

CROSSETT ELEMENTARY SCHOOL

Action Report

For: Parental Engagement.

Action Type: Parental Engagement

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Priority 1: To Improve Literacy Skills

Supporting Data: 1.3rd Grade Benchmark Data. (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

| | | | | |
|------|----|----|----|----|
| 3rd | 1 | 2 | 3 | 4 |
| 2009 | 60 | 40 | 70 | 49 |

In 2009, 60% of the combined third grade students scored at or above proficient on Benchmark Exam:

40% of African American students scored at or above proficient;

60% of Hispanic students scored at or above proficient;

70% of Caucasian students scored at or above proficient;

49% of the Socio Economic Deprived students scored at or above proficient.

The lowest identified areas for the combined population were: Reading - Practical Passages; Writing Style & Content.

The lowest identified areas for African Americans were Reading Practical passages and writing style & content.

The lowest identified areas for Hispanics were Reading Practical & Content passages, writing style & content.

The lowest identified areas for Caucasians were Reading Practical passages, and writing style & content.

The lowest identified areas for Socio Economic Deprived were Reading Practical & Content passages, writing style & content.

3rd grade IOWA Data

(1) In 2006, 62.2% of the combined third grade students scored at or above proficient on IOWA exam.

The lowest identified areas for the combined population were: word parts, comprehension, usage and expression.

(2) In 2007, 59% of the combined third grade students scored at or above proficient on IOWA exam.

The lowest identified areas for the combined population were: vocabulary and usage & expression.

(3) In 2008, the IOWA test was augmented into the benchmark test and scores are reflected there.

1.4th Grade Benchmark Data. (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

| | | | | |
|------|----|----|----|----|
| 4th | 1 | 2 | 3 | 4 |
| 2009 | 58 | 40 | 66 | 45 |

In 2009, 58% of the combined fourth grade students score at or above proficient on the Benchmark Exam:

40% of African American students scored at or above proficient;

100% of Hispanic students scored at or above proficient;

66% of Caucasian students scored at or above proficient;

45% of the Socio Economic Deprived students scored at or above proficient.

The lowest identified areas for the combined population were: Reading practical & content passages; Writing Style & content.

The lowest identified areas for African Americans were reading practical passages, and writing style & content.

The lowest identified areas for Hispanics were reading practical & content

passages, and writing style & content.

The lowest identified areas for Caucasians were reading practical passages, and writing style & content.

The lowest identified areas for Socio Economic Disadvantaged were reading practical & content passages, and writing style & content.

4th grade IOWA Data

(1) In 2006, 48.6% of the combined fourth grade students scored at or above proficient on IOWA exam.

The lowest identified areas for the combined population were: vocabulary & inference.

(2) In 2007, 61.1% of the combined fourth grade students scored at or above proficient on IOWA exam.

The lowest identified areas for the combined population were: vocabulary.

1. Kindergarten MAT 8 Data (Column definitions: 1=Combined, 2=African

American, 3=Caucasian, 4=Economically Disadvantaged.)

| Kindergarten | 1 | 2 | 3 | 4 |
|--------------|---|---|---|---|
|--------------|---|---|---|---|

| | | | | |
|------|----|----|----|----|
| 2009 | 42 | 34 | 35 | 49 |
|------|----|----|----|----|

1.1st Grade Stanford 10 Data.

(1) In 2008, combined first grade students scoring at or above proficient on the Stanford 10, 40%. The lowest areas were initial understanding, literary, interpretation, and critical analysis and strategies.

(2) In 2009, combined first grade students scoring at or above proficient on the Stanford 10, 40%. The lowest areas were short passages with questions, literary, functional, interpretation, and critical analysis and strategies.

2.2nd Grade Stanford 10 Data.

(1) In 2008, combined second grade students scoring at or above proficient on the Stanford 10, 29%. The lowest areas were literary, functional, interpretation, and critical analysis and strategies.

(2) In 2009, combined second grade students scoring at or above proficient on the Stanford 10, 30%. The lowest areas were literary, interpretation, and critical analysis and strategies.

2nd grade IOWA Data

(1) In 2006, 55.2% of the combined second grade students scored at or above proficient on IOWA exam.

The lowest identified areas for the combined population were: vocabulary, word analysis, usage & expression.

(2) In 2007, 63% of the combined second grade students scored at or above proficient on IOWA exam.

The lowest identified areas for the combined population were: vocabulary.

(3) In 2008, the IOWA test was augmented into the benchmark test and scores are reflected there.

3.Attendance Rate:

In 2007, the ADM for the school was 453.39.

In 2008, the ADM for the school was 459.83.

In 2009, the ADM for the school was 728.11.

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Goal To improve reading in all areas of literacy with emphasis on reading practical and content passages and writing style & content

Benchmark On the 2008 third grade literacy benchmark, 64% of the combined population, 49% of the African American population, 73% of the Caucasian population, 48% of the Low Socio-economic population, scored proficient or above.

On the 2009 third grade literacy benchmark, 60% of the combined population, 40% of the African American population, 70% of the Caucasian population, 49% of the Low Socio-economic population, scored proficient or above.

On the 2008-09 fourth grade literacy benchmark, 58% of the combined population, 40% of the African American population, 66% of the Caucasian population, 45% of the Low Socio-economic population, scored proficient or above.
Benchmark

Intervention: Parental Engagement and Advocacy for the Facilitation of Student Growth & Achievement
Scientific Based Research: Darling, S. (2008). Family must be a part of the solution in closing the achievement gap. The Clearing House, 81. Plevyak, L. (2003). Parental involvement in education: Who decides? Education Digest, 69.

Actions Person Responsible Timeline Resources Source of Funds

1) Teachers will receive two hours and administrators will receive three hours of staff development training from a consultant in the area of effective parental engagement. (School-wide component #4) 2) Parents will have the opportunity to attend parent workshops, such as How to Help Your Child In School.

Action Type: Parental Engagement

Action Type: Professional Development

Action Type: Title I School-wide

Janice Warren, Superintendent; Joye Stephenson, Principal Start: 07/01/2009

End: 06/30/2010 •District Staff

ACTION BUDGET: \$

1) Parents will be informed of and encouraged to use resources provided in the school library, including books, magazines, and other materials that promote responsible parenting. 2) K-1 students have the opportunity to participate in a reading program called the Library B.E.A.R. Club (Be Excited About Reading). Parents are encouraged to read books with their children at home and complete reading logs on the books. Students who reach their reading goals are recognized and rewarded each 9 weeks and parents are invited to the awards program. 3) Parents will be informed of opportunities to interact with the school as volunteers through a volunteer drive during Open House and the first few weeks of school (Act 397 of 2009 School-wide Component J Engage in other activities determined by the school to help a parent assist in his or her child's learning). A volunteer resource book will be compiled from the parent interest forms and made available to school staff and updated yearly.(ACT 307 of 2007 C; Act 397 of 2009) 4) Title I funds will be used to hire a District Parent Coordinator housed at the TIPS (FTE .50)to oversee parental engagement activities.(This goes beyond the requirements of ACT 307 of 2007 and meets the 95% of 1% set aside rule for Parental Engagement.) 5) Parent involvement will be an integral part of our school, including parents involved in creating and evaluating parent involvement policies. (School-wide Component #6. Parental Involvement) 6) The building principal will designate one certified staff member to serve as the CE parent facilitator. (ACT 307 of 2007 G; Act 397 of 2009)This will be paid for by local/state funds.

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Action Type: Title I School-wide

Joye Stephenson, Principal; Classroom Teachers; Holly Gillum & Julie Vaden, Librarians; Building Staff; Mary Pat Stanley Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

•District Staff

•Teachers

Title I - Employee Salaries: \$8437.00

Title I - Employee Benefits: \$1941.00

ACTION BUDGET: \$10378

1) The School website will offer a parent page giving information about current events, work for the week, and to assist them with fostering their child's success. 2) Seminars/informational meetings will be held to inform parents about how to be involved in decisions that relate to the success of their child/children.(ACT 307 of 2007 E, Act 397 of 2009) Parents will be encouraged to use Edline, an online program, that gives up-to-date information about student assignments and grades.

Action Type: Parental Engagement

Action Type: Technology Inclusion

Action Type: Title I School-wide

Joye Stephenson, Principal; Holly Gillum, Julie Vaden, Librarians Start: 07/01/2009

End: 06/30/2010 •School Library

ACTION BUDGET: \$

1)A parent advisory committee will be formed to aide in fostering positive parent/school relations and to assist with other school related activities. 2)Crossett Elementary will enable the formation of PTA/PTO through the CAPS (Caring About Parents and Students)Organization. Each grade level CAPS will meet to plan and organize activities for CE students and to inform parents of upcoming CE events.(PE F of ACT 307; Act 397 of 2009) 3) Parents will be invited to Parent Involvement Meetings to inform them about school issues, assessment, expectation, and how they can assist their children for a more successful school year.(PE B od ACT 307; Act 397 of 2009)

Action Type: Collaboration

Action Type: Parental Engagement

Action Type: Title I School-wide

CAPS Coordinator, Shirley Scott Start: 07/01/2009

End: 06/30/2010 •Teachers

ACTION BUDGET: \$

Forms and information will be translated into Spanish for ESL parents.

Action Type: Equity

Action Type: Parental Engagement

Action Type: Title I School-wide

Joye Stephenson, Principal; Anna Nimmo, ESL Instructor Start: 07/01/2009

End: 06/30/2010 •Outside Consultants

ACTION BUDGET: \$

Parents will be engaged academically through weekly sample test items to complete with their children.

Action Type: Collaboration

Action Type: Parental Engagement

Action Type: Title I School-wide

Joye Stephenson, Principal; Classroom Teachers Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

ACTION BUDGET: \$

A social worker will be hired (Elaine Simpson, FTE .33) through NSLA salaries and benefits to work with K-12 students and parents. NSLA funds through purchased services will be used to support professional development for the social worker.

Action Type: Equity

Action Type: Parental Engagement

Action Type: Title I School-wide

Janice Warren, Superintendent, Joye Stephenson, Principal Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

•Central Office

•Outside Consultants

NSLA (State-281) - Employee Salaries: \$14860.00

NSLA (State-281) - Employee Benefits: \$3418.00

NSLA (State-281) - Purchased Services: \$400.00

ACTION BUDGET: \$18678

The "School Messenger" parent notification system will enable the school to notify parents of schedule changes, meetings, absences, or emergency notifications by phone. (Supported by Title IV-A funds and allocated in the District Plan)

Action Type: Parental Engagement

Action Type: Technology Inclusion

Action Type: Title I School-wide

Joye Stephenson, Principal, Office Staff Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

Computers

District Staff

ACTION BUDGET: \$

1) Title I funds will be used to purchase "Eagle Folders" to be sent home each Wednesday to foster strong parent communication by providing weekly grades and information about events at school. Wednesday folders will also give the parents an opportunity to communicate concerns they have about their children's school experience. (This goes above the requirements of Act 307 of 2007 - 95% of 1% set aside rule for parental engagement.) 2) Parent communication will also be encouraged and documented with phone calls, e-mails, conference, and classroom invitations throughout the school year. 3) "This Week's Work" newsletters will be sent home weekly, as well as posted online, to inform parents of classroom objectives, lessons, and activities.

Action Type: Equity

Action Type: Parental Engagement

Action Type: Special Education

Action Type: Title I School-wide

Joye Stephenson, Principal; Parent Coordinator; Classroom teachers Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

•District Staff

•Teachers

Title I - Materials & Supplies: \$1200.00

ACTION BUDGET: \$1200

1) Parental Involvement will be documented through surveys, sign-in sheets, and agendas. 75% of parents thought the physical structures and conditions of the school are safe and equitable - 80% of parents thought teachers provide structure and support for our school - 76% of parents thought the school leadership encouraged members, inside and outside the school, to share in the school's vision of learning - 74% of parents thought that student behavior is clearly communicated and equitable for all students - 72% of parents thought teachers kept regular contact regarding student progress 2) Four Parent/Teacher conferences are scheduled in the District calendar for 2009-2010. A three-hour Parent/Teacher Conference will be held each of the four 9-week grading periods. This is equivalent to the required two Parent/Teacher Conferences. (ACT 307 of 2007 - amended ACT 603 of 2003,H; Act 397 of 2009) They will be informed of state test results, assessment tools, promotion guidelines, 9 weeks skills maps, TIPS Center services, and the process for resolving parental concerns. The school's process for resolving parental concerns will be placed in the student handbook. (ACT 307 of 2007 D; Act 397 of 2009)

Action Type: Collaboration

Action Type: Parental Engagement

Action Type: Program Evaluation

Action Type: Title I School-wide

Joye Stephenson, Principal Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

ACTION BUDGET: \$

1.)An information packet containing a school brochure with parenting tips, the school's statement of commitment to parental involvement, and the Parent/Student/Teacher/Principal Compact, a description of the curriculum used, types of assessment and proficiency levels will be provided at the beginning of the year and at the enrollment of new students. (A ACT 307 of 2007; Act 397 of 2009) 2.) Parents/Students will receive a copy of the District Handbook at the beginning of each year or at the enrollment of new students. Parents will acknowledge receipt by signing and returning documentation.3) Parents will be encouraged to support and become involved with classroom projects.

Action Type: Parental Engagement

Joye Stephenson, Principal; Classroom Teachers Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

•Teachers

ACTION BUDGET: \$

1) During Kindergarten Orientation, parents will be given a "Readiness Indicator" checklist. To aid in transition, children enrolled in local daycares and preschool programs will be invited to tour HLC prior to entering kindergarten. 2) Transition between grades and programs will be addressed through guided tours of each building, information given to parents at conferences, information posted on the parent page of the school website and sent home with students. 3)An informational meeting will be held for all local pre-K providers prior to Kindergarten Orientation. (School-wide

Component #7 - Transition)

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Joye Stephenson, Principal Start: 07/01/2009

End: 06/30/2010 •District Staff

•Teachers

ACTION BUDGET: \$

1) School-based Mental Health will be provided daily. A therapist and case manager are assigned to be in the district five days a week. 2) Community service will be provided 24/7 to students and families of identified students. 3) A service log will be kept.

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Action Type: Special Education

Action Type: Title I School-wide

Stephanie Cole; Delta Counseling; Day Springs Start: 07/01/2009

End: 06/30/2010 •District Staff

•Outside Consultants

ACTION BUDGET: \$

Crossett Elementary, Anderson Campus, will be participating in the School Watch D.O.G.S. (Dads of Great Students) program. A fall recruitment drive will be held, an orientation meeting, and daily schedules will be created to encourage fathers to participate in their children's educational opportunities. Title IV-A funds will be used to support this program through the purchase of materials and supplies, and will be allocated in the district plan.

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Joye Stephenson, Principal; Patty Frisby & Mary Pat Stanley, Counselors; Watch D.O.G.S. Coordinator Start: 07/01/2009

End: 06/30/2010

ACTION BUDGET: \$

Total Budget: \$30256

Intervention: Creating a positive school environment in which to provide supplemental services to close the reading achievement gap and increase literacy proficiency

Scientific Based Research: Walker, B. (2008). Adjusting instruction to meet students' needs. Reading Today, 25. Melton, C., et. al. (2004). A study of the effects of the accelerated reader program on fifth grade students' reading achievement growth. Reading Improvement, 41. Tise, Mary Shackelford, (1999) "Accelerated Reader: Does it Produce Voracious Readers?" Accelerated Reader: What Does It Promise and What Does it Deliver? Vogel, C. (2006). Building a strong community partnership. District Administration, 42.

Actions Person Responsible Timeline Resources Source of Funds

1) The AR Program will be made available to all students who are capable of reading and testing independently. 2) Title VI State funds will be used to purchase Renaissance Learning Accelerated Reader Enterprise Program to replace the present Renaissance Learning AR. 3) Star Reading will be renewed to assess students' reading levels. 4) The AR Program will be shared with parents to encourage them to promote reading in their homes as part of responsible parenting. 5) Incentives will be awarded for students who meet AR goals.

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Action Type: Technology Inclusion

Action Type: Title I School-wide

Kenny Leigh, Tech Director; Holly Gillum & Julie Vaden,, Librarians; Joye Stephenson, Principal & Pam Smith Start: 07/01/2009

End: 06/30/2010 •District Staff

•School Library

•Teachers

Title VI State - Materials & Supplies: \$4000.00

ACTION BUDGET: \$4000

Rotary Club members will visit classrooms to read a book to the students as part of the Rotary Readers program. A dictionary will also be presented to each third grade student by a member of the group.

Action Type: Collaboration

Action Type: Parental Engagement

Action Type: Title I School-wide

Rotary Member Start: 07/01/2009

End: 06/30/2010 •Community Leaders

•Teachers

ACTION BUDGET: \$

Yearly award ceremonies will be held to recognize student achievement in content areas and AR.

Action Type: Collaboration

Action Type: Parental Engagement

Action Type: Title I School-wide

Joye Stephenson, Principal; Classroom Teachers Start: 07/01/2009

End: 06/30/2010 •Community Leaders

•District Staff

•Teachers

ACTION BUDGET: \$

1) CE parent coordinator will oversee Busy Bee (K) and Student of the Month (1-4) ceremonies that will be held monthly during lunch and parents will be invited to attend.

Action Type: Equity

Action Type: Parental Engagement

Mary Pat Stanley & Patty Frisby, Counselors; Joye Stephenson, Principal Start: 07/01/2009

End: 06/30/2010 •District Staff

ACTION BUDGET: \$

1)Kindergarten students will receive a free book from community sponsors in an effort to encourage early reading practices. 2) First through fourth grade students will participate in Rock and Read.

Action Type: Alignment

Action Type: Equity

Action Type: Parental Engagement

Julie Vaden, Librarian; Community Sponsors; Classroom Teachers; Joye Stephenson, Principal Start: 07/01/2009

End: 06/30/2010 •Community Leaders

•District Staff

ACTION BUDGET: \$

Total Budget: \$4000

Intervention: Provide Core Reading Comprehension & Vocabulary Instruction

Scientific Based Research: Deeney, T. (2008). Coordinating supplemental reading instruction. Intervention in School and Clinic, 43.

Actions Person Responsible Timeline Resources Source of Funds

1) First and second grade students will be provided "Social Studies Weekly", third grade students will be provided "Scholastic News Weekly" and 4th grade students will be provided "Scholastic Story Works" to supplement the Social Studies curriculum. 2) Teachers will receive 2 hours of Arkansas History Training. 3) Students will use a Social Studies curriculum that includes literacy when possible.

Action Type: Alignment

Action Type: Equity

Action Type: Parental Engagement

Action Type: Professional Development

Action Type: Title I School-wide

Joye Stephenson, Principal; Pam Pevy, Curriculum Coordinator; Classroom Teachers Start: 07/01/2009

End: 06/30/2010

ACTION BUDGET: \$

1) Title I funds (\$22,400) will be used to provide teachers with on-going early intervention training from Dr. Fritz Mengert on neuro-cognitive brain studies in order to best meet the needs of each individual student. 2) Teachers will be trained in early developmental research in order to inform parents of skills and activities to aid in the growth and development of their children. 3) Teachers will be taught to identify the diversity of student developmental stages based on gender and handedness and differentiate instruction accordingly. 4) Professional development funds will provide initial training in cognitive development during before- school staff development sessions.

Action Type: Equity

Action Type: Parental Engagement

Action Type: Professional Development

Action Type: Special Education

Action Type: Title I School-wide

Pam Pevy, Curriculum Coordinator; Joye Stephenson, Principal; Classroom Teachers Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

- District Staff
- Outside Consultants
- Teachers
- Teaching Aids

Title I - Purchased Services: \$22400.00

ACTION BUDGET: \$22400

1) Students will be assessed at the beginning of the year for placement and periodically during the year for documentation of the progress they've made using the A+ computer program. 2) All students will use computer lab, classroom computers, reading software, and online sources to reinforce targeted reading skills and vocabulary. 3) Teachers and students will utilize computers to publish student's writing. 4) The JEDI program will be used for prescriptive student work. 5) Internet access will be provided on all teacher, student, lab, and library computers for research and supplemental class activities and projects.

Action Type: Alignment

Action Type: Equity

Action Type: Parental Engagement

Action Type: Special Education

Action Type: Technology Inclusion

Kenny Leight, Technology Director; Joye Stephenson, Principal; Pam Pevy, Curriculum Coordinator; Pam Smith Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

- Computers
- District Staff
- Teachers
- Teaching Aids

ACTION BUDGET: \$

1) Annually, all certified teachers will receive a total of sixty hours of staff development. The district will provide the teachers with in-service opportunities in the following areas: 504 regulations, parental involvement, classroom management, and differentiated instruction. (School-wide Component #4 - Professional Development) 2) Professional development categorical funds will be used to pay for the consultants as well as materials and supplies that support the training. 3) Professional development will be based on the needs assessment and tied to the ACSIP plan. 4) Teachers will be paid using Professional Development Funds to attend Pathwise Training on off-contract days. 5) Teachers will be paid to attend Curriculum Alignment training on off-contract days. NSLA funds will be used to support curriculum alignment and evaluation of student achievement across the district. Faculty and staff will be paid to attend meetings during off-contract time and materials and supplies will be provided. 6) Teachers will be paid to attend Talents Unlimited Training on off-contract days (supported by State Professional Development funds). 7)

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Action Type: Professional Development

Action Type: Technology Inclusion

Janice Warren, Superintendent Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

- District Staff
- Outside Consultants

PD (State-223) - Employee Salaries: \$7851.00

NSLA (State-281) - Materials & Supplies: \$1000.00

NSLA (State-281) - Employee Benefits: \$3496.00

NSLA (State-281) - Employee Salaries: \$15200.00

PD (State-223) - Employee Benefits: \$1806.00

ACTION BUDGET: \$29353

1) In grades 1st and 2nd, SRA DI Placement tests will be conducted to evaluate yearly student progress and to determine student placement. 2) Parents will be notified of test and placement changes and results. 3) Reading instruction will be adjusted according to student evaluation data determined by SRA DI Placement test, skill books, individual writing, rate & accuracy, workbooks, and teacher observation. 4) Assistants will be used to provide supplemental remedial instruction in DI for any 1st and 2nd grade students.

Action Type: Alignment

Action Type: Equity

Action Type: Parental Engagement

Action Type: Title I School-wide

Pam Pevy, Curr. Coord; D.I. Coordinator; Lea Culp, Lit Coach, Cadres, Classroom Teachers Start: 07/01/2009

End: 06/30/2010 •District Staff

•Teachers

ACTION BUDGET: \$

1) Intervening services will be provided focusing on phonological awareness with the use of computers, Sound Field System Phonic Ear Equipment, Start-In materials and Listen & Learn home programs for parental loan-out will be provided by the speech pathologist. Lesson plans and document use of the equipment and materials, and a log of parental usage of equipment and materials will be kept by the speech pathologist. 2) Additional Sound Field System Phonic Ear Systems will be purchased. (Supported by ARRA IDEA Stabilization funds)

Action Type: AIP/IRI

Action Type: Equity

Action Type: Parental Engagement

Action Type: Special Education

Action Type: Technology Inclusion

Stephanie Cole; Special Ed. Coordinator; Joye Stephenson, Principal Start: 07/01/2009

End: 06/30/2010 •Computers

•District Staff

•Teachers

•Teaching Aids

ACTION BUDGET: \$

Title I funds will be used for the following: 1) Language enrichment class will be established for kindergarten students with oral language deficits. 2) Two certified teachers will be hired to teach these classes. (3) Materials and supplies will be purchased to support the Language Enrichment Classes. 4) Twenty-two Kindergarten students were given Boehm-3 Test: Pre test - 11 scored below 70% and 11 scored above 70% - Post test - indicated all but 2 students scored above 70%; 4 above 80% and 8 above 90%. Four students were able to exit the program in December.

Action Type: Alignment

Action Type: Equity

Action Type: Parental Engagement

Action Type: Professional Development

Action Type: Special Education

Action Type: Title I School-wide

Janice Warren, Superintendent Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

•Computers

•District Staff

•Outside Consultants

- Teachers
- Teaching Aids
- Title Teachers

Title I - Employee Benefits: \$9792.00
 Title I - Employee Salaries: \$42572.00
 Title I - Materials & Supplies: \$1000.00

 ACTION BUDGET: \$53364

Title II-A funds will be used: (1) To hire a Literacy Instructional Facilitator to work with grades K-4 Literacy teachers, and to coordinate Direct Instruction classes. (Supported by Title II-A funds allocated in the District Plan) (2) To provide the Facilitator with on-going professional development in Direct Instruction and Literacy Lab. (3) The Instructional Facilitator will provide professional development for substitute teachers and supervise Direct Instruction Cadre teachers in grades 1-2. (4) The Literacy Facilitator will supervise and provide on-going professional development in the Smart Start Literacy Lab Classes for the Literacy Teachers in grade K, 3 and 4. (5) The Literacy Instructional Facilitator will serve as a mentor to Literacy Teachers in grades K-4 (FTE .50). (Title II-A funds are allocated in the district plan.)

- Action Type: Alignment
- Action Type: Collaboration
- Action Type: Equity
- Action Type: Parental Engagement
- Action Type: Professional Development
- Action Type: Program Evaluation
- Action Type: Special Education
- Action Type: Title I School-wide
- Linda Goodwin Start: 07/01/2009
- End: 06/30/2010 •District Staff

- Outside Consultants
- Teachers
- Title Teachers

 ACTION BUDGET: \$

Total Budget: \$105117

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Priority 2: To Improve Math Skills

Supporting Data: 1.3rd Grade Benchmark Data. (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

| 3rd | 1 | 2 | 3 | 4 |
|------|----|----|----|----|
| 2009 | 82 | 68 | 89 | 75 |

In 2009, 82% of the combined third grade students scored at or above proficient on Benchmark Exam:

68% of African American students scored at or above proficient;

89% of Caucasian students scored at or above proficient;

75% of Socio Economic Deprived students scored at or above proficient;

The lowest identified areas for the combined population were: data analysis and probability.

The lowest identified areas for African Americans were: open geometry, data analysis & probability.

The lowest identified areas for Hispanics were: measurement - open response, data analysis & probability.

The lowest identified areas for Caucasians were: geometry, data analysis & probability.

The lowest identified areas for Socio Economic Deprived were: geometry, data

analysis & probability.

3rd grade IOWA Data

In 2006, 61% of the combined third grade students scored at or above proficient on IOWA:

The lowest identified areas for the combined population were: problem solving & data interpretation, probability & statistics.

In 2007, 66.9% of the combined third grade students scored at or above proficient on IOWA:

The lowest identified areas for the combined population were: problem solving & data interpretation.

In 2008, the IOWA was augmented into the Benchmark test and scores are reflected there.

1.4th Grade Benchmark Data. (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

| | | | | |
|------|----|----|----|----|
| 3rd | 1 | 2 | 3 | 4 |
| 2009 | 74 | 59 | 82 | 67 |

In 2009, 74% of the combined fourth grade students scored at or above proficient on Benchmark Exam:

59% of African American students scored at or above proficient;

82% of Caucasian students scored at or above proficient;

67% of Socio Economic Deprived students scored at or above proficient;

The lowest identified areas for the combined population were: measurement - open response, and data analysis & probability.

The lowest identified areas for African Americans were: geometry, measurement, and data analysis & probability.

The lowest identified areas for Hispanics were: geometry, measurement, and data analysis & probability.

The lowest identified areas for Caucasians were: data analysis & probability.

The lowest identified areas for Socio Economic Deprived were: geometry, measurement, and data analysis & probability.

4th grade IOWA Data

(1) In 2006, 53.3% of the combined fourth grade students scored at or above proficient on IOWA:

The lowest identified areas for the combined population were: number problems & operations, algebra, measurement, probability & statistics.

(2) In 2007, 55.9% of the combined fourth grade students scored at or above proficient on IOWA:

The lowest identified areas for the combined population were: math computation, problem solving & data interpretation.

(3) In 2008, the IOWA was augmented into the Benchmark test and scores are reflected there.

1. Kindergarten MAT 8 Data (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)

| | | | | |
|--------------|----|----|----|----|
| Kindergarten | 1 | 2 | 3 | 4 |
| 2009 | 36 | 22 | 32 | 46 |

1.1st grade Stanford 10 Data

(1) In 2008, on Stanford 10, first grade combined score was 54% proficient.

(2) In 2009, on Stanford 10, first grade combined score was 45% proficient.

2.2nd grade Stanford 10 Data

(1) In 2008, on Stanford 10, second grade combined score was 57% proficient.

(2) In 2009, on Stanford 10, second grade combined score was 48% proficient.

2nd grade IOWA Data

(1) In 2006, 66.2% of the combined second grade students scored at or above proficient on IOWA:

The lowest identified areas for the combined population were: time measurement & multiple step problems.

(2) In 2007, 66.4% of the combined second grade students scored at or above proficient on IOWA.

The lowest identified areas for the combined population were: relationships and trends, approaches & procedures.

(3) In 2008, the IOWA was augmented into the Benchmark test and scores are reflected there.

3. Daily Attendance Rate:

In 2007, the ADM for the school was 453.39.

In 2008, the ADM for the school was 459.83.

In 2009, the ADM for the school was 728.11.

4. Criterion Reference Test:

2006: An average of 15% of the second grade students, 36% of the third grade students, 55% of the fourth grade students fell below 70% on the Post-CRT in Math.

2007: An average of 17% of the second grade students, 45% of the third grade students, 53% of the fourth grade students fell below 70% on the Post-CRT in Math.

2008: An average of 18% of the second grade students, 53% of the third grade students, and 46% of the fourth grade students fell below 70% on the Post-CRT in Math.

Goal To improve in all areas of math with emphasis on measurement, geometry, data analysis, and probability Benchmark On the 2008-09 third grade math primary benchmark, 82% of the combined population, 68% of the African American population, 89% of the Caucasian population, 80% of the Hispanic population, 75% of the Low Socio-economic population scored proficient or above.

On the 2008-09 fourth grade math primary benchmark, 74% of the combined population, 59% of the African American population, 82% of the Caucasian population, 47% of the Low Socio-economic population scored proficient or above.

Intervention: Provide standards based, student centered mathematics curriculum

Scientific Based Research: Cobb, P., et. al. (2009). An interpretive scheme for analyzing the identities that students develop in mathematics classrooms. Journal for Research in Mathematics Education, 40.

Actions Person Responsible Timeline Resources Source of Funds

1) Teachers will document framework objectives in lesson plans. 2) Teachers will continue to implement established Everyday Math pacing guides that will be used to communicate the math skills to be taught each 9-weeks. 3) "Home Links" (K-2) and "Study Links" (3-4) will be sent home as an aid for parents to provide instruction on how to incorporate developmentally appropriate learning activities in the home environment(Act 307 of 2007, Act 397 of 2009, #1).

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Pam Pevy, Curriculum Coordinator; Classroom Teachers Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

•Teachers

ACTION BUDGET: \$

1) Teachers will be paid through Professional Development funding to attend math content training provided by Beverly Ross, Consultant, on off-contract time (supported by State Professional Development funds). 2) An Everyday Math instructional facilitator, Tammy Embry, will be hired to support and mentor math teachers as well as provide additional training in the program (supported by ARRA ESEA Stabilization funds). 3) Title I Funds will be used for purchased services

to contract an Everyday Math Consultant, Bev Ross, to provide professional development onsite training each 9 weeks for math teachers. Additional parent workshops will be scheduled during family nights. 4) Title I Funds will be used to purchase math manipulatives to support student achievement within the Everyday Math program. 5) Grade level meetings concerning Everyday Math will be held after school and during grade-level meetings. 6) Paraprofessionals will have Everyday Math training during contract professional development days.

Action Type: Alignment

Action Type: Collaboration

Action Type: Equity

Action Type: Parental Engagement

Pam Pevy , Curriculum Coordinator; Classroom Teachers Start: 07/01/2009

End: 06/30/2010 •Administrative Staff

•Outside Consultants

•Teachers

Title I - Purchased Services: \$20000.00

Title I - Materials & Supplies: \$2149.62

PD (State-223) - Employee Benefits: \$920.00

PD (State-223) - Employee Salaries: \$4000.00

ACTION BUDGET: \$27069.62

Total Budget: \$27069.62

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Priority 4: To improve wellness and create positive, healthy life habits.

Supporting Data: 1. In 2004-05, BMI results revealed that of the 145 second graders tested, 51% fell in the normal or underweight category, 20.9% are at risk of being overweight, and 28.1% were identified as overweight. Of the 338 third and fourth graders tested, 57.1% fell in the normal or underweight category, 19.8% are at risk of being overweight, and 23% were identified as overweight.

2. Anderson 2005-06 BMI data: (Column definition: 1=# Males, 2=Healthy and Underweight/Males, 3=At Risk for Overweight or Overweight/Males, 4=# Females, 5=Healthy and Underweight/Females, 6=At Risk for Overweight or Overweight/Females)

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|----|-------|-------|----|-------|-------|
| 2 | 75 | 61.3% | 38.7% | 80 | 66.3% | 33.8% |
| 3 | 86 | 57.0% | 43.0% | 67 | 46.3% | 53.7% |
| 4 | 91 | 54.9% | 45.1% | 79 | 51.9% | 48.1% |

1. In 2006-2007, BMI results revealed that of the 151 second graders tested, 59.1% fell in the normal or underweight category, 19.25% are at risk of being overweight, and 21.6% were identified as overweight. Of the 128 third graders tested, 57.85% fell in the normal or underweight category, 19.5% are at risk of being overweight, and 22.65% were identified as overweight. Of the 144 fourth graders tested, 53.3% fell in the normal or underweight category, 19.35% are at risk of being overweight, and 27.35% were identified as overweight.

2. In 2007-2008, BMI results revealed that of the 133 Kindergarteners tested, 69.9% fell in the normal or underweight category with 30.1% identified as being overweight or at risk for being overweight.

Of the 151 2nd graders tested, 61.5% fell in the normal or underweight category with 38.5% identified as being overweight or at risk for being overweight.

Of the 145 fourth graders tested, 59% fell in normal or underweight category and 41% were identified as overweight or at risk for being overweight.

3. Attendance Rate:

In 2005, the ADM for the school was 497.02.

In 2006, the ADM for the school was 453.39.

In 2007, the ADM for the school was 459.85.

Goal To improve health and wellness in all children by participating in the BMI activity, focusing on cardiovascular, muscular strength/endurance, and flexibility training

Benchmark Improved BMI results will be evidenced and documented by June 30, 2007. A goal of a 10% increase in the 2006-2007 BMI results has been set to indicate a healthier lifestyle is being put into practice by students.

Intervention: To promote nutrition education, physical activity, and other activities that are designed to promote student wellness

Scientific Based Research: Carlson, Susan A., et al. (2008). Physical education and academic achievement in elementary school: Data from the early childhood longitudinal study. American Journal of Public Health, 98. Vail, K. (2004). The obesity epidemic. American School Board Journal, 191, AN12445844.

Actions Person Responsible Timeline Resources Source of Funds

1) Parents will be informed about healthy lifestyles for their children and themselves through newsletters and the school website. 2) Students and parents will be encouraged to reduce the time children spend in sedentary activities.

Action Type: Parental Engagement

Action Type: Wellness

Joye Stephenson, Principal, Mary Pat Stanley, Counselor; Classroom Teachers Start: 07/01/2009

End: 06/30/2010 •District Staff

•Teachers

ACTION BUDGET: \$

Total Budget: \$0