

2009-2010 ARCHIVE

School Plan

Print Version

EMMET ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2009-2010

Approved:

It is the mission of Emmet Elementary School to provide the opportunity for all students to become proficient in math and literacy skills. This will be accomplished through relevant and challenging curriculum; proficiency of higher level thinking skills; and the enhancement of technology skills.

EAGLES=Everyone Acquiring Great Lifelong Enhanced Skills

Grade Span: K-6

Title I: Title I Schoolwide

School Improvement: SI_2

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Goal: To improve academic performance

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Goal: To increase the students awareness of health issues and health related topics.

Priority 4: Targeted Improvement (TI2)

Goal: To Ensure the environment is conducive to learning for all students.

Goal: To Improve Academic Performance

Goal: To improve efficiency in policies, procedures, and practices.

Priority 1: To improve the students abilities in all areas of math, with emphasis on benchmark open ended response items, geometry

and algebraic functions.

1. Trend data shows a decrease in benchmark scores in open response geometry and algebra over the past three years. The ADM of EES in 2007-2008 was 121 students.
2. ITBS: In 2005, 46% of the students tested scored below proficient. The areas of concern were estimation and single step problem solving and data interpretation. In 2006 70% of the students tested scored below proficient. The area of greatest concern was problem solving and data interpretation. In 2007, of the 24 tested, 54.2% of the combine population scored below proficient. 13 Students: 54.2% of Combined Students 2 Students: 67.7% of African American Students 10 Students: 50% of caucasian Students 9 Students: 57.9% of Econ. Disadvantaged Students 0 Students: 0% of LEP Students 4 Students: 80% of Students with Disabilities The lowest identified areas for the combined population were: computation and problem solving and data interpretation. The lowest identified areas for the african american population were: concepts and problem solving and data interpretation. The lowest identified areas for the caucasian population were: math computation. The lowest identified areas for the economically disadvantaged were: math computation. The lowest identified ares for the students with disabilities were: concepts and problem solving and data interpretation.
3. In 2005, 5 students were eligible for the ABC program. In 2006, 15 students were eligible for the ABC program. In 2007, 15 students were eligible for the ABC program.
4. In 2005 the attendance rate was 91.13%. In 2006 the attendance rate was 91.13%. In 2007 the attendance rate was 91.13%.
5. Data From NORMES Benchmark-3rd Grade Mathematics Exam 2005-Number and Percent of Students Scoring Proficient or Advanced: 7 Students: 25.9% of Combined Students 0 Students: 0% of African American Students . Students: N/A% of Hispanic Students 7 Students: 30.4% of Caucasian Students 5 Students: 21.7% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities 2006- Number and Percent of Students Scoring Proficient or Advanced: 10 Students: 58.8% of Combined Students 1 Students: 33.3% of African American Students 0 Students: 0% of Hispanic Students 8 Students: 66.6% of Caucasian Students 4 Students: 36.3% of Economically Disadvantaged Students . Students: N/A% of LEP Students 1 Students: 25.0% of Students with Disabilities 2007- number and percent of students scoring proficient or advanced 19 Students: 73.6% of Combined Students 4 Students: 75.0% of African American Students 3 Students: 66.6% of Hispanic Students 12 Students: 75.0% of Caucasian Students 14 Students: 71.4% of Econ. Disadvantaged Students 1 Students: 0% of LEP Students 3 Students: 66.6% of Students with Disabilities The lowest identified areas for the combined population were: open response and measurement. The lowest identified areas for African Americans were: algebra, measurement and data analysis and open response. The lowest identified areas for Hispanic were: measurement and data analysis and open response. The lowest identified areas for Caucasian were: data analysis and measurement and open response. The lowest identified areas for Econ. Disadvantaged students were: algebra and measurement and open response. The lowest identified areas for LEP students were: algebra and data analysis and open response.
6. Data From NORMES Benchmark-4th Grade Mathematics Exam 2005-Number and Percent of Students Scoring Proficient or Advanced: 3 Students: 21.4% of Combined Students 0 Students: 0% of African American Students . Students: N/A% of Hispanic Students 3 Students: 23.0% of Caucasian Students 1 Students: 10.0% of Economically Disadvantaged Students 0 Students: 0% of LEP Students 0 Students: 0% of Students with Disabilities 2006-Number and Percent of Students Scoring Proficient or Advanced: 9 Students: 34.6% of Combined Students 1 Students: 25.0% of African American Students . Students: N/A% of Hispanic Students 8 Students: 36.3% of Caucasian Students 7 Students: 31.8% of Economically Disadvantaged Students . Students: N/A% of LEP Students 1 Students: 20.0% of Students with Disabilities 2007-number and percent of students scoring proficient or advanced: 19

Supporting Data:

Students: 47.3% of Combined Students 3 Students: 0% of African American Students 2 Students: 0% of Hispanic Students 14 Students: 64.2% of Caucasian Students 12 Students: 33.3% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 5 Students: 40.0% of Students with Disabilities The lowest identified areas for the combined population were: open response and measurement. The lowest identified areas for African Americans were: number operation, measurement and data analysis and open response The lowest identified areas for Hispanic were: number operations, measurement and data analysis and open response The lowest identified areas for Caucasian were: measurement and data analysis and open response The lowest identified areas for Econ. Disadvantaged students were: number operations and measurement and open response The lowest identified areas for LEP students were: data analysis and open response.

7. Data From NORMES Benchmark-5th Grade Mathematics Exam 2005-Number and Percent of Students Scoring Proficient or Advanced: 5 Students: 25.0% of Combined Students 0 Students: 0% of African American Students . Students: N/A% of Hispanic Students 4 Students: 22.2% of Caucasian Students 4 Students: 33.3% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities 2006- Number and Percent of Students Scoring Proficient or Advanced: 2 Students: 13.3% of Combined Students 0 Students: 0% of African American Students 0 Students: 0% of Hispanic Students 2 Students: 15.3% of Caucasian Students 1 Students: 9.0% of Economically Disadvantaged Students 0 Students: 0% of LEP Students 0 Students: 0% of Students with Disabilities 2007- number and percent scoring proficient or advanced: 24 Students: 50.0% of Combined Students 3 Students: 33.3% of African American Students . Students: N/A% of Hispanic Students 21 Students: 52.3% of Caucasian Students 21 Students: 42.8% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 5 Students: 20.0% of Students with Disabilities The lowest identified areas for the combined population were: open response and data analysis The lowest identified areas for African Americans were: number operations and data analysis and open response The lowest identified areas for Hispanic were: algebra and measurement and open response The lowest identified areas for Caucasian were: number operations and data analysis and open response The lowest identified areas for Econ. Disadvantaged students were: number operations and data analysis and open response The lowest identified areas for LEP students were: algebra and measurement and open response
8. Data From NORMES Benchmark-6th Grade Mathematics Exam 2005-Number and Percent of Students Scoring Proficient or Advanced: 3 Students: 12.0% of Combined Students 0 Students: 0% of African American Students . Students: N/A% of Hispanic Students 3 Students: 15.0% of Caucasian Students 2 Students: 12.5% of Economically Disadvantaged Students 0 Students: 0% of LEP Students 0 Students: 0% of Students with Disabilities 2006-Number and Percent of Students Scoring Proficient or Advanced: 9 Students: 39.1% of Combined Students 0 Students: 0% of African American Students 0 Students: 0% of Hispanic Students 8 Students: 42.1% of Caucasian Students 8 Students: 50.0% of Economically Disadvantaged Students 0 Students: 0% of LEP Students 1 Students: 33.3% of Students with Disabilities 2007- number and percent of students scoring proficient or advanced: 15 Students: 60.0% of Combined Students 1 Students: 0% of African American Students 1 Students: 0% of Hispanic Students 13 Students: 69.2% of Caucasian Students 12 Students: 58.3% of Econ. Disadvantaged Students 1 Students: 0% of LEP Students 4 Students: 25.0% of Students with Disabilities The lowest identified areas for the combined population were: open response and geometry The lowest identified areas for African Americans were: number operations, geometry and data analysis and open response The lowest identified areas for Hispanic were: geometry and measurement and open response The lowest identified areas for Caucasian were: algebra and data analysis and open response The lowest identified areas for Econ. Disadvantaged students were: number operations, algebra and data analysis and open response The lowest identified areas for LEP students were: geometry and measurement and open response.
9. 4th grade benchmark exam: In 2005, 77% of the combined population scored below proficient on the exam. Of those tested, .08% were African American, 46% were caucasian, 20% were learing disabled, and 20% were of low

socio-economic background. Open response, writing content and style were areas that showed weaknesses. In 2006, 65% of the combined population scored below proficient. Of those tested 35% were African American, 54% were caucasian, 19% were learing disabled, and 54% were of low socio-economic background. Reviewing the areas of weakness, open response in all areas, and algebraic functions. In 2007, 55% of the combined population scored below proficient. Of those tested 30% were african american, 10% were hispanic, 15% were caucasian, 40% were economically disadvantaged, 0% were of limited english proficiency and 15% were students with disabilities. Of those scoring below proficient the lowest areas were: 6th grade benchmark exams: In 2005, 88% of the combined population scored below proficient on the exam. Of those tested, 16% were African American, 68% were caucasian, 20% were learning disabled, and 88% were of low socio-economic background. Open response in all areas showed weaknesses and algebraic functions also showed a deficit. In 2006, 61% of the combined population scored below proficient. Of those tested, .09% were African American, .04% were Hispanic, 48% were caucasian, .09% were learning disabled, .04% were of Limited English Proficiency, and 35% were of low socio-economic background. Open response was an area of concern for all tested and algebraic functions showed weaknesses.

Goal To improve math skills for all students with emphasis on open response in all areas.

Benchmark 56.0% of Emmet Elementary students scored proficient which is above the state AYP of 47.5.

Intervention: Curriculum Alignment				
Scientific Based Research: "Beyond Curriculum Alignment": Audette, 2005. Curriculum Mapping: Building Collaboration and Communication: Koppang, 2004.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Mapped curriculum will be scoped and sequenced in reference to the Arkansas State Frameworks. Curriculum will be compared annually to standardized test scores and adjustments will be made as needed.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>	Sandy Fulton	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
<p>In conjunction with literacy priority, teachers were trained by the math and literacy specialists from the educational co-op on mapping of individual curriculums. The effectiveness of curriculum mapping will be evaluated through increased Benchmark scores.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	Sandy Fulton	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$

Action Type: Program Evaluation				
Action Type: Special Education				
Action Type: Title I Schoolwide				
Total Budget:				\$0

Intervention: The use of Benchmark released items as means of increasing benchmark scores.

Scientific Based Research: Educational Leadership, 2001 Complexity, accountability, and school improvement JA O'Day - Harvard Educational Review, 2002

Actions	Person Responsible	Timeline	Resources	Source of Funds
Benchmark released items will be used as means of increasing benchmark scores. Action Type: Collaboration Action Type: Equity	Kathleen Wicker	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
30 minutes each day will be set aside to help those students, who were below proficient in math, to increase their concepts in math. Teachers will use released items and Buckle Down booklets to meet this goal. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Classroom Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Math journals will be used daily for open response writing. Benchmark released items will be used as prompts. Success will be measured by increase on benchmark exams. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Classroom teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Math Investigations:

Scientific Based Research: Educational Leadership, 2001 Complexity, accountability, and school improvement JA O'Day - Harvard Educational Review, 2002 ED Thoughts: What we know about mathematics teaching and learning, 2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
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Teachers were trained by qualified personnel in the area of Math to give students a hands on approach to using Math to increase understanding and increase benchmark scores. A paraprofessional will work with students on math concepts and skills. FTE = 1.0 Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Brenda Smith/ Kathleen Wicker	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Pacing Guides and Target Assessments

Scientific Based Research: Roth, Wolff-Michael and Tobin, Kenneth. (Eds.) (2005). Teaching Together, Learning Together. New York: Peter Lang

Actions	Person Responsible	Timeline	Resources	Source of Funds
Through the Educational Cooperative, the school will use Pacing Guides and Interim Assessments to improve students ability in math. Interim Assessments will be conducted and data analyzed by the Math Coach and educational cooperative's Math Specialist. Concepts that were not mastered will be re-taught. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Pat Loe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Math Professional Development

Scientific Based Research: Teaching Children Mathematics; Apr2002, Vol. 8 Issue 8 School Library Journal; Aug2001, Vol. 47 Issue 8

Actions	Person Responsible	Timeline	Resources	Source of Funds
Action 1: Teachers will be trained in the use of The Learning Institute to enhance math benchmark scores. Evaluation of the program will come from enhanced Benchmark and STANFORD 10 scores. Teachers will be mentored by the math specialist. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Kathleen Wicker	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$

Action Type: Program Evaluation				
Teachers will be trained in Cognitive Guided Instruction during the summer of 2009. Teachers will receive specialized training for their grade levels. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Pat Loe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
A Math Facilitator will assist teachers with math concepts. Title I funds will be used to set up math labs within the classrooms. Materials will include but are not limited to: chart and graphing paper, copy paper, professional workbooks and books, calculators, printer ink. Various professional development opportunities will be offered. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Lisa Doss	Start: 06/30/2009 End: 07/01/2010	<ul style="list-style-type: none"> Outside Consultants Teachers 	Title I - Materials & Supplies: \$2957.42 ACTION BUDGET: \$2957.42
Total Budget:				\$2957.42

- Priority 2: To improve Literacy skills for all students with emphasis on open response, literary and content passage.
- Trend data for the past three years shows a decrease in literacy performance. Areas needing improvement include reading comprehension, open response, literary and content passages. ADM for the 2007-2008 school year for EES was 121 students.
 - ITBS In 2005 37% scored below proficient. Of this analysis and generalization were the lowest. In 2006, 59% of the 25 students tested were below proficient with reading comprehension being the lowest area. In 2007, of the 24 tested, 55.2% of the combine population scored below proficient. 14 Students: 62.5% of Combined Students 2 Students: 65.0% of African American Students 10 Students: 65% of caucasian Students 9 Students: 63.2% of Econ. Disadvantaged Students 0 Students: 0% of LEP Students 5 Students: 100% of Students with Disabilities The lowest identified areas for the combined population were: vocabulary and spelling The lowest identified areas for the african american population were: vocabulary and reading comprehension. The lowest identified areas for the caucasian population were: vocabulary and spelling. The lowest identified areas for the economically disadvantaged were: vocabulary and spelling. The lowest identified ares for the students with disabilities were: vocabulary and reading comprehension.
 - In 2005, 5 students were eligible for the ABC program. In 2006, 15 students were eligible for the ABC program. In 2007, 15 students were eligible for the ABC program.
 - In 2005 the attendance rate was 91.13%. In 2006 the attendance rate was 91.13%. In 2007 the attendance rate was 91.13%.
 - Data From NORMES Benchmark-3rd Grade Literacy Exam 2005-Number and Percent of Students Scoring Proficient or Advanced: 7 Students: 25.9% of Combined Students 0 Students: 0% of African American Students . Students: N/A% of Hispanic Students 7 Students: 30.4% of Caucasian Students 6 Students: 26.0% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities 2006-
- Supporting Data:

Number and Percent of Students Scoring Proficient or Advanced: 6 Students: 35.2% of Combined Students 0 Students: 0% of African American Students 0 Students: 0% of Hispanic Students 5 Students: 41.6% of Caucasian Students 2 Students: 18.1% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities 2007- Number and percent of students scoring proficient or advanced: 19 Students: 42.1% of Combined Students 4 Students: 50.0% of African American Students 3 Students: 33.3% of Hispanic Students 12 Students: 41.6% of Caucasian Students 14 Students: 35.7% of Econ. Disadvantaged Students 1 Students: 0% of LEP Students 3 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: open response and literary passage The lowest identified areas for African Americans were: open response, all areas, and literary passage. The lowest identified areas for Hispanic were: open response, in all areas, and literary and content passage. The lowest identified areas for Caucasian were: open response, all areas, and literary passage. The lowest identified areas for Econ. Disadvantaged students were: open response, all areas, literary and content passages. The lowest identified areas for LEP students were: open response, all areas, literary and content passages.

6. Data From NORMES Benchmark-4th Grade Literacy Exam 2005-Number and Percent of Students Scoring Proficient or Advanced: 6 Students: 42.8% of Combined Students 0 Students: 0% of African American Students . Students: N/A% of Hispanic Students 6 Students: 46.1% of Caucasian Students 3 Students: 30.0% of Economically Disadvantaged Students 1 Students:100.0% of LEP Students 1 Students: 25.0% of Students with Disabilities 2006- Number and Percent of Students Scoring Proficient or Advanced: 6 Students: 23.0% of Combined Students 0 Students: 0% of African American Students . Students: N/A% of Hispanic Students 6 Students: 27.2% of Caucasian Students 5 Students: 22.7% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities 2007- number and percent of students scoring proficient and advanced: 19 Students: 31.5% of Combined Students 3 Students: 0% of African American Students 2 Students: 0% of Hispanic Students 14 Students: 42.8% of Caucasian Students 12 Students: 16.6% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 5 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: open response, and literary and content passage. The lowest identified areas for African Americans were: open response and content passage. The lowest identified areas for Hispanic were: open response and literary and content passage. The lowest identified areas for Caucasian were: open response and content and practical passage. The lowest identified areas for Econ. Disadvantaged students were: open response and literary and content passage. The lowest identified areas for LEP students were: open response, multiple choice and literary passage.
7. Data From NORMES Benchmark-5th Grade Literacy Exam 2005-Number and Percent of Students Scoring Proficient or Advanced: 7 Students: 35.0% of Combined Students 0 Students: 0% of African American Students . Students: N/A% of Hispanic Students 6 Students: 33.3% of Caucasian Students 3 Students: 25.0% of Economically Disadvantaged Students . Students: N/A% of LEP Students 0 Students: 0% of Students with Disabilities 2006- Number and Percent of Students Scoring Proficient or Advanced: 2 Students: 13.3% of Combined Students 0 Students: 0% of African American Students 0 Students: 0% of Hispanic Students 2 Students: 15.3% of Caucasian Students 1 Students: 9.0% of Economically Disadvantaged Students 0 Students: 0% of LEP Students 0 Students: 0% of Students with Disabilities 2007- number and percent of students scoring proficient or advanced: 24 Students: 37.5% of Combined Students 3 Students: 0% of African American Students . Students: N/A% of Hispanic Students 21 Students: 42.8% of Caucasian Students 21 Students: 28.5% of Econ. Disadvantaged Students . Students: N/A% of LEP Students 5 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: open response and literary and content passage. The lowest identified areas for African Americans were: open response and content and practical passage. The lowest identified areas for Hispanic were: open response and literary and content passage. The lowest identified areas for Caucasian were: open response and content passage.

The lowest identified areas for Econ. Disadvantaged students were: open response and content passage. The lowest identified areas for LEP students were: open response and literary and content passage.

8. Data From NORMES Benchmark-6th Grade Literacy Exam 2005-Number and Percent of Students Scoring Proficient or Advanced: 8 Students: 32.0% of Combined Students 2 Students: 50.0% of African American Students . Students: N/A% of Hispanic Students 5 Students: 25.0% of Caucasian Students 4 Students: 25.0% of Economically Disadvantaged Students 0 Students: 0% of LEP Students 0 Students: 0% of Students with Disabilities 2006-Number and Percent of Students Scoring Proficient or Advanced: 9 Students: 39.1% of Combined Students 0 Students: 0% of African American Students 0 Students: 0% of Hispanic Students 8 Students: 42.1% of Caucasian Students 6 Students: 37.5% of Economically Disadvantaged Students 0 Students: 0% of LEP Students 0 Students: 0% of Students with Disabilities 2007- number and percent scoring proficient or advanced: 15 Students: 13.3% of Combined Students 1 Students: 0% of African American Students 1 Students: 0% of Hispanic Students 13 Students: 15.3% of Caucasian Students 12 Students: 16.6% of Econ. Disadvantaged Students 1 Students: 0% of LEP Students 4 Students: 0% of Students with Disabilities The lowest identified areas for the combined population were: open response and literary passage. The lowest identified areas for African Americans were: open response and literary passage. The lowest identified areas for Hispanic were: open response and literary passage. The lowest identified areas for Caucasian were: open response and literary passage. The lowest identified areas for Econ. Disadvantaged students were: open response and content passage. The lowest identified areas for LEP students were: open response and literary passage.
9. 4TH Grade Benchmark Exam:In 2005,54% of the students scored below proficient, .08% were African American, 0% were Hispanic, 46% were caucasian, 66% were IEP, and 70% were Free and reduced. Of the areas tested the open response items were the lowest in all areas and also multiple choice writing. In 2006 77% of the population tested scored below proficient, of those tested 35% were African American, 54% were caucasian, 19% were students with disabilities and 54% were of low socio-economic background. In all areas the open response was the lowest area with literacy, style and content being areas needing attention. In 2007, 70% of the combined population scored below proficient. Of those scoring below proficient 15% were african american, 10% were hispanic, 45% were caucasian, 50% were economically disadvantaged and 25% were students with disabilities. The area of greatest concern was in open response in content passage. 6th Grade Benchmark Exam: In 2005, 88% of the combined population scored below proficient with 16% being African American, 68% were caucasian, 20% were learning disabled and 88% were of low socio-economic background. Upon review of the weaknesses the area of open response was needed for all individuals and writing styles needed attention also. In 2006, 61% of the combined population scored below proficient on the exam. Of those tested, .09% were African American, 48% were caucasian, 13% were learing disabled, .04% were of Limited English Proficiency and 63% were of low socio-economic background. Of those tested the area of open response was the one which was the lowest. In 2007, 81% of the combined population scored below proficient on the exam. Of those tested, .06% were african american, .06% were hispanic, 69% were caucasian, 63% were economically disadvantaged, .06% were limited english proficiency and 25% were students with disabilities. The areas of greatest concern are: open response, in all areas, and literary and content passages.

Goal To improve Literacy skills for all students with emphasis on open response based on AYP data as provided by ADE.

Benchmark 27.6% of Emmet Elementary students scored proficient which is 22% below the AYP standard of 49.60%.

Intervention: Student Academic Improvement Plan (AIP);

Scientific Based Research: "Improving Reading Achievement through the Use of a balanced Literacy Program": Johnson, Dunbar, Roach, 2003. Phi Delta Kappan, 2000.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Students identified not on grade level will receive enhanced instruction through after school tutoring, small group re-teaching, modified homework and re-testing. Enhanced instruction evaluation is based on Stanford 10 and Benchmark test scores. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	Classroom teachers	Start: 07/01/2009 End: 06/30/2010		<hr/> ACTION BUDGET: \$
<p>In conjunction with math priority, students will be identified as not on grade level through progress reports, checklist, grades, teacher made test, and standardized test scores. These students will received enhanced instruction time. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	Pat Loe	Start: 07/01/2009 End: 06/30/2010		<hr/> ACTION BUDGET: \$
<p>Pacing Guides and Interim Assessments will be used to increase students abilities to perform well on benchmark exams. Evaluation through increased Benchmark scores. Purchased Services are allocated for payment of interim assessment development and scoring through The Learning Institute. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide</p>	Pat Loe	Start: 06/30/2009 End: 07/01/2010	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids • Title Teachers 	<hr/> Title I - Purchased Services: \$5000.00 <hr/> ACTION BUDGET: \$5000
<p>30 minutes a day will be set aside for remediating those students who scored basic or below basic on the benchmark or STANFORD 10 test. Students will be</p>	Classroom teachers	Start: 06/30/2009 End:	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> ACTION BUDGET: \$

grouped according to their areas of weakness. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education		07/01/2010	<ul style="list-style-type: none"> Teaching Aids 	
Total Budget:				\$5000

Intervention: Reading and Literacy Strategies

Scientific Based Research: "Reading Instruction that Works": Pressley, 2002. "The Fluent Reader": Rasinski, 2003. "Lessons for the Writer's Notebook": Portalupi and Fletcher, 2005.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers in K-2 have been trained in ELLA. ELLA uses the Observational Survey to obtain pre and post data to monitor students progress. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Diane Davis	Start: 06/30/2009 End: 07/01/2010	<ul style="list-style-type: none"> Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Teachers were trained in the Step up to writing process that will increase the students abilities to write across the curriculum. Yearly inventories, achievement testing, and benchmark assessments will be used to assess student abilities. Title I funds will be used for professional development in the area of literacy Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Cindy Lee/ Thurman/Huskey	Start: 06/30/2009 End: 07/01/2010	<ul style="list-style-type: none"> Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
NSLA funds will be used to hire a Literacy Coach. The Literacy Coach will model lessons,co-teach, co-plan, assist in curriculum alignment and development and dissection of data. The Literacy Coach will also provide professional development for the Emmet campus teachers. Two paraprofessionals will assist in literacy classrooms. FTE = 1.0 The Literacy Coach will provide materials to enhance Literacy education. Title I funds	Pat Loe/ Randy Treat	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers Teaching Aids 	Title I - Materials & \$2000.00 Supplies: Title I - Employee \$27550.00 Salaries: Title I - \$10198.28

will be used to purchase materials. Materials will include but are not limited to: Rev It Up Vocabulary, chart paper, printer ink, professional workbooks and books for book studies, leveled texts. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education				Employee Benefits: <hr/> ACTION BUDGET: \$39748.28
Total Budget:				\$39748.28

Intervention: Literacy Improvement through Technology and Character Ed.

Scientific Based Research: "Extending Literacy through Participation in New Technologies": Thakkar, Bruce, Hogan, Williamson, 2003. Journal of Technology and Teacher Education: Volume 9, 2001. Reflective & literate boys: Can design & technolgy make a difference?, Stables and Rogers, 2001.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The students will increase their reading and writing abilities, which have been identified on benchmark test, grades, and teacher made test. Interim tests assessments will be administered and data analyzed by reading and math coaches. Interim test assessments will be used by teachers also to help identify target students that need extra help to increase benchmark scores. Students will participate in the Accerlerated Reader program. Title I funds will be used to update the program. STAR assessments will be used to determine reading levels for students. Computers will be purchased and available for student use in the classroom. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Traci Brewington	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: ABC pre-k program

Scientific Based Research: Prekindergarten Programs in the States: Trends and Issues Anne Mitchell Early Childhood Policy Research March 2001 (revised July 2001) Early Education and Development 2002, Vol. 13, No. 3, Pages 301-312 The Impact of the Home Instructional Program for Preschool Youngsters (HIPPPY) on School Performance in 3rd and 6th Grades Robert H. Bradley University of Arkansas at Little Rock Barbara Gilkey University of Arkansas at Little Rock

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>A grant was awarded to establish a pre-k program for 4 year olds in the school system. This program will allow 4 year olds to attend school on a regular basis so that knowledge will be gained for kindergarten. Parents will also be involved in this program through a monthly meeting to prepare them to help their children succeed. The pre-k program will be evaluated through surveys and parent attendance at meetings.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	Sara Boyce	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Develop and Implement a Parental Involvement Plan; Math and Literacy enhancement through the involvement of parents; The plan will be evaluated through attendance records for parental events and surveys.

Scientific Based Research: "Parental Involvement and Students Academic Achievement": Fan and Chen, 2001. Educational Review: Vol. 52, June 1, 2000. Creating a Positive School Culture: Beaudoin & Taylor, 2004. Family Math Night: Taylor-Cox, 2005. ABC's of Effective Parent Communication: Hershman & McDonald, 2003. Quick and Easy Ways to Connect with Students and Their Parents: Mierzwik, 2004. ACT 307 of 2007

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Parental Involvement is such an important part of today's society and Act 603 requires that schools offer a parent center for assistance with students learning and helping parents become more involved with their child's education. Materials for students and parents will be provided, which will help with grades, attitude, etc. This is established to create academic success. The Parent Center will employ a facilitator. FTE = 1.0</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Cindy Ward	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • School Library • Teachers • Teaching Aids • Title Teachers 	<hr/> ACTION BUDGET: \$

<p>A Parental Involvement plan will be developed and implemented that will involve parents, teachers, alumni, and community members. A designated Parental Facilitator and Parent Center Coordinator will play a significant role in the developmental phases of the Parental Involvement Plan, oversee the implementation of the plan, and assist in organizing, maintaining, and promoting the Parent Center on campus. The Parent Center will make available materials/resources that will enable parents to assist their child in mastering academic skills, nurture parenting skills, and other areas as indicated as needs by the parent survey results. The Parental Involvement program will include parent/alumni/community members volunteer program. Volunteers will be publicly recognized based on their hours of volunteer service for the school. Community Involvement will be utilized in developing and assessing the needs of the Parent Center. The Parent Center will employ a part-time facilitator. Materials and supplies included but are not limited to: construction paper, pamphlets, materials for parent nights for make and take folders, brochures on student achievement. Emmet Elementary School has published in its student handbook the grievance procedure for parents. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education</p>	Cindy Ward	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	Title I - Materials & \$2000.00 Supplies: <hr/> ACTION BUDGET: \$2000
<p>Parents are invited to attend Open House at the beginning of the school year to meet their child's teacher. Family Math and Literacy Nights are conducted in the evenings that assist parents in helping their child to improve math and literacy skills. Parents are introduced to homework polices that focus on open-response questions that align with the Benchmark Released Items. Parents also are informed on their child's AIP Progress and told how they can assist their student in becoming proficient in math and literacy. The effectiveness of the parental involvement plan will be evaluated through attendance records at school events and parent surveys. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Pat Loe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$
<p>Parent Involvement Meetings will be held each semester. These will include at least two Parent/Teacher conferences</p>	Cindy Ward	Start: 07/01/2009	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$

each year. Parents will be invited to attend these meetings with their children. Volunteers will be recognized by the school at the end of the year awards assembly. A volunteer resource book will be located in the Parent Center for teacher use. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement		End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	
The Parent Center will distribute information packets to parents. All information will be available in the Parent Center. A written letter containing the school's identification for school improvement will be sent out within one week of the school's notice. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Cindy Ward	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Direct Instruction Reading Training will be provided to all new k-3 elementary teachers and aides through district Title I funds. Title I and NSLA funds will be used to purchase additional teacher and student materials needed throughout the year. Materials to be purchased include but are not limited to: workbooks, leveled texts, classroom set books for literacy circles, chart tablets, pens and highlighters for corrections. Through the use of the Direct Instruction Reading program a needs assessment will be conducted for all students in order to focus the instruction of the learner. Point in time remediation is also used throughout the program. The Direct Instruction Reading program will be evaluated through student progress in reading levels along with Benchmark and SAT 10 scores. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Kathy Harrison	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
Total Budget:				\$2000

Goal To improve academic performance

Benchmark 27.6% of Emmet Elementary students scored proficient which is 22% below the AYP standard of 49.60%

Intervention: Academic Performance

Scientific Based Research: A guaranteed and viable curriculum is primarily a combination of factors involving "opportunity to learn" and "time" (Marazano, 2000a)

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Ensure that each student experiences a rigorous curriculum aligned to the Arkansas Curriculum Framework. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Pat Loe/ Cindy Lee</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • School Library • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>30 minutes a day will be set aside for remediating those students who scored basic or below basic on the benchmark or STANFORD 10 test. Students will be grouped according to their areas of weakness. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Brenda Smith</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Pacing Guides and Interim Assessments will be used to increase students abilities to perform well on benchmark exams. Evaluation through increased Benchmark scores. Purchased Services are allocated for payment of interim assessment development and scoring through The Learning Institute. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Classroom teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Analyze test data and secondary indicators to determine school improvement plan. Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Sandy Fulton, Regina Huskey, Teddy T hurman</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Identify content, subpopulation and secondary indicators to be continually monitored for growth; using a math and literacy "Assessment Wall" to track grade level, classroom</p>	<p>Regina Huskey, Teddy Thurman, Lisa Doss</p>	<p>Start: 07/01/2009 End:</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

and student growth. Action Type: Alignment Action Type: Collaboration Action Type: Equity		06/30/2010	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	
Implement targeted research-based practices that address the specific needs of the subpopulation identified for math and literacy. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Classroom teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: With emphasis on the BMI results, students will increase their awareness and understanding of the health and wellness goals, as set up by the ADE.

Supporting Data: 1. BMI results show 15.7% of the males in the Blevins school district is in the at risk classification. 26% of the males are in the overweight classification. 18.5% of the females in the Blevins district are categorized as at risk, with 23.9% falling in the overweight category.

Goal To increase the students awareness of health issues and health related topics.

Benchmark With emphasis on BMI results, students will gain knowledge of health related issues and learn how to better prepare for a life time of good health. A school wide effort is being done, using pedometers, to get students and teacher more active. Charts will be kept to see gains and losses.

Intervention: With a certified physical education teachers on staff, students will be required to participate in 160 minutes, each week, of Physical education/Physical Activity. This will be handled by two physical education classes per week for each grade level, and also 20 minutes each day of physical activity.				
Scientific Based Research: "Making America Fit and Trim--Big and Small Steps" Gerberding and Marks, 2004. "Active Healthy School Programs": Spurrel, 2005. Presidential Physical Fitness Program, 2005.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will be involved in 2, 40 minutes physical education classes each week. Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide Action Type: Wellness	Claudetta Harris	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Students will be required to participate in 4, 20 minute,	Classroom	Start:	<ul style="list-style-type: none"> • Teachers 	

teacher organized activities each week. Action Type: Collaboration Action Type: Special Education Action Type: Wellness	teachers	07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
To build character and mental wellness the school has established a STUDENT OF THE MONTH. Each class will select a student who has demonstrated excellent character and behavior for the month. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Pat Loe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Students participate in the Body Walk and Health Fair to increase their knowledge of health related issues. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Claudette Harris	Start: 03/01/2010 End: 06/30/2010	<ul style="list-style-type: none"> Community Leaders Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4:

Supporting Data:

Goal To Ensure the environment is conducive to learning for all students.

Benchmark 27.6% of Emmet Elementary students scored proficient which is 22% below the AYP standard of 49.60%.

Intervention: Provide targeted student services				
Scientific Based Research: A guaranteed and viable curriculum is primarily a combination of factors involving "opportunity to learn" and "time" (Marazano, 2000a)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide state approved SES or offer PSC for all students at the school in T1 Year 1 - Provide state approved SES and offer PSC to all students at the school in T1 Year 2 and Teir 1 Year 3 - Require schools to post math and/or literacy AIP or IRI on-line \$ Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Pat Loe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Outside Consultants Performance Assessments 	Title I - Materials & Supplies: \$3829.00 Title I - Purchased Services: \$7658.00 <hr/> ACTION BUDGET: \$11487

Participate in professional development on how to analyze and effectively use data. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Cindy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Require teachers to make individual professional development plans on student data and classroom observations. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Classroom teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$11487

Goal To Improve Academic Performance

Benchmark 27.6% of Emmet Elementary students scored proficient which is 22% below the AYP standard of 49.60%.

Intervention: Academic Performance				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
To ensure that each student experiences a rigorous curriculum aligned to the Arkansas Frameworks. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Classroom teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Analyze test data and secondary indicators to determine school improvement plan. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Cindy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Identify content, subpopulations and secondary indicators to be continually monitored for growth; using a math and literacy assessments to track growth. Action Type: Alignment Action Type: Collaboration	Cindy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$

Total Budget:	\$0
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Goal To improve efficiency in policies, procedures, and practices.
 Benchmark 27.6% of Emmet Elementary students scored proficient which is 22% below the AYP standard of 49.60%

Intervention: Require documentation of daily "classroom walk through" observations by the building administrator to monitor classroom instruction.

Scientific Based Research: Marzano, R.J., What Works in Schools-Translating research into action, ASCD. Waters, Tim; Marzano, R.J., Balanced Leadership: What 30 years tells us. MCREL.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Assist in the development of a school improvement plan that follows the school improvement process and clearly outlines the necessary interventions and actions to move all students to proficiency by 2013-2014. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Classroom teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Provide faculty members with professional development on how to analyze and effectively use data to build school capacity and improve student performance. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Cindy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	Title I - Purchased Services: \$10800.00 ACTION BUDGET: \$10800
Report school improvement plan progress to the superintendent quarterly, who in turn will report the progress to the school board. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Pat Loe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Notify parents that the school is identified as T1 Year 1, 2, or 3. Action Type: Collaboration	Pat Loe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Review policies, procedures, and practices that may present barriers to all students' achievement. Action Type: Alignment Action Type: Collaboration	Pat Loe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$

Action Type: Equity			<ul style="list-style-type: none"> Teachers 	
Provide opportunities for leadership training to school leadership teams. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Pat Loe/ Cindy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Provide assistance in development and implementation of a school leadership team that focuses on the targeted subpopulation(s) missing the AMO. The leadership team would be responsible for reviewing progress monitoring data, making adjustments in student interventions monthly and overseeing the implementation of the school improvement plan. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Pat Loe/ Cindy Lee	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$10800

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Brenda Smith	6th grade homeroom	steering/math
Classroom Teacher	Charlotte McCauley	3rd grade	math
Classroom Teacher	Cindy Ward	GT Coordinator	Literacy
Classroom Teacher	Diane Davis	Kindergarten	Literacy
Classroom Teacher	Kathleen Wicker	6th grade homeroom	math
Classroom Teacher	Leslie Taylor	elem./high special ed	math/advisory
Classroom Teacher	Lynn Johnson	1st Grade	math
Classroom Teacher	Nelda Conway	2nd grade	Literacy
Classroom Teacher	Pam Elliott	Art teacher	math
Classroom Teacher	Sandy Fulton	Elem. counselor	Literacy/TitleI/TitleV/Advisory
Classroom Teacher	Sharon Ricks	4th homeroom	Literacy
District-Level Professional	Randy Treat	Superintendent	TitleI/TitleV/ Federal
Non-Classroom Professional Staff	Traci Brewington	librarian	steering
Parent	Yolonda Reed	paraprofessional	TitleI/TitleV/Federal

Principal	Pat Loe	principal	steering
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