd grade-63.4% in oral reading fluency 2011 Kindergarten 95% in letter naming fluency 1st grade 70% in oral reading fluency 2nd grade 55% in oral reading fluency Kindergarten Letter Naming Fluency scores increased after reducing the size of intervention groups. This practice will be continued in 2011. 1st and 2nd grade Oral Reading Fluency scores are not at the desired levels. Monitoring and intervention will be increased with pod facilitators assisting teachers in data review and intervention planning. The phonics curriculum will be reviewed and realigned vertically to ensure the best possible scope and sequence for decoding skills.
3. The Learning Institute (TLI) TLI reading interim assessment data for second grade improved steadily over a three year period, and dropped a few percentage points in 2011. End of year totals for percent of correct responses are as follows: 2008-56% 2009-65% 2010-67% 2011- 61% Comprehension stories have been added to the second grade curriculum to prepare students for the format of TLI and Arkansas Benchmark Assessments, and this practice will continue.
4. The Average Daily Attendance for three years is as follows: 2007 94.1 2008 94.4 2009 94.4

Goal: Students will apply skills from all essential areas of reading, resulting in improvement in reading comprehension and fluency.

The current status of WPS is SI-5. Students with disabilities did not make AYP. African American students did not make AYP in the area of literacy. The combined population exceeded required AYP. In order to reach AYP in 2012, 85.6% of the combined population will be proficient on the AR Benchmark Exam. Additionally, the number of students below proficient in all sub-populations will decrease by 10% in spring, 2012, reaching safe harbor for all groups.

Benchmark By May of 2012, 86% of first and second grade students will be be proficient on DIBELS Oral Reading Fluency Test.

<p>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.</p>				
<p>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-C0-0046/0001.) Washington, DC: U. S. Government Printing Office.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>13. 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. Progress on skill development will be monitored regularly using DIBELS assessments Phoneme Segmentation Fluency and Nonsense Word Fluency. Interventions will be provided by teachers for students who do not meet the desired levels of performance. Action Type: Program Evaluation</p>	<p>Literacy Coaches: Gayla Holbrook and Donna Vaught</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>10. 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. 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. Fluency results will be used as an indicator of student progress. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Literacy Coaches: Vaught and Holbrook</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>14. 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. Vocabulary instruction will be planned and discussed in team meetings. Progress on vocabulary development will be monitored by DIBELS assessment Word Use Fluency and ITBS. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Literacy Coaches: Vaught and Holbrook</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>15. All teachers will use the Comprehensive Literacy approach for fluency instruction with students in kindergarten through second grade according to the Arkansas Curriculum Frameworks. More practice on decoding of multi-syllabic words will be provided in 2nd grade word study lessons to help students read these words fluently in passages. 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. Action Type: Alignment</p>	<p>Literacy Coaches: Vaught and Holbrook</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>16. 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</p>	<p>Literacy Coaches: Vaught and</p>	<p>Start: 07/01/2011 End:</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>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. Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Holbrook</p>	<p>06/30/2012</p>	<ul style="list-style-type: none"> Title Teachers 	
<p>2. 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 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. Second grade teachers will emphasize forming a hypothesis, discerning speaker's voice, and drawing conclusions from details. Comprehension will be assessed by text level assessments, TLI assessments, and ITBS. Action Type: Alignment Action Type: Program Evaluation</p>	<p>Literacy Coaches: Vaught, Holbrook</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>17. Accelerated Reader(AR) will be used with second grade students and advanced first grade readers to provide reading practice and application of comprehension skills. Students will have access to books and AR tests in the classrooms and the library. STAR assessment will be used to help determine the independent reading level of students. Site License will be paid from district media & TI funds to support the program. Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Amy Searcy, Media Specialist</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> Computers Performance Assessments School Library Teaching Aids 	<p>Title I - Materials & Supplies: \$897.00 General Revenue: \$4800.00 ACTION BUDGET: \$5697</p>
<p>18. 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</p>	<p>Debra Heath, Prinicpal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>19. Professional learning community (PLC) meetings will be held regularly. Literacy team meetings will be facilitated by literacy instructional facilitators. Studies of professional texts, analysis of student work and data, and discussion of best practices will be incorporated in team meetings. Regular discussion of instructional strategies during job-embedded staff development will increase implementation by teachers. Action Type: Collaboration Action Type: Professional Development</p>	<p>Literacy Coaches: Vaught and Holbrook</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> District Staff Teachers 	<p>ACTION BUDGET: \$</p>
<p>20. Two Literacy Coaches, Gayla Holbrook 1.0 FTE at 32 days TI-ARRA and 158 days Title I and Donna Vaught parttime .66 FTE 21 days TI-ARRA and 105 days Title I, will be employed and trained to work in the classrooms with all teachers grades K-2 to support the implementation of the comprehensive literacy approach. Literacy coaches will provide</p>	<p>Debbie Heath, Principal; Kathy Lee, Federal Programs Coordinator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> District Staff Teaching Aids 	<p>Title I - Purchased Services: \$3000.00 Title I - Materials & \$2600.00</p>

<p>model teaching, teacher mentoring, leadership at team meetings, procurement of instructional materials, and staff development sessions for teachers. Materials, supplies, professional development, salaries, and stipends will be provided to support the program from PD, NSLA, TI ARRA and TI. (500 cpaper) Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>				<p>Supplies: Title I - Employee Salaries: \$73341.00 Title I - Employee Benefits: \$18707.69 Special Grants: \$18854.00 PD (State-223) - Purchased Services: \$2110.00 NSLA (State-281) - Purchased Services: \$600.00 NSLA (State-281) - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$120212.69</p>
<p>21. Monthly building leadership team meetings will be held to 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 building and district leadership team meetings for discussion. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Debra Heath, Principal; Literacy Coaches: Vaught and Holbrook</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>22. Staff development opportunities will be provided from PD and NSLA funds to support the comprehensive literacy model through attending conferences and participataing in job-embedded staff development. This includes ADE literacy training, PBSS training, state and national conferences, classroom management training, book studies, presentations from outside consultants, and principal's conferences. Regular literacy team meetings, colleague visits, and meetings with teachers and coaches for curriculum planning to support Common Core State Standards 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 provided according to state requirements. Registration fees, fees and expenses for presenters, stipends and/or substitutes, and travel expenses will be paid. Materials, books, and other supplies will be purchased for professional development. 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, and in put form staff. Source of funds listed here include PD, TI, & NSLA for literacy and math integration of curricular areas to support CCSS. Action Type: Professional Development</p>	<p>Debra Heath, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Teachers • Teaching Aids • Title Teachers 	<p>Title I - Purchased Services: \$5000.00 Title I - Materials & Supplies: \$1000.00 Title I - Employee Salaries: \$4400.00 Title I - Employee Benefits: \$1000.00 PD (State-223) - Purchased Services: \$20401.94 PD (State-223) - Materials & Supplies: \$500.00 PD (State-223) - Employee Benefits: \$1326.00 PD (State-223) - Employee Salaries: \$6120.00</p>

<p>Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				<p>NSLA (State-281) - Purchased Services: \$500.00 NSLA (State-281) - Materials & Supplies: \$400.00 <hr/> ACTION BUDGET: \$40647.94</p>
<p>23. 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 regular classroom teachers, intervention teachers, literacy coaches, and administrators at regular School Periodic Review Intervention Team (SPRINT) meetings to plan needed interventions. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Debra Heath, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>12. The effectiveness of the comprehensive literacy approach, will be evaluated by formative and summative assessments. These include the following: DIBELS administered K-2 school wide three times a year and biweekly for at-risk students; TLI formative reading and writing assessments for 1st and 2nd grade; ITBS and the Arkansas 3rd Grade Primary Benchmark Exam. Data from these instruments will be analyzed by the building 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 building 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. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Debbie Heath, Principal, Brenda Martin and Amelia Grider, Counselors</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>24. Title I requirements will be followed. 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 choice and supplemental educational services, (SES.) See Parental Involvement Section for more detail. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Debra Heath, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>26. TII-A funds will be utilized to reduce class size in hiring two grade 1-2 highly qualified classroom teachers, Whitney Tucker, 156 days TII-A and 34 days district funds and Shameka Bradley, 166 days</p>	<p>Debbie Heath, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Teachers 	<p>Title II-A - Employee Salaries: \$66435.00 Title II-A -</p>

<p>TII-A and 24 days district funds. Class size reduction will result in classes being below allowable size according to state standards in first and second grade in the area of literacy, reducing class size in first grade from approximately 24.9 to 22.6, and in second grade from 22.6 to 20.4. CSR will allow students with disabilities, those from disadvantaged economic backgrounds more access to instruction through lowered class size. Improved student achievement will be reflected in formative assessments and ITBS scores. Substitutes will be hired as needed through Sub Teach USA. Action Type: Collaboration</p>				<p>Employee Benefits: \$15513.00</p> <hr/> <p>ACTION BUDGET: \$81948</p>
<p>27. Special education 2.0 FTE certified teachers: Cathy House, Leighann Ferguson; 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 FTE Laura Bassham 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 staff development in math and literacy with regular classroom teachers, and will attend regular academic 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>Debbie Heath, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>25. 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 general budget. Action Type: Collaboration</p>	<p>Debbie Heath, Principal; Glenda Vance, Special Program Supervisor</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>General Revenue: \$69463.00</p> <hr/> <p>ACTION BUDGET: \$69463</p>
<p>49. A kindergarten screening/orientation program will be held in June to assist children in their transition to the school environment and to provide assessment data for use in planning instruction according to learning needs. Results of the assessments will be shared with parents in a kindergarten parent meeting in August. NSLA funds will pay for the orientation program. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Debra Heaht, Principal; Nancy Dunaway, Parent Facilitator</p>	<p>Start: 05/01/2012 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers • Teaching Aids 	<p>NSLA (State-281) - Materials & Supplies: \$525.00</p> <p>NSLA (State-281) - Employee Benefits: \$1775.00</p> <p>NSLA (State-281) - Employee Salaries: \$8200.00</p> <hr/> <p>ACTION BUDGET: \$10500</p>
<p>28. Through a partnership with Arkansas State University, Wynne School District will provide space for four Arkansas Better Chance (ABC) preschool classes of up to 20 pre-schoolers per room. This will 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</p>	<p>Cindy Kinard, Asst. Principal and Linda Yocum, ASU Instructor</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>

<p>school personnel to make a smooth transaction for children from pre-K to kindergarten. ABC personnel, Headstart 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</p>				
<p>11. Orientation will be held for second grade students and parents to explain details of third grade learner expectations and help make a smooth transition to the Intermediate Building. Students and parents will visit the third grade building in the spring of grade two to assist in the transition for children, parents, and staff. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Counselors Primary and Intermediate: Brenda Martin, Amelia Grider, Debbie Blake, and Pam Gaskin</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff 	<p>ACTION BUDGET: \$</p>
<p>29. Wynne Primary School will participate along with other schools in the district in the Learning Institute (TLI), which will provide research, professional development and formative assessments, and 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 assessments. These assessments will be provided for 1st grade and 2nd grade. Interim assessments will also be used to evaluate curricular. NSLA funds will be utilized to secure professional services from The Learning Institute and to purchase materials, supplies, colored paper, bubblesheets, copy paper, printer cartridge, copies, and a scanner to support TLI testing from NSLA & TI funds. A district clerk (Jumper) will be hired to facilitate interim testing. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Debbie Heath, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Performance Assessments • Teaching Aids 	<p>NSLA (State-281) - Purchased Services: \$14624.00 NSLA (State-281) - Materials & Supplies: \$3025.00 Title I - Materials & Supplies: \$1000.00 Title I - Purchased Services: \$1000.00 ACTION BUDGET: \$19649</p>
<p>30. An annual report to the patrons will be given on September 26, 2011, to inform the community about School Improvement Progress, Federal Programs, ACSIP, and improvement plans of Wynne Primary School. Additionally, two parent nights 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 Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Debbie Heath</p>	<p>Start: 09/01/2011 End: 09/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	<p>ACTION BUDGET: \$</p>
<p>31. 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. 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: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>32. Response to Intervention (RTI) will be used throughout the year to guide the three -tiered process of intervention including: a standards-based core curriculum, additional small group or individual instruction by the classroom teacher, and small group or individual instruction provided by a teacher trained in Reading Recovery, early intervention teacher, and highly trained para-professionals. These teachers and para-professionals will use</p>	<p>Debbie Heath, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Performance Assessments 	<p>Special Grants: \$7500.00 Title I - Purchased Services: \$7500.00 ACTION BUDGET: \$15000</p>

<p>instructional strategies matched to learning needs, including Barton Reading, 95% Group Phonics, and other teaching tools. Point in time intervention will be provided by these staff members when students experience difficult meeting standards in the essential areas of reading. Collaboration at regular SPRINT meetings will ensure interventions are provided when needed. Referral for Special Education will be considered only after other interventions have been implemented. The program will be evaluated by student performance on assessment instruments such as DIBELS, Barton Assessments, and other formative assessments. Mrs. Debra Bowers with JBHM will be contracted from 9/12/2011 through 12/16/2011 to work closely with staff to outline and support RTI from a Title I 1003a grant & TI. (7500) Action Type: Program Evaluation Action Type: SIF 1003(a) 09-10 Action Type: SIF 1003(a) ARRA Action Type: Title I Schoolwide</p>				
<p>33. School Prevention Review Intervention Team (SPRINT) Meetings will be held regularly to discuss the individual progress of students who are not meeting standards in literacy. Literacy Coaches, Reading teachers, 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</p>	<p>Debbie Heath, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>34. A tutoring program will be established for English Language Learners (ELL) who show a need for these services. 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 whs funding) Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Majorie Crawford, ELL Coordinator; Kathy Lee, Assistant Superintendent</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>9. 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 Action Type: Program Evaluation</p>	<p>Coaches: Gayla Holbrook and Donna Vaught</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>35. A representative from Wynne Primary will attend regular preschool provider meetings facilitated by the ABC coordinator in order to increase collaboration with Wynne Schools, ABC, Head Start, HIPPIY, 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</p>	<p>Nancy Dunaway, Parent Facilitator</p>	<p>Start: 07/01/2011 End: 07/01/2012</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff 	<p>ACTION BUDGET: \$</p>
<p>8. Compass Learning Software will be utilized in the computer lab to provide students with additional instruction and practice on essential elements of reading. Compass Learning Software license will be</p>	<p>Debra Heath, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • Outside Consultants 	<p>Title I - Materials & Supplies: \$2000.00 NSLA</p>

<p>renewed, and professional development will be provided to help teachers incorporate Compass Software on classroom computers. 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. The renewal support will be purchase from NSLA and TI funds. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion</p>			<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>(State-281) \$3300.00 - Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$5300</p>
<p>48. Classroom walk-through (CWT) will be implemented daily by administrators to collect data regarding instructional strategies in classrooms. Instructional facilitators will also conduct CWT. Data from the walkthroughs will be shared with the leadership team in order to plan professional development and develop curricular. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Debbie Heath, Principal; Cindy Kinard, Asst. Principal</p>	<p>Start: 08/17/2011 End: 06/01/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>47. An Alternative Learning Environment teacher Callie Jones 1.0 FTE and an aide Adrianna Brown 1.0 FTE will be hired from district funds to 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 instructional environment of the New Opportunities Program. The program will allow students to meet academic goals within core subjects. The New Opportunities Program will be evaluated by academic and behavioral achievement of students in the program. Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Debbie Heath, Principal</p>	<p>Start: 08/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>General Revenue: \$78175.00</p> <hr/> <p>ACTION BUDGET: \$78175</p>
<p>39. Wynne School District will contract services with Supplemental Education Services (SES) providers for students with deficiencies in literacy and mathematics as outlined in federal & state regulations. Pre/post assessments will be provided by the outside providers to track student growth. Funds are expended on district side. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Kathy Lee</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>5. Academic Improvement Plans (AIP's) and Intensive Reading Intervention (IRI) Plans will be developed and implemented by school staff and parents for students who are not working on a proficient level. The plans will be monitored utilizing the on-line form approved by the state. Action Type: AIP/IRI Action Type: Technology Inclusion</p>	<p>Instructional Coaches: Donna Vaught, Gayla Holbrook, Cindy Harris</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • District Staff 	<p>ACTION BUDGET: \$</p>
<p>40. Assessment walls for math and literacy will be developed and maintained by academic coaches to track grade level, classroom, and individual student growth. This information will be utilized during PLC team meetings. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Coaches: Donna Vaught, Gayla Holbrook, Cindy Harris</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>38. Academic coaches will participate in training for instructional facilitators provided for CREC to support implementation of a quality instructional coaching model. The instructional coaching model will be implemented by math and literacy</p>	<p>Coaches: Donna Vaught, Gayla Holbrook, Cindy Harris</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<p>ACTION BUDGET: \$</p>

<p>instructional facilitators. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<p>41. JBHM, a private educational consulting firm, will assist school staff with improving instructional strategies for struggling learners. JBHM consultants will observe in classrooms, analyze data, provide professional development, and make recommendations for improvement in strategies to improve achievement for struggling learners. JBHM Struggling Learners will be contracted from a Title I 2009-2010 1003a grant for 17.5 days from 9/12/2011 to 12/16/2011 (26250.) and from Title I 2010-2011 Title I 1003a grant for 10.5 days from 10/03/11 to 6/08/2012. (15750.) Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: SIF 1003(a) 09-10 Action Type: SIF 1003(a) 10-11 Action Type: Title I Schoolwide</p>	<p>Debbie Heath, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<p>Special Grants: \$42000.00</p> <hr/> <p>ACTION BUDGET: \$42000</p>
<p>4. The principal and key building staff will participate in district directed leadership team meetings to discuss progress regarding the school improvement plan with the superintendent and other team members. The superintendent will survey the effectiveness of the meetings and report progress to the school board. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Debbie Heath, Principal; Carl Easley, Interm Superintendent</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>42. Teachers will develop individual professional development goals along with Literacy Coaches to improve instructional strategies, classroom management, or data analysis skills. These individual plans will be aligned with the school-wide improvement plan. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Debbie Heath</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>43. Fees will be paid to continue access to United Streaming/Discovery Education for enrichment of lessons aligned with Common Core State Standards from district media funds. Action Type: Alignment Action Type: Technology Inclusion</p>	<p>Debra Heath, Principal; Janet Smith, Technology Specialist</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • District Staff 	<p>General Revenue: \$1295.00</p> <hr/> <p>ACTION BUDGET: \$1295</p>
<p>6. DIBELS Data Management System will be compiled by The Learning Institute (TLI) from NSLA and TI funds to support the DIBELS testing process and to provide a data base from which reports may be generated to monitor progress. Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Literacy Coach: Donna Vaught</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Performance Assessments 	<p>Title I - Purchased Services: \$250.00 NSLA (State-281) - Purchased Services: \$250.00</p> <hr/> <p>ACTION BUDGET: \$500</p>
<p>44. My Learning Plan, a software program, will be purchased from PD funds to provide management for individual professional development plans for all certified staff. (907.50) Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Debra Heath, Prinicipal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<p>PD (State-223) - Purchased Services: \$908.00</p> <hr/> <p>ACTION BUDGET: \$908</p>
<p>45. The District has contracted with Crowley's Ridge Educational Cooperative to provide high quality professional development for 53 teachers and administrators @ \$100.00 per staff member from Professional Development Funds. Crowley's Ridge</p>	<p>Debra Heath, Prinicipal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<p>PD (State-223) - Purchased Services: \$5300.00</p>

<p>CO/OP shall survey staff and post electronic results. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>				<p>ACTION BUDGET: \$5300</p>
<p>1. To fulfill the ADE requirement for Restructuring Action during the 2010-2012 school year and to meet the needs of struggling learners, The Barton Reading Program was implemented as a core strategy in the Response to Intervention (RTI) Program from TI funds. Professional development was provided to all special education teachers, reading intervention specialists, highly qualified paraprofessionals, and literacy coaches in kindergarten through fifth grade. Stimulus funds were used to add staff members for implementation of the Barton Reading Program. Pam Evans, Barton Reading Trainer, was hired in 2010 by the district to provide professional development and consulting services throughout the year. Mrs. Evans will be hired from TI funds in 2012 to provide professional development to Primary staff; substitutes will be hired from Sub Teach USA. Barton Reading Program was implemented in small group settings in flexible groups for students below proficiency in reading. Materials and supplies will be purchased from TI funds. Barton will continue to be used as part of RTI as teachers and highly qualified para-professionals use this technique in a small group setting with students having reading difficulty. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Debra Heath, Principal; Glenda Vance, Special Education Supervisor</p>	<p>Start: 08/01/2009 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teaching Aids 	<p>Title I - Purchased Services: \$4200.00 Title I - Materials & Supplies: \$3400.00 <hr/> ACTION BUDGET: \$7600</p>
<p>3. During the 2010-2011 School Year, Wynne Primary School and Wynne Intermediate School planned for restructuring due to the Targeted Intensive Year 4 School Improvement Status of the schools. School and district administrators attended a meeting in September, 2010 with ADE specialists at Crowley's Ridge Educational Cooperative to discuss restructuring options. Additionally information was requested from Bernice Russell and Mary Ann Duncan regarding restructuring options. Restructuring options were discussed at district Academic Leadership Team meetings, with school staff, parents, community, ADE Supervisors (Clark & Harvey). A restructuring plan will be implemented during the 2011-2012 school year. See Restructuring Priority. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Debra Heath, Principal; Carl Easley, Interm Superintendent</p>	<p>Start: 07/01/2010 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>7. Carla Benson, a NSLA 1.0 FTE certified teacher who has been trained in Reading Recovery, will provide small group instruction for students who struggle in reading to provide opportunity for these students to receive intense reading intervention, instruction, and practice. Mrs. Benson will work closely with classroom teachers and parents to provide support to struggling students. Materials, supplies and salary will be provided from NSLA & TI funds. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Debbie Heath, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>Title I - Materials & Supplies: \$1000.00 NSLA (State-281) - Materials & Supplies: \$500.00 NSLA (State-281) - Employee Benefits: \$13808.00 NSLA (State-281) - Employee Salaries: \$55900.00 <hr/> ACTION \$71208</p>

				BUDGET:
<p>46. One TVI 1.0 FTE staff to be hired and Melissa Wolgomott and Cara Pribble, 2.0 FTE highly trained para-professional staff will work under the direction of two highly qualified Title I Instructional Facilitators, Carla Benson and Gayla Holbrook. The Facilitators and Para-professional staff will provide literacy intervention utilizing the Barton Program, Blue Print Phonics, and other strategies for students who struggle in reading. Title I funds will be utilized to pay salaries and purchase materials and supplies, and provide professional development to support the TI Supplemental Program. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Carla Benson, Title I Reading Specialist, Gayla Holbrook, TI Literacy Facilitator</p>	<p>Start: 08/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> District Staff Teaching Aids Title Teachers 	<p>Title VI State - Employee Salaries: \$10471.00 Title VI State - Employee Benefits: \$2267.00 Title I - Purchased Services: \$1050.00 Title I - Materials & Supplies: \$1600.00 Title I - Employee Salaries: \$25659.00 Title I - Employee Benefits: \$7256.00</p> <hr/> <p>ACTION BUDGET: \$48303</p>
<p>36. 14 to 17 Interactive board packages - Promethean Boards will be purchased from NSLA, TVI state & TI funds to increase student engagement in learning and provide expanded opportunities for instruction on Common Core State Standards (CCSS) in literacy, math, and other subject areas. Other materials and supplies will be purchased from NSLA to enhance CCSS instruction across the curriculum. Teachers will be trained on use of interactive boards and all materials. Visual evaluation of the effectiveness of the new Interactive Boards on student learning will be conducted in CWT's. (500 cpaper) Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Debbie Heath, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> District Staff Outside Consultants 	<p>Title VI State - Capital Outlay: \$6029.00 Title I - Capital Outlay: \$5300.00 NSLA (State-281) - Capital Outlay: \$65955.00 NSLA (State-281) - Materials & Supplies: \$700.00</p> <hr/> <p>ACTION BUDGET: \$77984</p>
<p>37. A wireless hub will be added from NSLA funds to expand the ability of administrators and instructional facilitators to do Classroom Walk-Through (CWT) using technology for efficient data collection and organization. Data regarding instructional practices will be collected, analyzed, and used in planning professional development and team meetings. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Debbie Heath</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> Computers Teaching Aids 	<p>NSLA (State-281) - Materials & Supplies: \$800.00</p> <hr/> <p>ACTION BUDGET: \$800</p>
<p>Total Budget:</p>				<p>\$702490.63</p>

<p>Intervention: A comprehensive parental involvement plan will be implemented according to Act 307 of 2007.</p>				
<p>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..</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>

<p>5pi. 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 to improve parental involvement. Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Debbie Heath, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>6pi. 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 NSLA and .25 FTE TI district side Sherry Breckenridge and parents to implement the parental involvement plan. The parent facilitator and parent coordinator will maintain notebooks and pictures documenting parental involvement activities. The district coordinator and building facilitator will work with the principal and other building staff members in planning and implementation of parent activities. Professional Development activities and training opportunities such as 13th Annual Arkansas Parent Conference will be provided to parental staff and parents with district Title I and NSLA funds. (300 cpaper & copy count) Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Debra Heath, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<p>NSLA (State-281) - Materials & Supplies: \$1500.00 NSLA (State-281) - Employee Benefits: \$868.00 NSLA (State-281) - Employee Salaries: \$3025.00 General Revenue: \$1947.00 ACTION BUDGET: \$7340</p>
<p>7pi. Prepare and distribute parent informational packets to promote academic achievement that are grade appropriate for the students as described in Act 307, 397, and 603 which includes the district's 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: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff 	<p>ACTION BUDGET: \$</p>
<p>8pi. 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 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</p>	<p>Nancy Dunaway, Parent Facilitator; Sherry Breckenridge, Parent Coordinator; Amy Searcy, Media Specialist</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • School Library • Teaching Aids 	<p>General Revenue: \$1000.00 ACTION BUDGET: \$1000</p>
<p>9pi. 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: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Nancy Dunaway, Parent Facilitator; Sherry Breckenridge, Parent Coordinator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff 	<p>ACTION BUDGET: \$</p>
<p>10pi. Parents' informational sessions will be held to inform parents about the progress of the 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. The sessions will be conducted by building principal, parent facilitator, counselors, Title I teachers, and classroom teachers. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Debbie Heath, Principal; Nancy Dunaway, Parent Facilitator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>

<p>11pi. Promote communication between teachers and parents through parent visitation times during the fall and spring and other strategies. 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 Action Type: Title I Schoolwide</p>	<p>Debbie Heath, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>4pi. 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: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Nancy Dunaway, Parent Facilitator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • District Staff 	<p>ACTION BUDGET: \$</p>
<p>12pi. 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 secured from local and state community resources. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Sherry Breckenridge, Parent Coordinator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Outside Consultants 	<p>Local Revenue: \$500.00 General Revenue: \$500.00 ACTION BUDGET: \$1000</p>
<p>13pi. Parents will be invited to visit the parent center and media room to meet with the parent coordinator, parent facilitator, and media specialist to use available technology to access informational websites, and check out parenting materials to assist their children at home. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Sherry Breckenridge, Parent Coordinator; Nancy Dunaway, Parent Facilitator; Amy Searcy, Media Specialist</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • District Staff • School Library • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>14pi. The district web site will provide information for parents 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>	<p>Debbie Heath, Principal; Sherry Breckenridge, Parent Coordinator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Computers • District Staff 	<p>ACTION BUDGET: \$</p>
<p>1pi. An annual evaluation of the effectiveness of the 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 building level team. The parent involvement committee will meet semi-annually to discuss and review building program and plans. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Nancy Dunaway, Parent Facilitator; Sherry Breckenridge, Parent Coordinator</p>	<p>Start: 02/01/2010 End: 05/30/2012</p>	<ul style="list-style-type: none"> • Community Leaders • Computers • District Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>

<p>Action Type: Title I Schoolwide</p> <p>15pi. A student-school-parent compact identifying activities that the parents, the 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 shall work 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 shall 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; Sherry Breckenridge, Parent Coordinator</p>	<p>Start: 04/01/2011 End: 05/31/2012</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>17pi. An annual community meeting will be held on September 26, 2011, 9:45 - 11:00 a.m., to inform parents and community 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 Action Type: Title I Schoolwide</p>	<p>Kathy Lee, Assistant Superintendent; Sherry Breckenridge, Parent Coordinator</p>	<p>Start: 09/26/2011 End: 09/26/2011</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>16pi. An annual report to patrons will be held on September 26, 2011, to inform parents, students, and community of academic programs, federal programs, student achievement, 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: Title I Schoolwide</p>	<p>Debra Heath, Principal</p>	<p>Start: 09/26/2011 End: 09/26/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>ACTION BUDGET: \$</p>
<p>19pi. Regular meetings of the leadership team will be held to discuss data analysis and school improvement. Strategies to attract highly qualified staff, assist preschool children in transition to school, and increase parental involvement will be discussed by the leadership team. The effectiveness of the parent plan will be monitored by the team periodically and the budget will be reviewed annually. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Debra Heath</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>ACTION BUDGET: \$</p>
<p>18pi. To satisfy the Title I buildings 95% RESERVE RULE of 1% allocated funds for parent involvement, books, brochures, communication tools, parent workshops, and other related materials for parental programs will be purchased to support literacy and mathematics. Materials to be used by the parent coordinator for teaching parenting skills will also be purchased and used in training sessions with parents and school staff. School Messenger, an automated system for direct phone communication regarding events and information will be utilized. Professional development opportunities for parental staff and parents will be funded by NSLA and Title I. (3942) Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Debra Heath, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teaching Aids 	<p>Title I - Purchased \$1592.00 Services: Title I - Materials & Supplies: \$3450.00 NSLA (State-281) - Materials & Supplies: \$500.00 ACTION BUDGET: \$5542</p>
<p>2pi. Parenting training sessions for the ABC Pre-K students that are aligned with the faculties' 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>Nancy Dunaway, Parent Facilitator; Sherry Breckenridge, Parent Coordinator; Debra Heath, Principal</p>	<p>Start: 10/01/2010 End: 07/10/2012</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	<p>ACTION BUDGET: \$</p>

<p>20pi. 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 Parent Involvement. This information will be used by the Leadership Team in strategic planning. The Needs Assessment will also include a review of objective data. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Nancy Dunaway, Parent Facilitator; Cindy Kinard, Assistant Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>3pi. The parent facilitator and parent coordinator will work collaboratively with Wynne Primary Parent and Community Involvement Committee and 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: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Nancy Dunaway, Parent Facilitator; Sherry Breckenridge, Parent Coordinator</p>	<p>Start: 03/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>21pi. 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 Action Type: Title I Schoolwide</p>	<p>Debbie Heath, Principal; Kathy Lee, Federal Program Coordinator</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$14882</p>

Priority 2: Students will improve math skills.

Supporting Data:

1. Over a three year period, the percentage of students of the combined population who scored proficient according to Arkansas cut scores on norm-referenced assessments (MAT-8 or SAT-10) were as follows: Kindergarten 2008-69% 2009-60% 2010-64% First Grade 2008-71% 2009-68% 2010-67% Second Grade 2008-66% 2009-65% 2010-67% The performance of the combined population is above the state average. Data was analyzed for the same cohort of students who were in kindergarten in 2008 for a three year period. In the African American population, the number of students who scored at or above the 50th percentile when they were in 2nd grade increased by 12 percentage points over the number who scored at this level when in kindergarten. This was a positive trend. However, the number of first grade African American students in 2008 who scored at or above the 50th percentile declined in 2009, when these students were in 2nd grade. Data for economically disadvantaged students show an increase in the number of proficient for the 2009 kindergarten class and the 2009 first grade class over a two year period, with the 2010 second graders making an increase of 12 percentage points over their performance as first graders. Data from the IEP sub-population varies from year to year, with students in this group showing an increase in the number proficient in 2010.
2. The Learning Institute (TLI) Formative Assessment Data The Total Overall Math Percent Correct Scores for TLI 2nd grade assessments have consistently risen over the three year period from 2008-2010. All strands have continued to rise, except for Geometry, which has shown a slight decrease. The weakest strand in 2010 for second grade was Algebra. Total Overall Math TLI scores for first grade have fallen from 2008 to 2010; however, all strands are still above 65%. The weakest strands in 2010 were Measurement and Data Analysis/Probability. Actions have been added to the plan to address these areas in first and second grade.
3. Analysis of 2010 norm-referenced test Item Analysis Report indicate the following: Identifying number sets with the least or the most elements within the Mathematical Connections Process Cluster was a common weakness in kindergarten and first grade. Measurement was a weaker area in kindergarten with comparing distances and in second grade in estimating and measuring lengths, as well as identifying a fraction model that is part of a whole. Actions have been added to the plan to address these findings.
4. 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.
5. The first grade total math scores on TLI interim assessments increased from 2010 to 2011. All strands showed an increase except for the area of geometry which decreased from 79% in 2010 to 74% in 2011. Increased emphasis on geometry will take place through daily routines and supplemental lessons that have been developed. There will be an increased emphasis on CGI strategies. Math intervention teachers will focus on TLI formative assessments to plan interventions. In 2nd grade, all math strands tested by TLI had a percentage at or above 77% for the 2010-2011 year. All strands were the same or higher than last year. The weakest strand was measurement, with a percentage of 77%. There will be increased emphasis on measurement with concrete manipulatives. There will be increased emphasis on CGI strategies. Math intervention teachers will use data from TLI formative assessments to plan interventions.
6. The norm-referenced test for the 2010-2011 year was a new assessment. The percentiles for the average

standard scores were as follows: Kindergarten- Total math, 78; First grade- Total Math, 56; Second grade- Total Math, 57. If the state continues to use ITBS as the norm-referenced test, trend data will be collected and progress will be monitored using this assessment.

- Goal** Students will acquire proficiency on math skills from all strands, with special instructional focus on measurement and problem solving. They will apply skills to successfully solve problems and explain their answers.
- Benchmark** The combined population will continue to surpass the AYP requirement, which will be 85% proficiency on the Arkansas Primary Benchmark Exam in May 2012. 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, 2012, meeting safe harbor for all groups.

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 instrucion. 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
6. 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 Common Core State Standars. Action Type: Alignment	Debra Heath, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$
7. A 1.0 FTE Title I Math Coach, Cindy Harris, 32 days TI ARRA and 158 days TI-A 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 math team meetings to discuss best practices, instructional srategies, technology inclusion, and formative and summative assessments. The math coach will provide MODEL TEACHING in the classrooms and professional development. Materials and supplies will be purchased to support the K-2 math curriculum from NSLA and TI funds. TAS will be used to evaluate the math coaches performance. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Debra Heath, Principal; Kathy Lee, Federal Programs Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Teaching Aids Title Teachers 	Title I - Materials & Supplies: \$2200.00 Title I - Employee Salaries: \$40581.00 Title I - Employee Benefits: \$10185.00 Special Grants: \$1000.00 NSLA (State-281) - Materials & Supplies: \$400.00 <hr/> ACTION BUDGET: \$54366
8. The math coach, Cindy Harris, will attend monthly coach's training at the Crowley's Ridge Educational Cooperative and state, regional, and national conferences such as TLI and NCTM. Registration, travel expenses, materials, and supplies will be paid. Information and skills gained at these sessions will be shared with all teachers in site-based professional development by the math coach. Classroom materials and professional development will be purchased for implementation of effective instructional strategies from Title I and NSLA funds. (NSLA 500 c paper) Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Debra Heath, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Outside Consultants Teaching Aids 	Title I - Purchased Services: \$1200.00 Title I - Materials & Supplies: \$1500.00 NSLA (State-281) - Purchased Services: \$500.00 NSLA (State-281) - \$800.00

				Materials & Supplies: <hr/> ACTION BUDGET: \$4000
<p>9. Professional development will be provided through conferences and job-embedded staff development. This will include national and regional conferences, outside consultants, and training sessions such as: NCTM; Investigations training; Cognitively Guided Instruction (CGI)(1900 Registr); technology conferences; The Learning Institute (TLI), and team planning sessions to align curricular with Common Core State Standards. This training will help staff meet needs of Students with Disabilities and other sub-populations. Administrators will receive training in data disaggregation, instructional leadership, and fiscal management. Following professional development, ideas for improving instructional strategies will be shared with faculty and staff. Stipends (1660.) will be paid from PD funds 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 Common Core State Standards. To be purchased from PD and TI funds. Also See Literacy budget for funding sources for additional fees, stipends, materials and substitute costs. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Debra Heath, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	<p>Title I - Purchased \$500.00 Services: PD (State-223) - Purchased \$3560.00 Services: PD (State-223) - Materials \$300.00 & Supplies: <hr/>ACTION BUDGET: \$4360</p>
<p>10. The math coach will facilitate the administration of 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 and SPRINT meetings. Students who do not meet the expected level of performance will receive interventions provided by classroom teachers, math intervention teachers, and special education teachers. Action Type: Alignment Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Cindy Harris, Math Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers Outside Consultants Teachers Title Teachers 	ACTION BUDGET: \$
<p>11. TLI interim assessments, an annual compilation of the number of skills mastered by kindergarten students, the 3rd grade Primary Benchmark Exam, and ITBS 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. Assessment data will be discussed with the general faculty during fall and spring semesters, and by the leadership team in 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 math team meetings. Action Type: Collaboration Action Type: Program Evaluation</p>	Debbie Heath, Principal; Cindy Harris, Math Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Outside Consultants Performance Assessments 	ACTION BUDGET: \$
<p>12. 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 and implemented by regular classroom teachers, intervenetion teachers, and special education teachers.</p>	Debra Heath, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers Title Teachers 	ACTION BUDGET: \$

<p>Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide</p>				
<p>13. Parents and teachers will develop Academic Improvement Plans (AIP's) (IRI's) for students who are working below the proficient level in math according to Arkansas Department of Education cut scores on ITBS. AIP's will be maintained on line. 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</p>	<p>Cindy Harris, Math Coach</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>14. Two Title I Mathematics Specialist 1.0 FTE Jeannine Brawner and 1.0 FTE Amy Poindexter, will provide additional mathematics instruction in twenty-two first and second grade classrooms with flexible groups for approximately 40 minutes two days per week. The specialized small group instruction will 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 in greatest need of academic improvement. Materials and supplies will be purchased from TI funds to support and enhance students' learning aligned with Arkansas Curriculum. The staff will be evaluated with TAS (Teacher Appraisal System) and the math intervention program will be evaluated through student formative and summative assessment data. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Debra Heath, Principal; Kathy Lee, Federal Programs Director</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teaching Aids • Title Teachers 	<p>Title I - Materials \$1200.00 & Supplies: Title I - Employee \$94200.00 Salaries: Title I - Employee \$23804.00 Benefits: ACTION BUDGET: \$119204</p>
<p>15. Special education teachers, Leighann Ferguson and Cathy Newkirk, 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: Special Education</p>	<p>Debbie Heath, Principal; Glenda Vance Supervisor</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>16. 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 Common Core State Standards. 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 Action Type: Collaboration</p>	<p>Debbie Heath, Principal; Glenda Vance Special Programs Supervisor</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>17. The kindergarten transition/screening 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. See Literacy for funding. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Debra Heath, Principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>18. TII-A funds will be utilized to hire two highly qualified Class-size Reduction teachers: grade 1, Whitney Tucker and grade 2, Shameka Bradley, to reduce class size below allowable state standards in math classrooms. Class size will be reduced in first grade from approximately 24.9 to 22.6 students and in second grade from 22.6 to 20.4. This will allow</p>	<p>Debra Heath, Principal; Carl Easley, Interm Superintendent</p>	<p>Start: 07/01/2011 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

students with disabilities, students from disadvantaged economic backgrounds and African American Students better access to intense instruction. With this class size reduction, improvement on formative assessments, ITBS, and Benchmark exams is expected. Substitutes will be hired through Sub Teach USA to maintain a stable learning environment for students. The Class Size Reduction room will be monitored for success with CWT's and TAS and student achievement data. see Literacy Priority for funding of the two Title II-A positions. See Literacy for funding. Action Type: Collaboration Action Type: Program Evaluation				
5. Cindy Harris, math coach, will provide parents with information regarding the math curriculum and ideas for working with children at home. She will collaborate with the parent facilitator regarding strategies for sharing information and resources with parents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Cindy Harris, Math Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
4. The math coach, TI 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	Cindy Harris, Math Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Title Teachers 	ACTION BUDGET: \$
20. A team of five teachers and a math coach will attend 5 days of training on Cognitively Guided Instruction at Crowley's Ridge Educational Cooperative with two follow-up days during the following school year 2012-13. 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. Workshop registration, supplies, travel expense, and stipends will be paid from Title I funds. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Cindy Harris, Math Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Outside Consultants Teaching Aids 	Title I - Employee \$1100.00 Benefits: Title I - Employee \$5100.00 Salaries: Title I - Materials \$1800.00 & Supplies: Title I - Purchased \$4200.00 Services: <hr/> ACTION BUDGET: \$12200
19. Compass Learning Software will utilized to provide enriched learning experinces and the opportunity for application of math strategies for all students. Prescriptive Lessons will be aligned with the standards-based math curriculum and the Arkansas and Curriculum Frameworks. See Literacy for budgeted amounts. Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide	Lisa Batt, Compass Lab Manager	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers District Staff Outside Consultants Performance Assessments 	ACTION BUDGET: \$
1. In the first grade curriculum, there will be increased emphasis on all aspects of measurement through daily and weekly routines- mass, capacity, linear, time, and money, by the regular classroom teachers. Materials have been purchased and lessons will be developed for teachers to use in these areas. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Cindy Harris, Math Coach	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff 	General Revenue: \$300.00 <hr/> ACTION BUDGET: \$300
2. In the second grade math curriculum, there will be increased emphasis on Algebra, with the use of concrete manipulatives. Increased emphasis on	Cindy Harris, Math Coach	Start: 07/01/2011 End:	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

problem solving will include the C-U-B strategy for solving word problems. Teachers and certified interventionists will use the Newman Five-Point Error Analysis as a diagnostic assessment for helping students solve math word problems. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide		06/30/2012		
3. Certified TI Math Teachers will analyze data following first and second grade TLI formative assessments. They will use Quiz Builder and other resources to prepare lessons for remediation of student weaknesses in small group settings. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Jeannine Brawner and Amy Poindexter, TI Math Teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Performance Assessments Title Teachers 	ACTION BUDGET: \$
Dr. Linda Griffith, Math Specialists, will conduct a one day curriculum audit, vertical alignment, and professional development to aid in the transition in implementing the common core state standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Debra Heath, Principal	Start: 05/20/2012 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	NSLA (State-281) - \$1100.00 Purchased Services: Title I - Purchased \$1100.00 Services: <hr/> ACTION BUDGET: \$2200
Total Budget:				\$196630

Priority 3: 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.

Supporting Data:

- Office referrals have decreased over a three year period, going from 366 referrals in the 2008-2009 school year to 201 as of March, 2010. This decrease reflects improved student behavior and improved behavior management skills of teachers This finding supports the continuation of PBSS and the Stop and Think Social Skills curriculum that have been put in place over the past two years. As Project Achieve is fully implemented, student discipline data will continue to be monitored to determine the effectiveness of PBSS and Project Achieve.
- The committee's review of the 2007-2008 School Health Index indicated the following scores of the modules: Health and Safety Policies and Enviroment-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% School Health Index for 2009-10 indicated the following: Health and Safety Policies and Environment-84% Health Education 95% Physical Education and Physical Activity 97% Nutrition Services 69% Family and Community Involvement 17%
- 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.
- 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. Overall in 2009-2010 56.9% of males and 61.1% of females were healthy or underweight.

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 2011-2012 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, 2012

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
The counselors will align guidance lessons and practices with the American School Counseling Association Model, including 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, self-management strategies, and positive behavior and character traits will be provided. Materials and supplies needed to implement drug education lessons and wellness lessons will be purchased for counselors and teachers from NSLA funds. Professional Development will be provided to support character education, safe, and drug free programs. Action Type: Professional Development Action Type: Wellness	Debra Heath, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	NSLA (State-281) - \$855.00 Materials & Supplies: ACTION BUDGET: \$855
Counselors will provide counseling for students as needed, and they will collaborate with outside counseling agencies to facilitate improvement of students' behavior, problems, and concerns. Small group or individual counseling will be provided in response to student needs and to support the development of personal/social skills. Action Type: Collaboration Action Type: Wellness	Brenda Martin, Amelia Grider, and Nancy Dunaway	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Community Leaders District Staff Outside Consultants 	ACTION BUDGET: \$
School counselors, health educators, and the early intervention specialist will participate in local and state conferences such as the Arkansas Counseling Convention, Project Achieve Training, PBSS, and other professional development designed to make them more knowledgeable and effective as they work to improve behavior, safety, and health of students. NSLA funds will be utilized for professional development opportunities. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Debra Heath, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff 	NSLA (State-281) - \$1000.00 Purchased Services: ACTION BUDGET: \$1000
A school-wide behavioral matrix will be implemented to provide an accountability system with a system of incentives and consequences aimed at motivating and reinforcing appropriate behavior. The system will include social skills training for all students utilizing the Stop and Think Curriculum, strategic interventions for individual or small groups of students, and intense interventions for students exhibiting a need. Action Type: Collaboration Action Type: Wellness	Debbie Heath, Principal	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
Wynne Primary School will collaborate with PTA, 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	Debra Heath, Principal; Ray Hurt, Volunteer Coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Community Leaders District Staff 	ACTION BUDGET: \$
Positive Behavior Support System (PBSS) will be implemented to encourage and reward positive behavior. Social skills will be taught using the Stop and Think Social Skills Curriculum. Teachers will participate in training to support PBSS. Action Type: Professional Development Action Type: Title I Schoolwide	Debbie Heath	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
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 help students benefit from consistency in the environment. A School Prevention Review and Intervention (SPRINT) Team	Debra Heath	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$

will plan interventions for students who continue to struggle with behavioral issues. Action Type: Collaboration Action Type: Equity Action Type: Wellness				
An ALE program will be implemented on Wynne 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 counseling agencies, teachers, and parents. Students will be placed in ALE when a committee composed of teachers, counselors, the early intervention teacher, administrators, and parents determine that ALE placement would be in the best interest of the student and his/her classmates. Placement will be made following implementation of other interventions. Instruction in ALE will be based on Common Core State Standards. The regular classroom teacher will provide plans for the ALE teacher to keep academic instruction aligned with the general curriculum. Additionally, Stop and Think Social Skills Curriculum will be implemented with daily lessons. An exit conference will be held with the committee and ALE teacher to determine readiness for exit of each student and strategies for successfully returning to the class prior to the end of the 45 day period. Students will start back to the classroom in small time increments until they successfully build up to attending the regular classroom for the entire day. Students who return to the classroom are supported by social skills classes and individual behavior plans, as needed. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Callie Jones	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$
Analysis will be done regarding the rating of Module 8, 2010 on the School Health Index to determine needed actions. Action Type: Wellness	Debbie Heath	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
The counselors will provide instruction regarding the harmful effects of drug and alcohol use and will increase student awareness of the importance of making healthy and safe choices. Action Type: Wellness	Brenda Martin, Amelia Grider	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Total Budget:				\$1855

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.

Scientific Based Research: Centers for Disease Control and Prevention. School Health Index: A Self-Assessment and Planning Guide. Elementary school version. Atlanta, Georgia. 2005.

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 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 in addition to physical activity time. Action Type: Alignment Action Type: Wellness	Debbie Heath, Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
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. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Carl Easley	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$

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. Action Type: Parental Engagement Action Type: Wellness	Carl Easley	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
The district will collaborate with local agencies to provide programs or screenings for staff on physical activity,fitness,healthy eating, or weight management. Action Type: Collaboration Action Type: Wellness	Carl Easley	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Community Leaders District Staff Outside Consultants 	ACTION BUDGET: \$
Wynne Primary School will align wellness activities with the district wellness policy (Code 5.29) Action Type: Collaboration Action Type: Wellness	Debra Heath	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: Decrease disproportionality

- Supporting Data:
- In 2009-2010 focus monitoring data from ADE showed that the African American representation in Special Education compared to African American students in the general population had decreased to a difference of 10.40%. However in 2008-2009 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 schedule 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.

Goal The number of both African American and Caucasian students placed in special education services will decrease due to an effective early intervention and RTI program.

Benchmark Wynne Primary School will continue to reduce the number of African American students in special education by 10% by June, 2012.

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: Rothstein, R. (2004). Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap. Barkley, S.(2007). Tapping Student Effort, The Educator's Guide to Preventing and Solving Dicipline Problems. Tomlinson, C.A. (2001). How to Differentiate Instruction In Mixed Classrooms. Alexandria, VA. ASCD.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Valerie Haggans, early intervention para-professional,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. Action Type: Equity Action Type: Special Education	Donna Vaught, Valerie Haggans	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Two highly qualified para-professionals, 1.0 FTE Cara Pribble and 1.0 FTE Melissa Wolgamot, based on Praxis results and college transcripts, will provide intervention for first and second grade students in literacy. They work under the direction of the literacy coach, 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 Action Type: Special Education	Gayla Holbrook	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
The early intervention teacher, Nancy Dunaway, will utilize research-	Nancy	Start:		

based materials and strategies such as Barton Reading Program, PATHS Program, 95% Group Blue Print Phonics, Stop and Think Social Skills materials and other effective instructional strategies. Materials, supplies and training will be purchased. The early intervention teacher will provide small group intervention for students who struggle behaviorally or academically. Groups will be flexible throughout the year and change based on student learning needs. Action Type: Alignment Action Type: Equity Action Type: Special Education	Dunaway	07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
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. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Nancy Dunaway	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$
A three- tiered Response to Intervention (RTI) system will be implemented by providing the following tiers of intervention: Tier I- A research-based essential core curriculum provided for all students; Tier II- Small group intervention provided by classroom teachers; Tier III- Intense small-group interventions beyond the classroom provided by certified teachers and highly trained para-professionals Action Type: Equity	Debbie Heath	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5:

Supporting

Data:

Goal The goal of Wynne Primary School restructuring plan is to meet the state and federal requirements for adequate yearly progress (AYP).

Benchmark Wynne Primary School and Wynne Intermediate School will meet state and federal requirements for AYP by spring, 2014.

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

classrooms to observe struggling learners and their interaction with the classroom environment. They will assist teachers in developing effective interventions and monitoring the progress of these students. Action Type: Alignment Action Type: Collaboration Action Type: Equity		06/30/2014	<ul style="list-style-type: none"> Teachers 	
Pod leaders will monitor student formative data and assist teachers with preliminary steps for a School Prevention Review Intervention Team (SPRINT) referral. If the student does not make adequate progress, the pod leader will assist the teacher in making a referral to SPRINT. Action Type: Collaboration Action Type: Equity	Pod leaders	Start: 07/01/2011 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Pod leaders will meet with teachers during common planning times to review student data and discuss progress. The pod leaders will facilitate grade-level SPRINT meetings with the teachers in the cluster. Action Type: Collaboration Action Type: Equity	Pod leaders	Start: 07/01/2011 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
If a student continues to not make adequate progress after intervention by the grade-level SPRINT team, the pod leader and teacher will refer the student to the building-level SPRINT for further review and action planning. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Pod leaders, Teachers	Start: 07/01/2011 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	ACTION BUDGET: \$
A consultant from JBHM, a private educational consulting company, will assist pod leaders, teachers, and administrators in identifying effective instructional strategies and interventions for struggling learners. The consultant will provide training needed for implementation. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Kathy Jamieson, JBHM	Start: 07/01/2011 End: 12/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	ACTION BUDGET: \$
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	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	Amy Walton	Kindergarten teacher	Wellness
Classroom Teacher	Angela Baxter	Second Grade Teacher	Math Committee
Classroom Teacher	Annette Hall	2nd Grade 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 Newkirk	Resource Teacher	Special Education Committee
Classroom Teacher	Cathy Stewart	Kindergarten Teacher	Literacy Committee
Classroom Teacher	Cindy Baker	First Grade Teacher	Math
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	Josie Westmoreland	Second Grade Teacher	Math Committee
Classroom Teacher	Judy Martin	2nd Grade Teacher	Literacy Committee
Classroom Teacher	Karen McClintock	Kindergarten Teacher	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	Melissa Marsh	Kindergarten teacher	Math Committee
Classroom Teacher	Mike Chipman	Classroom Teacher	Wellness
Classroom Teacher	Milena Hylle	Second Grade Teacher	Leadership Committee/Literacy
Classroom Teacher	Misty Holbrook	Second Grade Teacher	Leadership Committee/Math Committee
Classroom Teacher	Pam Glover	Kindergarten Teacher	Literacy Committee
Classroom Teacher	Sally Hanzlik	First Grade Teacher	Literacy Committee
Classroom Teacher	Shameka Bradley	2nd Grade Teacher	Literacy
Classroom Teacher	Shea Curtis	First Grade Teacher	Literacy Committee
Classroom Teacher	Shelia McKnight	First Grade Teacher	Leadership Committee/Math Committee
Classroom Teacher	Sherri 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 Spiegel	Second Grade Teacher	Math Committee
Classroom Teacher	Whitney Tucker	First Grade Teacher	Literacy
Community Representative	Angie Houttekier	Cross County Library	Parent/Community Member
Community Representative	Carol White		Parent/Community Committee
Community Representative	Linda Yocum	ASU/ ABC Program	Parent/Community Committee
District-Level Professional	Brenda Martin	Counselor	Leadership Committee/Wellness
District-Level Professional	Sherry Breckenridge	District Parent Coordinator	Parent/Community Committee
Non-Classroom Professional Staff	Ameila Grider	Counselor	Leadership Committee/Wellness
Non-Classroom Professional Staff	Cindy Harris	Math Coach	Math Committee
Non-Classroom Professional Staff	Gayla Holbrook	Literacy Coach	Leadership Committee/Literacy Committee
Non-Classroom Professional Staff	Nancy Dunaway	Early Intervention Specialist	Leadership Committee/ Wellness/Special Education
Parent	Erica Lewis		Parent/Community Committee
Parent	Kim Hunt Thornhill		Leadership/Parent
Parent	Leisa White		Parent/Community Committee
Parent	Marsha Marrs		Parent/Community Committee
Parent	Nikki Miller	Parent	Leadership/Parent
Parent	Stacie Patterson		Leadership/Parent
Parent	Tammy Beaton		Parent/Community Committee
Principal	Cindy Kinard	Assistant Principal	Leadership Committee
Principal	Debra Heath	Principal	Leadership Committee