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School Plan

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GENTRY SCHOOL DISTRICT
201 S Giles Gentry, AR 72734

Arkansas Comprehensive School Improvement Plan

2009-2010

The mission of Gentry School District is to provide a comprehensive educational experience for all students in kindergarten through grade twelve that will emphasize literacy and mathematics to provide a foundation for lifelong learning.

Grade Span:

Title I: Not Applicable

School Improvement:

Table of Contents

Priority 1: Extended Use of Federal and State Funds

Goal: Students will improve performance to the proficiency level in literacy and math through increased opportunities at or above the minimum required percentages in literacy and math in grades 3-8 and End-of-Course (EOC) exams.

Priority 2: Safe and Drug Free Schools

Goal: Students in Gentry will have the opportunity for a safe, violence and drug free environment that is conducive to learning and allows them to succeed.

Priority 3: Health & Wellness

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

Priority 4: Special Education

Goal: To reduce the percentage of white students in special education programs in relation to the proportion of the percent of white students in the general education programs.

Priority 5: Title III/ELL

Goal: The District will support the schools in the improvement of literacy and math of all ELL students

Priority 1: To provide administrative support for Federal and State Specially funded Programs to all building level programs.

1. In 2008-2009 the attendance rate for the district was 94.5% In 2007-08, the attendance rate for the district was 94.3%. In 2006-07, the attendance rate for the district was 94.9%.
2. In 2008-2009 all classes were taught by Highly Qualified Teachers. In 2007-08, the gentry Public School District taught 560 academic classes. Two percent (2%) of these classes were not taught by Highly Qualified Teachers (HQT). In 2006-07, the percentage of teachers fully certified was 100%.
3. In 2008-2009 the percentage of studnets eligible for free and reduced cost meals was 59.9% In 2007-08, the percentage of students eligible for free and reduced cost meals was 57%. In 2006-07, the percentage of students eligible for free and reduced cost meals was 53.5%.
4. Denise McKeon. NEA Research. February 2006. National Educational Association. Issues in Education. Research Talking Points. "High School Attendance, Graduation, Completion & Dropout Statistics". <http://www.nea.org/achievement/talkingdropout.html>. (Accessed Oct. 9, 2008) "...a study released by The Civil Rights Project at Harvard University (CRP) and the

Urban Institute in 2004 shows that only about 68 percent of all students nationally who enter 9th grade will graduate "on time" with regular diplomas in 12th grade. While the graduation rate for White students is 75 percent, only approximately half of Black, Latino, and Native American students earn regular diplomas alongside their classmates. Graduation rates are even lower for minority males."

Supporting Data:

5. Robert Rothman: Harvard Education Letter. January/February 2004. "Landing the 'Highly Qualified Teacher'". <http://www.edletter.org/past/issues/2004-jf/hiring.shtml>. (Accessed October 9, 2008) "Although the process of hiring workers is a challenge in any industry, the stakes of getting it right in education are particularly high. A growing body of research suggests strongly that the quality of teaching is the largest school-related factor associated with student achievement. Studies conducted in Tennessee, Dallas, and elsewhere have shown that good teachers can improve student achievement by as much as an extra grade level over the course of a year. Moreover, the effects of teacher quality are cumulative. Researchers from the Dallas Independent School District found that students assigned for three years in a row to effective teachers-those whose students gained in achievement more than would be expected by past performance-went from the 59th percentile in the 4th grade to the 76th percentile in the 6th. But a similar group of students assigned to less effective teachers actually lost ground over that period: they went from the 60th percentile to the 42nd. The Tennessee study, which examined the "value added" that teachers provide, showed that even low-achieving students of the most effective teachers gained about three times as much in achievement as those taught by the least effective teachers. Reflecting such findings, the No Child Left Behind Act, the 2001 reauthorization of the Elementary and Secondary Education Act, requires schools to employ "highly qualified teachers" in every classroom. Under the law, all teachers in schools eligible for Title I aid for disadvantaged students must be highly qualified this year, and all teachers in all public schools must be highly qualified by 2005-06."
6. Institute of Educational Sciences. National Center for Educational Statistics. "Poverty and Student Mathematics Achievement. 2006. <http://nces.ed.gov/programs/coe/2006/section2/indicator15.asp>. (Accessed October 9, 2008) "The National Assessment of Educational Progress (NAEP) collects background information on students, teachers, and schools, permitting analysis of student achievement relative to the poverty level of public schools, measured as the percentage of students eligible for free or reduced-price lunch through the National School Lunch program. In 2005, the average score on the 4th-grade mathematics assessment decreased as the percentage of students in the school who were eligible for the school lunch program increased."
7. COMPREHENSIVE NEEDS ASSESSMENT of the last three years of test data was review by both school and district level teams. They looked at The Augmented Benchmark, EOC, SAT 10 Exams, as well as Attendance, Graduation Rate, BMI, and Discipline in the district. They concluded that students needed to have increased opportunities to improve in both literacy and math. Have opportunity to learn in a safe and violence and drug free environment. Have a more active life style which would include activities that would improve their cardiovascular, muscular and flexibility activity.

Goal Students will improve performance to the proficiency level in literacy and math through increased opportunities at or above the minimum required percentages in literacy and math in grades 3-8 and End-of-Course (EOC) exams.

Benchmark By the spring of 2010, the students in the Gentry School District will meet AYP as calculated by ADE on all state Benchmark and end-of-level exams and increase their scores from the scores on the 2009 exams.

Intervention: Administrative assistance for programs under the No Child Left Behind Act of 2002, the Parent Involvement Act 307 of the State of Arkansas, and the Special Needs Funding categories will be provided through funds set aside for activities to support these various programs.				
Scientific Based Research: NCLB, Federal legislation, January of 2002 Achieve Now! How to Assure No Child Is Left Behind, Fielder, Dr. D. J., 2003				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Continued support for SuccessMaker software that is used in the Primary School. (researched based tutorial software-aligned with the Arkansas Frameworks used in Primary) Continued implementation of JEdI tutorial	Dr. Randy C. Barrett	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Computers ● District Staff ● Teachers 	ACTION BUDGET: \$

<p>curriculum software throughout the district. The actions of implementation will be discussed in building plans. Teachers will be provided professional development in order to successfully implement. Monies will be used for computers, other technical equipment, audiovisual equipment, software and training. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>				
<p>NSLA (2281) funds will be transferred to ELL (2276) and ALE (2275) categories in order to support services to these populations. (NSLA to ELL \$62,000 and NSLA to ALE \$66,685.00) Monies will appear in actions where they are to be spent. Action Type: Equity</p>	<p>Dr. Randy C. Barrett, Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> District Staff 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Professional Development (2223) funds will be used to support the minimum 60 hours of professional development. (6hrs tech, 2hrs PI for teachers, 3hrs PI for Adm, 2hrs Ark History for those teaching it) PD as defined by the State, is "a coordinated set of planned learning activities for teachers, administrators and classified employees that are standards-based and continuous" and may include "approved conferences, workshops, institutes, individual learning, mentoring, peer coaching, study groups, National Board Certification, distance learning and college or university work." PD funds may be used for tuition reimbursement in order to meet certification requirements and/or highly qualified status in areas where there are shortages and/or to meet other District priorities. Selected faculty/staff will attend professional development opportunities that support ACSIPs at the local, state, regional and national levels. PD opportunities may include but not be limited to: AAEA, ASCD, BER, NCTM, IRA, AP Institutes, Instructional Leaders Conference, AR RR/Literacy Conference, Total Instructional Alignment (TIA), TRIAND,</p>	<p>Dr. Randy Barrett, Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>PD (State-223) - \$29350.00 Materials & Supplies: PD (State-223) - \$29354.00 Purchased Services: <hr/> ACTION BUDGET: \$58704</p>

<p>Technology Conference, Arkansas Leadership Academy, ESL/ TESOL, Transistional & Advance Placement training, PLC/book studies, test/data analysis and other local, state, regional and national conference/trainings. State Categorical PD Monies will be used to fund all reasonable cost associated with the professional development including fees, meals, travel, etc. Funds may be used for membership dues/fees for organizations/publications which contribute to the field of education as well as paying for substitutes while teachers are attending professional development training, team meetings, funds may be used to pay stipends for work during off contract hours, etc. Surveys will be used as an evaluation tool and completed by faculty at the close of the professional development activities. The overall plan evaluation will be determined by increased student achievement on CRT/NRT assessments. PD activities are shown in building plans. Action Type: Professional Development</p>				
<p>PD (2223) funds will be used to build professional resources for teachers and administrators at each level for use in professional development activities/individual growth. Funds may be used to purchase resources for Book Studies so that individual teachers will have the books for their personal use and keep to refer to throughout the year as well as additional resources covering a variety of topic areas. This will allow the District to build resources/materials for the mentors to use with novice teachers in addition to incorporating the new knowledge into their own instructional process. Action Type: Collaboration Action Type: Professional Development</p>	<p>Dr. Randy Barrett, Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Title I (6501) funds will be used to support four additional supplemental highly qualified teachers (1.0 FTE each teacher) to work with the classroom teachers to determine which students need additional support services in</p>	<p>Dr. Randy Barrett, Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/0010</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teaching Aids • Title Teachers 	<p>Title I - Purchased \$300.00 Services: Title I - Other \$12165.85 Objects:</p>

<p>order to become proficient on the Benchmark exam. Two teachers will be assigned to the Primary School. Two will be assigned to the Intermediate School. Monies for all four positions will be shown at the respective school campuses. Test data, classroom performance, formative assessments will be used as part of the consideration for placement. Students will be served one-on-one and in small groups. The district will set-a-side at least 5% of the Title I allotment for improvement of instruction for needed PD/materials/supplies will be purchased. Title I monies will be set aside to meet the needs of homeless students to ensure full participation in the educational process. The district invites private schools representatives to a consultation meeting regarding participation in federal funds. Private schools who choose not to participate sign a letter to that effect. No private schools chose to participate in utilizing federal funds for the 2009-2010 school year. Salary, Benefits, & Supplies budgeted to respective campuses. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>				<hr/> ACTION BUDGET: \$12465.85
<p>NSLA (2281) funds will be used to support Accelerated Reader throughout the district. New faculty/staff will be trained, materials/supplies will be purchased to support the implementation of AR. (Books/test) Parents will be informed of their child's STAR test level and updated throughout the year on their progress. The librarian will train students at the beginning of the year over the steps of the program such as the STAR test, the leveled reading books and how to take the test on the computer to determine reading levels so that all students will have the opportunity to read books at their level. Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education</p>	Dr. Randy Barrett, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Computers ● School Library ● Teachers 	<hr/> ACTION BUDGET: \$
<p>NSLA (2281) funds will be used to support Parent Involvement. Increasing meaningful parental</p>	Dr. Randy Barrett, Superintendent	Start: 07/01/2009 End:	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff 	<hr/> ACTION BUDGET: \$

<p>involvement is a priority in Gentry Public Schools. In accordance, Parent Facilitators are appointed and compensated by the district to oversee the administration of the plan, to promote a welcoming atmosphere in the school, and ensure that parental participation is recognized as an asset. Along with administrators, they will establish and maintain Alumni Advisory Committees to provide advice and guidance for school improvement. Action teams will be developed to carry out the plan and will be responsible for improving and maintaining parental involvement. The Gentry School District Parental Involvement Plan will be composed of building level activities according to ACT 307 and will be documented in school ACSIP Plans. It is also a component of the Parental Involvement plan that teachers be provided with no less than two hours of professional development opportunities to enhance understanding of effective parental involvement strategies. This two-hour minimum will be included in the 60 hours of professional development requirement. Administrators shall be required to gain three hours of professional development designed to enhance the understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. In accordance with ACT 307, this Parental Involvement Plan shall be reviewed and updated each year, then filed with the Department of Education. Action Type: Collaboration Action Type: Parental Engagement</p>		06/30/2010	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	
<p>NSLA (2281) monies may be used for inclusion of technology related instructional tools such as calculators, LCD viewing screens, and other instructional technologies. Action Type: Professional Development Action Type: Technology Inclusion</p>	Dr. Randy C. Barrett, Superintendent	Start: 07/01/2009 End: 06/30/0010	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	<p>NSLA (State-281) - \$5000.00 Other Objects:</p> <hr/> <p>ACTION BUDGET: \$5000</p>
<p>Coordination and integration of programs Federal, state, and local funds will be used to coordinate and integrate services to improve</p>	Dr. Randy Barrett, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

<p>instruction and increase student achievement. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development</p>				
<p>Title IIA (6756) funds will be used to pay salary/benefits to hire a Dean of Student Affairs/Activities for the Middle School and High School (.5 FTE at each building for a total of 1.0 FTE). This is a non-administrative position staffed by an employee who does not hold an administrator's certificate. The position originated to promote better student relations between different ethnic groups within the student body; i.e. created to promote student greater achievement by facilitating an orderly learning environment. Within this position the duties include the following: monitor student attendance (reduce student absenteeism), maintain communication with parents to build positive relationships between the home and the school, follow up/monitor progress on Academic Improvement Plans (AIPs), act as a liaison with community organizations that sponsor programs for Gentry Public School students, and oversee the calendar/schedule for activities and facilities usage. (Note: Disciplinary actions are handled by an existing assistant principal and the middle and high school principals and are not included in the DOS's job description.) Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Judy Winslett and Larry Cozens, Building Administrators</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • District Staff • Performance Assessments • Teachers 	<p>Title II-A - Employee Salaries: \$52802.30 Title II-A - Employee Salaries: \$12937.68 Benefits: <hr/> ACTION BUDGET: \$65739.98</p>
<p>NSLA funds will be used to hire one certified 1.00 FTE Technology Coordinator. Among the Technology Coordinator's duties shall be the responsibility for oversight of all academic programs utilizing software/hardware applications such as SuccessMaker, Accelerated Reader, JEdI, and TRIAND. The Technology Coordinator will also be responsible for providing technology related professional development to the district's</p>	<p>Dr. Randy C. Barrett, Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teaching Aids 	<p>NSLA (State-281) - Employee Salaries: \$13000.00 NSLA (State-281) - Employee Salaries: \$50000.00 <hr/> ACTION BUDGET: \$63000</p>

certified staff, overseeing the Distance Learning Lab curriculum and course offerings, and working with the NWAESC Target Testing personnel in relationship to Total Instructional Alignment (TIA). Action Type: AIP/IRI Action Type: Alignment Action Type: Technology Inclusion				
NSLA (2281) funds will be used to purchase and/or upgrade various instructional-related software within the district. Support will continue to be provided for upgrades to Renaissance Learning, SuccessMaker, EdLine and similar programs. Related component parts will also be acquired using NSLA finds. Records will be maintained by the technology department documenting frequency of parent usage of Edline- a software system that allows parents to view their respective child's grades on-line.	Dr. Randy C. Barrett, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Computers • Teaching Aids 	NSLA (State-281) - \$20000.00 Purchased Services: NSLA (State-281) - \$20000.00 Materials & Supplies: <hr/> ACTION BUDGET: \$40000
PROGRAM EVALUATION: As the program was set up in 08-09 and reviewed during the year it showed improvement. We will continue this process during the 09-10 year and will continue to review and evaluate to make adjustments in the program. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Dr. Randy Barrett	Start: 07/01/2009 End: 06/30/2010		<hr/> ACTION BUDGET: \$
Total Budget:				\$244909.83
Intervention: Alternative Learning Environments In order to provide the most positive learning environment possible for all students so that they can succeed in achieving proficiency in math and literacy, an alternative learning environment will be provided for students who can not succeed in the regular classroom.				
Scientific Based Research: Alternative Learning Environments, Insights on Education Policy and Practice, Southwest Educational Development Laboratory, Number 6, December, 1995				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ALE (2275) funds will be used to contract with the another LEA to pay tuition for the students it sends to the Alternative Learning Environment services and transportation. Teachers at the ALE will have the opportunity for professional development required by their position. Professional development opportunities offered to other district employees will be offered to the ALE faculty as well. The	Dr. Randy Barrett, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Performance Assessments 	ALE (State-275) - \$10000.00 Other Objects: ALE (State-275) - \$103125.00 Purchased Services: <hr/> ACTION BUDGET: \$113125

<p>curriculum will be aligned with the AR Frameworks and incorporate technology whenever possible. A tutorial computer program will be utilized for remediation. Tutorial computer programs will be utilized for remediation. It will be the goal of the ALE to graduate the students in the ALE program. The program will be evaluated by attendance records of the students, the number of students who stay in school and graduate, and by written evaluations done by the students in the ALE and their parents. Parents will be notified and attendance at the school will require parental consent. Transportation will be contracted with another LEA. Cost for contracted ALE tuition to another LEA will be \$103,125. Cost for contracted transportation to another LEA will be \$10,000. NSLA (2281) \$66,685 funds will be transferred to ALE funds to support this action. ALE allotment = \$46,440. Total funds available for ALE = \$113,125. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>				
<p>The school has a selection committee that consist of the principal, counselor, a classroom teacher, a parent or guardian and the director of the ALE. Students are eligible to attend the ALE based on academic progress and if credit recovery is needed. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Judy Winslett</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$113125</p>
<p>Intervention: Total Instructional Alignment In order to improve academic performance on the state CRT/NRT assessments, the district will vertically and horizontally align literacy and math curriculum and instructional strategies K-12.</p>				
<p>Scientific Based Research: Marzano, Robert, What Works in Schools, Association for Supervision and Curriculum Development (2003). Carter, Lisa, Total Instructional Alignment, Solution Tree Publishers (2007)</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Teachers will work in both vertical and horizontal teams developing formative and summative assessments in literacy and math. The Northwest Arkansas Educational Service</p>	<p>Dr. Randy C. Barrett</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	<p>————— ACTION BUDGET: \$</p>

<p>Cooperative (NWAESC) coordinated the implementation of this instructional and curriculum alignment model in all 16 districts in the NWAESC beginning in January 2007 and continues to provide implementation guidance in this present year. The resulting work (in constant progress and improvement) was a vertically and horizontally aligned curriculum and instructional document aligned with state Standards and Benchmark assessments. Teachers continue to be trained at the building level on how to implement TIA on a quarterly basis over the course of the school year. Teachers will work in collaborative groups to develop lessons that are aligned to their specific TIA document, grade level and content area. Exemplary lessons will be posted on the Arkansas Department (ADE) provided TRIAND platform and shared across the NWAESC area. Professional Development funds will be used on an as needed based on schedule of professional development activities offered in 2008-09 by the NWAESC.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>			<ul style="list-style-type: none"> ● Outside Consultants ● Performance Assessments ● Teachers 	
<p>Building level administrators and key instructional leaders in each building/school will be trained in the Classroom Walk Through Model (CWT) of instructional evaluation in relation to the Total Instructional Alignment (TIA). The ADE provides access to the TeachScape CWT platform where CWT data is electronically warehoused. Administrators can use wireless devices (PDAs) that are compatible with the TeachScape platform to collect data regarding implementation of TIA in all classrooms. Data can be retrieved as reports that can be analyzed in conjunction with student achievement/lesson objectives in order to make ongoing decisions about classroom instruction and professional development. The CWT process involves the building administrator/other CWT trained building leaders conducting multiple classroom visits/evaluations over the course of the year. Parents and students will be informed as to the nature of these multiple visits and how it differs from the traditional 2-3 formal/informal teacher evaluations they may be accustomed to. TIA documents will be evaluated and revised based on feedback from teachers (daily as implemented, formally at least annually). FORMATIVE evaluation will consist of teacher, grade level and content teams documenting the effectiveness of the TIA process. SUMMATIVE evaluations will occur in May when teachers conduct a reflective review of the TIA documents and make document revisions. The NWAESC will revise the TIA model, in conjunction with Lisa Carter and the 16 school</p>	<p>Dr. Randy C. Barrett</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Performance Assessments ● Teachers 	<p>————— ACTION BUDGET: \$</p>

district core team, for ongoing modifications of the project. 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				
Evaluation: Pre/post Targeted Assessments will be administered in each grade (3-5, 6-8, Algebra I and Geometry) in conjunction with the TIA model. The district purchased an assessment Scantron scanner and will administer/scan assessments each quarter. Results will be used to determine how better to serve students through reteaching and other interventions as determined necessary by the building tems. The Targeted Assessments, provided by the NWAESC, will be used to determine instructional and curriculum needs and adjustments for each student on an ongoing yearly basis. NSLA (2281) funds will be used in the respective schools to pay for the regular maintenance on the scanner and Targeted Assessments. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Principals & Staff	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● District Staff ● Outside Consultants ● Performance Assessments ● Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: In order to provide a safe and drug free learning environment that is conducive to learning, the district will implement K-12 programs that contribute to violence free climates and that promote healthy lifestyles.

1. In Fall of 2007 the 6th student Arkansas Prevention Needs Assessment Survey showed Parents Attitudes Favorable to ASB were 37.7 %, five percentage points above the state average of 32.7%.
2. In Fall of 2007 the 8th student Arkansas Prevention Needs Assessment Survey showed Parents Attitudes Favorable to Antisocial Behavior (ASB) were 41.3 %, four percentage points below the state average of 45.3%. In Fall of 2006 the 8th student Arkansas Prevention Needs Assessment Survey showed Parents Attitudes Favorable to ASB were above the State average at 43%. In Fall of 2005 the 8th student Arkansas Prevention Needs Assessment Survey showed Parents Attitudes Favorable to ASB were above the State average at 50%. In Fall of 2004 the 8th student Arkansas Prevention Needs Assessment Survey showed Parents Attitudes Favorable to ASB were above the State average at 63%. We did not participate in the survey in 2003. In Fall of 2002 the 8th student Arkansas Prevention Needs Assessment Survey showed Parents Attitudes Favorable to ASB were above the State average at 53%.
3. In the Fall of 2007 the 10th student Arkansas Prevention Needs Assessment Survey showed Parents Attitudes Favorable to ASB, at 55.6%, to be above the State average of 50.1% by 5.6 percentage points. In the Fall of 2006 the 10th student Arkansas Prevention Needs Assessment Survey showed Parents Attitudes Favorable to ASB were above the State average at 46%. In Fall of 2005 the 10th student Arkansas Prevention Needs Assessment Survey showed Parents Attitudes Favorable to ASB were above the State average at 62%. In Fall of 2004 the 10th student Arkansas Prevention Needs Assessment Survey showed Parents Attitudes Favorable to ASB were above the State average at 68%. We did not participate in the survey in 2003. In Fall of 2002 the 10th student Arkansas Prevention Needs Assessment Survey showed Parents Attitudes Favorable to ABS were above the State at 43%.
4. In the Fall of 2007 the 12th student Arkansas Prevention Needs Assessment Survey showed Parents Attitudes Favorable to ASB, at 52.4%, to be above the State average of 48.4%, a

Supporting

- Data:
- 5. In 2007-08, there were 74 reports of disorderly conduct in the Gentry School District. In 2006-07, there were 41 reports of disorderly conduct in the Gentry School District.
 - 6. In the 2007-08 school year, Gentry had 115 reports of In-School Suspensions. In the 2006-07 school year, Gentry had 198 reports of In-School Suspensions.
 - 7. Institute For preventive Strategies. The Center For Rural Development. "The Importance Of School Resource Officers". <http://www.kycss.org/law/sro/pdfs&docs/ImportSRO.pdf>. (Accessed October 9, 2008) "School Resource Officers (SRO's) play a very important role in the safety of our schools. Collaboration between schools and law enforcement is a major step to increasing school security and preventing acts of terrorism or violence within schools. Some prevention and safety roles the SRO can play are: • Direct and assist with school safety assessments. • Participate in planning meetings to discuss safety issues and to contribute thoughts on the security of the school. • The SRO should be aware of prevention programs and help choose programs that will suit the needs of the school and community. • SRO's should be a positive role model to students and should be approachable by students who may need to communicate safety concerns to someone or who may be dealing with other issues. SRO's keep school administrators up to date on issues related to violence and gang activity in the community. SRO's may serve as a deterrent to those wishing to inflict violence on the school, while the SRO also offers a sense of security to school staff, students and parents."
 - 8. COMPREHENSIVE NEEDS ASSESSMENT of the last three years of test data was review by both school and district level teams. They looked at The Augmented Benchmark, EOC, SAT 10 Exams,as well as Attendance, Graduation Rate, BMI,and Discipline in the district. They concluded that students needed to have increased opportunities to improve in both literacy and math. Have opportunity to learn in a safe and violence and drug free environment. Have a more active life style which would include activies that would improve their cardiovascular, muscular and flexibility activity.

Goal Students in Gentry will have the opportunity for a safe, violence and drug free environment that is conducive to learning and allows them to succeed.

Benchmark There will be a 5% decrease in student referrals to the office for specified areas of discipline when compared with the 2008-09 school year.

Intervention: In order to promote a safe and drug free environment in which to provide an optimal climate for student achievement, Gentry Intermediate faculty will participate in the Great Expectations program in an effort to eliminate violence and to promote positive self-esteem in its students.				
Scientific Based Research: Great Expectations Program, Southwest Educational Development Laboratory Comprehensive Research Study, Austin, Texas, 2000				
Actions	Person Responsible	Timeline	Resources	Source of Funds
GE character education program will be aligned with the regular school curriculum in each of the frameworks areas. The alignment will include: 1) creating active, interesting, hands-on lessons that integrate multiple subjects and real world connections in the area of character development 2) providing clear classroom expectations 3) establishing positive student-centered dialogs through which students perspectives are considered and valued 4) giving students opportunities to have choices and self direct their own behavior 5) teaching life principles to students was well as help them learn competence and social problem solving skills Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Denise Waters	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Community Leaders • Outside Consultants 	<hr/> ACTION BUDGET: \$
All students will be exposed to the Great Expectations program. Modifications will be made as necessary for special needs students. Parent nights will be held to inform parents of the goals of the program.	Denise Waters	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • District Staff 	<hr/> ACTION BUDGET: \$

Action Type: Equity Action Type: Special Education				
EVALUATION: The success of the GE program will be determined by reviewing the number of office referrals that students have for disciplinary reasons as compared to the previous year before the program was implemented. Survey may also be given as pre and post evaluations from students or parents Action Type: Program Evaluation	Denise Waters	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments 	ACTION BUDGET: \$
APSCN discipline reports and office records will be used to determine needs for the district. Action Type: Collaboration	Denise Waters	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: A school resource officer will be hired to work with students/parents/teachers to promote crime prevention, provide safety training, teach conflict resolution, develop drug/alcohol abuse prevention programs, and create a safe school environment.				
Scientific Based Research: School Resource Officer. Connelly, H. (Jan/Feb, 1999). Youth focused community policing: Establishing partnerships for addressing juvenile crime. Community Policing Exchange, Washington, D.C.: Community Policing Consortium, 1-8. Walker, W. (1995) Evaluation of the School Resource Officer Program in the Lincoln Public Schools. Lincoln, NE: Lincoln Public Schools				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Title IV-A funds,in conjunction with other local and state funds, will be used to continue to support the School Resource Officer (SRO) in conjunction with the City of Gentry'sGentry Police Department. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Dr. Randy C. Barrett	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Central Office Community Leaders Teachers 	Title IV-A - Purchased \$6413.00 Services: ACTION BUDGET: \$6413
The District will support drug free and character development activities for all schools in the district. The SRO will provide activities that include drug awareness, Red Ribbon Week activities/speakers as well as character development/anger management activities aligned with core content and other Safe and Drug Free school-wide actions throughout the year. Parents will be invited to participate in school activities and serve on committees to review data and evaluate the effectiveness of the activities. We look to see a 5% reduction in office referrals for specified areas. Action Type: Alignment Action Type: Parental Engagement	Dr. Randy C. Barrett, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$

<p>PROGRAM EVALUATION: Discipline records and surveys will be reviewed annually. Collaborative meetings including parents and staff will be held to determine effectiveness of the overall Safe and Drug-Free Program and the use of the SRO. Modifications will be made as recommended by the review committee. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	<p>Principals & Staff</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>ACTION BUDGET: \$</p>
<p>The district will employ a .5 FTE assistant principal at the high school who primary function will be dealing with student discipline issues, coordinating services with the SRO, and assisting the high school principal with instructional supervision. This action is in excess of the mandates of the RULES GOVERNING STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS ARKANSAS DEPARTMENT OF EDUCATION Section 15.02 which provides, "PRINCIPALS- Each school shall employ at least a half-time principal. A full-time principal shall be employed when a school's enrollment reaches three hundred (300). A school district superintendent may be permitted to serve as a half-time principal when district enrollment is less than 300 providing the superintendent is appropriately certified and is not already teaching classes. Schools with an enrollment exceeding five hundred (500) shall employ at least one full-time principal and a half-time assistant principal, instructional supervisor, or curriculum specialist." The enrollment at Gentry High School as of September 28, 2010, is 420. Action Type: Wellness</p>	<p>Dr. Randy C. Barrett, Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>NSLA (State-281) - \$35168.00 Employee Salaries: NSLA (State-281) - \$8928.00 Employee Benefits:</p> <hr/> <p>ACTION BUDGET: \$44096</p>
<p>Total Budget:</p>				<p>\$50509</p>

Priority 3: Gentry Public Schools recognizes each child as a unique individual. Our goal is to help every child develop the skills to become healthy, fit, and responsible citizens.

1. Data derived from the Arkansas Center For Health Improvement (ACHI) provide the following district-wide information regarding Gentry students for 2007-08 1.91%-Underweight, 64.52%- Healthy weight, 17.22%-At Risk For Overweight, 16.35%-Overweight, and a combined 33.57% for either at at-risk of being overweight or are overweight. In 2007-2008, BMI results for Gentry Public Schools indicated that 33.9% of the student male population was at risk of being overweight or were overweight. In 2006-2007, BMI results for Gentry Public Schools indicated that 35.8% of the student male population was at risk of being overweight or were overweight.

- Supporting Data:
2. In 2007-2008, BMI results for Gentry Public Schools indicated that 32.9% of the female student population was at risk of being overweight or were overweight. In 2006-2007, BMI results for Gentry Public Schools indicated that 35.9% of the female student population was at risk of being overweight or were overweight.
 3. The 2007-2008 School Health Index results related that each school has incorporated more physical activity time in order to meet the standard set forth by the state. The 2006-2007 School Health Index results related that each school has incorporated more physical activity time in order to meet the standard set forth by the state.
 4. As related by the Arkansas Governor's Initiative Healthy Arkansas, 55.3% of Arkansans failed to meet recommendations for moderate or vigorous activity. (<http://www.arkansas.gov/ha/physical>)
 5. Center for Disease Control and Prevention. MMWR Weekly. January 13, 2006/55(01);5-8. "Overweight Among Students in Grades K-12 -Arkansas, 2003-04 and 2004-05 School Years." <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5501a2.htm>. (Accessed October 9, 2008) "On the basis of assessments resulting in valid BMIs for 347,250 students in Year 1 and 367,879 in Year 2, nearly 21% of students were classified as overweight, 17% as at risk for overweight, 60% as normal weight, and 2% as underweight in both years. Prevalence of overweight and at risk for overweight was calculated by sex, three grade groups (K--4, 5--8, and 9--12), and race/ethnicity (Table). Among the students with valid BMI assessments, 332,288 in Year 1 and 364,173 in Year 2 had data that included sex, grade, and race/ethnicity. When examined by grade level, the highest prevalence for females was among 6th-grade blacks (49% in Year 1; 50% in Year 2); among males, the highest prevalence was among 4th-grade Hispanics (59%) in Year 1 and 5th-grade Hispanics (58%) in Year 2. Males consistently had a slightly higher prevalence of overweight and at risk for overweight than females. The differences in prevalence across grades were similar for males and females during the elementary and early middle-school years, with rates highest during the 6th grade. During the high-school years, however, prevalence for females was 32%--33%, and prevalence for males was 37% by the 12th grade. When analyzed by sex and grade or by sex, grade, and race/ethnicity, data were similar for subgroups each year. More Hispanic males were overweight in grades K--11 than males of other racial/ethnic populations (Figure). Among females, the prevalence of students overweight and at risk for overweight was similar among blacks and Hispanics. Percentages for these two populations were higher than for whites or those of other race in grades K--12. After the 5th grade, the prevalence for black females tended to stay constant, whereas the prevalence among Hispanic females began to decrease."
 6. www.ActionForHealthyKids.org. Action for Health Kids. "Fact Sheet: Nutrition, Physical Activity, and Achievement".http://www.sboh.wa.gov/Meetings/2003/10_15/documents/pmTab08-Factsheet.pdf. (Accessed October 9, 2008) "•Providing more opportunity for increased physical activity (by reducing class time) leads to increased test scores. A reduction of 240 minutes per week in class time for academics to enable increased physical activity led to consistently higher mathematics scores [21], [22]. • Intense physical activity programs have positive effects on academic achievement, including increased concentration; improved mathematics, reading, and writing test scores; and reduced disruptive behavior. Academic achievement improves even when the physical education reduces the time for academics [23]. • Aerobic conditioning may help to improve memory. Exercise may strengthen particular areas of the brain, and oxygen intake during exercise may enhance greater connections between neurons [24]."
 7. Connections. Rice University. Jimmy Byrd. "The Impact of Physical Activity and Obesity on Academic Achievement Among Elementary Students". <http://cnx.org/content/m14420/latest/>. (Accessed October 9, 2008) "Grissom (2005) investigated the link between fitness levels of students and their Stanford Achievement Test scores. He presented evidence of a correlation between students' fitness scores and their achievement. Grissom speculated that physical fitness levels impacted the health of the child, in turn, promoting higher achievement. Studies such as this one provide documentation of the importance of including non-academic subjects in the daily curriculum taught in public schools (Siegel, 2006)."
 8. COMPREHENSIVE NEEDS ASSESSMENT of the last three years of test data was review by both school and district level teams. They looked at The Augmented Benchmark, EOC, SAT 10 Exams,as well as Attendance, Graduation Rate, BMI,and Discipline in the district. They concluded that students needed to have increased opportunities to improve in both literacy and math. Have opportunity to learn in a safe and violence and drug free environment. Have a more active life style which would include activies that would improve their cardiovascular, muscular and flexibility activity.
- 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 30, 2010. There will be a 1/2% difference in the 2009-2010 BMI results indicating healthier lifestyles are being practiced.

Intervention: Gentry Public Schools will encourage strategies and activities that encourage a non-sedentary lifestyle.				
Scientific Based Research: Let's Get Physical – Promotion and Education Strategies by Dr. Hal Wechsler http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Local Wellness Policy BDBD 6-31-06 The Gentry School District will follow state and federal rules and regulations regarding Child Nutrition and Physical Activity. The district will address, at a minimum, the following components: a. goals for nutrition education, physical activity and other school-based activities that are designed to promote student wellness; b. nutrition guidelines selected by the district for all foods available on each school campus during the school day with the objectives of promoting student health and reducing childhood obesity; c. guidelines for reimbursable school meals that are no less restrictive than regulations and guidance issued by the USDA d.a plan for measuring implementation of the local wellness policy, including the designation of one (1) or more persons within the district or at each school, who is responsible for ensuring that each school fulfills the district's local wellness policy; e. community involvement in the development of the local wellness policy to include parents, students and representatives (of the school food authority, the school board, school administrators and the public. Gentry Public School District Board Policies Effective As Of July 1, 2009. This action will be reviewed by the district's Wellness Committee with results made public at a regular meeting of the Gentry Board of Education. Action Type: Wellness	Betty Harrington & Princoipals & Staff	Start: 07/01/2009 End: 06/30/0010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● District Staff ● Teachers 	<hr style="border: 1px solid black;"/> ACTION BUDGET: \$
Encourage development and participation in family oriented, community-based physical activity program. The Gentry School District will allow the Gentry Youth Organization to use school gymnasiums on a scheduled basis. The Gentry Youth Organization sponsors weekend and after-school "sports" for elementary age-level students. Program will be evaluated by verifying student	Parent Facilitators	Start: 07/01/2009 End: 06/30/2010		<hr style="border: 1px solid black;"/> ACTION BUDGET: \$

<p>participation in the non-school time programs offered by the GYO. Action Type: Parental Engagement Action Type: Wellness</p>				
<p>Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games and increased awareness of health through Physical Education activities. PROGRAM EVALUATION: A public web-based survey, (SurveyMonkey) will be made available online to measure parent perception of students' out-of school change in increase in engaging in physical activities rather than sedentary activities. Action Type: Parental Engagement Action Type: Wellness</p>	<p>Principals & Staff</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>The district will maintain a licensed health nurse at each of the four school campuses. This action is in excess of the RULES GOVERNING STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS ARKANSAS DEPARTMENT OF EDUCATION Section 16.03.1 which states "Each school district shall have a health services program under the direction of a licensed nurse. The program shall include screening, referral, and follow-up procedures for all students." NSLA funds will be used for salary and benefits for two of the four health nurse positions. Contracts for the school nurses may be found at the district's website at www.gentrypioneers.com. Action Type: Wellness</p>	<p>Dr. Randy C. Barrett, Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/0010</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	<p>NSLA (State-281) - \$53066.00 Employee Salaries: NSLA (State-281) - \$19547.86 Employee Benefits: <hr/>ACTION BUDGET: \$72613.86</p>
<p>Recess at Gentry Primary School and Gentry Intermediate School will be restructured from "free play" to "physical activity time" to partially comply with current ADE rule ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING NUTRITION AND PHYSICAL ACTIVITY STANDARDS AND BODY MASS INDEX FOR AGE ASSESSMENT PROTOCOLS IN ARKANSAS PUBLIC SCHOOLS which states, "9.03.1 Public school students in grades K-6 will receive sixty (60) minutes of scheduled physical education training and instruction, and ninety (90) minutes of physical activity each calendar week of the school year. The physical activity may include</p>	<p>Gayla Wilmoth & Denise Waters</p>	<p>Start: 07/01/2009 End: 06/30/0010</p>	<ul style="list-style-type: none"> • District Staff 	<hr/> <p>ACTION BUDGET: \$</p>

additional physical education classes, physical activity during the regular school day through activities such as daily recess periods, walking programs, intramurals and the integration of physical activity into the academic curriculum." This action will be documented at the Primary and Intermediate schools by the respective principal maintaining a list of activities that occurred during the "new" physical activity times. Action Type: Wellness				
We work to identify and provide needed assistance to our students as mandated by the McKinley-Vento Homeless assistance Act. Action Type: Wellness	Larry Cozens, Homeless Coordinator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● Central Office ● Community Leaders ● Teachers 	Local Revenue: \$2500.00 <hr/> ACTION BUDGET: \$2500
Total Budget:				\$75113.86

Priority 4: To address special education trigger area of Disproportionality

1. Focus Monitoring-Special Education District Data: In 2007-08 school year the percentage of white students in special education was 81.82% compared to the percentage of white students in the district at 72.51%.
2. Special Education District Data: In 2006-07 schoolyear the percentage of white students in special education was 81.02% compared to the percentage of white students in the district at 74.50%.
3. Special Education District Data: In 2005-06 school year the percentage of white students in special education was 82.27% compared to the percentage of white students in the district at 76.56%.
4. 2007-2008 Special Education Referral Tracking Data indicates that no white students were referred at the middle school or high school level. All white students referred in the 2007-2008 school year were referred in grades K-5.
5. COMPREHENSIVE NEEDS ASSESSMENT of the last three years of test data was review by both school and district level teams. They looked at The Augmented Benchmark, EOC, SAT 10 Exams, as well as Attendance, Graduation Rate, BMI, and Discipline in the district. They concluded that students needed to have increased opportunities to improve in both literacy and math. Have opportunity to learn in a safe and violence and drug free environment. Have a more active life style which would include activities that would improve their cardiovascular, muscular and flexibility activity.

Supporting Data:

Goal To reduce the percentage of white students in special education programs in relation to the proportion of the percent of white students in the general education programs.

Benchmark Gentry School District will reduce the relative proportion of white students receiving special education services to within one standard deviation of the state average by the end of the 2009-2010 schoolyear. The state's established benchmark of -3.004% plus one standard deviation of 6.968% will not be exceeded.

Intervention: Gentry Schools will reduce the number of white students referred by using early intervention strategies and the school-based intervention team.				
Scientific Based Research: Referral Rates for Intervention and Assessment, Journal of Special Education, (2003), 37, 67-81. Gerstein, Russell, and Dimino, Joseph. (2006) New Directions in Research RTI (Response to Intervention): Rethinking special education for students with reading difficulties (yet again).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
PROGRAM EVALUATION PROTOCOL FOR THE 09-10 ACSIP BASELINE DATA: Data on referrals and early interventions will be kept and analyzed to determine the	Debra Still, LEA sup	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> ● Administrative Staff ● District Staff ● Teachers 	<hr/> ACTION BUDGET: \$

effectiveness of plan. Progress will be monitored using teacher created weekly tests to determine individual student mastery of skills. The Dynamic Indicator of Basic Early Literacy Skills (DIBELS) will be administered to all K-2 students who are shown to have a substantial reading deficiency. The number of referrals in previous years will be compared to the number of referrals after implementation of this plan. Action Type: Program Evaluation				
PROFESSIONAL DEVELOPMENT - Selected faculty and staff will plan and participate in local, regional, and national conferences, workshops, and seminars to gain knowledge and improve skills in math and literacy instruction and implementing federal program initiatives. Knowledge gained will be shared with the entire staff. Workshops may include Advanced Decoding, The Fluent Reader, Touchmath. Conferences may include the Arkansas Reading Conference. Action Type: Special Education	Dr. Randy Barrett	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
The three-tier reading model, which is a prevention model aimed at catching students early, will be implemented. Action Type: Professional Development Action Type: Special Education	Debra Still LEA Sup	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
HIGHLY QUALIFIED TEACHERS - In addition to the classroom teachers, the district will provide supplementary highly qualified certified teachers to work with students identified as not meeting the expectation for success. Students will receive additional instruction in small groups. Action Type: Special Education	Dr. Randy Barrett	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • District Staff • Teachers 	Special Ed. \$44472.00 IDEA: ACTION BUDGET: \$44472
TEACHER DECISIONS & COORDINATION OF PROGRAMS - Building level intervention team will work with regular classroom teachers to ensure success for all students. This team may make recommendations for further assessment, remediation, and/or disciplinary concerns. Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion	Dr. Randy Barrett	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$44472

Priority 5: The District will support the efforts of the schools to improve the literacy of all ELL students.

Supporting Data:

1. The academic teams analyzed at each grade level the test scores from the 2009 Benchmark,EOC,SAT10 and ELDA exams. We looked at trend data to identify the specific areas of needs. Based on that data we came to the conclusion that Instructional tutoring, Verbal and written translations for students and parents, and on-going monitoring of these

special services were our greatest needs

Goal The District will support the schools in the improvement of literacy and math of all ELL students

Benchmark There will be a 7% increase in the number of students scoring proficient on the benchmark exam.

Intervention: Facilitating Second Language Acquisition In order to provide a learning environment where all students can succeed, the district will provide ELL students with additional support.				
Scientific Based Research: Echevarria, Jana and Vogt, MaryEllen. (2006). The SIOP Model. Pearson Achievement Solutions: Glenview, IL.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>ELL (2276) funds will be used to hire/designate two certified personnel(salary and benefits) to serve ESL students as follows: 1.0 FTE in the Intermediate School; .5 FTE in the Middle School and .5 FTE in the High School for a total of 1.0 FTE). Faculty will have the opportunity to attend professional development trainings to reinforce/enrich their knowledge/skills in order to better serve our students.</p> <p>Memberships/periodicals that will provide beneficial information to the teachers in the areas of literacy, language acquisition, working with ESL students, etc., will be purchased and shared with faculty. Students will be assessed to determine need for ESL services. Students qualifying for services will work in small groups on language acquisition skills in addition to the regular classroom instruction. ESL staff will collaborate with regular classroom teachers to ensure that they are aware of their students abilities and what language acquisition skills they are working on with them. Materials/supplies will be purchased to support the program. (testing, level reading materials, software, manipulatives, general supplies, etc.) NSLA (2281) \$62,000 funds will be transferred to ELL and used to help support this action. Anticipated ELL allotment = \$46,000.00 with \$0 carryover. Total ELL budget = \$108,000. Monies for ELL teachers are shown in building plans. \$107380.79</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement</p>	Dr. Randy Barrett	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	<p>—————</p> <p>ACTION BUDGET: \$</p>
<p>Title IIIA monies (6761) are used to pay salary, benefits, supplies and materials to hire a 1.0 FTE paraprofessional to provide services to our ELL students in the Primary School. This person will utilize small group and one/one instructional strategies to assist these students in gaining/improving their reading/literacy English skills. Monies are shown in building plans.</p>	Dr. Randy Barrett	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers Teaching Aids Title Teachers 	<p>—————</p> <p>ACTION BUDGET: \$</p>
<p>EVALUATION: Pre and post test will be given to show areas of improvement and areas of weakness of students. This will also provide direction for teachers to help continue improvement.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion</p>	Judy Winslett	Start: 07/01/2009 End: 06/30/2010		<p>—————</p> <p>ACTION BUDGET: \$</p>

Total Budget:	\$0
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- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Dawn White	Kindergarten Teacher	Literacy
Classroom Teacher	Dianne Burris	Middle School Science Teacher	Math
Classroom Teacher	Marcy Stave	Middle School English Teacher	Literacy
Classroom Teacher	Marian Killgore	High School English Teacher	Literacy
Classroom Teacher	Phyllis Berry	Middle School Math Teacher	Leadership
District-Level Professional	Dr. Randy C. Barrett	Superintendent	Leadership
District-Level Professional	Dr. Randy C. Barrett	Superintendent	Safe and Drug Free Chair
District-Level Professional	Dr. Randy C. Barrett	Superintendent	Leadership
Non-Classroom Professional Staff	Brae Harper	High School Assistant Principal	Math
Non-Classroom Professional Staff	Dea Ann Heinen	Primary Counselor	Parent Involvement
Non-Classroom Professional Staff	Jayne Kooistsra	Primary Teacher	Math
Non-Classroom Professional Staff	Jo Derwin	Intermediate Counselor	Wellness
Non-Classroom Professional Staff	Kathy Pipkin	High School Counselor	Math
Non-Classroom Professional Staff	Martha Hawkins	High School Library/Media Specialist	Math
Non-Classroom Professional Staff	Naomi Wilson	Intermediate Teacher	Literacy
Non-Classroom Professional Staff	Reginia Barrett	Primary Teacher	Leadership
Non-Classroom Professional Staff	Steven Summers	Middle School Counselor	Intervention
Parent	Pat Barnes	Parent	Parent Involvement
Parent	Regenia Morris	Parent	Parent Involvement
Parent	Sammy Smith	Parent	Alumni
Principal	Denise Waters	Intermediate Principal	Leadership
Principal	Gayla Wilmoth	Primary Principal	Leadership
Principal	Judy Winslett	High School Principal	Leadership
Principal	Larry Cozens	Middle School Principal	Leadership