

School Plan

JESSIEVILLE ELEMENTARY SCHOOL
P.O. BOX 4, JESSIEVILLE, AR 71949

Arkansas Comprehensive School Improvement Plan

2011-2012

Jessieville Elementary School, in partnership with the community, is committed to educational excellence and creating life long learners. Our mission is to prepare students academically, physically, socially, and emotionally to meet the challenges of our ever changing world.

Grade Span: K-5

Title I: Title I Targeted Assistance

School Improvement: MS

Table of Contents

Priority 1: Literacy

Goal: To improve written expression, responses to open-ended questions and reading comprehension.

Priority 2: Math

Goal: To improve each child's ability to use multi-step problem solving strategies when responding to open-response and multiple choice items.

Priority 3: Wellness

Goal: The District will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 1: All students will improve literacy skills across the curriculum.

1. Benchmark Literacy rates for the third grade are as follows: In 2009, third grade-advanced and proficient students combined, 67%, third grade- basic 24%, and third grade-below basic 9%. The year 2010 followed with: third grade-advanced and proficient students at 78%, third grade- basic 20%, and third grade-students below basic 2%. 2011 the literacy rates for the third grade are as follows: third grade-advanced and proficient students combined, 92%, third grade-basic 6%, third grade students below basic 2%. 2009 Literacy results are: fourth grade-advanced and proficient 78%, fourth grade-basic 15%, and fourth grade-below basic 7%. The year 2010 followed with, fourth grade-advanced and proficient at 70%, fourth grade-basic at 29%, and below basic 1%. 2011 had the following rates for the fourth grade: advanced and proficient students combined 83%, third grade-basic 14%, third grade-below basic 3%. 2009 Literacy results are: fifth grade-advanced and proficient students combined 79%, fifth grade-basic 15%, and fifth grade-below basic 5%. The year 2010 followed with fifth grade-advanced and proficient 84%, fifth grade-basic 13%, and fifth grade-below basic 3%. 2011 had the following rates for the fifth grade: advanced and proficient combined 84%, fourth grade-basic 15%, fourth grade-below basic 1%. Sixth grade literacy 2009: advanced and proficient 71%, basic 24%, and below basic 5%. 2010: advanced and proficient students 77%, basic 20%, and below basic 3%. 2011 had the following rates for the sixth grade: advanced and proficient students combined 76%, sixth grade students basic 23%, sixth grade-below basic 1%. The lowest identified areas for the combined population were: open response questions, under the strand of reading-practical passage. The lowest identified areas for the economically disadvantaged population were: open response questions, under the strand of reading-practical passage.
2. Stanford results for the first and second grade, beginning with the year 2009: First grade-above average 32%, First grade-average 59%, First grade-below average 9%. 2010-First grade-above average 23%, First grade-average 61%, First grade-below average 16%. 2011-First grade-above average 32%, First grade-average 60%, First grade-below average 7%. 2009-Second grade-above average 27%, Second grade-average 66%, Second grade-below average 7%. 2010-Second grade-above average 26%, Second grade-average 67%, Second grade-below average 7%. 2011-Second grade-above average 38%, Second grade-average 51%, Second grade-below average 18%. The lowest identified area for the combined population was: spelling under the skill area of literacy. The lowest identified area for the economic disadvantaged population was: spelling under the skill area of literacy.
3. STAR Reading 2011 1st-G.E. 2.1 average growth .6 2nd-G.E. 3.0 average growth .9 3rd-G.E. 4.4 average growth 1.0 4th-G.E. 4.7 average growth .3 5th-G.E. 6.0 average growth .9 2010 1st-G.E. 2.2 average growth .8 2nd-G.E. 3.4 average growth 1.1 3rd-G.E. 3.7 average growth .9 4th-G.E. 5.7 average growth 1.2 5th-G.E. 6.3 average growth .9 2009 1st-G.E. 2.2 average growth .9 2nd-G.E. 3.3 average growth 1.1 3rd-G.E. 4.8 average growth 1.4 4th-G.E. 5.4 average growth 1.1 5th-G.E. 6.4 average growth .7
4. Grade Range K - 5 Accredited NO Total Enrollment 409 Accredited-cited YES School Percent of

Supporting
Data:

- Students Eligible for Free/ Reduced Meals 65 Accredited-probation No State Percent of Students Eligible for Free/ Reduced Meals 59.1 AYP Status Ach
5. 2007/2008 2008/2009 2009/2010 Attendance Rate 93.9 93.8 93.7 No Child Left Behind Adequate Yearly Progress (AYP) 2007/2008, 2008/2009, 2009/2010 Achieving Standards NA Y Y First Year Not to Meet Standards (Alert) NA N N
- 6.

Goal To improve written expression, responses to open-ended questions and reading comprehension.

Benchmark To meet the Arkansas Department of Education's adequate yearly progress for 2011-2012, we will meet the 78.4% proficiency level or we will attain Safe Harbor status by meeting the 95% of students tested, meet the attendance criteria, and decrease by 10% the number of students scoring below proficiency on the Primary Benchmark Exam.

Intervention: Improve literacy by focusing on Early Childhood Education.				
Scientific Based Research: Bodrova, E., Leong, D.J., and Paynter, D.E., "Literacy Standards for Preschool Learners". (October 1999). Educational Leadership, Volume 57, Number 2, pp. 42-46.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Continue to service three and four year olds with our Preschool program. Action Type: Collaboration	Ashley Lamb-preschool director	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Preschool employees will continue the Sing Spell Read Write Program. Action Type: Professional Development	Ashley Lamb-preschool director	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Teachers will conduct two formal observations of 4 year old students using the Arkansas Early Childhood Education Framework: Work Sampling. Use of this document will inform teachers and parents and will help make a smooth transition into the Kindergarten program. Action Type: Alignment Action Type: Parental Engagement	Ashley Lamb-preschool director	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Faculty will review our intervention (Improve literacy by focusing on Early Childhood Education) in the spring after interpretation of the Qualls Inventory Screening test data and modify as driven by the data. Action Type: Program Evaluation	Sherry Chandler-special education supervisor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Preschool screenings for speech, physical therapy, occupational therapy, and special education referrals are completed. Action Type: Special Education	Sherry Chandler-special education supervisor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Have Preschool Employees attend Annual Early Childhood Education Conference and Arkansas Early Childhood Association Conference. Action Type: Professional Development	Ashley Lamb-preschool director	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Improve literacy by use of curriculum mapping and alignment.				
Scientific Based Research: English, Fenwick W. (2001) Deep Curriculum Alignment: Creating a Level Playing Field for All Children on High- Stakes Tests of Educational Accountability.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Workshop on interpreting test results and developing Academic Improvement Plans. Action Type: Equity Action Type: Professional Development Action Type: Special Education	Terry Crumpler-principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$
Use alignment documents created in conjunction with Dawson Cooperative to help integrate new Literacy	Eddie Picking-	Start: 07/01/2011	<ul style="list-style-type: none"> District Staff 	ACTION

Frameworks into curriculum. Action Type: Alignment Action Type: Special Education	counselor	End: 06/30/2012	<ul style="list-style-type: none"> • Outside Consultants 	BUDGET: \$
The ACSIP Leadership Committee will schedule meetings which have an established agenda focusing on the goals and objectives of their ACSIP plan. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Denise Smith-librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
Teachers will document in lesson plans, the lesson taught, noting strand, content standard, student learning expectation, and assessment to ensure they are teaching skills emphasized on the ACTAAP exam and in the common core frameworks. This will be assessed during classroom observations. Action Type: Alignment Action Type: Special Education	Terry Crumpler-principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
I.E.P. goals are matched to Arkansas Frameworks to show mapping and alignment. Action Type: Alignment Action Type: Special Education	Suzanne Walls-special education teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff 	ACTION BUDGET: \$
Teachers will meet in horizontal and vertical teams to align curriculum with the common core curriculum. Action Type: Program Evaluation	Janis Bremer-Curr. Cooridnator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Literacy Teachers will continue to align the current pacing guides with the newly adopted textbooks and Shurley English. Gaps will be identified and addressed as needed. Action Type: Alignment Action Type: Professional Development	Janis Bremer-principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
Special Education teachers will meet with regular education teachers to align the reading curriculum and make needed modifications for students to meet the requirements of each student's I.E.P.'s Schedules will be coordinated to ensure the Least Restrictive Environment for Inclusion activities. Action Type: Alignment Action Type: Collaboration Action Type: Special Education	Suzanne Walls-special education teacher	Start: 07/01/2011 End: 06/30/2012		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Improve literacy by use of computer assisted technology.

Scientific Based Research: Bennicoff-Nan, L.A. (2002). "A Correlation of Computer Adaptive, Norm Referenced, and Criterion Referenced Achievement Tests in Elementary Reading." Ed.D diss, Santa Ana, CA: The Boyer Graduate School of Education. Topping, K.J., and Fisher, A.M. (2001). "Accelerated Reader: U.K. Pilot 1999-2000 Summary Report."

Actions	Person Responsible	Timeline	Resources	Source of Funds
Goals will be set for children in grades 1-5 for Accelerated Reading points. Children will have access to an "Accelerated Reading Store" to purchase items with points earned each nine weeks. A chart and bulletin board will be displayed outside the library so children can track their points. Action Type: Technology Inclusion	Denise Smith-librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Computers • School Library • Teaching Aids 	ACTION BUDGET: \$
A celebration will be held at the end of the school year to award top point earners in the Accelerated Reader program. Our school goal is 16,000 points earned collectively in grades K-5. If this is achieved Mrs. Denise Smith will provide inflatable objects for every child to enjoy. The top two point earners in each class will receive a certificate and get to play water games. Also, the top point earner in each	Denise Smith-librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Computers • District Staff • School Library 	ACTION BUDGET: \$

grade will receive a bicycle. The top reading growth in each class for grades first through third will receive an engraved bookcase with books in it. Action Type: Technology Inclusion				
We will continue the implementation of a complete AR program in grades K-5. Action Type: Equity Action Type: Technology Inclusion	Denise Smith-librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers Performance Assessments School Library 	ACTION BUDGET: \$
Supply new books and software assessments from Accelerated Reader List. Action Type: Equity Action Type: Technology Inclusion	Denise Smith-librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff School Library 	ACTION BUDGET: \$
STAR test each child to determine the appropriate reading range at least twice a year. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Denise Smith-librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff School Library 	ACTION BUDGET: \$
Pre and post staff training surveys of professional development will be taken and compared before each training session. Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Denise Smith-librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Utilize curriculum software, Essential Skills, for grades K-5 and utilize in Elementary Computer Lab. Action Type: Equity Action Type: Technology Inclusion	Terry Crumpler-principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers Title Teachers 	ACTION BUDGET: \$
Computer assisted technology is used in resource room weekly using Earobics phonics and literacy program of direct instruction. Action Type: Special Education Action Type: Technology Inclusion	Suzanne Walls-special education teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Evaluate the effectiveness of technology instruction and adjust the curriculum as necessary. Action Type: Program Evaluation Action Type: Technology Inclusion	Eddie Picking/counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers District Staff School Library 	ACTION BUDGET: \$
A learning lab of 29 ipads is being utilized in all Elementary classrooms to help increase student test scores and comprehension. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Target Assistance	Denise Smith - librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Public Library School Library Teachers Title Teachers 	ACTION BUDGET: \$
Rock Blockers will be utilized in all Elementary classrooms to assist teachers in their delivery of lessons. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Denise Smith - librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers District Staff Public Library School Library Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Improve literacy by providing academic enrichment for students with AIP's.

Scientific Based Research: Allington, R.L. and Cunningham, P.M. (1996). "Schools That Work: Where all Children Read and Write". Addison Wesley Educational Publishers, pp. 41-55.

Actions	Person Responsible	Timeline	Resources	Source of Funds
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Special Education and 504 referrals are used as an intervention to rule out disability issues and, if qualified, to provide remediation, support, and modifications as needed to progress toward the proficient level. Action Type: Special Education	Suzanne Johnson-special education teachers	Start: 07/01/2011 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Performance Assessments 	ACTION BUDGET: \$
Identify students that did not score proficient or above; send letters home to parents notifying them of the fact that their child will be provided extra help to prepare them for the Benchmark. Beginning with the 2005-2006 school year, students in Grades three through eight, identified for an AIP who do not participate in the remediation program shall be retained. The local district shall determine the extent of the required participation in remediation as set forth in the student academic improvement plan. This information is provided to the parents in the student handbook. Parents are required to return a signed handbook cover sheet as documentation that they received this information. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Amanda Sarver-21st century coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
We will utilize the 2008 SAT 10 and the Benchmark test to establish growth in student achievement as compared to previous test data. Action Type: Program Evaluation	Eddie Picking-counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Provide an After School Program, ASCENT, to provide enrichment and tutoring and an In-House Summer School program to improve deficiencies of identified students' literacy skills. Funds from the 21st Century Community Learning Center grant will be used to fund these programs. The Paul Bewie Boys and Girls Club will serve as a partner in these programs. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Amanda Sarver-21st century coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Community Leaders Computers District Staff Outside Consultants Performance Assessments School Library Teachers Teaching Aids 	ACTION BUDGET: \$
All students in grades K-2 who score below basic on the Qualls or ITBS will have an IRI or AIP plan for reading academic improvement. Action Type: AIP/IRI	Katie Moore/teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Improve literacy through use of parental involvement and volunteers from the community.

Scientific Based Research: Caplan, J. Fleming, R., Hall, G., and Lubin, S. (1996), "Literature Review of School-Family Partnerships". Miller, Cathy, (2002). "What Reading Research Says About Volunteer Tutoring".

Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents will be informed at the beginning of each school year about grade level objectives during Open House and/or Orientation. They will be provided with Information Packets, which will contain a school handbook and various other types of information relevant to their child's needs. The school handbook contains policies ensuring parent participation and an inviting environment along with the school's process for resolving parental concerns. School/Parent Compacts will be discussed at this time. Action Type: Parental Engagement	Amanda Sarver-21st century coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$

Publish a notice in the local newspaper at the end of the school year honoring parents who attend all parent-teacher conferences scheduled by the school. Action Type: Parental Engagement	Amanda Sarver-21st century coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Publish a weekly Principal's Page to encourage parents to participate as a full partner in the decisions that affect his or her child and family and acknowledge that parents play an integral role in assisting student learning. We will also frequently publish the school's process for resolving parental concerns. The Jessieville school district is committed to promoting parental involvement. Parents will be notified of parenting classes along with other activities that may promote responsible parenting. Action Type: Parental Engagement	Terry Crumpler-principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Support the development, implementation, and regular evaluation of the parental involvement program to involve parents in the decisions and practices of the school district by supporting membership in our local PTO. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Amanda Sarver-21st century coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
After School Students' parents will be invited to attend a parent event to display work and receive recognition for attending and excelling in the program. Action Type: Equity Action Type: Parental Engagement	Amanda Sarver-parental involvement facilitator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
Email addresses will be used to contact teachers if parents have specific questions or concerns about their students. Action Type: Parental Engagement Action Type: Technology Inclusion	John Harrell-technology coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
"Parent Involvement Meetings" will be scheduled throughout the school year to help parents understand how they can help make a difference in their child's education. Action Type: Parental Engagement	Amanda Sarver-21st century coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Community Leaders District Staff 	ACTION BUDGET: \$
Parent I.E.P. meetings are held at least annually to address specific weaknesses in literacy skills so parents may reinforce at home goals and objectives on student's I.E.P. throughout the year. Action Type: Parental Engagement Action Type: Special Education	Suzanne Walls-special education teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Resource staff sends home packets at the end of school year with summer supplemental work for parents to use to continue skill building in literacy. Action Type: Parental Engagement Action Type: Special Education	Suzanne Walls-special education teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Teaching Aids 	ACTION BUDGET: \$
Teachers will work with Volunteer Coordinator, Jody Kidwell, 1.0 FTE, to be aware of interests and availability of volunteers for the school by the formation of a volunteer resource book containing areas of interests and availability of volunteers for the school. Parents/volunteers will be surveyed annually in order to solicit suggestions for program improvement and ways in which the school can work with parents to achieve program objectives, as well as ways in which parents can volunteer at school. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Jodi Kidwell-tutor and voluteer coordiator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Community Leaders District Staff 	ACTION BUDGET: \$
Progress Reports will be sent to parents at the end of each grading period and a minimum of two conferences will be held a year. Parents will be	John Harrell/Patty Drennan-	Start: 07/01/2011 End:	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$

recognized collectively in local newspapers for attending parent conferences. Action Type: Parental Engagement	technology coordinators	06/30/2012	<ul style="list-style-type: none"> Teachers 	
The school will designate a certified staff person to serve as a parent facilitator in order to organize training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. Action Type: Equity Action Type: Parental Engagement	Andy Curry-superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Certified staff members will receive two hours of professional development training related to parental involvement. District administrative personnel will receive three hours of professional development training related to parental involvement. Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education	Andy Curry-superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	ACTION BUDGET: \$
Parents will be made aware of resources such as books and magazines located in our parent center and will be given the opportunity to borrow the materials for review. We will advertise the current selection in the school library. Action Type: Parental Engagement	Amanda Sarver-parental involvement facilitator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> School Library 	ACTION BUDGET: \$
Children will be identified to receive tutoring as needed. Parental consent for tutoring service is required. Parents may meet with tutor or volunteer coordinator to discuss student progress. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Jodi Kidwell-tutor and volunteer coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Community Leaders School Library 	ACTION BUDGET: \$
Parents will volunteer and participate in the annual Book Fair. Proceeds from this event will go to our Elementary Library fund to assist with purchases of books and computer technology. Action Type: Collaboration Action Type: Parental Engagement	Denise Smith-librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Community Leaders School Library 	ACTION BUDGET: \$
Hot Springs Village Quilt Guild will come speak with our teachers about their Book/Quilt program. Deliveries to the library will be made each nine weeks by the Guild to exchange materials. Action Type: Collaboration Action Type: Professional Development	Denise Smith-librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> School Library Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Improve literacy through classroom instruction.

Scientific Based Research: Adams, M.(1990). "Beginning to Read: Thinking and Learning About Print." Cambridge, MA: MIT Press, Roberts, P. (April, 1997). "The Consequences and Value of Literacy: A Critical Reappraisal". Journal of Educational Thought, volume 31, pp. 45-67.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will use MCRAT, a program that focuses on informational writing and critical thinking strategies, to teach multicultural literature, encourage higher level thinking, and to have children write essays. Action Type: Equity Action Type: Special Education	Donna Kieschnick-teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
Provide support for out of district students attending private school. Action Type: Collaboration	Lynda Cockman-book keeper	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
Dawson Cooperative will train teachers	John Harrell-	Start:		

on how to develop local assessments that match Benchmark criteria. Action Type: Alignment Action Type: Professional Development	technology coordinator	07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$
Teachers will be trained and use TAC to monitor student performance. Action Type: Professional Development Action Type: Technology Inclusion	John Harrell/Denise Smith-technology coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$
Reading is Fundamental will be continued in grade 4. Students are encouraged to read and receive three free books per year during annual RIF parties sponsored by Elementary PTO. Action Type: Collaboration Action Type: Parental Engagement	Denise Smith-librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • School Library • Teachers • Teaching Aids 	ACTION BUDGET: \$
Teachers in grades K-2 will teach reading comprehension through ELLA, a balanced literacy approach, with such techniques as guided reading, shared reading and literacy centers. Action Type: Equity Action Type: Special Education	Jan Bennett	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
Teachers in grade 5 will use SRA (Science Research Associates) Reading Laboratory to motivate and encourage self-directed instruction with immediate feedback. Action Type: Equity	Kaynella Williams-teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
Trade books will be used in grades 2-4 in Literature Circles to enhance the understanding of story elements, critical thinking skills and open-ended questions. Action Type: Equity	Carol Lowry-teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
Pre-K will continue use of Sing, Spell, Read, and Write; a sequence of instruction that connects phonemic awareness, phonics reading, writing and spelling lessons in a total, unified approach. Action Type: Equity Action Type: Special Education	Ashley Lamb -teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
Teachers will have horizontal meetings to review our intervention (improve literacy through classroom instruction) in the spring after interpretation of the Iowa Test of Basic Skills test data and again in August after interpretation of the Benchmark test data to drive our classroom instruction. Action Type: Program Evaluation	Terry Crumpler-principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Third grade will emphasize creative writing on a weekly basis, using the expectations set forth in the Arkansas Frameworks. Action Type: Alignment	Katie Moore-teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
Teachers in grades 3 and 4 will use techniques learned in Effective Literacy such as Literature Circles to enhance the comprehension of chapter books. Action Type: Equity Action Type: Special Education	Carol Lowry-teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
Use of Scholastic News and Time for Kids newspapers will be used to enhance	Tina Watkins-teacher	Start: 07/01/2011	<ul style="list-style-type: none"> • Teachers 	

academic growth. Action Type: Equity		End: 06/30/2012	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
Daily review of high-frequency sight word flash cards will be used in grades K-1. Action Type: Equity	Jan Bennett-teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Locally developed assessments will be used in the classroom, such as teacher made tests, end of unit tests, and scoring rubrics to improve literacy. Action Type: Equity	Terry Crumpler-principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$
Teachers will post writing rubrics in their classrooms and use them as a teaching tool during writing instruction. Action Type: Equity	Terry Crumpler-principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$
Provide a teacher (Judy O'Neal) with a .90 FTE to provide supplemental instruction in reading to eligible students. Teacher and parent recommendations will be considered in placing children for additional instruction. Provide supplemental material and supplies as necessary for literacy. Action Type: Collaboration Action Type: Parental Engagement	Terry Crumpler/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	Title I - Employee \$45747.00 Salaries: Title I - Employee \$11435.02 Benefits: ACTION BUDGET: \$57182.02
Trade books and Writing will be used in correspondence with Social Studies and Science experiments/lessons in third and fourth grades. Action Type: Alignment Action Type: Equity	Tina Watkins/Katie Moore-teachers	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
K-5 implements a Character Education and Anger Management Program monthly throughout the year based on a character word of the month. The word will be used in both speaking and writing activities. Action Type: Equity	Eddie Picking-counselor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
A music education program will be continued in grades 1-5 to enhance the arts and spark creativity in our students. When applicable, the music education program will coordinate with the literacy program. Action Type: Alignment Action Type: Equity	Lydia deSambourg/ Bill Ritter-music teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
All certified staff members will receive training in order to effectively participate in a Problem Solving/Consultation/Intervention Model. This approach will assist in determining appropriate pre-referral strategies and interventions for students who are not making the academic or behavioral progress needed in the regular education classroom and to ensure for Least Restrictive Environment of special education students. Action Type: Professional Development Action Type: Special Education	Sherry Chandler-special education supervisor	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

<p>Teachers will incorporate differentiated instructional strategies, appropriate tools and support, across the curriculum, in order to provide alternative ways for students (with or without disabilities) to receive information and express their knowledge and to ensure students are placed in their Least Restrictive Environment. Action Type: Collaboration Action Type: Special Education</p>	<p>Terry Crumpler-principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Provide professional development for improvement of instruction utilizing the Dawson Cooperative. Jessieville has contracted with Dawson Cooperative for these professional development activities that include, but are not limited to, Smart Start Conferences, Common Core frameworks, ELLA updates, Arkansas History Workshops for all K-12 teachers that teach AR. History, Writer's Workshops and Technology Workshops. Action Type: Equity Action Type: Parental Engagement</p>	<p>Terry Crumpler-principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>JESSIEVILLE SCHOOL DISTRICT SCHOOL BOARD POLICY FOR PROFESSIONAL DEVELOPMENT 4.31 PROFESSIONAL DEVELOPMENT means a coordinated set of planned learning activities for teachers and administrators which are standards-based and continuous. Professional development shall result in individual, school-wide, and system-wide improvement designed to insure that all students demonstrate proficiency on state academic standards. Approved professional development shall be linked to the school's improvement plan, demonstrate research-based best practice, and be subject-specific and site-specific as often as possible. Approval of professional development hours shall be based on the requirements within the Arkansas State Department of Education rules and regulations, State Board of Education priorities, student achievement data, and the school improvement plan. In keeping with the above Arkansas State Department guidelines, opportunities for professional development shall be provided for the staff which will meet state, district, and school goals. All approved professional development activities shall relate to the following areas; P-12 content; instructional strategies; assessment; advocacy/leadership; systemic change process; standards, frameworks, and curriculum alignment; supervision; mentoring/coaching; instructional technology; principles of learning/development stages; cognitive research; and building a collaborative learning community. Up to twelve (12) hours of professional development credit may be earned by certified personnel for time required at the beginning of each school year to plan and prepare a</p>	<p>Janis Bremer-principal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

curriculum and other instructional material for their assigned classes if the time is: 1) spent in his or her classroom, office, or media center at the public school; and 2) prior to the first student-teacher interaction day of the school year. The following can count toward the 12 hours: 1) Grade level and/or vertical team planning to integrate subject areas, 2) team work to analyze student data, 3) team work to develop academic improvement plans (AIP) or individual education plans (IEP), 4) developing assessments for learning (formative assessments), 5) professional book studies, 6) developing student-centered units tied to the state academic standards and student learning expectations, 7) developing intervention strategies to support remediation, 8) developing and/or revising the ACSIP plan, 9) developing and/or revising curricula maps and and/or pacing skills, 10) pursuing study as noted in individual professional development plan. These cannot be counted: 1) making and putting up bulletin boards, 2) clerical work associated with documents such as ACSIP, AIP and IEP's, 3) administrative faculty or team administrative meetings. The Board recognizes the importance of maintaining, developing, and extending the skills of all professional staff members in accordance with State guidelines and shall provide the necessary funding and/or resources to establish and maintain a continuing professional development plan. The superintendent, director of instruction, and building principals shall administer professional development budgets to meet this need. (Certified staff members will provide their own expenses for attending college courses.) A professional development committee, consisting of the director of instruction, two building level administrators, and a teacher representative from each building, shall develop plans to meet the district and individual school needs. Committee members serve three year terms and are selected by the staff of the building they represent. Committee representatives should demonstrate a proven commitment to professional development and should be able to offer insight and a vision for the building and district professional development plan. Characteristics of Effective Professional Development An effective professional development program which results in improved student learning includes, but is not limited to, the following characteristics; Adequate financial resources, space, and time to facilitate effectiveness; Collaboration with potential participants; Analysis of student performance data which identifies needs in each site's Arkansas Comprehensive School Improvement

Plan, and/or certified employee's PIC= Professional Improvement Commitment

- Priorities identified in strategic planning documents and needs identified by emerging education issues;
- Performance evaluations of staff both to enhance strong performance and to address weaknesses;
- Research-based best practice, subject-specific and site-specific as often as possible, and aligned with the Professional Development Standards established by the National Staff Development Council;
- Incorporation of the requirements of the State Board of Education relative to professional development activities for certified staff;
- Annual evaluation for its impact on student learning.

Required Professional Development Hours As per State Board of Education regulations, all certified employees of Jessieville School District shall complete sixty (60) required, approved professional development hours each year, six (6) of which must be educational technology. Also, within the sixty (60) hours of required professional development, teachers will complete two (2) hours of parent involvement training and administrators will complete three (3) hours of parent involvement training (ACA 6-15-1703). For each administrator, the sixty (60) hour professional development requirement shall include training in data disaggregation, instructional leadership and fiscal management as developed or approved by the Arkansas Department of Education. The Jessieville School District shall provide two (2) hours of in-service training in Arkansas History each school year for its teachers who provide instruction in Arkansas History. (ACA 6-17-703 of 2005) A three hour graduate-level, college credit course counts as fifteen (15) hours of professional development, if the college credit is related to and enhances the teacher's knowledge of the subject area in which the teacher is currently teaching or is part of the requirements for the teacher to obtain additional certification in a subject matter that has been designated by the Department of Education as having critical shortage of teachers. No more than half of the required 60 hours of professional development time may be met through college credit hours. (See attached form) Participants in District-sponsored professional development workshops will have their hours recorded if they sign in at each session and remain in the session for the designated time. Staff members who do not attend the full sessions designated on the District calendar for professional development must make up the time in order to earn the required 60 hours mandated by the Arkansas Department of Education. Principals of individual

schools are charged with the development of procedures to account for full attendance at all sessions. Any excess professional development hours earned in a given year cannot be carried over to the next school year. A minimum of 60 hours devoted to professional development activities will be included in the Jessieville School District's annual calendar. In meeting the required 60 hours, certified employees may apply for approved, flexible professional development hours from the Dawson Education Service Cooperative or other approved professional development providers during the summer months, after school hours, or on weekends during the school's professional development calendar year beginning June 1 and ending May 31. The flexible professional development hours must be approved by the building principal in advance of the professional activity. A district and/or building administrator has the authority to require mandatory attendance at specific professional development activities. Federal Funds cannot be used to supplant the 60 required professional development hours by the State. Federal funds are to supplement this process. Approval of Professional Development Approval of professional development hours shall be based on the requirements within the ACTAAP State Rules, Board priorities, student achievement data, and local ACSIP plans. Improvement of student achievement shall be the prerequisite goal of all approved professional development. School administrators will be responsible for approving professional development hours. The participant is responsible for obtaining and submitting the necessary documentation of professional development hours to the building principal for documentation and recording purposes. Approved professional development activities, which occur during the instructional day or outside the employee's annual contract days, may apply toward the 60-hour minimum professional development requirement. However, this shall not diminish the 190-day requirement for an annual contract. PIC = Professional Improvement Commitment Each certified staff member must complete annually, in collaboration with his or her supervisor, an IIP = Individual Improvement Plan or PIC= Professional Improvement Commitment for professional development that is an outgrowth of the employee's performance evaluation. Such forms will be provided by the School District. Use of the School Day for Professional Development To the extent possible, professional development activities should be conducted outside the school day in order to preserve the integrity of

the instructional program. Stipends The District or the Dawson Education Service Cooperative may pay stipends to teachers for participation in high priority professional development activities that occur outside contractual times, i.e., after-school, Saturdays, or summer days. Tuition Reimbursement The District may make available tuition reimbursement programs for teachers to become certified or endorsed in areas where there are shortages and/or to meet other District priorities, e.g., English as a Second Language endorsement, Gifted/Talented endorsement, or Educational Technology Teachers who receive prior approval to participate in such programs will be reimbursed only for tuition for university courses. Teachers are encouraged to participate in the certification process established by the National Board for Professional Teaching Standards. The school district will annually provide to principals copies of the Arkansas Department of Education Regulations Governing Incentives for National Board for Professional Teaching Standards for dissemination to teachers and will provide appropriate District-level support to those teachers seeking certification. Arkansas Education Association (AEA) Days The Jessieville School District recognizes the AEA Conference and the Arkansas Conference on Teaching for professional development. Staff members who choose to participate must give written notice 30 days prior to workshop dates. Pathwise/Induction Program for Beginning Teachers The school district will administer an Induction Program for Beginning Teachers. Arkansas Comprehensive School Improvement Plan (ACSIP) Each school must include in ACSIP reporting a professional development plan designed to build the capacity of the staff to achieve the plan's goals and objectives. Teachers, administrators, and classified school employees shall be involved in the design, implementation and evaluation of their respective professional development offerings under the plan. The evaluation results shall be given to each group of employees in the school district and used to improve professional development offerings. Monitoring and Evaluation Regular monitoring activities of the professional development requirements shall occur when the Standards Assurance unit directly monitors the school and when the School Improvement Planning unit directly assists the school in ACSIP. The criterion for evaluating the impact of professional development shall be the improvement by student achievement on the state criterion-referenced assessments and other related indicators as defined by

ACTAAP. These data shall be used to revise ACSIP and the professional development design associated with the local improvement plan. DEFINITIONS Advocacy/Leadership: means building the capacity for shared visions and system improvement in order to improve student learning. Assessment: means measuring and judging student performance and achievement relative to the learning standards. Building a Collaborative Learning Community: means understanding community, sensitivity, diversity, and effective communication of high expectations. Cognitive Research: means research about learning and application to practice. Content (P-12): means increasing knowledge in a discipline or domain. Instructional Strategies: means a technique or method for teaching students. Educational Technology: means the use of any technology to enhance instruction, learning and management. Mentoring/Coaching: means increasing capacity for coaching and mentoring others to assist in growth of instructional skills and effectiveness of colleagues. National Board Certification: is a demonstration of teaching practice as measured against high and rigorous standards. It is a symbol of commitment to excellence in teaching. Offered on a voluntary basis to teachers with at least three years of teaching experience, the system of National Board Certification complements, but does not replace, state licensing. Principles of Learning/Development Stages: means understanding and applying knowledge about how humans learn from birth through adulthood in order to maximize achievement. Professional Development: means a coordinated set of planned learning activities for teachers and administrators which are standards-based and continuous. Professional development will result in individual, school-wide, and system-wide improvement designed to insure that all students demonstrate proficiency on the state academic standards. Approved professional development will be linked to the school's improvement plan, demonstrate research-based best practice, and be subject-specific and site-specific as often as possible. Professional Development Flex Day or Flex Hours: means prior approved flex day or flex hours earned in lieu of or substituted for activities scheduled on the school district's professional development calendar. Standards, Frameworks, and Curriculum Alignment: means defining what students should know and be able to do at acceptable performance levels and organizing curriculum and instruction to bring about desired learning results. Supervision: means gaining knowledge and skills in

<p>instructional management in order to improve the quality of staff members and staff performance. Systemic Change Process: means understanding changes across an entire system such as culture, governance, community, roles, rules, responsibility, etc., to improve the education results and increase student achievement. Legal Reference: ACA: 6-15-704; ACA 6-17-701 to ACA 6-17-703; ACA 6-15-703. ACT 1185 of 2005 Cross Reference: Arkansas Department of Education Regulations Governing Professional Development; National Staff Development Council's Standards for Professional Development revised, "Advancing Student Learning Through Professional Development"; ADE Regulations Governing Financial Incentive for National Board of Professional Teaching Standards. Action Type: Professional Development</p>				
<p>We will implement the Barton Reading Program for students in K-5 who are struggling readers.</p>	<p>Terry Crumpler</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>		<p>ACTION BUDGET: \$</p>
<p>Teachers will implement the Barton Reading and Spelling Series. Action Type: Professional Development Action Type: Title I Target Assistance</p>	<p>Judy O'neal</p>	<p>Start: 07/01/2011 End: 06/30/2012</p>	<ul style="list-style-type: none"> • School Library • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$57182.02</p>

Priority 2: All students will improve math skills across the curriculum.

Supporting Data:

1. MATH Benchmark Analysis, produced the following percent of students reaching the level of advanced, proficient, basic and below basic in the domain of math: 2009 results are: Third grade-advanced and proficient students combined 96%, Third grade-basic 4%, and Third grade-below basic 0%. 2010 followed with, Third grade-advanced and proficient 96%, Third grade-basic 4%, and Third grade-below basic 0%. 2011 had Third grade: advanced and proficient students combined at 96%, Third grade-basic 4%, and below basic at 0%. 2009 results for Fourth grade are: Fourth grade-advanced and proficient 85%, Fourth grade-basic 11%, and Fourth grade-below basic 5%. The year 2010 followed with, Fourth grade-advanced and proficient 77%, Fourth grade-basic 19%, and Fourth grade-below basic 4%. 2011 scores are as follows: advanced and proficient 93%, Fourth grade-basic 5%, and Fourth grade-below basic 3%. 2009 results are: Fifth grade-advanced and proficient 83%, Fifth grade-basic 9%, and Fifth grade-below basic 8%. The year 2010 followed with, Fifth grade-advanced and proficient 91%, Fifth grade-basic 7%, and Fifth grade-below basic 2%. 2011 scores: advanced and proficient students 88%, Fifth grade-basic 8%, and Fifth grade-below basic 4%. Sixth grade math 2009: Advanced and Proficient 86%, Basic 13%, and Below basic 1%. Sixth grade math 2010: Advanced and Proficient 81%, Basic 11%, and Below basic 8%. Sixth grade math 2011: Advanced and Proficient 81%, Basic 11%, Below Basic 8%. The lowest identified area for the combined population was: open response questions under the strand of measurement. The lowest identified area for the population of the economically disadvantaged students was: open response questions under the strand of measurement.
2. Stanford results for the first and second grade, beginning with the 2008 school year, were as follows: 2008-First grade-above average 31%, First grade-average 53%, First grade-below average 16%. 2009-First grade-above average 32%, First grade-average 59%, First grade-below average 9%. 2010-First grade-above average 23%, First grade-average 61%, First grade-below average 16%. 2008-Second grade-above average 24%, Second grade-average 66%, Second grade-below average 10%. 2009-Second grade-above average 27%, Second grade-average 66%, Second grade-below average 7%. 2010-Second grade-above average 26%, Second grade-average 67%, Second grade-below average 7%. Metropolitan 8 results for kindergarten are as follows: 2008-Kindergarten information not available. 2009:-Kindergarten-above average 17%, Kindergarten-average 70%, Kindergarten-below average 13%. 2010: Kindergarten-above average 21%, Kindergarten-average 66%, Kindergarten-below average 13%.
3. STAR Math: 2011 1st-G.E. 2.5 average growth .4 2nd-G.E. 3.1 average growth .8 3rd-G.E. 4.4 average growth 1.5 4th-G.E. 5.3 average growth 1.5 5th-G.E. N/A 2010 1st-G.E. 2.3 average growth .6 2nd-G.E. 3.5 average growth 1.2 3rd-G.E. 3.9 average growth 1.0 4th-G.E. 5.9 average growth 1.8 5th-G.E. 7.0 average growth 2.0 2009 1st-G.E. 2.3 average growth .7 2nd-G.E. 3.2 average growth 1.0

3rd-G.E. 4.6 average growth 1.4 4th-G.E. 5.4 average growth 1.5 5th-G.E. 7.0 average growth 2.2
 4. Grade Range : K - 5 Accredited : Yes Total Enrollment : 375 Accredited-cited : No School Percent of Students Eligible for Free/ Reduced Meals : 53 Accredited-probation : No State Percent of Students Eligible for Free/ Reduced Meals : 54.2 AYP Status : Meets Standards 2004/2005 2005/2006 2006/2007 Attendance Rate : 94.1 94.9 94.2 Graduation Rate : NA NA NA Dropout Rate : 0 NA NA Remediation Rate: NA NA NA Grade Inflation Rate (Number of Students Taking ACT): NA NA NA 2004/2005 2005/2006 2006/2007 Percent Teachers Completely Certified : 100 100 100 Percent Teachers with Bachelors : 77 81 78 Percent Teachers with Masters : 23 19 22 Percent Teachers with Advanced Degree : 0 0 0 Percent of Teachers Not Highly Qualified Teaching in High Poverty Schools: NA NA 0 Percent of Teachers Not Highly Qualified Teaching in Low Poverty Schools: NA NA 0 Percent of Teachers Not Highly Qualified at all School Economic Levels: NA NA 0

Goal To improve each child's ability to use multi-step problem solving strategies when responding to open-response and multiple choice items.
 Benchmark To improve the number of students scoring at the 2011-2012 AYP of 77.5% proficient or we will attain Safe Harbor status by meeting the 95% of students tested, meet the attendance criteria, and decrease by 10% the number of students scoring below proficiency on the Primary Benchmark Exam.

Intervention: Improve math instruction through use of computer assisted instruction.				
Scientific Based Research: Chaika, G. (1999). "Technology in the Schools: It Does Make a Difference!". Education World. Xin, J.F., Gorny, B., DeGregorio, V., Druding, B., and Vespe, P. (February 1999). "Combining Three Powerful Learning Strategies in an Inclusive Classroom." Integrating Technology in the Classroom, Volume 2, Number 5.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Utilize Accelerated Math libraries. Action Type: Technology Inclusion	Denise Smith - librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers 	ACTION BUDGET: \$
In order for all teachers and students to access network resources and the internet, the elementary library computer lab will be connected to the LAN with fiber optic cabling and interior CAT-5 network cabling. Action Type: Technology Inclusion	John Harrell-technology coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers 	ACTION BUDGET: \$
Continued the recommended curriculum software (Skills Tutor) for grades K-5 for utilization in the Elementary Computer Lab. Action Type: Equity Action Type: Technology Inclusion	Terry Crumpler-principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers School Library Title Teachers 	ACTION BUDGET: \$
The Star Math program will continue to be implemented in grades 1-6. Action Type: Equity Action Type: Technology Inclusion	Denise Smith-librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers School Library 	ACTION BUDGET: \$
Students will be STAR Math tested at least twice a year to determine appropriate math level. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Denise Smith-librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers School Library 	ACTION BUDGET: \$
Evaluate the use of computer assisted instruction and adjust the curriculum as necessary. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion	Denise Smith-librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers District Staff 	ACTION BUDGET: \$
Special Education students use Math Blaster weekly to reinforce math objectives from their I.E.P.'s. Action Type: Special Education Action Type: Technology Inclusion	Suzanne Walls-special education teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Computers District Staff 	ACTION BUDGET: \$
The math team implemented an incentive program to encourage accumulating Accelerated Math points. Action Type: Technology Inclusion	Amanda Sarver-parental involvement facilitator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$

Total Budget:	\$0
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Intervention: Improve math instruction through targeted assisted instruction.

Scientific Based Research: Mokros, Jan et al. (1996). Learning Operations: Invented Strategies that Work. Fraiviling, Judith. (April, 2001). "Strategies for Advancing Children's Mathematical Thinking." Teaching Children Mathematics. Bowman, N. and Kuck, P., (Fall 2001). "Conceptualizing and Implementing Effective Remediation Strategies." WASCD Highlighter.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Work with the volunteer tutor program to identify children who need supplemental math instruction. Action Type: Collaboration	Jody Kidwell-tutor and volunteer coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Community Leaders District Staff 	ACTION BUDGET: \$
Provide a certified Title 1 teacher (Judy O'Neal) with an 1.0 FTE to work with eligible students. Grades 1-3 will be utilizing the Star Math and Accelerated Math programs in addition to small group instruction by the Title 1 instructor. Provide supplemental materials and supplies as necessary for math. We will provide new flat top desk for elementary students to allow them to work in groups and work with manipulatives to increase test scores. Action Type: Collaboration Action Type: Equity	Terry Crumpler-principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$
Paraprofessionals will meet state certifications and will attend staff development as required. Action Type: Professional Development	Andy Curry-superintendent	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> District Staff Outside Consultants Title Teachers 	ACTION BUDGET: \$
Resource staff sends home packets at the end of the school year with summer supplemental work for parents to use to continue skill building in math. Special Education teachers will meet with the regular education teachers to align the math curriculum and make needed modifications for students to meet the requirements of each student's I.E.P.'s. Schedules will be coordinated to ensure the Least Restrictive Environment for Inclusion activities. Action Type: Alignment Action Type: Parental Engagement Action Type: Special Education	Suzanne Walls-special education teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Faculty will periodically review intervention, analyze data and modify as needed. Action Type: Program Evaluation	Terry Crumpler-principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
Identify children that did not score proficient or above; send letters home to parents notifying them of the fact that their child will be provided extra help to prepare them for the Benchmark Exam. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Amanda Sarver-21st century coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
An After School Program, ASCENT, and an In-House Summer School program will be implemented to improve deficiencies of identified students' math skill and to enhance learning by teaching extension activities. The Paul Bewie Boys and Girls Club will serve as our Community Partner in this 21st Century Community Learning Center Grant project. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration	Amanda Sarver-21st century coordinator	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> Administrative Staff Community Leaders Computers District Staff Outside Consultants Performance 	ACTION BUDGET: \$

Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion			Assessments • School Library • Teachers • Teaching Aids	
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Total Budget: \$0

Intervention: Improve math instruction through curriculum analysis and modification.

Scientific Based Research: Johnson, J.A., "Principles of Effective Change: Curriculum Revision That Works". Sam Houston State University. Tanner, D., and Tanner, L., (1995). "Curriculum Development: Theory into Practice (3rd ed.). Columbus, OH: Prentice Hall Publishers.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Continue work on developing and implementing curriculum maps for mathematics in grades K-5. Action Type: Alignment	Janis Bremer/Curriculum Coordinator	Start: 07/01/2011 End: 06/30/2012	• Teachers	ACTION BUDGET: \$
Provide staff development on curriculum mapping and alignment Action Type: Professional Development	Janis Bremer/Curriculum Coordinator	Start: 07/01/2011 End: 06/30/2012	• Outside Consultants	ACTION BUDGET: \$
Teachers will inform parents of needs and progress of the child through appointments, phone contact, e-mail, and parent conference meetings. Action Type: Parental Engagement Action Type: Technology Inclusion	Terry Crumpler	Start: 07/01/2011 End: 06/30/2012	• Computers • Teachers	ACTION BUDGET: \$
Teachers will document lessons taught; noting strand, content standard, student learning expectation, assessment used to ensure they are teaching skills emphasized on the ACTAAP exam and in the Curriculum Frameworks. This will be assessed through classroom observations. Action Type: Alignment	Terry Crumpler-principal	Start: 07/01/2011 End: 06/30/2012	• Performance Assessments • Teachers	ACTION BUDGET: \$
In order for teachers to feel comfortable with and integrate technology into the curriculum, teachers will be trained in the use and integration of various forms of technology. Action Type: Professional Development Action Type: Technology Inclusion	Denise Smith-librarian	Start: 07/01/2011 End: 06/30/2012	• Computers	ACTION BUDGET: \$
Special Education students are continually evaluated to determine most appropriate remediation, methods, and strategies. Supports and modifications are put in place for both Special Education and 504 students to assist in movement toward proficiency. Special education data showed a trigger in the area of Least Restrictive Environment. Teachers will incorporate differentiated instructional strategies, appropriate tools and support, across the curriculum, in order to provide alternative ways for students (with or without disabilities) to receive information and express their knowledge and to ensure students are placed in their Least Restrictive Environment. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Suzanne Walls-special education teacher	Start: 07/01/2011 End: 06/30/2012	• District Staff • Teaching Aids	ACTION BUDGET: \$
Continue to evaluate process to ensure that the plan is being followed and updates made as necessary. Action Type: Program Evaluation	Rose Mary Hall-teacher1	Start: 07/01/2011 End: 06/30/2012	• Teachers	ACTION BUDGET: \$
Teachers will conduct collaborative team meetings when possible, both horizontally and vertically to ensure no gaps are present in the alignment of the curriculum. Action Type: Alignment	Terry Crumpler-principal	Start: 07/01/2011 End: 06/30/2012	• Teachers	ACTION BUDGET: \$

Action Type: Collaboration				
The math team selected Scott Foresman to suit our math needs for the Book Adoption. Action Type: Alignment	Rose Mary Hall-teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Improve math instruction with an emphasis on open-response questions and multi-step problem solving.

Scientific Based Research: "Problem Solving Strategies", <http://mathcounts.org>. Butler, J. (May 1991). "Math Problem Solving Improvement: Troutdale Elementary School.", School Improvement Research Series.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Each teacher will use the Arithmetic Developed Daily (ADD) program to review problem solving strategies and computation. Action Type: Alignment	Rose Mary Hall-teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teaching Aids 	ACTION BUDGET: \$
Teachers will post writing rubrics in their classrooms and use them as a teaching tool during instruction of responding to open-response questions. Action Type: Alignment Action Type: Equity	Terry Crumpler-principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
Faculty will periodically review intervention and modify as needed Action Type: Program Evaluation	Terry Crumpler-principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	ACTION BUDGET: \$
Math instruction for Special Education students are based on goals and objectives tied to Arkansas Benchmarks as written in their I.E.P.'s. Action Type: Special Education	Suzanne Walls-special education teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	ACTION BUDGET: \$
Locally developed assessments will be used in the classroom, such as teacher made tests, end of unit tests, and scoring rubrics to improve responses to open-ended questions. Action Type: AIP/IRI Action Type: Equity	Terry Crumpler-principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
The math team will investigate the validity of our locally developed assessments to ensure that grade inflation is not occurring. Action Type: Program Evaluation	Rose Mary Hall-teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$
Teachers will be trained by Dawson Cooperative on connecting local assessments and Target Tests to criteria on Benchmark exams. Action Type: Alignment Action Type: Professional Development	Denise Smith-librarian	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • District Staff • Outside Consultants 	ACTION BUDGET: \$
Kindergarten-Fifth Grade classes will be engaged in Everyday Calendar Math daily. Action Type: Alignment Action Type: Equity	Kristi Cosby-teacher	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
Teachers will utilize grade level mathematic common core frameworks vocabulary for drill/review to improve test scores. Action Type: Alignment	Terry Crumpler/Principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

The Jessieville School District is committed to promoting a school environment that addresses children's health, well-being and their ability to learn by enlisting the support of staff, parents, community and other organizations.

- Priority 3:
1. The Jessieville School District Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance. Body Mass Index Data SY 2007-08 Elementary: Under Weight- 6.59%, Healthy Weight- 71.98%, At risk for over weight- 12.64%, At risk for over weight or over weight- 21.43%. Middle: Healthy Weight- 64.70%, At risk for over weight- 18.38%, Over weight- 16.91%, At risk for over weight or over weight- 35.29%. High: Healthy Weight-68.85%, At risk for over weight- 11.48%, Over weight- 19.67%, At risk for over weight or over weight- 31.15%. Body Mass Index Data SY 2006-07 Elementary: Under weight- 3.26%, Healthy weight- 68.21%, At risk for over weight-13.86%, Over weight- 14.675, At risk for over weight or over weight- 28.53%. High: Under weight- 5.61%, Healthy Weight- 57.94%, At risk for over weight- 22.43%, Over weight- 14.02%, At risk for over weight or over weight- 36.45% Body Mass Index Data SY 2005-06: of the 800 student population, 553 students were assessed. Of the students assessed, the following represents the percent of students at risk of overweight and overweight: District: Males-37.9%, Females-32.7%; Elementary: Males-35.7%, Females-31.75%; Middle School: Males-40.9%, Females-40.7%; High School: Males-44.0%, Females-29.1%
 2. School Health Index-2005-2006 Module 1-School Health and Safety Policies and Environment-73% Module 2-Health Education-69% Module 3-Physical Education and Other Physical Activity Programs-NA Module 4-Nutrition Services-51% Module 5-Health Services-67% Module 6-Counseling, Psychological, and Social Services-100% Module 7- Health Promotion for Staff-75% Module 8- Family and Community Involvement-89%
 3. Free and Reduced Price Meal Elig. SY 2007-08 District- 49% paid, 9% reduced, 42% free; Elementary- 46% paid, 13% reduced, 41% free; Middle- 50% paid, 8% reduced, 42% free; High- 54% paid, 5% reduced, 41% free; Preschool- 55% paid, 20% reduced, 25% free Free and Reduced Price Meal Elig. SY 2006-07 District- 51% paid, 9% reduced, 40% free; Elementary- 47% paid, 9% reduced, 44% free; High- 52% paid, 9% reduced, 39% free Free and Reduced Price Meal Elig. SY 2005-06: District - 51%% paid, 8% reduced; 41% free; Elementary - 51% paid, 8% reduced; 41% free; High - 51% paid, 8% reduced, 41% free
 4. Kids Count State-Level Data Data Indicator-Teens who are high school dropouts. 2002-10%, 2003-6%, 2004-8% Average-7.6% Data Indicator-Children in poverty. 2002-22%, 2003-24%, 2004-26% Average-24% Data Indicator-Children in single-parent families. 2002-30%, 2003-33%, 2004-38% Average-33.6%

Supporting Data:

Goal The District will provide support for students in making Healthy Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark By the SY2006-2007 there will be a decrease of the average Body Mass Index for students by ½ % as evaluated by the annual Body Mass Index Screening.

Intervention: Administrative Support for Wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl. Food and Nutrition Information Center's (FNIC) web site at http://www.nal.usda.gov/fnic/pubs_and_db.html . Clinical Pediatrics, 40(2): 63-70. 2001. NAL Call Number: RJ1-C55, Behavioral and cognitive status in school-aged children with a history of failure to thrive during early childhood. R.A. Dykman, et al.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Jessieville School District will ensure each school provides a pleasant environment and monitors schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index (SHI) Modules will be used to evaluate district and school effectiveness. Action Type: Collaboration Action Type: Wellness	Terry Crumpler-principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
The Jessieville School District will: (1) provide support to schools to ensure successful implementation of the Wellness Policies; (2) provide resources and professional development to District and School staff to improve the overall school nutrition environment; and (3) will promote the health and physical activity curriculum and student health. Action Type: Professional Development Action Type: Wellness	Terry Crumpler-principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$
The Jessieville School District has developed District	Cardella	Start:		

wellness policies in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the district school board. Policies include the five (5) federal requirements: Goals for nutrition education, physical activity and other school-based activities, Nutrition guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and Community involvement. The Policy Statement has been submitted to ADE, Child Nutrition Unit, per the required submission deadline of May 15, 2006. Action Type: Wellness	Spruell-nurse	07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
The Jessieville School District will support schools in the alignment and implementation of the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful implementation. Action Type: Professional Development Action Type: Wellness	Janis Bremer-principal	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
The Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor Goals and will evaluate the effectiveness of Interventions by reviewing data results, and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.). ACSIP will be modified as needed. Action Type: Collaboration Action Type: Wellness	Cardella Spruell-nurse	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	ACTION BUDGET: \$
The Jessieville School District has developed District wellness policies in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the district school board. Policies include the five (5) federal requirements: Goals for nutrition education, physical activity and other school-based activities, Nutrition guidelines, Guidelines for reimbursable school meals, a Plan for measuring implementation of the local wellness policy, and Community involvement. The Policy Statement has been submitted to ADE, Child Nutrition Unit, per the required submission deadline of May 15, 2006. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Cardella Spruell-nurse	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Schools will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.

Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Jessieville School District will ensure that the Wellness Committee will evaluate the effectiveness of the Health Program by conducting pre and post assessment of School Health Index Module results and surveys given to students and teachers. Results of evaluation will be shared with staff and modifications will be addressed per survey results. Action Type: Wellness	Cardella Spruell-nurse	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
The Jessieville School District will support schools offering the students choices of: two (2) entrees offered daily at lunch; two (2) choices of fruit or 100% fruit juice offered daily at lunch; two (2)	Melinda Losey-cafeteria manager	Start: 07/01/2011 End: 06/30/2012	<ul style="list-style-type: none"> • Administrative Staff • Community 	ACTION BUDGET: \$

choices of vegetables offered daily at lunch; and five (5) foods containing whole grain offered weekly. Action Type: Wellness			Leaders ● District Staff	
The Jessieville School District will support the schools in making physical activity and healthy foods widely available in all areas of the school campus and encourage students to make healthy behavior choices outside the school. Action Type: Wellness	Andy Curry- superintendent	Start: 07/01/2011 End: 06/30/2012	● Administrative Staff ● Community Leaders	ACTION BUDGET: \$
The Jessieville School District will involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise students ability to perform academically, etc. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Terry Crumpler- principal	Start: 07/01/2011 End: 06/30/2012	● Administrative Staff ● Community Leaders ● Outside Consultants	ACTION BUDGET: \$
The Jessieville School District meets the requirements for act 1220. In grades Kindergarten through 5th grade students have no access to vending machines. All students have a minimum of 60 minutes of physical education and all students have a minimum of 150 minutes of physical activity per week. Students in 6th, 7th, and 8th grade are required to enroll in a physical education class or athletic class. All 9th through 12th grade students have three options. They must enroll in a physical education or athletic class, have an approved parent release form signed, or participate in a before school activity. The high school canteen opens one hour after our last scheduled lunch period. It meets all nutritional guidelines. Action Type: Wellness	Terry Crumpler- principal	Start: 07/01/2011 End: 06/30/2012	● Administrative Staff	ACTION BUDGET: \$
Total Budget:				\$0

● Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amanda Bean	1st Grade	Math
Classroom Teacher	Amanda Sarver	21 Century Coordinator	Math
Classroom Teacher	Amanda Whiley	K teacher	literacy
Classroom Teacher	Ashley Lamb	Preschool Director	Wellness
Classroom Teacher	Carol Lowry	4th Grade Teacher	Federal Programs
Classroom Teacher	Cheryl Kastner	2nd Grade Teacher	Math
Classroom Teacher	Cindy Crumpler	3rd Grade Teacher	Math
Classroom Teacher	Dawn Toland	3rd grade teacher	Literacy, Technology
Classroom Teacher	Diane Burr	Teacher	Literacy, Wellnes
Classroom Teacher	Donna Kieschnick	5th grade teacher	Math
Classroom Teacher	Donna Warford	Middle School Math	Technology
Classroom Teacher	Eddie Picking	Counselor	counselor
Classroom Teacher	Jan Bennett	Kindergarten Teacher	Literacy
Classroom Teacher	Jerrie Hanson	Vocational Business	Technology
Classroom Teacher	Judy O'Neal	Kindergarten Teacher	Math
Classroom Teacher	Kathy Edds	Kindergarten Teacher	Math
Classroom Teacher	Katie Moore	2nd Grade Teacher	Literacy
Classroom Teacher	Kaynella Williams	teacher	Literacy

Classroom Teacher	Kristi Cosby	First Grade Teacher	Math
Classroom Teacher	LeeAnn Stroud	Kindergarten Teacher	Literacy
Classroom Teacher	Lydia deSambourg	Music Teacher	Literacy
Classroom Teacher	Marla Carter	4th grade teacher	Math
Classroom Teacher	Marla Carter	4th teacher	Literacy
Classroom Teacher	Melissa Redden	5th grade	Math
Classroom Teacher	Nancy Hendrix	Middle School Science	Technology
Classroom Teacher	Regina Goodwin	1st Grade Teacher	Literacy
Classroom Teacher	Rhonda Grillo	2nd Gradee	literacy
Classroom Teacher	Rose Mary Hall	5th Grade Teacher	Math
Classroom Teacher	Stephanie Dixon	Special Education	Math
Classroom Teacher	Susan Holick	Title I	Literacy
Classroom Teacher	Suzanne Walls	Resource	Math
Classroom Teacher	Tina Watkins	4th grade teacher	Literacy
Non-Classroom Professional Staff	Beth Pierce	Speech	Literacy
Non-Classroom Professional Staff	Cardella Spruell	Nurse	Wellness
Non-Classroom Professional Staff	Cindy Bean	Volunteer Coordinator	Federal Programs
Non-Classroom Professional Staff	Denise Smith	Librarian	Literacy, Technology
Non-Classroom Professional Staff	Denise Smith	Media Specialist	Federal Programs
Non-Classroom Professional Staff	Diane Ray	Office Staff	Wellness
Non-Classroom Professional Staff	John Harrell	Technology Coordinator	Technology
Non-Classroom Professional Staff	Lori Phillips	Art Teacher	Literacy
Non-Classroom Professional Staff	Teresa Gentuso	Instructional Assistant	Federal Programs
Parent	Jennifer Graves	Parent	Wellness, Federal Programs
Parent	Melinda Losey	Parent	Federal Programs, Wellness
Parent	Patty Drennan	Parent	Federal Programs
Parent	Paula Wilson	Parent	Math, Federal Programs
Parent	Rodney Ivers	School Board Member	Technology
Parent	Sonya Eisenhauer	Parent	Wellness
Parent	Theresa Hunter	Parent	Literacy, Federal Programs
Principal	Steve Wright	Principal	Technology
Principal	Terry Crumpler	Principal	Federal Programs, Wellness