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## School Plan

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### GENTRY PRIMARY SCHOOL

#### Arkansas Comprehensive School Improvement Plan

#### 2009-2010

The primary mission of the Gentry Primary School is to work in partnership with students, parents, and the community to establish a strong foundation for lifelong learning in mathematics and literacy by providing a safe, nurturing, child-centered environment. As we foster intellectual growth, we will contribute to the emotional, moral, aesthetic, social, and physical development of our students.

Grade Span: K-2

Title I: Title I Schoolwide

School Improvement: MS

#### Table of Contents

##### Priority 1: Literacy

**Goal:** All students will improve in reading comprehension, written expression, spelling, and vocabulary.

##### Priority 2: Math

**Goal:** All students will improve in mathematical skills, problem solving, and answering open response math questions.

##### Priority 3: 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 1: Students in the Gentry Primary School will perform at grade level in the curriculum area of literacy.

- Grade 2 - SAT10 Exam 2009: Number and Percent of Students Scoring at or above 50th Percentile in Reading: 43 Students - 33% of the combined population Below Basic - 17 Students (14%) Of these 17 students: 4 were ESL and 5 were SpEd. Basic - 35 Students (28%) Of these 35 students: 9 were ESL and 2 were SpEd. Proficient - 31 Students (25%) Of these 31 students: 4 were ESL and 1 was SpEd. Advanced - 41 Students (33%) Of these 41 students: 2 were ESL and 0 were SpEd.
- Grade 2 - DIBELS results 2009: In 2009, we examined 38 Title 1 students in Oral Reading Fluency. End of Year Benchmark - 4 students (11%) January Benchmark - 9 students (24%) September or less - 25 students (65%) We also examined these same students in Work Use Fluency. End of Year Benchmark - 28 students (74%) January Benchmark or less - 10 students (26%)
- Grade 1 - SAT 10 Exam 2009: Number and Percent of students Scoring at or above 50th Percentile in Reading: 36 Students - 36% of the combined population Below Basic - 13 Students (11%) Of these 13 students: 5 were ESL and 3 were SpEd. Basic - 27 Students (22%) Of these 27 students: 6 were ESL and 1 was SpEd. Proficient - 46 Students (38%) Of these 46 students: 5 were ESL and 2 were SpEd. Advanced - 35 Students (29%) Of these 35 Students: 2 were ESL and 0 were SpEd.

Supporting Data:

4. Grade 1- DIBELS results 2009: Of 121 first grade students tested in January 2009, 64 students (53%) of those tested scored at or above the January Benchmark in the area of Oral Reading Fluency (20 wpm). Of 121 first grade students tested in May 2009, 64 students (53%) of those tested scored at or above the End of Year Benchmark in the area of Oral Reading Fluency (40 wpm).
5. Grade K - MAT8 Exam 2009: Number and Percent of students Scoring at or above 50th Percentile in Reading: 29 students - 30% of the combined population Below Basic - 48 Students (50%) Of these 48 students: 9 were ESL and 2 were SpEd. Basic - 20 Students (21%) Of these 20 students: 2 were ESL and 0 were SpEd. Proficient - 19 Students (19%) Of these 19 students: 0 were ESL and 0 were SpEd. Advanced - 9 students (10%) of these 9 students: 0 were ESL and 0 were SpEd.
6. Grade K - DIBELS results 2009 Of 106 kindergarten students tested in May 2009, 78 students (74%) of those tested scored at or above the End of Year Benchmark in the area of Letter Naming Fluency (40 lpm).
7. We reviewed and charted SAT10 and MAT8 scaled scores for individual student growth- as well as the combined population. In addition to the standardized test results, we examined our End of Year DIBELS scores for all students in kindergarten and first grade, and at-risk students in second grade. Without question, there is need for further improvement in the area of literacy. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our Supporting Data Statements show the discrepancies in achievement among our various populations. We are monitoring and adjusting our curriculum, instruction, assessment, daily schedule, and professional development practices to better meet the needs of all our populations. Our data analysis led us to prioritize these areas: oral reading fluency in first and second grades, letter naming fluency in kindergarten, phonemic awareness and beginning sounds in kindergarten, and reading comprehension. We will select Interventions, and use funds, that put us in the best position to address these needs.
8. Student Attendance for Gentry Primary School: In 2008-2009, the attendance rate was 94.4% . In 2007-2008, the attendance rate was 95.0%. In 2006-2007, the attendance rate was 93.7%.
- 9.
- 10.

Goal All students will improve in reading comprehension, written expression, spelling, and vocabulary.

Benchmark The combined population and each subgroup MET the 2008 AYP target for the 08/09 school year.

Intervention: Gentry Primary School uses the Comprehensive Literacy Approach to writing instruction to include writing-to-learn, writing-to-demonstrate learning and authentic writing.				
Scientific Based Research: Subject Matter, Daniels, Harvey & Zemelman Steven (2004). Writing Workshop, Scaffolding Young Writers, Dorn, Linda (2001).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOOLWIDE REFORM -Writing instruction is aligned with the ELA Framework Standards 4-7. K-2 teachers will utilize explicit teaching procedure for Writing Workshop and other strategies. Action Type: Alignment Action Type: Title I Schoolwide	Gayla Wilmoth	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr style="width: 50%; margin-left: 0;"/> ACTION BUDGET: \$
TRANSITION & SCHOOLWIDE REFORM -In order to help with transistion from grade to grade and Primary to Intermediate School teachers will: 1. Provide students with writing opportunities daily. 2. K-2 teachers will complete one common, teacher created open response question with students each quarter. This will be the first year for this action. Action Type: Alignment Action Type: Title I Schoolwide	Melissa Wilson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr style="width: 50%; margin-left: 0;"/> ACTION BUDGET: \$
EVALUATION PROTOCOL FOR THE 09-10 ACSIP BASELINE DATA - Second grade students will participate in 4 open ended response questions to be evaluated by grade level teachers during the 2009-2010 schoolyear. Comprehensive	Melissa Wilson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr style="width: 50%; margin-left: 0;"/> ACTION BUDGET: \$

Needs Assessment: Second grade teachers reviewed the end of year(08-09) results for all 4 prompts to determine proficiency. It was noticed that- overall- student scores did not improve with each new prompt. Teachers decided that more modeling/instructions/classroom review of student responses would be necessary during weekly practice in order to make this practice more relevant to the assessment. Action Type: Program Evaluation				
Total Budget:				\$0
Intervention: Parent Involvement Plan				
Scientific Based Research: Research summary Parent Involvement NMLA Pate & Andrews (2006). A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement, Henderson Anne T., Mapp, Karen L. (2002) Southwest Educational Development Laboratory: Austin, TX.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In order to encourage parents to participate as a full partner in the decisions that affect their child and family, our school will include in our school's student handbook the SCHOOL'S PROCESS FOR RESOLVING PARENTAL CONCERNS, including how to define a problem, who to approach first and how to develop solutions. Our school will also provide GPS Student Handbook to all students with following information: a. telephone number b. email address c. other general procedure/policy information-parent visitation, pick-up procedures, classroom visitation, etc. This Information will also available on GPS district web page. Action Type: Parental Engagement Action Type: Technology Inclusion	Gayla Wilmoth	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	ACTION BUDGET: \$
The Principal shall designate one certified staff member who is willing to serve as a PARENT FACILITATOR in order to help organize meaningful training for staff and parents; promote and encourage a welcoming atmosphere to foster parental involvement in the school and to undertake efforts to ensure that parental participation is recognized as an asset to the school. Action Type: Parental Engagement	Gayla Wilmoth	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Encourage parental involvement through notification: a. weekly grade level newsletters b. monthly GPS newsletter c. Parent-Teacher Organization newsletter Action Type: Parental Engagement	Andrea Folger	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
In order to take advantage of community resources, our school will ENABLE THE FORMATION OF A PARENT TEACHER ASSOCIATION, OR ORGANIZATION, that will foster parental and community involvement within the school. Action Type: Parental Engagement	Gayla Wilmoth	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PARENT INVOLVEMENT -In order to encourage communication with parents, our school will prepare an INFORMATIONAL PACKET to be distributed annually to the parents of each child in the school. Packets will be provided for	Andrea Folger	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>parents at Open House. These packets will describe: the school's parental involvement program; the recommended role of the parent, student, teacher and school; ways for parents to become involved in the school and their child's education; a survey for the parent regarding their interests concerning volunteering at the school; a schedule of activities planned throughout the school year to encourage parental involvement; and procedures to allow the parents and teachers to communicate in a regular, two-way, and meaningful manner with the child's teacher and principal. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				
<p>To help our parents in assisting their children, our school shall schedule regular PARENTAL INVOLVEMENT MEETINGS at which parents are given a report on the state of the school and an overview of: a. what students will be learning, b. how students are assessed, c. what parents should expect for their child's education and, d. how a parent can assist and make a difference in their child's education. Action Type: Parental Engagement</p>	<p>Gayla Wilmoth</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>PARENT INVOLVEMENT -There will be an annual review and update of our Title 1 School/Parent Compact. The Compact will be distributed to each parent with the student handbook. The parents are required to sign off confirming their receipt of the handbook and compact. Title 1 teachers will present at each Grade Level Parent Night (3) to encourage parents to have input into the Title 1 program. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Gayla Wilmoth</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• District Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>EVALUATION PROTOCOL FOR THE 09-10 ACSIP BASELINE DATA: Volunteer sign-in sheets and daily log of volunteer hours will be maintained throughout the year as part of an ongoing formative evaluation of this intervention. Documented attendance at parent/teacher conferences, parent night activities, and other evidence of parental involvement will be reviewed by building principals and parent coordinators periodically through the year to assess the effectiveness of the Parental Engagement Program. A parental engagement survey will be conducted electronically utilizing Survey Monkey in order to gain feedback on the quality and effectiveness of the school's parental involvement efforts. The Parent Advisory Committee will review this data and make improvement recommendations for the next year. Comprehensive Needs Assessment - In review of the volunteer logs, documented attendance at parent-teacher conferences and parent night activities, the Primary School is lucky to have so many parents interested in the success of their children. However, we will continue to search for ways to survey our community, and encourage parents to</p>	<p>Andrea Folger</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>————— ACTION BUDGET: \$</p>

participate in our school activities to help their children succeed academically. Action Type: Program Evaluation Action Type: Technology Inclusion				
In order to welcome parents, our school shall use the volunteer surveys to compile a VOLUNTEER RESOURCE BOOK listing the interests and availability of volunteers so that school staff may determine how frequently a volunteer would like to participate; including options for those who are available to help at home and help match school needs with volunteer interests. Action Type: Parental Engagement	Andrea Folger	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PARENT INVOLVEMENT- Designate Parent Center site for free parenting materials. Designate parent library area which may include parenting books, magazines and other materials regarding responsible parenting for parents to check out, as funds are available. Action Type: Parental Engagement	Andrea Folger	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> <li>School Library</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
The district will schedule two (2) PARENT TEACHER CONFERENCES and OPEN HOUSE for parents. Action Type: Parental Engagement Action Type: Title I Schoolwide	Gayla Wilmoth	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Encourage parental involvement in literacy. Parents are encouraged to read with their students at home so that students can take Accelerated Reader tests in the library at school. This provides opportunities for student recognition and rewards for successful independent reading. Action Type: Parental Engagement Action Type: Technology Inclusion	Scott Erks	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Gentry Primary School will utilize the Sing, Spell, Read, and Write Program, and Saxon Phonics for phonological and phonemic awareness instruction.				
Scientific Based Research: A Test for Assessing Phonemic Awareness in Young Children, Hallie K. Yopp, Reading Assessment: Principles and Practices for Elementary Teachers (second edition) 2005. Put Reading First, Marzano Robert; Norford, Jennifer; Paynter, Dianna; Pickering, Debra; and Gaddy, Barbara (2001). National Reading Panel Report (2000). National Reading Panel Report (2000); Put Reading First (2001); Marzano, Robert; Norford, Jennifer; Paynter, Dianna; Pickering, Debra, and Gaddy Barbara (2001) A Test for Assessing Phonemic Awareness in Young Children, Hallie K. Yopp, Reading Assessment: Principles and Practices for Elementary Teachers (second edition), 2005				
Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOOLWIDE REFORM -Phonemic Awareness instruction is aligned with the ELA Framework Standard 8. A pacing guide is in place to identify benchmarks at each semester of Kindergarten and First Grade. Action Type: Alignment Action Type: Title I Schoolwide	Jamie Still	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Parents will be informed of student progress in phonemic awareness on quarterly report card and parent teacher conferences. Action Type: Parental Engagement	Gayla Wilmoth	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
EVALUATION PROTOCOL FOR THE 09-10 ACSIP BASELINE DATA: The program will be evaluated	Regenia Barrett	Start: 07/01/2009	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	

<p>periodically by monitoring the number of students meeting the end of Kindergarten and First Grade benchmarks. Comprehensive Needs Assessment: Grade K DIBELS results 2009: Of 106 kg students tested in May 2009, 78 students (74%) of those tested scored at or above the End of Year Benchmark in the area of Letter Naming Fluency (40 lpm). Of 121 first grade students tested in May 2009, 64 students (53%) of those tested scored at or above the End of Year Benchmark in the area of Oral Reading Fluency. Action Type: Program Evaluation</p>		<p>End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
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<p>Total Budget:</p>	<p>\$0</p>
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Intervention: Gentry Primary School will utilize the Metra Phonics Program, Saxon Phonics, and Harcourt Reading Series which is aligned with the ELA Framework and scientifically based reading research in the areas of phonological and phonemic awareness.

Scientific Based Research: Phonics for the Teaching of Reading, Fox, Barbara (2006). Teaching Struggling Readers in Elementary School Classrooms: A Review of Classroom Reading Programs and Principles for Instruction, Ann M. Duffy-Hester, Preparing Reading Professionals: A Collection from the International Reading Association, 2004. Classroom Instruction that Works, Marzano, Robert; Norford, Jennifer; Paynter, Dianna; Pickering, Debra; and Gaddy, Barbara (2001). National Reading Panel Report (2000); Put Reading First (2001). National Reading Panel Report (2000); Put Reading First (2001); Marzano, Robert; Norford, Jennifer; Paynter, Dianna; Pickering, Debra; and Gaddy, Barbara (2001) Classroom Instruction that Works. Teaching Struggling Readers in Elementary School Classrooms: A Review of Classroom Reading Programs and Principles for Instruction, Ann M. Duffy-Hester, Preparing Reading Professionals: A Collection From the International Reading Association, 2004

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>EVALUATION PROTOCOL FOR THE 09-10 ACSIP BASELINE DATA - The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or Classroom Walk-Thru. The instructional leader will confer with the teachers to discuss the level of implementation. Comprehensive Needs Assessment - Saxon Phonics program did not arrive until late in the 08-09 schoolyear. Principal will observe Saxon Phonics and how it is implemented into the classroom according to the observation protocol in 09-10. Metra Phonics will be replaced by the Saxon program. For the 2008-2009 schoolyear, instructional leader was able to observe the implementation of the Harcourt Reading Series and Metra. In review of the teacher observations, DIBELS data, and literacy committee minutes there is need for further improvement in the area of phonological and phonemic awareness. Action Type: Program Evaluation</p>	<p>Gayla Wilmoth</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Parents will be informed of student progress on quarterly report card and parent teacher conferences. Action Type: Parental Engagement</p>	<p>Gayla Wilmoth</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>

<p>Title I - 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 will receive additional instruction in small groups. Two certified teachers (each working 1.0 FTE for a total of 2.0 FTE) will be providing Title I services. Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Regenia Barrett</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>Title I - Materials &amp; Supplies: \$1000.00 Title I - Employee Salaries: \$95880.00 Title I - Employee Benefits: \$24276.62 <hr/>ACTION BUDGET: \$121156.62</p>
<p>NEEDS ASSESSMENT -Students tested weekly to determine mastery of high frequency words, and newly introduced phonetic skills and words to help identify students who may be at risk for reading difficulties. Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Angie Moore</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p><hr/>ACTION BUDGET: \$</p>
<p>TEACHER DECISION - During 2007-2008 school year, first grade teaching team in collaboration with School Improvement Planning Committee evaluated the phonological and phonemic awareness METRA program presently used in first grade. Literacy Committee researched other phonological programs. Two representatives of the first grade teaching team visited another school that has successfully implemented the SAXON Phonics program. During the 2008-2009 schoolyear, SAXON phonics was purchased and finally arrived. First grade teachers also decided to implement the SAXON spelling component for the 09-10 school year. This will be the first year for this action. Action Type: Collaboration Action Type: Program Evaluation</p>	<p>Leslee Hundley</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<p><hr/>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$121156.62</p>
<p>Intervention: Gentry Primary School will utilize research based instructional strategies in the areas of word study and spelling instruction to enhance student achievement.</p>				
<p>Scientific Based Research: Getting to the Root of Word Study: Teaching Latin and Greek Word Roots in Elementary and Middle Grades, Nancy Padak, Evangeline Newton, Timothy Rasinski, Rick M. Newton, What Research Has to Say About Vocabulary Instruction, 2008. National Reading Panel Report (2000); Marzano, Robert; Norford, Jennifer; Paynter, Dianna; Pickering, Debra; and Gaddy, Barbara (2001) Classroom Instruction that Works.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Word study/spelling is aligned with the ELA Framework Standard 11. K-2 will provide explicit and systematic instruction in word study/spelling. Word study activities may include: word sorts, riddles, nonsense words,</p>	<p>Ann Phipps</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p><hr/>ACTION BUDGET: \$</p>

vowel patterns, suffixes, root words, etc. Action Type: Alignment				
EVALUATION PROTOCOL FOR THE 09-10 ACSIP BASELINE DATA: The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or Classroom Walk-Thru. The instructional leader will confer with the teacher to discuss the level of implementation. Comprehensive Needs Assessment: Grade 2 SAT 10 Exam 2009 - 43 students (33%) scored at or above the 50th percentile in reading. Grade 1 SAT 10 Exam 2009 - 36 students (36%) scored at or above the 50th percentile in reading. Grade K MAT 8 Exam 2009 - 29 students (30%) scored at or above the 50th percentile in reading. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our Supporting Data statements show the discrepancies in achievement among our various populations. We are monitoring and adjusting our curriculum, instruction, assessment, daily schedule, and professional development practices to better meet the needs of all our populations. Our data analysis led us to prioritize these areas: oral reading fluency in first and second grades, letter naming fluency in kg, phonemic awareness and beginning sounds in kindergarten, and reading comprehension. Action Type: Program Evaluation	Gayla Wilmoth	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	————— ACTION BUDGET: \$
Parents will be informed of student progress in word study/spelling in weekly folders, quarterly progress reports and report cards, and parent-teacher conferences. Action Type: Parental Engagement	Gayla Wilmoth	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	————— ACTION BUDGET: \$
TEACHER DECISION - During the 2008-2009 school year, the first grade teaching team in collaboration with ACSIP Literacy Committee evaluated the Spelling curriculum presently used in first grade. First grade will utilize SAXON spelling in 09-10, but 2d grade will continue to use the spelling component of the Harcourt Reading Series. Action Type: Collaboration Action Type: Program Evaluation	Sandra Long	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	————— ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Gentry Primary School will utilize research based instructional strategies in the area of vocabulary to enhance student achievement and expand critical thinking in the area of literacy.				
Scientific Based Research: Learning by Doing; R. Dufour, RE. Dufour, R. Eaker, T. Many (2006). Bringing Words to Life (2002). National Reading Panel (2000).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Vocabulary instruction is aligned with the ELA Framework Standard 11. Action Type: Alignment	Gayla Wilmoth	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	————— ACTION BUDGET: \$
POINT IN TIME REMEDIATION -Students identified as not meeting the expectations for	Regenia Barrett	Start: 07/01/2009	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	—————

<p>success will be served in small groups within the regular classroom - weekly mastery checks, skills checklists, report cards, teacher observations, etc.                      Action Type: AIP/IRI                      Action Type: Equity                      Action Type: Title I Schoolwide</p>		<p>End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Aids</li> <li>• Title Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>EVALUATION PROTOCOL FOR THE 09-10 ACSIP BASELINE DATA: Classroom Walk-Thru or classroom observations by the Principal or instructional facilitator, grade level meetings, and meetings of committee chairs (meeting agenda, sign-in sheets, and minutes) will document and determine the level of implementation, success, and adjustment of literacy based curriculum programs/processes. Comprehensive Needs Assessment - Classroom observations indicate that vocabulary instruction is included in all areas of curriculum: library, physical education, art, music and the regular classrooms. In review of the standardized testing data, there is need for further improvement in the area of vocabulary and critical thinking in the area of literacy.                      Action Type: Program Evaluation</p>	<p>Gayla Wilmoth</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>1. Provide student opportunities for reading utilizing computer reading programs. 2. Increase number of books for Accelerated Reader program.                      Action Type: Alignment                      Action Type: Parental Engagement                      Action Type: Technology Inclusion</p>	<p>Brent Harrison</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>1. Provide parents an Accelerated Reader list upon request. 2. Schedule grade level Parent Nights.                      Action Type: Parental Engagement</p>	<p>Andrea Folger</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>POINT IN TIME REMEDIATION-JEdI software will be purchased and teachers will participate in training to learn effective implementation of the program. The software allows students work at their level based on prescriptive information provided from pre-assessments in the software. Support for the SuccessMaker software will be purchased. SuccessMaker software will be used to provide students will additional practice of basic skills. Additional classrom supplies and materials will be purchased to support and expand social studies vocabulary, word identification, and critical thinking skills.                      Action Type: AIP/IRI                      Action Type: Equity                      Action Type: Professional Development                      Action Type: Special Education                      Action Type: Technology Inclusion                      Action Type: Title I Schoolwide</p>	<p>Jennifer Ellis</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>Intervention: Gentry Primary School uses the Comprehensive Literacy approach for fluency instruction</p>				
<p>Scientific Based Research: Assessing Reading Fluency. Becoming a Fluent and Automatic Reader in the Early Elementary School Years, Paula J. Schwanenflugel, Elizabeth B. Meisinger, Joseph M. Wisenbaker, Melanie R.</p>				

Kuhn, Gregory P. Strauss, Robin D. Morris, Reading Research Quarterly, October/November/December 2006. The Fluent Reader, Timothy V. Rasinski (2003). National Reading Panel Report (2000).

Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOOLWIDE REFORM -Fluency instruction is aligned with the ELA Framework Standard 11. K-2 will provide explicit and systematic fluency instruction (ReadWell, Word Phrase Flash Cards) which will be monitored until expectation is met and maintained. Action Type: Alignment Action Type: Title I Schoolwide	Brandy Cordeiro	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	————— ACTION BUDGET: \$
The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or Classroom Walk-Thru. The instructional leader will confer with the teachers to discuss the level of implementation. Action Type: Program Evaluation	Gayla Wilmoth	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	————— ACTION BUDGET: \$
Students work at their level based on prescriptive information provided by JEDI and SuccessMaker software. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Jennifer Ellis	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	————— ACTION BUDGET: \$
1. Increase student opportunities for reading utilizing computer reading programs. 2. Increase number of books for Accelerated Reader program. Action Type: Technology Inclusion	Brent Harrison	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>School Library</li> <li>Teachers</li> </ul>	————— ACTION BUDGET: \$
Parents will be informed of student progress with quarterly report card and parent-teacher conferences. Action Type: Parental Engagement	Gayla Wilmoth	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	————— ACTION BUDGET: \$
Students identified as not meeting the expectation for success will receive additional fluency instruction in small groups. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Ann Phipps	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> <li>Title Teachers</li> </ul>	————— ACTION BUDGET: \$
EVALUATION PROTOCOL FOR THE 09-10 ACSIP BASELINE DATA -Gentry Primary School expects all students to meet the end-of-year fluency benchmark for grades K-2. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be administered periodically to all K-2 students who are shown to have a substantial reading deficiency. At the end of second grade, the Developmental Reading Assessment (DRA) will be given to all second grade students. The program will also be evaluated by increasing the number of students meeting each benchmark. Comprehensive Needs Assessment: There were insufficient funds to purchase the DRA for 08-09. In May 2009, 122 Second grade students were tested for Oral Reading Fluency by the Harcourt Reading Series. 67 students (55%) scored at or above the Reading Benchmark of 90 words per minute. In May 2009, all first grade students	Jayne Kooistra	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	————— ACTION BUDGET: \$

<p>were tested with the DIBELS. 64 First grade (53%) tested at or above the End of Year Benchmark in the area of Oral Reading Fluency. In May 2009, all kindergarten students were tested with the DIBELS. 78 students (74%) tested at or above the End of Year Benchmark in the area of Letter Naming Fluency. Without question, there is need for further improvement in the area of literacy. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our Supporting Data Statements show the discrepancies in achievement among our various populations. We are monitoring and adjusting our curriculum, instruction, assessment, daily schedule, and professional development practices to better meet the needs of all our populations. Our data analysis led us to prioritize these areas: oral reading fluency in first and second grades, letter naming fluency in kindergarten, phonemic awareness and beginning sounds in kindergarten. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>POINT IN TIME REMEDIATION-Kindergarten students who score delayed in both written and oral communication on the Qualls Early Learning Inventory (QELI), and first and second grade students who score "below basic" in reading on the SAT10 or MAT8 will be considered to have a substantial reading deficiency. These students will be provided Intensive Reading Instruction utilizing small group instruction and point-in-time reading intervention strategies within the regular classroom. Action Type: AIP/IRI Action Type: Title I Schoolwide</p>	Debra Barnes	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<hr style="width: 50px; margin-left: auto; margin-right: 0;"/> <p>ACTION BUDGET: \$</p>
<p>SCHOOLWIDE REFORM -For those affected students,school personnel will develop an Intensive Reading Intervention plan (IRI) that will describe our intervention program within the regular classroom. Each parent, or guardian, will be notified in writing when his/her child has been identified with a substantial reading deficiency and the components/strategies outlined in the intervention plan. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	Melissa Wilson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<hr style="width: 50px; margin-left: auto; margin-right: 0;"/> <p>ACTION BUDGET: \$</p>
<p>PROFESSIONAL DEVELOPMENT - Teachers will participate in training provided by the NWAESC - process of evaluating students utilizing the DIBELS to promote academic achievement of students. Action Type: Professional Development Action Type: Title I Schoolwide</p>	Gayla Wilmoth	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>● Outside Consultants</li> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<hr style="width: 50px; margin-left: auto; margin-right: 0;"/> <p>ACTION BUDGET: \$</p>
Total Budget:				\$0
Intervention: Gentry Primary School uses the Comprehensive Literacy approach to comprehension instruction				

with emphasis on monitoring comprehension, using graphic and semantic organizers, answering questions, generating questions, recognizing story structure, summarizing, making use of prior knowledge and using mental imagery.				
Scientific Based Research: Learning to Write, Writing to Learn, Roselmina Indrisano and Jeanne R. Paratore, editors, 2005. Classroom Instruction that Works (2001). National Reading Report (2000).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Comprehension instruction is aligned with the ELA Framework Standard 9 and 10. K-2 will provide explicit and systematic comprehension instruction which will be monitored until expectation is met and maintained. Action Type: Alignment	Cherice Wiebe	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
1. Provide opportunities for student practice and individual student improvement in independent reading. 2. Provide opportunities for student recognition and rewards for successful independent reading. 3. Secure teacher materials to establish school-wide program of strategies to improve student behaviors that promote successful academic improvement (i.e. monthly character ed. assemblies, quarterly awards assemblies, etc.) Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	Scott Erks	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Computers</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
All teachers will have access to Reader Rabbit, Accelerated Reader, SuccessMaker, JEDI, etc. Action Type: Professional Development Action Type: Technology Inclusion	Craig Millsap	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> <li>• School Library</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
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: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Kelly Page	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
POINT IN TIME REMEDIATION -Students identified as not meeting expectations for success will receive additional instruction in small groups within the regular classroom - weekly mastery checks, skills checklists, report cards, and teacher observation. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Regenia Barrett	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
EVALUATION PROTOCOL FOR THE 09-10 ACSIP BASELINE DATA - Classroom Walk-Thru or classroom observations by the Principal or instructional facilitator, grade level meetings, and meetings of committee chairs (meeting agenda, sign-in sheets, and minutes) will document and determine the level of implementation, success, and adjustment of literacy based curriculum programs/processes. Comprehensive Needs Assessment - In review	Gayla Wilmoth	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

of the teacher observations, standardized testing results, DIBELS testing, and SLIC committee minutes, there is without question need for further improvement in the area of comprehension. Action Type: Program Evaluation				
POINT IN TIME REMEDIATION-1. Identify students by checklists, report cards, NRT, and teacher recommendations. 2. Fund 2 certified teachers to assist in reducing the gap for lowest achievers in K-2 by providing staff to seve students in small groups. (Sprick) 3. Each grade level will schedule specific time during reading block weekly to provide point in time remedial instruction for students identified as not meeting the expectation for success. 3. Evaluation by pre-post tests, NRT, and CRT. Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide	Jayne Kooistra	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Performance Assessments</li> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	ACTION BUDGET: \$
Title IIIA funds will be used to hire/designate one paraprofessional (1.0 FTE) to serve ESL students. Faculty will have the opportunity to attend professional development trainings to reinforce/enrich their knowledge/skills in order to better serve our students. These monies will pay salary, benefits, supplies and materials. Action Type: Equity Action Type: Professional Development	Gayla Wilmoth	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Teachers</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: Students attending Gentry Primary School will perform at grade level in the curriculum area of math.

Supporting Data:

1. Grade 2 - SAT10 Exam 2009: Number and Percentile of students scoring at or above the 50th percentile: 70 students (56%) of the combined population. Below Basic - 7 Students (.06%) Of these 7 students: 3 were ESL and 3 were SpEd. Basic - 40 Students (32%) Of these 40 students: 9 were ESL and 5 were SpEd. Proficient - 32 Students (26%) Of these 32 students: 3 were ESL and 0 were SpEd. Advanced - 45 Students (36%) Of these 45 students: 5 were ESL and 0 wre SpEd.
2. Grade 1 - SAT 10 Exam 2009: Number and Percentile of students scoring at or above the 50th percentile: 62 students (51%) of the combined population. Below Basic - 22 students (18%) Of these 22 students: 7 were ESL and 3 were SpEd. Basic - 28 students (23%) Of these 28 students: 5 were ESL and 1 was SpEd. Proficient - 39 students (32%) Of these 39 students: 3 were ESL and 0 were SpEd. Advanced - 32 students (26%) Of these 32 students: 2 were ESL and 0 were SpEd.
3. Grade Kg - MAT8 Exam 2009: Number and Percentile of students scoring at or above the 50th percentile: 28 students (29%) of the combined population. Below Basic - 18 students (19%) Of these 18 students: 1 was ESL and 2 were SpEd. Basic - 45 Students (47%) Of these 45 students: 5 wre ESL and 1 was SpEd. Proficient - 16 students (16%) Of these 16 students: 2 were ESL and 0 were SpEd. Advanced - 17 students (18%) Of these 17 students: 0 were ESL and 0 were SpEd.
4. We reviewed and charted SAT10 and MAT8 scaled scores for individual student growth - as well as the combined population. Without question, there is a need for further improvement in the area of mathematics. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our Supporting Data Statements show the discrepancies in achievement among our various populations. We are monitoring and adjusting our curriculum, instruction, assessment, daily schedule, and professional development practices to better meet the needs of all our populations. Our data analysis led us to prioritize these areas: apply strategies to solve problems and use data presented in a pictograph (or other graphs).
5. Student Attendance for Gentry Primary School: In 2008-2009, the attendance rate was 94.4% . In 2007-2008, the attendance rate was 95.0%. In 2006-2007, the attendance rate was 93.7%.

6.  
7.

Goal All students will improve in mathematical skills, problem solving, and answering open response math questions.

Benchmark The combined population and each subgroup MET the 2009 AYP target. It is expected that each of these populations will meet, or exceed, the 2010 AYP target.

Intervention: Gentry Primary School will utilize research based instructional strategies to enhance student achievement and expand critical thinking in the area of mathematics.				
Scientific Based Research: Marzano, Robert; Norford, Jennifer; Paynter, Dianna; Pickering, Debra; and Gaddy, Barbara (2001) Classroom Instruction that Works; Put Reading First (2001).Carpenter, T. C., Franke, M. L.,& Levi, L. (2003). Thinking mathematically. Portsmouth, NH: Heinemann.Cobb, P., McClain, K., & Gravemeijer, K. (2003). Learning about statistical covariation. Cognition and Instruction, 21 (1), 1-78.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
TRANSITION-COORDINATION OF PROGRAMS-TEACHER DECISIONS - 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: Equity Action Type: Special Education Action Type: Title I Schoolwide	Kelly Page	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Students will be provided time and opportunity to work at their level based on prescriptive information provided by SuccessMaker and JEDI software. Action Type: AIP/IRI Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Jennifer Ellis	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Computers</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PARENT INVOLVEMENT -Provide parental involvement through notification: a. weekly newsletters b. recognition for student/parent participation solving "Problem of the Week." c. schedule grade level Parent Night. Action Type: Parental Engagement Action Type: Title I Schoolwide	Andrea Folger	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
1. Review plan at staff and grade level meetings, and at annaul report to public. 2. Review and update student data and reports annually. Action Type: Parental Engagement Action Type: Program Evaluation	Gayla Wilmoth	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
EVALUATION PROTOCOL FOR THE 09-10 ACSIP BASELINE DATA: Classroom Walk-Thru or classroom observations by the Principal or instructional facilitator, grade level meetings, and meetings of committee chairs (meeting agenda, sign-in sheets,and minutes) will document and determine the level of implementation, success, and adjustment of literacy based curriculum programs/processes. Comprehensive Needs Assessment - Grade 2 SAT10 - 70 students (56%) scored at or above the 50th percentile. Grade 1 SAT 10 - 62 students (51%) scored at or above the 50th percentile. Grade Kg- MAT8 - 28 students (20%) scored at or above the 50th percentile.	Gayla Wilmoth	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$

<p>We reviewed the SAT10 and MAT8 scaled scores for individual growth as well as the combined population. Without question, there is need for further improvement in the area of mathematics. We examined our routines, customs, norms and expectations in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our supporting data statements show the discrepancies in achievement among our various populations. We are monitoring and adjusting our curriculum, instruction, assessment, daily schedule, and profesional development practices to better meet the needs of all our populations. Our data analysis led us to prioritize these areas: apply strategies to solve problems and use data presented ina pictograph (or other graphs). Action Type: Program Evaluation</p>				
<p>First and Second grade students who score below basic in Math on the SAT 10 or MAT8 will be considered to have a substantial deficiency. These students will be provided an Academic Improvement Plan utilizing small group instruction and corrective strategies including the TouchMath program. Action Type: AIP/IRI</p>	Dorothy Ivey	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
Total Budget:				\$0
<p>Intervention: Gentry Primary School will utilize curriculum mapping and alignment across the disciplines to enhance student achievement.</p>				
<p>Scientific Based Research: Citations: Jacobs, Heidi Hayes (1997) Mapping the Big Picture; Carter, Lisa, Total Instructional Alignment, Solution Tree Publishers (2007).</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>TRANSITION &amp; INTEGRATION OF PROGRAMS-Special Education, Homeless and ESL departments will provide staff development and instructional support to regular classroom teachers to promote successful academic improvement for all students. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide</p>	Debra Still	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>TRANSITION,COORDINATION OF PROGRAMS,TEACHER DECISIONS -SIP Team, grade level teams, and ESL Coordinator will analyze all relevant data annually to provide assistance for appropriate student programming and placement. Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide</p>	Hannah Frazier	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>EVAULATION PROTOCOL FOR THE 09-10 ACSIP BASELINE DATA- Analyze all relevant data annually including, but not limited to: SAT 10, MAT8, QELI, Arkansas Primary Benchmark, STAR Testing, DIBELS, JEDI, grade level testing. Comprehensive Needs</p>	Gayla Wilmoth	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

<p>Assessment - We reviewed and charted SAT10 and MAT8 scaled scores for individual student growth - as well as the combined population. In addition to the standardized test results, we examined our End of Year Dibels scores, and other end of year post-tests. Without question, there is need for further improvement in the areas of literacy and math. Action Type: AIP/IRI Action Type: Program Evaluation</p>				
<p>PROFESSIONAL DEVELOPMENT-Teachers will participate in professional development to gain knowledge of and improve skills in areas of technology to promote successful academic improvement for all students. Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Joni Wilson</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>● Computers</li> <li>● District Staff</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>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 Saxon, Advanced Decoding, Arkansas Ideas (AETN), netTrekker, and Test Talk. Conferences may include the Arkansas Reading Conference and the Smart Start conference. The professional development will be evaluatd by all school personnel by staff surveys, questionnaires, or informal polling to determine the effectiveness of each in application to improving student achievement. 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. Teachers will participate in professional development to gain knowledge and improve effectiveness of instruction and/or implementation of Arkansas History curriculum. Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Gayla Wilmoth</p>	<p>Start: 07/01/2009 End: 06/30/0010</p>	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Outside Consultants</li> <li>● Teachers</li> </ul>	<p>————— ACTION BUDGET: \$</p>
<p>HIGHLY QUALIFIED TEACHERS - The district has and will continue to hire highly qualified teachers and paraprofessionals. The district will continue to implement strategies to recruit and hire highly qualified faculty and staff by attending career/job fairs, advertising on our web-site and ensuring that all qualifications have been met or approved plans are in place for the applicant to become highly qualified prior to making a recommendation for a position within the district.</p>	<p>Gayla Wilmoth</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Central Office</li> <li>● Outside Consultants</li> </ul>	<p>————— ACTION BUDGET: \$</p>

Action Type: Title I Schoolwide				
TRANSITION: Special Education department will meet with other educational agencies (i.e. Headstart, Sunshine School, Ozark Guidance Center) to coordinate transition for appropriate programming and placement. Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	Dea Ann Heinen	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Coordination and integration of programs Federal, state, and local funds should be used to coordinate and integrate services to improve instruction and increase student achievement. Action Type: Alignment Action Type: Equity	Dr. Randy Barrett, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
PROFESSIONAL DEVELOPMENT - Teachers will participate in Behavior Management training provided by Patty Thomas of the NWAESC to promote academic achievement of students. Action Type: Professional Development	Gayla Wilmoth	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Gentry Primary School recognizes each child as a unique individual. Our goal is to help every child develop the skills to become responsible citizens.

- Supporting Data:
- In 2008-2009, BMI results for Gentry Primary School indicated that 27.2% of the male student population was at risk of being overweight or were overweight. In 2007-2008, BMI results for Gentry Primary School indicated that 29.6% of the male student population was at risk of being overweight or were overweight. In 2006-2007, BMI results for Gentry Primary School indicated that 31.8% of the male student population was at risk of being overweight or were overweight.
  - In 2008-2009, BMI results for Gentry Primary School indicated that 38.5% of the female student population was at risk of being overweight or were overweight. In 2007-2008, BMI results for Gentry Primary School indicated that 30.4% of the female student population was at risk of being overweight or were overweight. In 2006-2007, BMI results for Gentry Primary School indicated that 27.6% of the female student population was at risk of being overweight or were overweight.
  - The 2005-2006 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 2004-2005 School Health Index results related that students are improved in more activity and make healthier eating choices. The 2003-2004 School Health Index results related that students student need to make better/healthier choices.
  - As related by the Arkansas Governor's Initiative Healthy Arkansas, 55.3% of Arkansans failed to meet recommendations for moderate or vigorous 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, 2009. There will be 1/2% difference in the 2008-2009 BMI results indicating healthier lifestyles are being practiced.

Intervention: Gentry Primary School will encourage strategies and activities that encourage a non-sedentary lifestyle.				
Scientific Based Research: President's Council on Physical Fitness and Sports, PresdidentsChallenge.org.; American Heart Association, AmericanHeart.org; Kids for Health.com				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Health/Physical: Students will participate in Presidential Physical Challenge. Action Type: Wellness	Cheryl Rosborough	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$

Health/Wellness: Students will participate in Kids for Health unit. Action Type: Wellness	Cheryl Rosborough	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	————— ACTION BUDGET: \$
EVALUATION PROTOCOL FOR THE 09-10 ACSIP BASELINE DATA - The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or Classroom Walk-Thru. The instructional leader will confer with the teacher to discuss the level of implementation. Comprehensive Needs Assessment - In review of the teacher observations, the instructional leader observed the teacher instructing in Kids for Health, and testing for the Presidential Physical Challenge. Students who met the requirements for the Presidential Physical Challenge were awarded badges and certificates at the end of year Awards Ceremony. Expected results of 30% of students will meet the National Fitness Challenge. Action Type: Program Evaluation Action Type: Wellness	Gayla Wilmoth	Start: 07/01/2009 End: 06/30/2010		————— ACTION BUDGET: \$
All staff and students will have the opportunity to receive free flu and H1N1 vaccinations at school. Action Type: Wellness	Robin Welch	Start: 07/01/2009 End: 06/30/2010		————— ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: To address special education trigger area of Disproportionality

1. Focus Monitoring-Special Education District Data: In 2008-09 school year the percentage of white students in special education was 80.58% compared to the percentage of white students in the district at 73.06%.
2. 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%.
3. Special Education District Data: In 2006-07 school year the percentage of white students in special education was 81.02% compared to the percentage of white students in the district at 74.50%.
4. 2008-2009 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 2008-2009 school year were referred in grades K-5.

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 school year. The state's established benchmark of -3.004% plus one standard deviation of 6.968% will not be exceeded.

Intervention: Gentry Primary School 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
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	Jenni Morris	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	————— ACTION BUDGET: \$

groups. Action Type: Equity Action Type: Special Education				
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: Equity Action Type: Special Education	Jenni Morris	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
The three-tier reading model, which is a prevention model aimed at catching students early, will be implemented. Action Type: Special Education	Gayla Wilmoth	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
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, netTrekker, Test Talk, Arkansas Ideas (AETN). Conferences may include the Arkansas Reading Conference. Action Type: Professional Development	Gayla Wilmoth	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
NEEDS ASSESSMENT AND EVALUATION PROTOCOL FOR THE 09-10 ACSIP BASELINE DATA: Data on referrals and early interventions will be kept and analyzed to determine the 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. Comprehensive Needs Assessment - Number of referrals district wide in 08-09 - 27 Number of referrals district wide in 07-08 - 21 Obviously, the number of referrals for Special Education has not decreased. However, the numbers do include referrals of non-white students. Without question, we will continue to intervene on behalf of all students in our efforts to achieve our goal. Action Type: Program Evaluation	Debra Still, LEA Supv.	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Performance Assessments</li> </ul>	ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Andrea Folger	1st grade	Parent Involvement
Classroom Teacher	Andrea Folger	1st Grade	Math
Classroom Teacher	Angie Edwards	Kindergarten Teacher	Literacy
Classroom Teacher	Angie Moore	Kg teacher	Math

Classroom Teacher	Ann Phipps	1st Grade	Math
Classroom Teacher	Brandy Cordeiro	2d Grade	SIP Leadership
Classroom Teacher	Brandy Cordeiro	2d Grade	Math - co-chair
Classroom Teacher	Brent Harrison	Library Media Spec.	SIP Leadership
Classroom Teacher	Cherice Wiebe	Kindergarten Teacher	Literacy
Classroom Teacher	Cheryl Rosborough	PE Teacher	Math
Classroom Teacher	Dawn White	Kindergarten	Math
Classroom Teacher	Debra Barnes	Kindergarten	SIP Leadership
Classroom Teacher	Debra Barnes	Kindergarten	Math co-chair
Classroom Teacher	Dorothy Ivey	2d Grade	Literacy
Classroom Teacher	Jamie Still	Kindergarten	Literacy
Classroom Teacher	Jayne Kooistra	Title 1 teacher	Literacy
Classroom Teacher	Jennifer Ellis	2d Grade	Math
Classroom Teacher	Julie Jordan	2d Grade	Literacy co-chair
Classroom Teacher	Julie Jordan	2d Grade Teacher	SIP Leadership
Classroom Teacher	Leslee Hundley	1st Grade Teacher	SIP Leadership
Classroom Teacher	Leslee Hundley	1st Grade	Literacy co-chair
Classroom Teacher	Melissa Wilson	2d Grade	Literacy
Classroom Teacher	Nou Lee	1st Grade	Literacy
Classroom Teacher	Regenia Barrett	Title 1 Teacher-Chairperson	Literacy
Classroom Teacher	Regenia Barrett	Title 1 Teacher	SIP Leadership
Classroom Teacher	Sandra Long	1st Grade	Literacy
Classroom Teacher	Scott Erks	2nd teacher	Parent Involvement
Classroom Teacher	Scott Erks	2d Grade	Math
Classroom Teacher	Shari Riley	Spec Ed. Teacher	Literacy
Classroom Teacher	Shari Riley	Resource Teacher	SIP Leadership
Classroom Teacher	Steve Bond	Art	Math
Classroom Teacher	Summer Bostick	Music	Math
Non-Classroom Professional Staff	Andrew Zambrano	ESL/Para-Professional	Literacy
Non-Classroom Professional Staff	Brent Harrison	Media Specialist	Literacy
Non-Classroom Professional Staff	Dea Ann Heinen	Counselor	Parent Involvement
Non-Classroom Professional Staff	Dea Ann Heinen	Counselor	SIP Leadership
Non-Classroom Professional Staff	Jenni Morris	Early Intervention Teacher	Literacy
Non-Classroom Professional Staff	Kelly Page	SLP	Math
Non-Classroom Professional Staff	Kelly Page	SLP	SIP Leadership
Non-Classroom Professional Staff	Lasea Ellis	Para-Professional	Literacy
Non-Classroom Professional Staff	Melissa Bond	Para-Professional	Math
Non-Classroom Professional Staff	Robin Welch	Nurse	Math
Non-Classroom Professional Staff	Sammie Cunningham	G/T	Literacy
Parent	Brook Dilbeck		Parent Involvement
Parent	Gayla Wilmoth	Principal	Parent Involvement
Parent	Patricia Wilmoth		Parent Involvement
Principal	Gayla Wilmoth	Principal	SIP Leadership
Principal	Gayla Wilmoth	Principal	Literacy