



## School Plan

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### CROSSETT ELEMENTARY SCHOOL

#### Arkansas Comprehensive School Improvement Plan

#### 2009-2010

Crossett Elementary School  
Arkansas Consolidated School Improvement Process  
2009-2010

The Mission of the Crossett School District, in partnership with the community, will be to continue the tradition of excellence by providing educational opportunities which foster experiences to prepare students to become productive citizens in a global society. The entire staff of Crossett Elementary is committed to providing a neuro-cognitive based program that is relevant, challenging, and exciting academically to every student attending our school. By committing to professional development and ongoing training in this field, our staff is at the forefront of research and studies which assist in the identification and analysis of student needs. We focus on each student individually and approach learning in a way that will result in the mastery of the skills and competencies in literacy, language arts, mathematics, science, social studies and fine arts. Our goal is for them to enter their middle school years successfully and to be both academically and socially competitive. To accomplish this, our entire staff at Crossett Elementary is committed to creating and sustaining a positive, safe, and supportive school environment that is responsive to all students physically and emotionally. Our expectations are to encourage the development of each child and prepare them for a successful future.

Grade Span: K-4

Title I: Title I Schoolwide

School Improvement: MS

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**Priority 1:** To Improve Literacy Skills

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

**Priority 2:** To Improve Math Skills

**Goal:** To improve in all areas of math with emphasis on measurement, geometry, data analysis, and probability

**Priority 4:** Wellness

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

**Priority 5:** ELL Services

**Goal:** Provide services and support for the acquisition of English for students identified and qualified as English Language Learners in order to increase achievement for these students.

Priority 1: To Improve Literacy Skills

Supporting Data:	1. <b>3rd Grade Benchmark Data.</b> (Column definitions: 1=Combined, 2=African American, 3=Caucasian, 4=Economically Disadvantaged.)										
	<table border="1"> <tr> <td>3rd</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>2009</td> <td>60</td> <td>40</td> <td>70</td> <td>49</td> </tr> </table>	3rd	1	2	3	4	2009	60	40	70	49
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 & inferencing.

(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.

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

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.

**Benchmark** 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: <b>Parental Engagement and Advocacy for the Facilitation of Student Growth &amp; Achievement</b>				
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. (Schoolwide 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 Schoolwide	Janice Warren, Superintendent; Joye Stephenson, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	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 Schoolwide 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. (Schoolwide 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 Schoolwide	Joye Stephenson, Principal; Classroom Teachers; Holly Gillum & Julie Vaden, Librarians; Building Staff; Mary Pat Stanley	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	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	Joye Stephenson, Principal; Holly Gillum, Julie Vaden, Librarians	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>School Library</li> </ul>	ACTION BUDGET: \$

<p>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 Schoolwide</p>				
<p>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 Schoolwide</p>	<p>CAPS Coordinator,                  Shirley Scott</p>	<p>Start:                  07/01/2009                  End:                  06/30/2010</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Forms and information will be translated into Spanish for ESL parents.                  Action Type: Equity                  Action Type: Parental Engagement                  Action Type: Title I Schoolwide</p>	<p>Joye Stephenson,                  Principal; Anna                  Nimmo, ESL                  Instructor</p>	<p>Start:                  07/01/2009                  End:                  06/30/2010</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>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 Schoolwide</p>	<p>Joye Stephenson,                  Principal;                  Classroom                  Teachers</p>	<p>Start:                  07/01/2009                  End:                  06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>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 Schoolwide</p>	<p>Janice Warren,                  Superintendent,                  Joye Stephenson,                  Principal</p>	<p>Start:                  07/01/2009                  End:                  06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Outside Consultants</li> </ul>	<p>NSLA (State-281) - Employee Salaries: \$14860.00                  NSLA (State-281) - Employee Benefits: \$3418.00                  NSLA (State-281) - Purchased Services: \$400.00                  ACTION BUDGET: \$18678</p>
<p>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 Schoolwide</p>	<p>Joye Stephenson,                  Principal, Office                  Staff</p>	<p>Start:                  07/01/2009                  End:                  06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>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 Schoolwide</p>	<p>Joye Stephenson, Principal; Parent Coordinator; Classroom teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$1200.00</p> <hr/> <p>ACTION BUDGET: \$1200</p>
<p>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 Schoolwide</p>	<p>Joye Stephenson, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>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</p>	<p>Joye Stephenson, Principal; Classroom Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>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. (Schoolwide Component #7 - Transition) Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Joye Stephenson, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>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 Schoolwide</p>	<p>Stephanie Cole;                  Delta Counseling;                  Day Springs</p>	<p>Start:                  07/01/2009                  End:                  06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Crossett Elementary Schools will evaluate this intervention by utilizing the following evaluation tools: 1) Classroom Observations/Post Conferences by the Principal, Building Level Coaches, SEARK Cooperative Coaches, and Cadre' Coaches; 2) CWTs/Focus Walks; 3) Quarterly Target Tests; 4) Lesson Plans will be monitored on a weekly basis; 5) NRT/CRT assessments.                  Action Type: Equity                  Action Type: Program Evaluation</p>	<p>Joye Stephenson,                  Principal</p>	<p>Start:                  07/01/2009                  End:                  06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>NSLA funds will be used to purchase the Buckle-Down Literacy Series (aligned with the Arkansas frameworks) and manipulatives to support the remediation program.                  Action Type: Alignment                  Action Type: Equity                  Action Type: Title I Schoolwide</p>	<p>Pam Pevy, Director                  of Curriculum</p>	<p>Start:                  07/01/2009                  End:                  06/30/2010</p>		<p>NSLA (State -281) - \$6000.00                  Materials &amp; Supplies:                  ACTION BUDGET: \$6000</p>
<p>Prior to submitting the school's ACSIP Plan to the ADE School Improvement Supervisor, an ACSIP Peer Review Meeting will be held in the District Conference Room to approve the ACSIP Plans. Representatives from each building will attend. Stipends will be paid to the representatives for attending the meeting on off-contract time. The ACSIP plans will be returned to the schools to make any needed corrections or changes discussed at the ACSIP Peer Review Meeting.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Program Evaluation                  Action Type: Special Education</p>	<p>Pam Pevy, Director                  of Curriculum</p>	<p>Start:                  07/01/2009                  End:                  06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>The ACSIP Approval Process shall be followed at each school: Prior to submitting the ACSIP Plans to the District, the principal will set up a faculty meeting to share the ACSIP Plan with faculty and staff. Each ACSIP Chairperson will be responsible for sharing his/her priority at the meeting. All input, concerns, questions, recommendations, corrections, etc.) shall be discussed and recorded in the minutes. Any needed changes discussed are to be made prior to submission to the District. An agenda, sign-in sheet and minutes will be kept for documentation. A copy of the documentation will be sent to the Asst. Superintendent (Schoolwide Component #8 - Teacher Involvement).                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Program Evaluation                  Action Type: Special Education</p>	<p>Joye Stephenson,                  Principal</p>	<p>Start:                  07/01/2009                  End:                  06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>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</p>	<p>Joye Stephenson,                  Principal; Patty Frisby &amp; Mary Pat Stanley, Counselors;                  Watch D.O.G.S. Coordinator</p>	<p>Start:                  07/01/2009                  End:                  06/30/2010</p>		<p>ACTION BUDGET: \$</p>

Action Type: Equity					
Action Type: Parental Engagement					
Total Budget:					\$36256
<b>Intervention: Creating a positive school environment in which to provide supplemental services to close the reading achievement gap and increase literacy proficiency</b>					
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) STAR testing will be administered in computer lab to determine students' progress and placement in AR program. Students scoring below grade level were: 2nd grade - 52%, 3rd grade - 43%, and 4th grade - 47%. 2) Pre and Post tests will be given and evaluations will be made during the year to assess reading growth. 3) Diagnostic Reading Assessments, pre and post, tests will be given in grade 1-4. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Pam Smith & Gina Brockwell, Computer Lab Personnel	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Computers</li> </ul>	ACTION BUDGET: \$	
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 Schoolwide	Kenny Leigh, Tech Director; Holly Gillum & Julie Vaden,, Librarians; Joye Stephenson, Principal & Pam Smith	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	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 Schoolwide	Rotary Member	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>Teachers</li> </ul>	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 Schoolwide	Joye Stephenson, Principal; Classroom Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Community Leaders</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$	
Crossett Elementary Schools will evaluate this intervention by utilizing the following evaluation tools: 1) Classroom Observations/Post Conferences by the Principal, Building Level Coaches, SEARK Cooperative Coaches, and Cadre' Coaches; 2) CWTs/Focus Walks; 3) Quarterly Target Tests; 4) Lesson Plans will be monitored on a weekly basis; 5) NRT/CRT assessments.	Joye Stephenson ,Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$	

Action Type: Program Evaluation Action Type: Title I Schoolwide			• Teachers	
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: \$
Classroom teachers will incorporate social skills training into daily instruction using the "Stop and Think" Curriculum. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Joye Stephenson, Principal	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Teachers	ACTION BUDGET: \$
SEARK Cooperative will provide a behavior consultant to assist in programs for EI/At-Risk special needs students. Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Joye Stephenson, Principal; Camile Lenderman	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Outside Consultants	ACTION BUDGET: \$
Special Education Teachers and Speech Therapists will use methods learned from Discrete Trial Training, and TEAACH training (Autism) as early intervention strategies. Action Type: AIP/IRI Action Type: Equity Action Type: Professional Development Action Type: Special Education	Dorinda Pistole & Hagit Gregory, Jane Summerford, Special Education; Brandy Young & Heather Burford, Speech	Start: 07/01/2009 End: 06/30/2010	• District Staff • Teaching Aids	ACTION BUDGET: \$
1) CE students will participate in character education and social skills activities in small groups taught by the counselors. 2)A "Word of the Month" program will be reinforced by classroom teachers and building staff and be used to select students of the month who exhibit these traits. Action Type: Collaboration Action Type: Equity	Joye Stephenson, Principal; Mary Pat Stanley & Patty Frisby, Counselors	Start: 07/01/2009 End: 06/30/2010	• District Staff • Teachers	ACTION BUDGET: \$
Installation of a computer lab for Hastings Learning Center will be pursued to provide basic computer skills for kindergarten. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion	Technology Department; Lab Instructor	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
Investigate the installation of Classwork educational software package to be used as a Response to Intervention, remediation and differentiated instruction for K-4. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Lea Culp, Instructional Facilitator; Pam Pevy, Curriculum Coordinator; Joye Stephenson, Principal	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$

<p>1)Kindergarten and third grade will receive on-going job-embedded comprehensive literacy training in ELLA by Melissa Wilson, ADE Literacy Specialist. 2) Kathy Sadler, Literacy Specialist from Southeast Arkansas Coop, will provide on-going job embedded Literacy Lab training to 4th grade literacy teachers. 3) Teachers will participate in scheduled PLC to help develop new literacy skills and techniques. 4)Teachers will receive Diagnostic Reading Assessment kits purchased with NSLA funds, and will receive training for implementation. Data from the kits will be used for Pre- and Post- information.                  Action Type: Alignment                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Program Evaluation</p>	<p>Pam Pevy, Curr. Coord.; Lea Culp, Instructional Facilitator</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	<p>NSLA (State -281) - Materials &amp; Supplies: \$16500.00  <hr/>                 ACTION BUDGET: \$16500</p>
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<p>Total Budget:</p>	<p>\$20500</p>
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**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
<p>1) Third and fourth grade teachers will utilize training and administer Target Tests in literacy to determine strengths and weaknesses, specific instructional gaps, and remediation needs for individual students. 2) Target testing pacing guides will be utilized in literacy to assist teachers in planning each 9 weeks.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Professional Development                  Action Type: Title I Schoolwide</p>	<p>Linda Goodwin, Ass't Superintendent; Pam Pevy, Curriculum Coordinator; Classroom Teachers; Mary Pat Stanley, Counselor;</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>1) Activites and schedules are made to accommodate point-in-time remediation so that students experiencing difficulty mastering the proficient or advanced levels are receiving help in a timely manner. 2) Americorps, highly qualified paraprofessionals and Foster Grandparents will aid in the remediation of specific literacy skills for targeted students during the school day under the supervision of a certified teacher. 3) An IRC (Intensive Reading Class) will be conducted during workshop time to provide one-on-one intense reading instruction and literacy skills to small groups (10 students or less). 4) Teachers will receive ongoing specialized training in neurocognitive reading instruction in order to meet the needs of these students.                  Action Type: AIP/IRI                  Action Type: Alignment                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Technology Inclusion                  Action Type: Title I Schoolwide</p>	<p>Pam Pevy, Curriculum Coordinator; Joye Stephenson, Principal, Classroom Teacher, Title I Assistants, Foster Grandparents</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>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 Schoolwide</p>	<p>Joye Stephenson, Principal; Pam Pevy, Curriculum Coordinator; Classroom Teachers</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>		<p>ACTION BUDGET: \$</p>

<p>1) Special Education and Gifted &amp; Talented teachers will meet with regular classroom teachers to align curriculum frameworks and make appropriate modifications for special needs students. 2) Staff will form a SPRINT committee to meet as necessary to address pre-referrals or early interventions for students in need. 3) Due process committee will meet as needs arise to discuss the IEPs for students receiving services. 4) Teachers will receive on-going training in differentiated instruction to better meet the needs of all students and utilize models in the classroom environment. 5) General and Special Education teachers will utilize training and use effective procedures for implementing co-teaching at each building level.                  Action Type: Alignment                  Action Type: Equity                  Action Type: Special Education                  Action Type: Title I Schoolwide</p>	<p>Dorinda Pistole, Hagit Gregory, Jane Summerford, Special Education; Romona Sawyer, G/T Coordinator; Classroom Teachers; J</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>1) Teachers will evaluate students' progress yearly using scores from D.I. in 1st and 2nd grades, CRT, and Augmented Benchmark and SAT-10 exams. 2) Teachers will disaggregate data from the tests by grade level, emphasizing all subgroups, to target areas of weakness and complete a needs assessment to plan strategies.                  Action Type: Alignment                  Action Type: Program Evaluation                  Action Type: Title I Schoolwide</p>	<p>Joye Stephenson, Principal; Mary Pat Stanley &amp; Patty Frisby, Counselors; Classroom Teachers</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Central Office</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>1) Title I funds will be used to hire Highly Qualified Paraprofessionals to work with students in research-based models of instruction and under the direction of the certified staff (Schoolwide component #5 Recruiting and Maintaining of Highly Qualified Teachers and Paraprofessionals). 2) Paraprofessionals will receive training to meet ESEA (Elementary/Secondary Education Act) regulations.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Title I Schoolwide</p>	<p>Linda Goodwin, Federal Programs Director</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> </ul>	<p>Title I - Employee Benefits: \$35427.00                  Title I - Employee Salaries: \$154032.00                  ACTION BUDGET: \$189459</p>
<p>1) Crossett School District administrators will receive professional development training which includes data disaggregation, instructional strategies, and fiscal management training. 2) Principals will attend the Administrator's Institute at the SEARK Cooperative in Monticello. 3) State Professional Development funds will be used to conduct Quarterly Leadership Seminars on Saturdays and off-contract days.                  Action Type: Professional Development                  Action Type: Title I Schoolwide</p>	<p>Janice Warren, Superintendent</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> </ul>	<p>PD (State-223) - Employee Salaries: \$2800.00                  PD (State-223) - Employee Benefits: \$644.00                  ACTION BUDGET: \$3444</p>
<p>1) Instruction will be provided by highly qualified certified teachers. (Schoolwide Component #3 - Instruction from Highly Qualified Teachers) 2) Strategies to attract and retain highly qualified teachers will be in place, such as participation in career fairs, local advertising, district website information, and online employment searches. 3) CE will make every effort to employ Highly Qualified Teachers by ensuring that teachers are certified to teach the subject in which they are assigned and aide teachers who are teaching out of area with certification assistance and professional development opportunities. (Schoolwide Component #5 - Recruiting and Maintaining of Highly Qualified Teachers)</p>	<p>Linda Goodwin, Ass't Superintendent</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide				
Teachers will utilize training models from Lisa Carter 24/7 to vertically align curriculum K-12. Action Type: Alignment Action Type: Title I Schoolwide	Pam Pevy, Curriculum Coordinator; Classroom teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
Teachers will utilize SMART conference training and share information with their teachers and building faculties. Action Type: Professional Development Action Type: Title I Schoolwide	Pam Pevy, Curriculum Coordinator; Classroom Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers, administrators, and paraprofessionals will utilize Larry Bell's training from "Closing the Achievement Gap" and "12 Powerful Words" posters and books to further ensure student success at all levels. Action Type: Equity Action Type: Title I Schoolwide	Pam Pevy, Curriculum Coordinator; Classroom Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	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 neurocognitive 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 Schoolwide	Pam Pevy, Curriculum Coordinator; Joye Stephenson, Principal; Classroom Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	Title I - Purchased Services: \$22400.00 ACTION BUDGET: \$22400
Conduct ACTAAP for 3-4 grade teachers and students highlighting the following areas: QAR, test taking strategies, use of context clues, and zeroing in on important details in reading passages. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Pam Pevy, Curriculum Coordinator; Joye Stephenson, Principal, Classroom Teachers; Lea Culp, Instructional Facilitator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
1) Beginning with 4th grade, staff will receive training in the Reading to Learn program which focuses on Literacy Labs with Kathy Sadler from Southeast Arkansas Coop. 2) Teachers & assistants will implement Reading to Learn strategies in the classroom. Action Type: AIP/IRI Action Type: Equity	Linda Goodwin, Assistant Superintendent; Pam Pevy, Curriculum Coordinator; Classroom Teachers; Coop Consultant; Lea Culp	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
1) Writing prompts will be revisited and enhanced from Benchmark formats and integrated across the curriculum. All students will participate in writing practice utilizing open-response writing prompts from released items and teacher created prompts. 2) Student writing will be graded using the ACTAAP writing rubric for building consistency. 3) Student writing will be collected for a writing portfolio. 4) An open response writing prompt will be used regularly on classroom summative assessments. 5) The writing process will be shared with parents at parent/teacher conferences. 6) Additional training will be conducted by Melissa Wilson from ADE and Kathy Sadler from Southeast Arkansas Coop to model effective writing techniques and strategies. 7) K-4 teachers will continue to use strategies from training in Four-Square writing to create building consistency in	Pam Pevy, Curriculum Coordinator; Joye Stephenson, Principal, Classroom Teachers, Consultants; Lea Culp, Instructional F	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>the writing process. 8) Materials will be purchased to support the program. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<p>1) Lea Culp, instructional facilitator, will assist in guiding curriculum and mentoring teachers as they develop instruction in keeping with the AR frameworks. 2) Grade level meetings will be held with Mrs. Culp to evaluate and discuss performance assessments used in the classroom. Action Type: Alignment Action Type: Collaboration</p>	<p>Pam Pevy, Curriculum Coordinator; Joye Stephenson, Principal; Lea Culp, Instructional Facilitator; Classroom Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>1) K-3 teachers will be trained in administering and scoring the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Assessment. 2) K-3 students scoring below the 35th percentile in literacy will participate in DIBELS. 3) K-2 students scoring below basic on the SAT-10 will have an IRI (Intensive Reading Inventory). 4) All students (K-4) scoring below proficient on the SAT-10 or Benchmark Test will have an AIP in that core area. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development</p>	<p>K-2 Teachers; Pam Pevy, Curriculum Coordinator</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>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</p>	<p>Kenny Leight, Technology Director; Joye Stephenson, Principal; Pam Pevy, Curriculum Coordinator; Pam Smith</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>1) Title VI-State funds will be used to purchase seven Elmo projectors and mounts to facilitate the integrated use of technology in the classrooms. 2) Computer lab assistants will implement a technology benchmark continuum based on the NETS standards adopted by the State of Arkansas. 3) New computers will be purchased to replace older models in order to facilitate the integrated use of updated technology in the classrooms. 5) Title VI State funds will be used to purchase Elmo projectors for fourth grade literacy teachers. 6) Title VI State funds will be used to purchase a laser printer for the Gifted &amp; Talented classes (\$1,500). 7) Title VI State funds will be used to purchase a new color laser printer for the CES Library Media Center (\$450). 8) A promethean board will be purchased for training and instruction at Anderson using ARRA funds. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p>	<p>Kenny Leigh, Technology Director; Joye Stephenson, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>Title VI State - Materials &amp; Supplies: \$450.00 Title VI State - Capital Outlay: \$7000.00 ACTION BUDGET: \$7450</p>
<p>1) Teachers will use "Word of the Day" to increase vocabulary in all subject areas. 2) Strategies from Daily Oral Language will be incorporated to improve grammar skills. 3) Classroom teachers will utilize Word Walls. Action Type: Alignment</p>	<p>Pam Pevy, Curriculum Coordinator; Joye Stephenson, Principal; Classroom Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>Action Type: Collaboration Action Type: Title I Schoolwide</p>				
<p>1) Teachers will attend 6 hours of on-site specialized technology training each year. 2) Teachers will utilize technology through staff development and online training opportunities as well as online list-servs and mentoring opportunities. 3) Teachers will receive training in Gradequick and Triand to better utilize the assets of the programs. 4) Teachers will be required to use at least two documented technology based lessons per year. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Joye Stephenson, Principal; Pam Pevy, Curriculum Coordinator; Classroom Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Crossett Elementary Schools will evaluate this literacy intervention by utilizing the following evaluation tools: 1) Classroom Observation/Post Conferences by Building Administrative Team, Building Level Coaches, SEARK Cooperative Coaches, and Cadre Coaches. 2) CWTs/Focus Walks 3)NSLA Funds (\$1800) will be used to pay Southeast Arkansas Educ. Coop for providing Quarterly Target Tests for students in grades 3 and 4. 4) Lesson plans will be submitted to the Principal and monitored on a weekly basis. 5) NRT/CRT assessments. Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Joye Stephenson, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>1) Annually, all certified teachers will receive a total of sixty hours of staff development. The district wil provide the teachers with in-service opportunities in the following areas: 504 regulations, parental involvement, classroom management, and differentiated instruction. (Schoolwide 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 <b>Pathwise Training</b> on off-contract days. 5) Teachers will be paid to attend <b>Curriculum Alignment</b> 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 <b>Talents Unlimited Training</b> 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</p>	<p>Janice Warren, Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	<p>PD (State-223) - Employee Salaries: \$7851.00 NSLA (State -281) - Materials &amp; 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</p>
<p>1) Direct Instruction (DI) strategies will be implemented in all 1st and 2nd classrooms and aligned with the AR state frameworks. 2) DI materials will be purchased for use with the program. 3)NSLA Funds will be used to hire Cadres to provide teachers and assistants with monthly coaching and mentoring opportunities in DI teaching strategies for one additional hour beyond daily contracted time. 4) New 1st and 2nd teachers will be trained by JP Associates who will be paid using State Professional Development funds to provide training in the DI Program. 5)Teachers will be paid to attend DI training on off-contract</p>	<p>Linda Goodwin, Assistant Superintendent; Joye Stephenson, Principal, Pam Pevy, Curriculum Coordinator; Classroom Teacher</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>PD (State-223) - Purchased Services: \$375.00 PD (State-223) - \$218.00</p>

<p>days using State Professional Development funds.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Title I Schoolwide</p>				<p>Employee Benefits:                  PD (State-223) - \$947.00                  Employee Salaries:                  NSLA (State-281) - \$920.00                  Employee Benefits:                  NSLA (State-281) - \$4000.00                  Employee Salaries:  <hr/>                 ACTION BUDGET: \$6460</p>
<p>1) All K-4 students will receive independent reading and skill practice under the supervision of a classroom teacher. 2) Access to appropriate reading materials will be provided through D.I., Literacy Lab, the school library, classroom libraries, technology, and periodicals.                  Action Type: Alignment                  Action Type: Equity                  Action Type: Technology Inclusion</p>	<p>Joye Stephenson, Principal; Pam Pevy, Curriculum Coordinator; Holly Gillum &amp; Julie Vaden, Librarians; Pam Smith &amp; Gina B</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>1)ARRA-IDEA CEIS funds will be used to hire a Reading Recovery teacher, Debbie Woodard, to provide literacy intervention for the lowest performing students entering first grade as an early intervention. 2) Title I funds will be used to provide fees and travel reimbursement for professional development. 3) NSLA funds will be used to purchase materials for Reading Recovery implementation.                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Title I Schoolwide</p>	<p>Janice Warren, Superintendent</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	<p>NSLA (State -281) - \$3000.00                  Materials &amp; Supplies:                  Title I - Purchased Services: \$13500.00  <hr/>                 ACTION BUDGET: \$16500</p>
<p>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 &amp; 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 Schoolwide</p>	<p>Pam Pevy, Curr. Coord; D.I. Coordinator; Lea Culp, Lit Coach, Cadres, Classroom Teachers</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>1) Teachers will evaluate ACSIP plan regularly. 2) Building level ACSIP chair team will utilize training from Benchmark training sessions for plan improvements. 3) Each grade level will meet with principal to evaluate plan and align goals. 4) Teachers will be included in the selection of academic assessments, data analysis, and development of the overall instructional program of the school.</p>	<p>Joye Stephenson, Principal; Classroom Teachers</p>	<p>Start: 07/01/2009                  End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide				
1) Continue to re-focus the mission of the school toward providing a rigorous, challenging curriculum supported by teams of teachers. (Schoolwide Component #8 - Collaboration) 2) Schoolwide reform strategies will be used by all teachers, including aligning the curriculum with the AR frameworks, increasing the amount of quality learning time, and teaching strategies to decrease the achievement gap. 3) A workshop based curriculum will be continued to offer intense reading instruction as well as remediation and enrichment opportunities on an individualized student basis. (Schoolwide Component #2 - Schoolwide Reform Strategies) Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Joye Stephenson, Principal; Pam Pevy, Curriculum Coordinator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
1) Teachers will utilize training in research-based best practices in teaching strategies for minorities and for low socio-economic students. 2) Teachers will implement the PBSS Program, Positive Behavior Self-Management Systems, Ruby Payne Response to Intervention to better equip teachers in dealing with social issues of students and encourage students to take responsibility for actions in the school and home environments. Action Type: Equity Action Type: Title I Schoolwide	Linda Goodwin, Asst, Superintendent; Joye Stephenson, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	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	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
1) Paraprofessionals will receive training in order to better service students individually, in small groups, and in the classroom setting. 2) For effective inclusion in the classroom, the special needs Early Intervention EI/At-Risk student's classroom will be provided assistance by a paraprofessional. Action Type: AIP/IRI Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Stephanie Cole	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
1) Literacy Lab Reading Program continues in 4th grade. This program features an immersion in literature, led by a student centered educational philosophy. The program will focus on reading, language arts, and writing in an integrated teaching approach. 2) Professional Development funds will provide Teachers with year two training in Literacy Lab techniques and weekly coaching by Lea Culp, Instructional Facilitator, Kathy Sadler, SEARK Literacy Specialist, and Melissa Wilson, ADE Literacy Specialist and will be paid to attend training on off-contract	Joye Stephenson, Principal; Pam Pevy, Curriculum Coordinator; Classroom Teachers, Lea Culp, Instructional Facilitator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>School Library</li> </ul>	Title I - Materials & Supplies: \$24670.00 ACTION BUDGET: \$24670

<p>days. 3) Title I funds will be used to purchase materials and books for guided reading for K and 3 and Phonetic Connections for K.                  Action Type: Alignment                  Action Type: Collaboration                  Action Type: Equity                  Action Type: Professional Development</p>			<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	
<p>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 Schoolwide</p>	<p>Janice Warren,                  Superintendent</p>	<p>Start:                  07/01/2009                  End:                  06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>Title I - Employee Benefits: \$9792.00                  Title I - Employee Salaries: \$42572.00                  Title I - Materials &amp; Supplies: \$1000.00  <hr/>                 ACTION BUDGET: \$53364</p>
<p>Title I funds will be used to purchase class libraries above and beyond the basic program requirement for Literacy Lab. Six hundred dollars (\$600) will be allotted for each reading classroom teachers.                  Action Type: Title I Schoolwide</p>	<p>Pam Pevy, Director of Curriculum</p>	<p>Start:                  07/01/2009                  End:                  06/30/2010</p>		<p>Title I - Materials &amp; Supplies: \$13000.00  <hr/>                 ACTION BUDGET: \$13000</p>
<p>NSLA funds will be used to support professional development of new teachers in becoming highly qualified. Non-traditional and MAT fees will be paid by NSLA funds. (Schoolwide #5 - Recruiting and Maintaining of Highly Qualified Teachers)                  Action Type: Equity                  Action Type: Professional Development                  Action Type: Title I Schoolwide</p>	<p>Pam Pevy, Curriculum Coordinator</p>	<p>Start:                  07/01/2009                  End:                  06/30/2010</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>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 Schoolwide</p>	<p>Linda Goodwin</p>	<p>Start:                  07/01/2009                  End:                  06/30/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Third and fourth grades will use Words Their Way spelling program.                  Action Type: Alignment</p>	<p>Pam Pevy, Curriculum Coordinator; Lea Culp,</p>	<p>Start:                  07/01/2009</p>		

	Instructional Facilitator; Melissa Wilson, ADE	End: 06/30/2010		ACTION BUDGET: \$
Crossett Elementary Schools will evaluate this intervention by utilizing the following evaluation tools: 1) Classroom Observations/Post Conferences by the Principal, Building Level Coaches, SEARK Cooperative Coaches, and Cadre' Coaches; 2) CWTs/Focus Walks; 3) Quarterly Target Tests; 4) Lesson Plans will be monitored on a weekly basis; 5) NRT/CRT assessments. Action Type: Equity Action Type: Program Evaluation	Joye Stephenson, Principal	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
NSLA funds will be used to purchase the Buckle-Down Literacy Series (aligned with the Arkansas frameworks) and manipulatives to support the remediation program. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Pam Pevy, Director of Curriculum	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
Total Budget:				\$366100

Priority 2: To Improve Math Skills

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.

Supporting Data:

**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 interpretaion, 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: <b>Supplemental Student Services to close the achievement gap in math</b>				
Scientific Based Research: Parker-Burgard, Don (2009). Progressing toward math proficiency. District Administration, 45.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
1) Students will use the JEDI Learning program to reinforce basic math skills including geometry, word problems, and fractions. Action Type: AIP/IRI Action Type: Technology Inclusion	Pam Smith & Gina Brockwell, Computer Assistants, Classroom Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Computers</li> </ul>	ACTION BUDGET: \$
1) The A+ Computer Program will be implemented in the computer lab. Students will be assessed and begin remediation of targeted math skills. 2) Students will be assessed at the beginning and end of each school year to determine the progress they've made using the A+ Program. Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Kenny Leigh, Technology Coordinator; Pam Smith & Gina Brockwell, Computer Lab Managers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

Crossett Elementary will evaluate current math program by utilizing the following evaluation tools: 1) Classroom Observations/Post Conferences by the Principal, Everyday Math Consultants, Building Level Instructional Facilitators, and SEARK Cooperative Coaches; 2) CWTs/Focus Walks; 3) Quarterly Target Tests; 4) Lesson Plans will be monitored on a weekly basis; 5) NRT/CRT assessments. Action Type: Program Evaluation Action Type: Title I Schoolwide	Joye Stephenson, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Enrichment classes will include problem solving Strategies (Gifted and Talented,etc.) Action Type: Title I Schoolwide	Romona Sawyer, G/T Coordinator	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
All teachers will be provided with original (name-brand) Smartboards in order to actively involve students in their educational process, incorporate technology into the classroom, and better meet the needs of all learners. 2) Professional development will be provided by the Technology Department. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Kenny Leigh, Technology Director; Joye Stephenson, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Students will be given access to subscription based web-sites to enhance instruction and understanding of core subjects. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Kenny Leigh, Technology Director; Joye Stephenson, Principal; Pam Pevy, Curriculum Coordinator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
1) Students will be provided with differentiated instructional techniques to increase understanding of core math concepts and meet their learning style needs through the use of Renaissance Learning, JEDI, A+, Smartboards and computers. (Schoolwide Component # 9 - Timely and Effective Remediation) 2) Students will utilize concepts taught in the "Read It, Draw It, Solve It" program to reinforce open response questioning and critical thinking skills. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Joye Stephenson, Principal; Pam Pevy, Curriculum Coordinator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Students in grades 1-4 scoring below proficient on the standardized tests will have an AIP. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Joye Stephenson, Principal; Classroom Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

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) Staff will implement science curriculum incorporating math skills when possible. 2) Science teachers will meet regularly to prepare for science benchmarks. 3) A science instructional facilitator will be hired to assist in guiding curriculum and mentoring teachers as they develop instruction in keeping with the AR frameworks. (NSLA funds are allocated in the district plan.) 4) The	Joye Stephenson, Principal; Pam Pevy, Curriculum Coordinator; Charee Todd, Science	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>science instructional facilitator will assist in developing high quality science curriculum strategies to be integrated with math in grades K-12 to improve student achievement. The science instructional facilitator will also work directly with the math instructional facilitator and serve as a mentor to teachers of science in grades K-12. 5)At various grade levels,students will be provided with "Scholastic News" weekly, "Science Weekly" and "Studyworks" to supplement the science curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Coach; Vicki Dodd, CSD Math Coach; Ta</p>		<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	
<p>1) Teachers will use grade level curriculum maps that are aligned with state frameworks. 2) Scope and sequences of all math skills will be developed for K-4th grade. 3) ARRA ESEA-Stablization funds will be used to hire a district math instructional facilitator for K-6 to support and mentor math teachers. 4) The district K-6 math instructional facilitator will receive training at SEARK Co-op and provide instructional strategies to faculty. 5) Math teachers will be provided with regular coaching and mentoring in Everyday Math strategies. 6) NSLA Funds will be used to hire highly qualified paraprofessionals to work with students in research-based models of instruction under the direction of certified staff. 7) Scheduled grade level meetings will be held to evaluate and discuss student progress as well as plan, revise, develop, and implement math strategies and assessments. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Joye Stephenson, Principal; Pam Pevy, Curriculum Coordinator; Vicki Dodd, CSD Math Coach; Tammy Embry, Elementary Math C</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<p>NSLA (State-281) - Employee \$975.00 Benefits: NSLA (State-281) - Employee \$4238.00 Salaries:  ACTION BUDGET: \$5213</p>
<p>1) All student progress will be evaluated using data from the Benchmark, constructed grade level CRT, Standardized Test Scores, Target Tests, and teacher created evaluation tools. (Schoolwide Component #1 - Needs Assessment) 2) Teachers will utilize professional development by Dr. Linda Griffith on developing test items, scoring open response questions, and analyzing and using data from the Target Tests (NSLA funds will be used). 3) Teachers will develop assessments that correlate with standardized testing formats. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Joye Stephenson, Principal; Mary Pat Stanley &amp; Patty Frisby, Counselors; Classroom Teachers; Tammy Embry, Instructional</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<p>NSLA (State-281) - Purchased \$1920.00 Services:  ACTION BUDGET: \$1920</p>
<p>Resource teachers will meet with regular classroom teachers to collaborate with the math curriculum to make appropriate modifications for resource students. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Pam Pevy, Curriculum Coordinator; Dorinda Pistle, Hagit Gregory, Jane Summerford, Special Education; Classroom Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>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</p>	<p>Pam Pevy, Curriculum Coordinator; Classroom Teachers</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement				
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	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	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 <hr/> ACTION BUDGET: \$27069.62
Crossett Elementary will evaluate this intervention by utilizing the following evaluation tools: 1) Classroom Observations/Post Conferences by the Principal, Everyday Math Consultants, Building Level instructional facilitators , and SEARK Cooperative Coaches; 2) CWTs/Focus Walks; 3) Quarterly Target Tests; 4) Lesson Plans will be monitored on a weekly basis; 5) NRT/CRT assessments. Action Type: Alignment Action Type: Program Evaluation	Joye Stephenson, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
1) NSLA funds will be used to provide the K-6 Math Instructional Facilitator, existing and new classroom teachers training in Everyday Math during the beginning of school professional development days. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Pam Pevy, Curr. Coord.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Outside Consultants</li> </ul>	NSLA (State-281) - Purchased Services: \$12000.00 <hr/> ACTION BUDGET: \$12000
Total Budget:				\$46202.62

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

- 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.
- 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)

Supporting Data:

	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%

- 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: <b>To promote nutrition education, physical activity, and other activities that are designed to promote student wellness</b>				
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) Students will receive 150 minutes of physical activity per week. This will include organized Physical Education classes, as well as supplemental activities sponsored by classroom teachers. 2) Existing physical education requirements will be assessed to maintain and increase the level of vigorous physical activity. 3) Students will participate in the Spark program for physical education. The goal of this program is the development of healthy lifestyles, motor skills, and movement knowledge, and social and personal skills. Professional development will be provided for the implementation of the SPARK program. Physical Education teachers will be paid for off contract days for training. Action Type: Equity Action Type: Professional Development Action Type: Wellness	Classroom Teachers; Bruce Wright, Derrick Rogers, Kris Dejarnette, Linda Jackson, Coaches;	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
1) Students will receive nutrition education that is aligned with the Arkansas Frameworks for Physical Education and Health. 2) Professional development will be provided to assess the curricula and increase the quality of training for physical education teachers.	Classroom Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$

Action Type: Equity Action Type: Wellness				
1) A school health coordinator will be appointed to ensure that grades K-4 fulfill the district's and state's wellness policies. 2) Annual assessments of the wellness aspect of the ACSIP plan will be made and improvements and adjustments made as necessary. 3) The School Health Index (SHI) will be used as an assessment tool for comparison of the state frameworks and standards. 4) Yearly progress made by students will be measured by results from BMI Activities and the SHI report. Action Type: Program Evaluation Action Type: Wellness	Joye Stephenson, Principal, School Health Coordinator, Classroom Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
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	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Crossett Elementary will evaluate this intervention by utilizing the following evaluation tools: 1) Classroom Observations/Post Conferences by the Principal, School Health Coordinator, School Nurse, and Nutrition Specialist 2) CWTs/Focus Walks; 3) Lesson Plans will be monitored on a weekly basis Action Type: Equity Action Type: Program Evaluation	Joye Stephenson, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
SPARK Health Education materials will be purchased to incorporate into the PE program to address the health and safety frameworks. Action Type: Alignment Action Type: Wellness	Joye Stephenson, Principal; PE Coaches	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
Total Budget:				\$0

**Intervention: To meet or exceed the Arkansas State requirements for nutrition guidelines and guidelines for reimbursable school meals**

Scientific Based Research: Editors. (2007). Trimming the fat in America's schools. Curriculum Review, 47. American Dietetic Association. (2003). Position of the American dietetic assoaion, society for nutrition education, and American school food service association - nutrition services: An essential component of comprehensive school health programs. JADA, 103.

Actions	Person Responsible	Timeline	Resources	Source of Funds
1) Students will not be offered food or beverages as rewards of any kind, including academic or behavioral. 2) Establish no more than 9 school wide events which permit exceptions to food and beverage limitations. The schedule of these events will be at the discretion of the building administrators. 3) Vending contracts will conform to the content restrictions contained in the state laws. Action Type: Equity Action Type: Wellness	Joye Stephenson, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
1) The Crossett Elementary Cafeterias will abide by the current food and beverage portion standards. 2) Students will not have access to vended food and/or beverages anytime on the school campus. 3) Snacks, if provided during the school day, will meet the USDA Child & Adult Care Snack Pattern. 4) Students will not be able to purchase food or snacks other than cafeteria provided food products. 5) Food for instructional purposes may be permitted at any time, such as using food manipulatives in math or science classes. Action Type: Equity Action Type: Wellness	Joye Stephenson, Principal; Classroom Teachers	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$
1) All food items sold or offered to students can contain no more than 23 grams of fat per serving. 2) Schools must offer 1% or fat-free milk within the variety of milk offered at all points of service. Flavored milk (chocolate) may contain no more than 30 grams of total sugar per 8 ounce serving. 3) Fruits and/or vegetables should be offered daily at all points of service. Fresh fruit is preferred, but	Nutrition Staff	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$

canned or frozen fruits should be packed in natural juice, water, or light syrup. 4) When possible, school food service should procure flash fried foods that can be oven baked instead of fried. 5) French fries are not to be offered more than once a week and can not be larger than 3/4 of a cup by volume per serving. Action Type: Equity Action Type: Wellness			• District Staff	
Staff and parents will be provided inservice on the ADE requirements for health and nutrition. Progress made in improving the health and fitness of our students will be measured by analyzing data from activities and BMI, SHI and attendance improvements. Action Type: Program Evaluation Action Type: Wellness	Joye Stephenson, Principal	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff	ACTION BUDGET: \$
Crossett Elementary will evaluate this intervention by utilizing the following evaluation tools: 1) Classroom Observations/Post Conferences by the Principal, School Health Coordinator, School Nurse, and Nutrition Specialist 2) CWTs/Focus Walks; 3) Lesson Plans will be monitored on a weekly basis Action Type: Alignment Action Type: Equity	Joye Stephenson, Principal	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: The school will provide a quality education program emphasizing the acquisition of English for students qualified as English Language Learners with support from the district.

1.

ELDA Crossett School District 2009					
Levels for Mean of Student Scores per Test					
Grade	# of Students	Listening	Speaking	Reading	Writing
Kg	2	Intermediate	Intermediate	Intermediate	Beginning
1	4	Intermediate	Intermediate	Intermediate	Intermediate
2	4	Advanced	Intermediate	Intermediate	Beginning
3	4	FEP	FEP	Beginning	Beginning
4	3	FEP	FEP	FEP	Advanced
5	3	FEP	Advanced	Advanced	Advanced
6	2	FEP	FEP	Advanced	Advanced
7	3	Advanced	FEP	Intermediate	Intermediate
8	1	FEP	FEP	Intermediate	Advanced

Supporting Data:

2.

ELDA Crossett School District 2009							
Mean Scores per Grade and Per Test							
Grade	#Students	Listening	Speaking	Reading	Writing	Comprehension	Composite
Kg	2	160	164	155	131	158	153
1	4	164	156	142	143	153	151
2	4	181	144	165	138	173	157
3	4	749	882	575	577	662	696
4	3	796	886	832	685	814	800
5	3	769	756	779	786	774	773

6	2	817	921	790	752	804	820
7	3	783	865	626	718	704	748
8	1	872	934	687	827	780	830

3.

<b>ELDA Crossett School District 2008</b>					
<b>Levels for Mean of Student Scores per Test</b>					
Grade	# of Students	Listening	Speaking	Reading	Writing
Kg	1	Advanced	Advanced	Intermediate	<i>Beginning</i>
1	6	Intermediate	Intermediate	Intermediate	<i>Beginning</i>
2	3	Advanced	Advanced	Advanced	Advanced
3	3	FEP	FEP	Advanced	Intermediate
4	2	Intermediate	FEP	Advanced	Advanced
5	3	FEP	FEP	Advanced	Intermediate
6	1	Advanced	Advanced	<i>Beginning</i>	<i>Beginning</i>
7	1	Advanced	FEP	Intermediate	Intermediate
10	1	Advanced	Advanced	<i>Beginning</i>	<i>Beginning</i>

4.

<b>ELDA Crossett School District 2008</b>							
<b>Mean Scores per Grade and Per Test</b>							
Grade	#Students	Listening	Speaking	Reading	Writing	Comprehension	Composite
Kg	4	184	176	154	134	169	163
1	4	172	151	142	136	157	150
2	4	191	176	177	164	185	177
3	3	766	920	703	659	734	762
4	3	632	937	764	752	698	771
5	2	746	860	717	597	732	731
6	3	738	814	576	654	657	696
7	1	845	936	675	726	760	796
10	1	789	855	594	617	692	714

5.

<b>ELDA Crossett School District 2007</b>					
<b>Levels for Mean of Student Scores per Test</b>					
Grade	# of Students	Listening	Speaking	Reading	Writing
Kg	2	FEP	FEP	FEP	FEP
1	6	<i>Beginning</i>	Intermediate	<i>Beginning</i>	<i>Beginning</i>
2	3	FEP	FEP	FEP	Advanced
3	3	Advanced	FEP	Intermediate	Intermediate
4	2	Advanced	Advanced	Intermediate	Intermediate
5	3	Advanced	Advanced	<i>Beginning</i>	<i>Beginning</i>

6	1	FEP	Advanced	<i>Beginning</i>	Intermediate
9	1	Intermediate	Advanced	<i>Beginning</i>	<i>Beginning</i>
10	1	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>	<i>Beginning</i>

6.

<b>ELDA Crossett School District 2007</b>							
<b>Mean Scores per Grade and Per Test</b>							
Grade	#Students	Listening	Speaking	Reading	Writing	Comprehension	Composite
Kg	1	215	222	196	211	208	211
1	6	142	151	135	132	139	140
2	3	212	217	224	197	218	213
3	3	674	916	636	635	656	715
4	2	679	851	642	614	661	696
5	3	675	726	587	571	631	640
6	1	884	776	616	693	750	742
9	1	692	844	521	568	607	656
10	1	569	621	403	403	486	499

7.

**LMS - Language Minority Students Enrolled**  
**LEP - Limited English Proficient**  
**ASSESSMENTS**  
**LAS / MACII / ELDA**  
**Benchmark - Augmented Benchmark Exam 3-8 and**  
**EOC Literacy Grade 11**  
**NRT - Norm Referenced Test**

<b>DISTRICT Home Language Survey Report</b>			
Year	2006-07	2007-08	2008-09
Total Lang Minority Students	45	61	67
K-5 Lang Minority Students	27	32	33
6-12 Lang Minority Students	18	29	34
K-5 Limited Eng Proficient	15	20	22
K-5 Limited Eng Prof PCT	55.5%	62.5%	66.6%
6-12 Limited Eng Proficient	3	6	7
6-12 Limited Eng Prof Pct	16.6%	20.6%	20.6%
Retained K-6	0	0	2
Retained 7-12	0	0	0
Title I Program Eligible	16	23	28
Title I Prog Elig Pct	88.8%	88.5%	96.5%
Migrant	0	0	2
LAS/MACII/ELDA Assessments	20	26	29
Benchmark Assessments	9	9	20
NRT Assessments	13	18	8

1.

<b>BENCHMARK Results for LEP Crossett School District 2008-2009</b>					
<b>Level</b>	<b>Subject</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
High School	Algebra	no students	no students	no students	no students
High School	Geometry	no students	no students	no students	no students
High School	Gr 11 Literacy	no students	no students	no students	no students
3rd Grade	Math	0	1	2	1
	Literacy	0	2	2	0
4th Grade	Math	0	0	0	3
	Literacy	0	0	2	1
5th Grade	Math	0	1	1	1
	Literacy	0	3	0	0
	Science	0	2	1	0
6th Grade	Math	0	0	2	0
	Literacy	0	2	0	0
7th Grade	Math	2	0	1	0
	Literacy	1	1	1	0
	Science	1	2	0	0
8th Grade	Math	0	0	1	0
	Literacy	1	0	0	0

2.

<b>BENCHMARK Results for LEP Crossett School District 2007-2008</b>					
<b>Level</b>	<b>Subject</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
3rd Grade	Math	0	0	1	2
	Literacy	0	1	0	2
4th Grade	Math	1	1	1	0
	Literacy	0	1	2	0
5th Grade	Math	1	1	0	0
	Literacy	1	1	0	0
6th Grade	Math	1	0	1	1
	Literacy	1	1	1	0
7th Grade	Math	0	0	1	0
	Literacy	0	1	0	0
8th Grade	Math	1	0	0	0
	Literacy	1	0	0	0

1.

<b>BENCHMARK Results for LEP Crossett School District 2006-2007</b>					
<b>Level</b>	<b>Subject</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
High School	Algebra	no students	no students	no students	no students

<b>High School</b>	<b>Geometry</b>	<i>no students</i>	<i>no students</i>	<i>no students</i>	<i>no students</i>
<b>High School</b>	<b>Gr 11 Literacy</b>	<i>no students</i>	<i>no students</i>	<i>no students</i>	<i>no students</i>
<b>3rd Grade</b>	<b>Math</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>
	<b>Literacy</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>
<b>4th Grade</b>	<b>Math</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>
	<b>Literacy</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>5th Grade</b>	<b>Math</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>
	<b>Literacy</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>6th Grade</b>	<b>Math</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
	<b>Literacy</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>7th Grade</b>	<b>Math</b>	<i>no students</i>	<i>no students</i>	<i>no students</i>	<i>no students</i>
	<b>Literacy</b>	<i>no students</i>	<i>no students</i>	<i>no students</i>	<i>no students</i>
<b>8th Grade</b>	<b>Math</b>	<i>no students</i>	<i>no students</i>	<i>no students</i>	<i>no students</i>
	<b>Literacy</b>	<i>no students</i>	<i>no students</i>	<i>no students</i>	<i>no students</i>

Goal Provide services and support for the acquisition of English for students identified and qualified as English Language Learners in order to increase achievement for these students.

Benchmark The composite score will increase for Limited English Proficient (LEP) students scoring proficient or above on the state mandated tests to meet the state's 2009 -2010 AYP rate of K-5 Math-70.00, K-5 Literacy-71.20, 6-8 Math-64.55, 6-8 Literacy- 67.60, 9-12 Math-64.60, 9-12 Literacy 67.75 or achieve the 10 percent increase to make Safe Harbor for the 09-10 school year.

Intervention: Provide a quality educational program emphasizing acquisition of English for students qualified as English Language Learners.				
Scientific Based Research: Harmer, J. (2005) The Practice of English Language Teaching. Pearson Education				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide ELL program coordination and instruction utilizing professional services with Title I funding. An ELL assistant will be contracted through Title I Purchase Services (allocated in the district plan) to address the tutoring needs of English Language Learners for regular programs. The ELL Assistant will be under the supervision of a certified teacher and will help ELL students with academics and socialization. The ELL Assistant will serve as a liaison between the school and the ESL parents. State categorical ELL funds will be used to provide services for after-school, and summer programs including transportation services. On-going assessment of LEP student progress will be reviewed through achievement test data and student progress reports. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Linda Goodwin, Asst. Supt.; Joy Stephenson, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
Provide assessments and instructional materials for ELL program to enhance effectiveness of the intervention. Provide training for staff of ELL students. Select and purchase age-appropriate materials for ELL students and purchase assessment activities, if needed, which will identify learning needs. Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Linda Goodwin, Asst. Supt.; Joy Stephenson, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	ACTION BUDGET: \$
During the May annual federal programs/state programs peer review, annually evaluate the effectiveness of the ELL program by analyzing student achievement data of ELL students, including CRT/NRT/Target Tests/ELDA. Results of ELDA will determine if students move out of ELL status and become designated as English learners. Ensure the intervention is implemented as designed and that	Linda Goodwin, Asst. Supt.; Joy Stephenson, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	ACTION BUDGET: \$

monies allocated were expended as intended. Provide evidence of the impact of student achievement, using the most recent student achievement reports. Adjust the intervention to provide resources and support as needed. Data from current year will be posted in 2010-2011.  
 Action Type: Alignment  
 Action Type: Collaboration  
 Action Type: Equity  
 Action Type: Program Evaluation

• Outside Consultants

Total Budget:

\$0

• Planning Team

Classification	Name	Position	Committee
Business Representative	Cherub Alford	Crossett Economic Development Foundation	Federal Programs Advisory Committee
Classroom Teacher	Amy Green	Team Member	Math
Classroom Teacher	Angela Summerford	Kindergarten teacher	Literacy
Classroom Teacher	Angie Hopper	Team Member	Literacy
Classroom Teacher	Ashley Smith	1st Grade Teacher	Math
Classroom Teacher	Bessie Dawson	Team Member	Math Chairman
Classroom Teacher	Beth Murphy	4th Grade Teacher	Literacy
Classroom Teacher	Donna McDonald	Kindergarten Teacher	Math
Classroom Teacher	Dorinda Pistole	Team Member	Literacy
Classroom Teacher	Felicia Jones	2nd Grade	Literacy
Classroom Teacher	Gayla Sydoriak	Kindergarten Teacher	Literacy
Classroom Teacher	Gina Cheatham	Kindergarten Teacher	Literacy
Classroom Teacher	Heather Arrick	1st Grade Teacher	Literacy
Classroom Teacher	Jan Hambrick	2nd grade teacher	Literacy
Classroom Teacher	Jocelyn Alvey	Team Member	Literacy
Classroom Teacher	John Brooks	4th grade teacher	Literacy
Classroom Teacher	Kelley Howie	4th Grade Teacher	Literacy
Classroom Teacher	Kelly Johnson	Kindergarten Teacher	Literacy Chairman/ACSIP Co-Chair
Classroom Teacher	Kelly Spradlin	4th grade teacher	Math Chairman/ACSIP Co-Chair
Classroom Teacher	Kim Burkett	Team Member	Math
Classroom Teacher	Kim Watson	Team Member	Literacy
Classroom Teacher	Kimberly Moss	Team Member	Literacy
Classroom Teacher	Lea Ann McIntyre	Team Member	Math
Classroom Teacher	Linda Jackson	Physical Education Teacher	Wellness
Classroom Teacher	Linda Underwood	Art Teacher	Literacy
Classroom Teacher	Lisha Walley	Kindergarten Teacher	Math
Classroom Teacher	Lynn Jenkins	1st Grade Teacher	Literacy
Classroom Teacher	Marty Bryant	Team Member	Math
Classroom Teacher	Melissa Clayton	Kindergarten Teacher	Literacy
Classroom Teacher	Mindy Sivils	Math Chairman	Math
Classroom Teacher	Misti Davis	1st Grade Teacher	Math
Classroom Teacher	Monica Swan	Kindergarten teacher	Math
Classroom Teacher	Pam Harper	Kindergarten Teacher	Math
Classroom Teacher	Rachelle Mann	First Grade Teacher	Literacy

Classroom Teacher	Robin Harrison	Team Member	Literacy
Classroom Teacher	Roxanne Leonard	3rd Grade Teacher	Literacy
Classroom Teacher	Sandy McDill	1st Grade Teacher	Literacy
Classroom Teacher	Sandy Riley	2nd Grade Teacher	Math
Classroom Teacher	Sheila Herron	Team Member	Math
Classroom Teacher	Sue Nolan	Team Member	Literacy
Classroom Teacher	Tara Hinkle	1st Grade Teacher	Literacy
Classroom Teacher	Tara Hutchison	1st Grade Teacher	Math
Classroom Teacher	Traci Allen	2nd Grade Teacher	Literacy
Community Representative	Cheryl Rabalais	Member	Wellness
District-Level Professional	Linda Goodwin	Federal Coordinator	Federal Programs Advisory Committee
District-Level Professional	Stephanie Cole	Team Member	Sped. Supervisor
Non-Classroom Professional Staff	Anna Nimmo	ESL Instructor	Literacy
Non-Classroom Professional Staff	Beverly Kellebrew	Para-professional	Special Education
Non-Classroom Professional Staff	Brandy Young	Speech Teacher	Special Education
Non-Classroom Professional Staff	Carla Jeter	Title I Assistant	Literacy - Federal Programs Advisory Committee
Non-Classroom Professional Staff	Cindy Griffis	Instructional Assistant	Federal Programs Advisory Committee
Non-Classroom Professional Staff	Debbie Woodard	Reading Recovery Teacher	Literacy
Non-Classroom Professional Staff	Elaine Simpson	District Family Service Worker	Federal Programs Advisory Committee
Non-Classroom Professional Staff	Felecia Outlaw	Team Member	Math
Non-Classroom Professional Staff	Gina Brockwell	Computer Lab Assistant	Literacy
Non-Classroom Professional Staff	Hagit Gregory	Resource Teacher	Special Education
Non-Classroom Professional Staff	Holly Gillum	Library Media Specialist	Literacy
Non-Classroom Professional Staff	Jane Jo Summerford	Resource Teacher	Special Education
Non-Classroom Professional Staff	Janet Lansdale	Instructional Assistant	Literacy
Non-Classroom Professional Staff	Jennifer Gilbert	Title I Assistant	Literacy
Non-Classroom Professional Staff	Jenny Allen	Federal Program Data Clerk	Federal Programs Advisory Committee
Non-Classroom Professional Staff	Jodi Sturgeon	Secretary	Math
Non-Classroom Professional Staff	Julie Vaden	Librarian	Literacy
Non-Classroom Professional Staff	Lea Culp	K-6 District Literacy Coach	Literacy
Non-Classroom Professional Staff	Lequita Endel	Team Member	Literacy
Non-Classroom Professional Staff	Lisa Self	Instructional Assistant	Literacy
Non-Classroom Professional Staff	Lorraine Clark	Team Member	Math
Non-Classroom Professional Staff	Mary Pat Stanley	Counselor	Literacy
Non-Classroom Professional Staff	Michelle Bradford	Secretary	Literacy
Non-Classroom Professional Staff	Nesia Brockwell	Secretary	Math
Non-Classroom Professional Staff	Nikki Black	Title 1 Assistant	Literacy
Non-Classroom Professional Staff	Pam Pevy	Curriculum Coordinator	Federal Programs Advisory Committee
Non-Classroom Professional Staff	Pam Smith	Lab Aide	Math
Non-Classroom Professional Staff	Patty Frisby	Counselor	Literacy
Non-Classroom Professional Staff	Rhonda Ferrell	Cafeterial Food Service Manager	Wellness
Non-Classroom Professional Staff	Rhonda Guin	Instructional Assistant	Math
Non-Classroom Professional Staff	Rita Trussell	APSCN Secretary	Federal Programs Committee
Non-Classroom Professional Staff	Romona Sawyer	GT Teacher	Math

Non-Classroom Professional Staff	Rosemary Fryer	Instructional Assitant	Math
Non-Classroom Professional Staff	Shirley Scott	Parent Coordinator	Federal Programs Advisory Committee
Non-Classroom Professional Staff	Wanda Harris	APSCN Secretary	Federal Programs Committee
Principal	Joye Stephenson	Principal	Federal Programs Advisory Committee