

GENOA CENTRAL SCHOOL DISTRICT
Arkansas Comprehensive School Improvement Plan
REVIEW COPY ONLY
2014-2015

The Genoa Central School District exists to provide an education to meet the intellectual, social, and emotional development of all the students of our district. We want to provide a nurturing, caring, educational atmosphere where all students can learn to the best of their ability.

Grade Span:

Title I: Not Applicable

School Improvement:

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1 **Priority 1:** To provide service, support, and leadership to individual buildings as they serve the needs of all students.

1.1 **Goal:** To provide service, support, and leadership to individual buildings as they serve the needs of all students.

Benchmark: To meet or surpass AMOs developed by the Arkansas Department of Education by May 2015.

<p>Intervention Administrative Support: (Building ACSIPs) The District strives to improve the quality of teaching with professional development, continual support and assistance. The District will provide service, support and leadership to each building, staff, students, and parents through the coordination of Title I and Title II-A Federal Funds, Title VI-State funds and NSL, ALE, and PD funds.</p>														
<p>Scientific Based Research Comprehension instruction: research-based practices-2nd ed. edited by Collins, Cathy & Parris, Sheri R., 2008: The Guilford Press.; Classrooms that work: they can all read and write-5th ed., Cunningham, Patricia M. & Allington, Richard L., 2010: Addison Wesley Logman, Inc.; Reeves, D. B. Holistic Accountability: Serving students, schools, and community. Thousand Oaks, CA. Corwin Press. 2002; An Investigation of Instructional Effects on Student Growth in Mathematics with Repeated Measures Using Computerized-Adaptive Test. Zhang, L. & Wang, S. Paper Presented at the NCME Annual Conference. April 13-16, 2012, Vancouver, Canada</p>														
Actions	Person Responsible	Timeline	Resources	Source of Funds										
<p>Title II-A funds will be used to provide high-quality research-based professional development, primarily mathematics, above the state required professional development hours based on comprehensive needs assessment. Assessment data (EOC/ACTAAP) indicates a great need for professional development with the mathematics curriculum. Training of teachers and administrators will be provided in effectively integrating technology into curricula and instruction, training to enable teachers and administrators in involving parents in their child's education, and supporting activities to ensure that teachers are able to use state academic content and achievement standards, and state assessments to improve instructional practices and student achievement. Job-embedded professional development will be utilized when possible to prevent loss of instruction with a highly-qualified teacher. Title II-A Purchased Services funds will be used for a mathematics specialist consulting (Pearson, Inc., 10 days @ \$3500 per day) to provide job-embedded professional development/training and coaching for math teachers that will increase educator effectiveness and results which will increase student achievement (high school and middle school). Title II-A Purchased Services funds will also be used for job-embedded technology training/coaching to effectively integrate technology into instruction to provide differentiation, immediate assessment of students to guide instruction, and project-based learning using technology (eInstruction, Chad Brinkley-10 days @ \$5000) . Title II-A Materials/Supplies funds will be used to purchase professional development supplies such as projector, presentation equipment/cart and supplies needed for PD presentations, notebooks, chart papers, easels, markers, sticky notes, professional books containing research-based, high-quality information for staff to develop intervention plans and strategies, analyze data, and for staff to gain math/literacy content understanding. The educational cooperative specialists will regularly work with staff by co-teaching/coaching in math/literacy programs and teaching strategies (LDC, MDC, CGI, Literacy Lab). The district will contract with outside math/literacy consultants for trainings/coaching. The district leadership teams will visit high-performing schools for strategies and interventions that could be implemented in our district. Expiring 2013-2014 Title II-A funds (\$8,239.45) from 2012-2013 Title II-A allotment will be used in this action.</p>	<p>Federal Programs Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff District Staff Teachers</p>	<table border="0"> <tr> <td>Title II-A</td> <td></td> </tr> <tr> <td>Purchased Services:</td> <td>\$44,100.00</td> </tr> <tr> <td>Title II-A</td> <td></td> </tr> <tr> <td>Materials & Supplies:</td> <td>\$4,059.18</td> </tr> <tr> <td>ACTION BUDGET:</td> <td>\$48,159.18</td> </tr> </table>	Title II-A		Purchased Services:	\$44,100.00	Title II-A		Materials & Supplies:	\$4,059.18	ACTION BUDGET:	\$48,159.18
Title II-A														
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October 5, 2014

Priority 1: Administrative Support

<p>Intervention Administrative Support: (Building ACSIPs) The District strives to improve the quality of teaching with professional development, continual support and assistance. The District will provide service, support and leadership to each building, staff, students, and parents through the coordination of Title I and Title II-A Federal Funds, Title VI-State funds and NSL, ALE, and PD funds.</p>														
Actions	Person Responsible	Timeline	Resources	Source of Funds										
<p>Title I Materials/Supplies funds will be set aside to meet the basic needs of identified homeless students such as clothing, classroom supplies, and healthcare supplies. Title I Purchased Services funds will be set aside to assist with any emergency medical expenses. The funding formula being used to calculate the amount for set-aside is identification of the previous year's homeless students' needs and budgeting funds accordingly based on those 2013-2014 homeless students' needs. The Title I Coordinator, Homeless Liaison, and building principals will work with appropriate community service providers and families in identifying homeless students due to immediate or disaster situations that would prevent these students from receiving an appropriate education. The Title I Coordinator and Homeless Liaison will attend meetings/conferences that will allow them to stay informed of resources and programs that will assist homeless students.</p> <p>Action Type: Collaboration</p>	<p>Homeless Liaison, Title I Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Central Office Community Leaders Outside Consultants Teachers</p>	<table border="0"> <tr> <td>Title I</td> <td></td> </tr> <tr> <td>Purchased Services:</td> <td>\$300.00</td> </tr> <tr> <td>Title I</td> <td></td> </tr> <tr> <td>Materials & Supplies:</td> <td>\$1,000.00</td> </tr> <tr> <td>ACTION BUDGET:</td> <td>\$1,300.00</td> </tr> </table>	Title I		Purchased Services:	\$300.00	Title I		Materials & Supplies:	\$1,000.00	ACTION BUDGET:	\$1,300.00
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Actions	Person Responsible	Timeline	Resources	Source of Funds										
<p>Title I Purchased Services Funds will be used for all reasonable costs associated with professional development including registration, travel, meals, and lodging for administrators, teachers, and/or paraprofessionals to attend high-quality trainings focused on research-based strategies for differentiation, incorporating technology in instruction, and data-driven instruction based on formative assessments (MAP-Measure of Academic Progress) that exceeds state requirements. Leadership teams will visit high-performing schools to observe strategies and programs proving to be successful in increasing student achievement to possibly implement in our schools to increase student achievement. Title I Purchased Service funds will be used for consultants to provide high-quality professional development in instructional technology strategies providing differentiation and point-in-time remediation. Title I Materials & Supplies funds will be used for presentation and research-based training materials such as group study/training books and other necessary materials for on-site trainings/professional development that contributes to, supports and improves the existing professional learning communities. Research-based, high-quality professional development opportunities will support ongoing efforts of the district and schools. Title I Professional Development activities exceed the state required professional development hours. Evaluation surveys and increases in student achievement will assist administrators in determining the effectiveness of the professional development activities.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Superintendent, Federal Programs Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Central Office District Staff Outside Consultants Teachers</p>	<table border="0"> <tr> <td colspan="2">Title I</td> </tr> <tr> <td>Purchased Services:</td> <td>\$6,500.00</td> </tr> <tr> <td colspan="2">Title I</td> </tr> <tr> <td>Materials & Supplies:</td> <td>\$6,376.45</td> </tr> <tr> <td>ACTION BUDGET:</td> <td>\$12,876.45</td> </tr> </table>	Title I		Purchased Services:	\$6,500.00	Title I		Materials & Supplies:	\$6,376.45	ACTION BUDGET:	\$12,876.45
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Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Title I Coordination - Title I funds will be used for the Salary/Benefits of a part-time Title I Coordinator (Angie Bryant, 0.29 FTE) to oversee the Title I program, assist/support teachers, and monitor/evaluate the schoolwide programs for effectiveness of closing the achievement gap in each building. Title I Purchased Services will be used for registration and travel to local, regional, state, and/or national meetings/professional development activities to stay informed of program regulations, research-based instructional strategies, and resources for parent involvement. Title I Materials/Supplies funds will be used in purchasing necessary supplies such as storage devices/containers, organizational items such as notebooks/folders, Title I appropriate books/journals, and manuals containing updated Title I guidelines to maintain an efficient and effective Schoolwide Title I program.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	Federal Programs Coordinator	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office District Staff Teachers	Title I Purchased Services: \$3,000.00 Title I Materials & Supplies: \$3,270.00 Title I Employee Salaries: \$18,200.00 Title I Employee Benefits: \$3,980.00 <hr/> ACTION BUDGET: \$28,450.00
<p>PROGRAM EVALUATION-The Curriculum and Instruction Team will conduct a comprehensive needs assessment. Additionally, the federally funded programs/actions have been evaluated by using the data from the state assessments for 2013-2014. Particular attention will be given to the TAGG subgroup(s) at each campus that did not make gain(s) and recognize academic growth/progress. Evaluation of interim assessments (MAP) and summative assessments (ACTAAP/EOC) have been and will continue to be analyzed to ensure that identified students are improving in the necessary areas needed to close the achievement gap. Classroom observation data will be analyzed for areas needing improvement/support. When goals are not met, the district will modify appropriate aspects of its operations such as fiscal management, curriculum, instruction, assessment, professional development, classroom management, and parent/community outreach in order that the district will meet or exceed the goals.</p> <p>Action Type: Program Evaluation</p>	Superintendent, Federal Programs Coordinator	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office Community Leaders Computers District Staff Performance Assessments Teachers	<hr/> ACTION BUDGET:

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Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Genoa Central School District provides appropriate learning and instructional activities in collaboration with all stakeholders (parents, community leaders, business representatives, and teachers) by ensuring they are actively engaged in contributing to the development of ACSIP. Parent(s) and Parent Facilitator(s) will attend meetings/trainings to gain knowledge of how to assist parents in his/her child's learning success. Building level Parent Facilitators will advise the Leadership Team in the planning of such activities. Title I Materials/Supplies funds will be used for parent involvement resources and materials/supplies needed for parent involvement meetings/trainings beyond state required meetings. The trainings/meetings will be based on parent involvement surveys/needs. These meetings will include allotted times for certified staff to be available for parents/students. The effectiveness of the district parent involvement will be evaluated by parent participation and evaluations as well as an increase in student achievement.</p> <p>Action Type: Parental Engagement</p>	<p>Federal Programs Coordinator District Parent Involvement Coordinator Parent Center Facilitators</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Central Office Community Leaders Teachers Teaching Aids</p>	<p>Title I Purchased Services: \$500.00 Title I Materials & Supplies: \$1,000.00 <hr/>ACTION BUDGET: \$1,500.00</p>
<p>PRIVATE SCHOOLS-The District has consulted with private school officials in a timely and meaningful manner and submitted affirmations of consultation to the Arkansas Department of Education.</p> <p>Action Type: Equity</p>	<p>Federal Programs Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Central Office</p>	<p><hr/>ACTION BUDGET:</p>

Intervention Administrative Support: (Building ACSIPs) The District strives to improve the quality of teaching with professional development, continual support and assistance. The District will provide service, support and leadership to each building, staff, students, and parents through the coordination of Title I and Title II-A Federal Funds, Title VI-State funds and NSL, ALE, and PD funds.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Title VI State- Instructional Technology Hardware/Software/Supplies - Technology is an integral part of student engagement research and project-based learning. The District will use Title VI-State funds to continue supplementing and upgrading existing technologies preparing all students for project-based learning/assessments in all content areas that require research, higher-level thinking and deeper understanding (MDC/LDC). The supplemental hardware (EXINDA) will be purchased to provide increased efficiency of instructional programs (\$11000). Additional laptops for classrooms will be purchased (approx. 17 @ \$550, Vendor: Tiger Direct). A Comprehensive Needs Assessment and an annual evaluation of the District Technology Plan will be conducted to determine effectiveness and future needs. Data from formative/summative assessments and classroom observations will be used to evaluate this action.</p> <p>Action Type: Technology Inclusion</p>	Federal Program Director	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Computers District Staff Teachers</p>	<p>Title VI State Materials & Supplies: \$9,538.65 Title VI State Capital Outlay: \$11,000.00 <hr/>ACTION BUDGET: \$20,538.65</p>
			Total Budget	\$112,824.28

Intervention Use National School Lunch- Special Needs Funding to improve instruction and increase student achievement																		
Scientific Based Research																		
<p>"Research On School Attendance And Student Achievement: A Study Of Ohio Schools", Educational Research Quarterly, v28 n1 p 4-15, Sep 2003); Working with parents building relationships for student success. Payne, Ruby K. 2006: aha! Process, Inc.; Differentiated instructional strategies: one size doesn't fit all. Gregory, G. & Chapman, C. 2007: Corwin Press. Large-scale research study on technology in k-12 schools: Technology integration. Barron, A., Kemker, K., Harmes, C. & Kalaydjian, K. "Journal of Research on Technology in Education". Summer 2003. 35, 4. Educational Module p. 489.; "Making the most of summer school: a meta-analytic and narrative review". Cooper, H., Charlton, K., Valentine, J. & Muhlenbruck, L., JSTOR: Monographs of the Society for Research in Child Development, Vol. 65, No. 1 (2000), pp. i-vi, 1-127.; "The wisdom of class-size reduction". Graue, E., Hatch, K., Rao, K. & Oen, D. American Educational Research Journal. 2007; 44; 670 DOI: 10.3102/0002831207306755</p>																		
Actions	Person Responsible	Timeline	Resources	Source of Funds														
<p>NSLA (281) Salaries/Benefits funds will be used for a part-time Curriculum Coordinator (Angie Bryant, 0.50 FTE) to ensure the district has the resources and support needed to promote student achievement through a curriculum in a nurturing environment. The Curriculum Coordinator will oversee school-wide assessment and ensure that Genoa Central School District meets mandated educational requirements.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>	Superintendent	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Central Office Performance Assessments Teachers</p>	<table border="0"> <tr> <td>NSLA (State-281)</td> <td></td> </tr> <tr> <td>Employee Salaries:</td> <td>\$32,000.00</td> </tr> <tr> <td>NSLA (State-281)</td> <td></td> </tr> <tr> <td>Employee Benefits:</td> <td>\$6,950.00</td> </tr> <tr> <td>NSLA (State-281)</td> <td></td> </tr> <tr> <td>Materials & Supplies:</td> <td>\$1,500.00</td> </tr> <tr> <td>ACTION BUDGET:</td> <td>\$40,450.00</td> </tr> </table>	NSLA (State-281)		Employee Salaries:	\$32,000.00	NSLA (State-281)		Employee Benefits:	\$6,950.00	NSLA (State-281)		Materials & Supplies:	\$1,500.00	ACTION BUDGET:	\$40,450.00
NSLA (State-281)																		
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ACTION BUDGET:	\$40,450.00																	

Intervention Use National School Lunch- Special Needs Funding to improve instruction and increase student achievement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>NSLA (281) Purchased Services/Supplies: Technology is an integral part of a high-quality, differentiated, research-based curriculum that prepares students for college and careers. With the increase of wireless technologies that allow for higher-level learning activities needed to provide supplemental instruction programs (Criterion, A+, Virtual Field Trips, Arkansas Traveler) and assessment (MAP, DIBELS, STAR) to close the achievement gap for all students, there is a need to maintain a more technological efficient school district. This allows for increased student learning opportunities and more efficient online assessment of student learning, resulting in immediate feedback for point-in-time remediation. Reliable, secure, and efficient wireless technology allows for these higher-level, supplemental math, literacy, and science learning programs to be more effective as well as provide immediate feedback of data to guide future instruction/remediation which increases student achievement.</p> <p>Action Type: Technology Inclusion</p>	<p>Technology Coordinator, Asst. Technology Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Computers Outside Consultants</p>	<p>NSLA (State-281) Purchased Services: \$14,000.00 NSLA (State-281) Materials & Supplies: \$5,759.11 <hr/>ACTION BUDGET: \$19,759.11</p>
<p>PROGRAM EVALUATION: The Curriculum and Instruction Team will evaluate NSLA (281) funds use by conducting a comprehensive needs assessment. All Students growth and Subgroup growth data from 2013-2014 assessment data has been used to identify specific students who are in need of additional assistance. Programs that did not appear to be increasing student achievement or meeting student needs, will be discontinued and more research will be gathered to find programs that will meet student needs in 2014-2015.</p> <p>Action Type: Program Evaluation</p>	<p>Superintendent, Curriculum Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff District Staff Outside Consultants Teachers</p>	<p><hr/>ACTION BUDGET:</p>

Intervention Use National School Lunch- Special Needs Funding to improve instruction and increase student achievement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>****Evaluation of 2013-2014 NSLA Funds- 1. Extended Day/Summer School -Funds used for elementary extended day/after school program proved to be successful because the elementary school met both math and literacy AMOs. Summer school was successful at the middle school because although the middle school did not meet the AMO in math or literacy, the school was in the top 25 schools in both math and literacy achievement in the state. The extended school day program at the high school was somewhat successful because AMO was almost met in literacy and the three year average was less than a 1% from meeting the AMO. The after school program will continue to be restructured for 2014-2015 school year and should prove to be more successful with changes based on data and the comprehensive needs assessment. 2. Parent Involvement- Funds used for parent materials and additional parent coordinators helped to have an increase in parent involvement at each campus. 3. Additional Nurse - Funds used for an additional nurse allowed for more instruction to students on health topics and students had immediate access to a nurse when needed. 4. Libraries- All three building libraries continue to be automated and have proven to be more efficient and technological for students as well as allowing for additional reading experiences. 4. The addition of a Curriculum Coordinator has been more successful in coordination of curriculum/assessment programs and in increasing student achievement. 5. Additional technological tools, including the additional devices incorporated into instruction at all three buildings are assisting in closing the achievement gap. 6. Planned upgrades to existing technologies have been completed which have and will continue to allow for improvement in instruction. Plans for 2014-2015 year is to continue to improve technology for increased efficiency and incorporate more technology into all classrooms to improve instruction and allow for increased online assessment and advancement toward a 1:1 computing environment. 7. Providing all eleventh grade students with a free ACT test helped students prepare for college admission. 8. Measures of Academic Progress (MAP)-online formative assessment continues to be successful because students are more efficient with online assessment preparing them for state online assessment and correlated well with ACTAAP for proficiency. 9. The addition of a highly qualified first grade paraprofessional was successful because achievement of students increased based on MAP and ACTAAP data.</p> <p>October 5, 2014 Action Type: Program Evaluation</p>	<p>Superintendent</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Central Office District Staff Performance Assessments Teachers</p>	<p>ACTION BUDGET:</p>
<p>Priority 1: Administrative Support</p>			<p>Page 10</p>	

Intervention Use National School Lunch- Special Needs Funding to improve instruction and increase student achievement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
NSL (281) Purchased Service/Materials/Supplies funds will be used to provide high-quality professional development in math/literacy/science above the state required professional development to improve teacher effectiveness based on data from student assessment and surveys. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Curriculum Specialist	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff Outside Consultants Teachers	NSLA (State-281) Purchased Services: \$4,500.00 NSLA (State-281) Materials & Supplies: \$500.00 <hr/> ACTION BUDGET: \$5,000.00
			Total Budget	\$65,209.11

Intervention Use Alternative Learning Education - Special Needs Funding to support academically at-risk students				
Scientific Based Research				
"Whatever It Takes"; Richard Dufour, Robert Eaker, Gayle Karhanek; 2004; Differentiated instructional strategies: one size doesn't fit all. Gregory, G. & Chapman, C. 2007: Corwin Press. Classroom instruction that works: research-based strategies for increasing student achievement. Marzano, Robert J., Pickering, Debra J., & Pollock, Jane E. ASCD: 2001;				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The goal of the Genoa Central Alternative Learning Classrooms at the middle and high school is to establish an educational program for students who have been identified by teachers and administrators as being educationally at risk due to family circumstances, low achievement, low attendance, behavioral problems or other issues which could prevent the student from achieving academically and socially (ADE Rules/Regs 4.02.1.1, 4.02.1.2). In order to meet the needs of those students, the ALE program will provide students with academic and social success based on individualized instruction, flexible classroom organization, diagnostic testing, instruction through technology, and counseling services. Student academic and social skill progress will be continually monitored and reported to all stakeholders. Action Type: Collaboration Action Type: Equity	ALE Program Director	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Performance Assessments Teachers	ACTION BUDGET:
Program Evaluation: The Curriculum and Instruction Team will utilize the comprehensive needs assessment to determine effectiveness of this intervention and that "at risk" students are being assisted with this program when they meet the qualifications. Effectiveness will also be determined by the number of students that has been and can be academically successful in ALE and the number of students that are transitioned back into the regular classroom(s), and the increase in academic achievement on assessments. Action Type: Alignment Action Type: Program Evaluation	ALE Program Director	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office District Staff	ACTION BUDGET:
			Total Budget	\$0.00

<p>Intervention Use Professional Development - Special Needs Funding to support high-quality, research-based professional development for administrators, teachers, and paraprofessionals</p>				
<p>Scientific Based Research Learning by doing: a handbook for professional communities at work. Dufour, Richard, DuFour, Rebecca, Eaker, R. & Many, T. 2010: Solution Tree Press; Classroom strategies for interactive learning-3rd ed. Buehl, Doug. 2009: International Reading Association.; Differentiated instructional strategies: one size doesn't fit all. Gregory, G. & Chapman, C. 2007: Corwin Press. ;Large-scale research study on technology in k-12 schools: Technology integration. Barron, A., Kemker, K., Harnes, C. & Kalaydjian, K. "Journal of Research on Technology in Education". Summer 2003. 35, 4. Educational Module p. 489.;</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Professional Development (223) Purchased Services funds will be used to provide hours of training required by rule or law and support research-based professional development activities for all faculty/staff including in/out of state travel, conferences/workshop registration fees, travel, Southwest AR Educational Cooperative Consortium fee and one catered meal for an on-site district level professional development day. Professional development (223) Purchased Services/Supplies funds will provide pre-packaged food for the attendees at on-site professional development activities. Professional Development emphasis will focused on improving instruction of literacy, mathematics, science, and integrating educational technology to improve instruction, and Common Core State Standards. The goal of Genoa Central School District is to assist teachers in becoming increasingly more proficient in high-level instruction and highly-qualified if necessary. Professional Development will target specific needs based on needs assessment which will include formative assessment (NWEA-MAP) data analysis applied to instruction, differentiation of instruction, Cognitive Guided Instruction for elementary school teachers, MDC/LDC for the high school teachers, and Literacy Lab for middle school and high school literacy teachers.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Administration</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Central Office Outside Consultants Teachers</p>	<p>PD (State-223) Purchased Services: \$9,500.00 PD (State-223) Materials & Supplies: \$140.58 <hr/> ACTION BUDGET: \$9,640.58</p>

Intervention Use Professional Development - Special Needs Funding to support high-quality, research-based professional development for administrators, teachers, and paraprofessionals				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Professional Development Plan -The district will develop and implement a Professional Development Plan that aligns with state requirements and based on a comprehensive needs assessment. The Curriculum and Instruction Team will develop a plan with emphasis on increased student achievement as well as meeting the diverse needs of faculty, staff, and administration based on a comprehensive needs assessment. Documentation of professional development activities will be compiled and recorded by each certified/classified employee. Surveys will be conducted to assess the effectiveness of the trainings. Professional development activities will support the implementation of the building professional development plans.</p> <p>Action Type: Collaboration Action Type: Professional Development</p>	<p>Superintendent, Federal Programs/Curriculum</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Central Office District Staff Outside Consultants Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>PROGRAM EVALUATION-The District ACSIP Committee, District Curriculum Instruction Team, and Building Leadership teams will periodically analyze the effectiveness of Professional Development on teacher quality, high-quality instruction, and assessment. Evaluation will continue to include classroom observations, PARCC Assessment data, formative assessments (MAP), as well as teacher/staff surveys. The data from these instruments/observations will determine what effect the program goals have on student achievement. When goals are not met, the district will modify appropriate aspects of its operations such as fiscal management, curriculum, instruction, assessments, professional development, and classroom management.</p> <p>Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	<p>Administration</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Central Office Community Leaders District Staff Performance Assessments Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>
			<p>Total Budget</p>	<p>\$9,640.58</p>

Intervention Provide support that will increase parental involvement				
Scientific Based Research				
Working with parents building relationships for student success. Payne, Ruby K. 2006: aha! Process, Inc.; Parental involvement in childhood education: building effective school-family partnerships. Hornby, Gary. 2011: Springer Science+Media, LLC. Bridges out of poverty: strategies for professionals and communities. Payne, Ruby K., DeVol, Philip E. & Smith, Terie D. 2006: aha! Process, Inc.; At risk families & schools: Becoming Partners. Lontos, Lynn B. ERIC Clearinghouse on Educational Management College of Education: Oregon, 1992				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Genoa Central School District implements effective parental involvement by providing collaboration with parents, community stakeholders, and teachers by ensuring that parents and community members are actively engaged in contributing to the development of the ACSIP. The district provides support for schools to develop policies/programs to improve student achievement, provides parental involvement strategies for public and private preschool programs, conducts annual assessments of the effectiveness of parental involvement programs, and promotes the efficient use of academic and non-academic activities. Each building has established a parent center and will do a needs assessment of the staff and parents. The information will be collected and evaluated to improve the building's parent center. A Parent Teacher Organization is established and effective for the school district. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Administration	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office Community Leaders Outside Consultants Teachers	<hr/> ACTION BUDGET:
The district will assist the schools to purchase books, magazines, and other informational materials to help parents assist their children academically and socially. The District will include two parent/teacher conferences with hours accommodating parents. Parents will be notified of these conferences by means of the school calendar, school website, eCommunication and phone call-out system. Parents will be notified of Academic/Non-Academic school activities by website and phone call-out system. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Superintendent, Federal Programs/Curriculum	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office Community Leaders District Staff	<hr/> ACTION BUDGET:

Intervention Provide support that will increase parental involvement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The Genoa Central Alumni will host a Saturday luncheon during the school year to invite all former students to become actively involved in the school. A scholarship will be given by this organization to a senior each year.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education</p>	Joann Johnson	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office Community Leaders District Staff Teachers	_____ ACTION BUDGET:
<p>The district will provide professional development in parental involvement.</p> <p>Action Type: Parental Engagement Action Type: Professional Development</p>	Administration	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff Teachers	_____ ACTION BUDGET:
<p>The District will select a teacher from each campus to be the Parent Facilitator for the building. Professional development will be provided for the facilitators by the district. The ideas and state requirements acquired from the trainings/meetings will be shared with the staff and parents in the district.</p> <p>Action Type: Parental Engagement Action Type: Professional Development</p>	Superintendent, Federal Programs/Curriculum	Start: 07/01/2014 End: 06/30/2015	Administrative Staff District Staff	_____ ACTION BUDGET:
<p>The district will provide a policy for parents when they have a concern. The district has a parent friendly parent involvement plan that is included in the student handbook that every student receives, and this plan is on on the School District website.</p> <p>Action Type: Collaboration Action Type: Parental Engagement</p>	Superintendent, Federal Programs/Curriculum	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office District Staff	_____ ACTION BUDGET:

Intervention Provide support that will increase parental involvement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Parental Involvement DISTRICT- Genoa Central School District implements effective parental involvement by providing joint collaboration with all stakeholders by ensuring that parents, teachers, community members, business leaders, and other stakeholders are actively engaged in contributing to the development of ACSIP. The district provides support for schools to develop policies/programs to improve student achievement, provides parental involvement strategies for public and private preschool programs, conducts annual assessments of the effectiveness of parental involvement programs, and promotes the efficient use of academic and non-academic activities. The district provides support to each school in implementing the following 6 components to build parental capacity and supports each school in implementing these activities: provides assistance to parents in understanding content and how to monitor a child's progress, standards, and academic assessments; provides materials and training to help parents work with their children to improve academic achievement; educates teachers, principals, and other staff in the importance of effective communication, value, and utility of contributions of parents; coordinates and integrates parent involvement programs and activities; ensures that information related to school and parent programs is sent to parents to the extent practical in a language parents can understand, and provides other reasonable support for parental involvement activities as parents may request. The district shall provide training at least annually for volunteers who assist in an instructional program for parents. The district provides professional development opportunities for teachers/administrators. SCHOOL -Genoa Central Elementary, Middle, and High School provides instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment and provides assistance to parents in understanding content and how to monitor a child's progress, standards, and academic assessments. Genoa Central Elementary, Middle, and High School provides materials and training to help parents work with their children to improve academic achievement; educates teachers, principals, and other staff in the importance of effective communication, value, and utility of contributions of parents; coordinates and integrates parent involvement programs and activities; ensures that information related to school and parent programs is sent to parents to the extent practical in a language parents can understand; and provides other reasonable support for parent involvement activities as parents may request. The parent involvement program for the district will be evaluated by increased attendance of parents at parent/teacher conferences, continuation of PTO, increasing number of parent volunteers, increase in attendance of parents to school parent involvement activities/events, and an increase in student achievement.</p> <p>Action Type: Parental Engagement Action Type: Professional Development</p>	Administration	Start: 07/01/2014 End: 06/30/2015	District Staff Teachers	ACTION BUDGET:

October 5, 2014

Priority 1: Administrative Support

Intervention Provide support that will increase parental involvement				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROGRAM EVALUATION-The parent involvement program will be evaluated each year by conducting a parent involvement survey. The results will be evaluated by the District ASCIP Committee, the Curriculum and Instruction Team, and the District Parent Involvement Committee for areas that can be improved to increase parental engagement. Sign-in reports at each parent center, from parent involvement activities, volunteering activities, and from parent involvement committee meetings will provide data that will be used to monitor parental involvement and pursue ways to increase parental involvement.</p> <p>Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Federal Programs/Curriculum Standards District Parent Coordinator</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Central Office Community Leaders District Staff Teachers</p>	<p>ACTION BUDGET:</p>
			Total Budget	\$0.00

2 **Priority 2:** The BMI of students in Genoa Central will show improvement in all levels.

2.1 **Goal:** Students participating in the BMI activity show a need to improve their cardiovascular, muscular strength/endurance and flexibility activity.

Benchmark: Healthier BMI results will be evident by June 2015. There will be a lower amount in the 2014-2015 BMI results indicating healthier lifestyles are being practiced.

Intervention Genoa Central School District has trained the entire staff to teach BRAIN GYM to encourage a more productive learning environment. This activity has the students up and moving to stimulate the brain.				
Scientific Based Research HANDS ON-How to Use Brain Gym inthe Classroom.by Isabel Cohen. Edu-Kinesthetics,Inc., Ventura, California.2000.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Continue to implement and encourage the entire staff to participate in Brain Gym. They will teach for 20 minutes and then do a brain gym activity to stimulate the body and the brain and return to the teaching objectives. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness	Administration	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office District Staff Teachers	_____ ACTION BUDGET:
The physical education teachers will assist all students to lower their BMI. The exercises and gym workouts will all be coordinated with BMI. All students will be assigned to physical education as required by law. Action Type: Wellness	Administration	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Teachers	_____ ACTION BUDGET:
			Total Budget	\$0.00

2.2 **Goal:** The District will continue to develop a District-Wide Wellness Plan based on needs of the district.

Benchmark: All students and staff will adhere to the Wellness Policy.

Intervention WELLNESS POLICY The health and physical well-being of our students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and diabetes. The increased risk carries forward into their adulthood. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be magically changed overnight, but at the same time, the board of directors believes it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity. The problem of obesity and inactivity is a public health issue. The board is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the Department of Education, but with the community and its residents, organizations and agencies. Therefore, the district shall enlist the support of the larger community to find solutions which improve the health and physical activity of our students. Goals In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the district will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. Adhering to these Rules will include, but is not limited to district efforts to 1. The Director of Curriculum and Instruction shall be responsible for ensuring that each school fulfills the requirements of this policy; 2. Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum; 3. Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity; 4. Strive to improve the quality of physical education curricula and increase the training of physical education teachers; 5. Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12; 6. Not use food or beverages as rewards for academic, classroom, or sports performances; 7. Ensure that drinking water is available without charge to all students; 8. Establish class schedules, and bus routes that dont directly or indirectly restrict meal access; 9. Provide students with ample time to eat their meals in pleasant cafeteria and dining areas; 10. Establish no more than nine (9) school wide events which permit exceptions to the food and beverage limitations established by Rule. The schedule of the events shall be by school, approved by the principal, and shall be part of the annual school calendar; 11. Abide by the current allowable food and beverage portion standards; 12. Meet or exceed the more stringent of Arkansas or the U.S. Department of Agriculture's Nutrition Standards for reimbursable meals and a la carte foods served in the cafeteria; 13. Restrict access to vended foods, competitive foods, and foods of minimal nutritional value (FMNV) as required by law and Rule; 14. Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of FMNV.15. Provide professional development to all district staff on the topics of nutrition and/or physical activity; 16. Utilize the School Health Index available from the Center for Disease Control (CDC) to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students; Advisory Committee To enhance the districts efforts to improve the health of our students, a School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed. It shall be structured in a way that ensures age-appropriate recommendations are made which correlate to our districts grade configurations. The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule. The overarching goal of the committee shall be to promote student wellness by monitoring how well the district is doing at implementing this policy. The SNPAAC shall use modules 1, 2, 3, 4, and 8 of the CDC's School Health Index as a basis for assessing each schools progress toward meeting the requirements of this policy. The results of the annual assessment shall be included in each schools ACSIP, provided to each schools principal, and reported to the board. Legal References: Richard B. Russell National School Lunch Act 42 U.S.C. § 1751 et seq. Child Nutrition Act of 1966 42 U.S.C. § 1771 et seq. A.C.A. §§ 20-17-133, 134, and 135 ADE Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools Allowable Competitive Foods/Beverages - Maximum Portion Size List for Middle, Junior High, and High School Nutrition Standards for Arkansas Public Schools (Commissioners Memo FIN06-106) Date Adopted: 05/08/06

Scientific Based Research

Act 42 Legal References: Richard B. Russell National School Lunch Act 42 U.S.C. § 1751 et seq. Child Nutrition Act of 1966 42 U.S.C. § 1771 et seq. A.C.A. §§ 20-17-133, 134, and 135 ADE Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools Allowable Competitive Foods/Beverages - Maximum Portion Size List for Middle, Junior High, and High School Nutrition Standards for Arkansas Public Schools (Commissioners Memo FIN06-106) Date Adopted: 05/08/06 Last Revised:

Actions	Person Responsible	Timeline	Resources	Source of Funds
The district is aware of the BMI of each student and is working to decrease this body mass. The district is working with the community and district personnel to review and revise the Wellness Policy as needed. Relevant	Wellness Committee	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office Community Leaders	ACTION BUDGET:

October 3, 2014

Priority: 2: Wellness

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Intervention WELLNESS POLICY The health and physical well-being of our students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and diabetes. The increased risk carries forward into their adulthood. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be magically changed overnight, but at the same time, the board of directors believes it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity. The problem of obesity and inactivity is a public health issue. The board is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the Department of Education, but with the community and its residents, organizations and agencies. Therefore, the district shall enlist the support of the larger community to find solutions which improve the health and physical activity of our students. Goals In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the district will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. Adhering to these Rules will include, but is not limited to district efforts to 1. The Director of Curriculum and Instruction shall be responsible for ensuring that each school fulfills the requirements of this policy; 2. Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum; 3. Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity; 4. Strive to improve the quality of physical education curricula and increase the training of physical education teachers; 5. Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12; 6. Not use food or beverages as rewards for academic, classroom, or sports performances; 7. Ensure that drinking water is available without charge to all students; 8. Establish class schedules, and bus routes that dont directly or indirectly restrict meal access; 9. Provide students with ample time to eat their meals in pleasant cafeteria and dining areas; 10. Establish no more than nine (9) school wide events which permit exceptions to the food and beverage limitations established by Rule. The schedule of the events shall be by school, approved by the principal, and shall be part of the annual school calendar; 11. Abide by the current allowable food and beverage portion standards; 12. Meet or exceed the more stringent of Arkansas or the U.S. Department of Agriculture's Nutrition Standards for reimbursable meals and a la carte foods served in the cafeteria; 13. Restrict access to vended foods, competitive foods, and foods of minimal nutritional value (FMNV) as required by law and Rule; 14. Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of FMNV.15. Provide professional development to all district staff on the topics of nutrition and/or physical activity; 16. Utilize the School Health Index available from the Center for Disease Control (CDC) to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students; Advisory Committee To enhance the districts efforts to improve the health of our students, a School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed. It shall be structured in a way that ensures age-appropriate recommendations are made which correlate to our districts grade configurations. The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule. The overarching goal of the committee shall be to promote student wellness by monitoring how well the district is doing at implementing this policy. The SNPAAC shall use modules 1, 2, 3, 4, and 8 of the CDC's School Health Index as a basis for assessing each schools progress toward meeting the requirements of this policy. 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Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>A teacher inservice will be designed to explain what BMI is and how it affects the students. The state law will be explained and illustrated to the staff.</p> <p>October 5, 2014</p> <p>Action Type: Professional Development</p> <p>Action Type: Wellness</p>	<p>Wellness Committee</p> <p>Priority 2: Wellness</p>	<p>Start: 07/01/2014</p> <p>End: 06/30/2015</p>	<p>Administrative Staff</p> <p>Central Office</p> <p>Teachers</p>	<p>ACTION BUDGET</p>

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Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>PROGRAM EVALUATION-Genoa Central Wellness Policy will assist all students to become healthier. If students are healthy, attendance rates will be higher and healthier students have an increased ability for learning. Wellness activities will be evaluated for evidence that each supports a healthier, more active lifestyle.</p> <p>Action Type: Collaboration</p> <p>Action Type: Program Evaluation</p> <p>Action Type: Wellness</p>	<p>Wellness Committee Priority 2: Wellness</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Central Office District Staff</p>	<p>ACTION BUDGET</p>

October 5, 2014

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Actions	Person Responsible	Timeline	Resources	Source of Funds
October 5, 2014	Priority 2: Wellness		Total Budget	\$0.00

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Actions	Person Responsible	Timeline	Resources	Source of Funds
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2.3 **Goal:** The community will be made aware of and encouraged to attend health oriented activities/meetings to see how the district is trying to improve BMI and over-weightness in students.

Benchmark: The district strives to have an increase in the average attendance of health related activities/meetings attended by parents, students, staff members, and community members.

<p>Intervention The school district will set up a district wide health-related meeting. All district staff, students, parents, and community members will be invited to attend. The district will provide incentives for the students, parents, district staff, and community members to attend the health meeting.</p>				
<p>Scientific Based Research Arkansas fights fat: translating research into policy to combat childhood and adolescent obesity. Ryan, K. Card-Higginson, P., McCarthy, S., Justus, M., & Thompson, J. "Health Affairs", 2006. 25(4): 992-1004.; "Lessons learned while implementing a legislated school policy: body mass index assessments among Arkansas's public school students. Justus, M., Ryan, K., Rockenbach, J. Katterapalli, C., & Card-Higginson, P. "Journal of School Health". 2007. 77(10): 706-713.; Considerations for an obesity policy research agenda. McKinnon, R., Orleans, C., Kumanyika, S., Haire-Joshu, D. Krebs-Smith, S. Finkelstein, E., Brownell, K., Thompson, J. & Ballard-Barbash, R. "American Journal of Preventive Medicine. April 2009. 36(4): 351-357.; Report: reversing childhood and adolescent obesity, a review of the evidence, 2008. Kahn, A., MD Senior Policy Advisor - ACHI Professor; Garner, R., Justus, M. & Pate, D.</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>The school district will set up a health-related meeting for all schools. The local health facilities will participate in this meeting. Free information will be given to parents to assist them to raise healthier students.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness</p>	<p>Joy Whitehead, Angie Bryant</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Central Office Community Leaders District Staff Outside Consultants Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>
<p>The district will have a 5K run on a Saturday in the Spring of 2015. All parents, students, staff members, and the community will be encouraged to participate.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness</p>	<p>Cathy Holder, Lesa Purifoy, Angie Bryant</p>	<p>Start: 07/01/2014 End: 06/30/2015</p>	<p>Administrative Staff Central Office Community Leaders District Staff Teachers</p>	<p>_____</p> <p>ACTION BUDGET:</p>

Intervention The school district will set up a district wide health-related meeting. All district staff, students, parents, and community members will be invited to attend. The district will provide incentives for the students, parents, district staff, and community members to attend the health meeting.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The district provides the facilities for a community exercise programs in the morning. This exercise class is available to anyone (students, parents, grandparents, community members) that wish to participate. This exercise class is facilitated by an ACE Fitness Certified Instructor. Action Type: Collaboration Action Type: Wellness	Wellness Committee	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office Community Leaders Outside Consultants	_____ ACTION BUDGET:
PROGRAM EVALUATION-Having Health Related Meetings will inform parents of needs that their child might be missing. This will provide resources for parents to help their child be healthier. The program will be evaluated by an increase in attendance of parents and an increase in our ADM with healthier students. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Wellness	Wellness Committee	Start: 07/01/2014 End: 06/30/2015	Administrative Staff Central Office Outside Consultants	_____ ACTION BUDGET:
			Total Budget	\$0.00

A School Improvement Planning Team

SCHOOL IMPROVEMENT PLANNING TEAM MEMBERS			
Classification	Name	Position	Committee
Classroom Teacher	Jan Hall	ALE Facilitator	Steering
Classroom Teacher	Mary Bryant	Physical Education Teacher	Steering
Classroom Teacher	Susan Adams	Library Media Specialist	Steering
Classroom Teacher	Theresa Teer	Special Education Teacher	Steering
Community Representative	Joyce Hyman	Genoa Central Alumni President	Steering
Community Representative	Phelicia Rowe	Community Leader	Steering
District-Level Professional	Angie Bryant	Federal Coordinator	Steering
District-Level Professional	Cindy Hensley	Gifted & Talented District Coordinator	Steering
District-Level Professional	Mary Ann Vann	Certified Cafeteria Supervisor/Nutrition Director	Steering
District-Level Professional	Rick Waters	Superintendent	Steering
District-Level Professional	Wade McMurry	Board of Education Member	Steering
Non-Classroom Professional Staff	Cathy Holder	Technology Coordinator	Steering
Non-Classroom Professional Staff	Debbie Propps	Educational Cooperative Math Specialist	Steering
Non-Classroom Professional Staff	Jana Haltom	High School Counselor	Steering
Parent	Shirley Horner	Member	Steering
Principal	Cathy Reeves	Elementary Principal	Steering
Principal	Debbie Huff	High School Principal	Steering
Principal	Deloris Coe	Middle School Principal	Steering