

School Plan

Print Version

GENTRY PRIMARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2007-2008

Approved:

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:

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

1. Grade 3 Benchmark Exam 2007: Number & Percent of Students Scoring Proficient and Advanced: 93 Students: 74.0% of Combined Students . Students: N/A% of African American Students 12 Students: 63.0% of Hispanic Students 74 students: 81.0% of Caucasian Students 47 Students: 68.0% of Econ.Disad. Students 13 Students: 56.0% of LEP Students 2 Students: 17.0% of Students w/Disabilities The lowest identified areas for the combined population were: content and style. The lowest identified areas for African Americans were: n/a. The lowest identified areas for Hispanic were: content and style. The lowest identified areas for Caucasian were: content and style. The lowest identified areas for Economically Disadvantaged were: content and style. The lowest identified areas for LEP students were: content and style.
2. Grade 3 Benchmark Exam 2006: Number & Percent of Students Scoring Proficient and Advanced: 73 Students: 55.3% of Combined Students . Students: N/A% of African American Students 9 Students: 60.0% of Hispanic Students 55 Students: 56.1% of Caucasian Students 36 Students: 49.3% of Econ.Disad. Students 7 Students: 41.1% of LEP Students 1 Students: 8.3% of Students w/Disabilities The lowest identified areas for the combined population were: content and style. The lowest identified areas for African Americans were:n/a. The lowest lowest identified areas for Hispanic were: content and style. The lowest identified areas for Caucasian were: content and style. The lowest identified areas for Economically Disadvantaged were: content and style. The lowest identified areas for LEP students were: content and style.
3. Grade 3 Benchmark Exam 2005: Number & Percent of Students Scoring Proficient and Advanced: 103 students: 49.0% of Combined Students 3 Students: 33.3% of African American Students 9 Students: 33.3% of Hispanic Students 83 Students: 52.0% of Caucasian Students 53 Students: 40.0% of Econ. Disad. Students 4 Students: 0.0% of LEP Students 9 Students: 11.0% of Students w/Disabilities The lowest identified areas for African Americans were content and style. The lowest identified areas for Hispanic were content and style. The lowest identified areas for Caucasian were content and style. The lowest identified areas for Economically Disadvantaged were content and style. The lowest identified areas for LEP students were content and style.
4. Grade 2 - Iowa Tests of Basic Skills (ITBS) 2007: Number & Percent of Students Scoring at or above 50th Percentile in VOCABULARY: 108 Students: 68.5% of Combined Students 2 Students: 50.0% of African American Students 8 Students: 37.5% of Hispanic Students 86 Students: 74.5% of Caucasian Students 57 Students: 63.1% of Econ. Disad. Students 10 Students: 20.0% of LEP Students 8 Students: 25.0% of

Students w/Disabilities Number & Percent of Students Scoring at or above 50th Percentile in READING COMPREHENSION: 107 Students: 76.6% of Combined Students 2 Students: 50.0% of African American Students 8 Students: 62.5% of Hispanic Students 85 Students: 80.0% of Caucasian Students 56 Students: 75.0% of Econl Disad. Students 10 Students: 50.0% of LEP Students 8 Students: 37.5% of Students w/Disabilities Number & Percent of Students Scoring at or above 50th Percentile in WORD ANALYSIS: 108 Students: 73.8% of Combined Students 2 Students: 50.0% of African American Students 8 Students: 37.5% of Hispanic Students 86 Students: 67.4% of Caucasian Students 57 Students: 61.4% of Econ.Disad. Students 10 Students: 40.0% of LEP Students 8 Students: 25.0% of Students w/Disabilities Number & Percent of Students Scoring at or above 50th Percentile in LISTENING: 108 Students: 79.6% of Combined Students 2 Students: 50.0% of African American Students 8 Students: 75.0% of Hispanic Students 86 Students: 81.4% of Caucasian Students 57 Students: 75.5% of Econ. Disad. Students 10 Students: 60.0% of LEP Students 8 Students: 12.5% of Students w/Disabilities Number & Percent of Students Scoring at or above the 50th Percentile in SPELLING: 108 Students: 69.5% of Combined Students 2 Students: 100% of African American Students 8 Students: 50.0% of Hispanic Students 86 Students: 72.1% of Caucasian Students 51 Students: 71.9% of Econ. Disad. Students 10 Students: 70.0% of LEP Students 8 Students: 37.5% of Students w/Disabilities Number & Percent of Students Scoring at or above 50th Percentile in LANGUAGE TOTAL: 108 Students: 70.4% of Combined Students 2 Students: 100% of African American Students 8 Students: 62.5% of Hispanic Students 86 Students: 73.3% of Caucasian Students 57 Students: 64.9% of Econ. Disad. Students 10 Students: 50.0% of LEP Students 8 Students: 12.5% of Students w/Disabilities The analysis of the reading subtests ofr combined population revealed weaknesses in Spelling. The analysis of the reading subtests for Hispanic students revealed weaknesses in Vocabulary and Word Analysis. The analysis of the reading subtests for Caucasian students revealed weaknesses in Word Analysis. The analysis of the reading subtests for Economically Disadvantaged revealed weaknesses in Word Analysis. The analysis of the reading subtests for LEP revealed weaknesses in Vocabulary and Word Analysis. The analysis of the reading subtests for Students w/Disabilities revealed weaknesses in all areas.

5. Grade 2 - Iowa Tests of Basic Skills (ITBS) 2006: Number & Percent of Students Scoring at or above 50th Percentile in VOCABULARY: 95 Students: 73.0% of Combined Students . Students: N/A% of African American Students 6 Students: 35.2% of Hispanic Students 83 Students: 83.0% of Caucasian Students 47 Students: 65.2% of Econ. Disad. Students 5 Students: 27.7% of LEP Students 1 Students: 9.0% of Students w/Disabilities Number & Percent of Students Scoring at or above 50th Percentile in READING COMPREHENSION: 103 Students: 79.8% of Combined Students . Students: N/A% of African American Students 10 Students: 58.8% of Hispanic Students 85 Students: 85.8% of Caucasian Students 54 Students: 75.0% of Econ. Disad. Students 9 Students: 50.0% of LEP Students 3 Students: 27.2% of Students w/Disabilities 8 Students: 44.4% of LEP Students 2 Students: 18.1% of Students w/Disabilities Number & Percent of Students Scoring at or above 50th Percentile in WORD ANALYSIS: 81 Students: 62.3% of Combined Students . Students: N/A% of African American Students 7 Students: 41.1% of Hispanic Students 69 Students: 69.0% of Caucasian Students 43 Students: 59.7% of Econ. Disad. Students 6 Students: 33.3% of LEP Students 2 Students: 18.1% of Students w/Disabilities Number & Percent of Students Scoring at or above 50th Percentile in LISTENING: 104 Students: 80.0% of Combined Students 10 Students: 58.8% of Hispanic Students 87 Students: 87.0% of Caucasian Students 54 Students: 75.0% Econ. Disad. Students 12 Students: 66.6% of LEP Students 6 Students: 54.5% of Students w/Disabilities Number & Percent of Students Scoring at or above 50th Percentile in Spelling: 94 Students: 72.3% of Combined Students . Students: N/A of African American Students 9 Students: 52.(% of Hispanic Students 77 Students: 77.0% of Caucasian Students 50 Students: 69.4% of Econ. Disad. Students 11 Students: 61.1% of LEP Students 3 Students: 27.2% of Students w/Disabilities Number & Percent of Students Scoring at or above 50th Percentile in LANGUAGE TOTAL: 97 Students: 74.6% of Combined Students . Students: N/A% of African American Students 9 Students: 52.9% of Hispanic Students 81 Students: 81.0% of Caucasian Students 52 Students: 72.2% of Econ. Disad. Students 8 Students: 44.4% of LEP Students 3 Students: 27.2% of Students w/Disabilities The analysis of the reading subtests for combined population revealed weaknesses in Word Analysis. The analysis of the reading subtests for Hispanic students revealed weaknesses in Vocabulary. The analysis of the reading subtests for Caucasian revealed weaknesses in Word Analysis. The analysis of the reading subtests for Economically Disadvantaged revealed weaknesses in Word Analysis. The analysis of the reading subtests for LEP revealed weaknesses in Word Analysis. The analysis of the reading subtests for Students w/Disabilities revealed weaknesses in all areas.
6. Grade 2 - Iowa Tests of Basic Skills (ITBS) 2005: Number & Percent of Students Scoring at or above 50th Percentile: 122 Students: 57.0% of Combined Students . Students: N/A% of African American Students 12 Students: 67.0% of Hispanic Students 96 Students: 60.0% of Caucasian Students 64 Students: 47.0% of Econ. Disad. Students 5 Students: 40.0% of LEP Students 14 Students: 14.0% Students w/Disabilities 14 Students: 14.0% of Students w/Disabilities The analysis of the reading subtests for for LEP revealed weaknesses in vocabulary. The analysis of the reading subtests for Students w.Disabilities revealed weaknesses in vocabulary.
7. Grade 1 - Iowa Tests of Basic Skills (ITBS) 2007: Number & Percent of Students Scoring at or above 50th Percentile in Vocabulary: 99 Students: 36.4% of Combined Students 1 Students: 0.0% of African American Students 9 Students: 0.0% of Hispanic Students 76 Students: 43.4% of Caucasian Students 55 Students: 20.0% of Econ. Disad. Students 14 Students: 7.1% of LEP Students 7 Students: 0.0% of Students w/Disabilities Number & Percent of Students Scoring at or above 50th Percentile in READING COMPREHENSION: 99 Students: 56.5% of Combined Students 1 Students: 0.0 % of African American Students 9 Students: 44.4% of Hispanic Students 76 Students: 57.9% of Caucasian Students 55 Students: 79.5% of Econ. Disad. Students 14 Students: 42.9% of LEP Students 7 Students: 28.6% of Students w/Disabilities Number & Percent of Students Scoring at or above 50th Percentile in WORD ANALYSIS: 99 Students: 55.6% of Combined Students 1 Students: 0.0% of African American Students 9 Students: 44.4% of Hispanic Students 76 Students: 57.9% of Caucasian Students 55 Students: 34.5% of Econ. Dis. Students 14 Students: 35.7% of LEP Students 7 Students: 14.3% of Students w/Disabilities Number & Percent of Students

Supporting
Data:

Scoring at or above 50th Percentile in LISTENING: 99 Students: 55.5% of Combined Students 1 Students: 0.0% of African American Students 9 Students: 22.2% of Hispanic Students 76 Students: 61.9% of Caucasian Students 55 Students: 32.7% of Econ. Disad. Students 14 Students: 14.2% of LEP Students 7 Students: 14.3% Students w/Disabilities Number & Percent of Students Scoring at or above 50th Percentile in SPELLING: 99 Students: 58.6% of Combined Students 1 Students: 100.0% of African American Students 9 Students: 44.4% of Hispanic Students 76 Students: 58.2% of Caucasian Students 55 Students: 43.6% of Econ. Disad. Students 14 Students: 57.1% of LEP Students 7 Students: 42.9% of Students w/Disabilities Number & Percent of Students Scoring at or above 50th Percentile in TOTAL LANGUAGE: 99 Students: 53.6% of Combined Students 1 Students: 100.0% of African American Students 9 Students: 33.3% of Hispanic Students 76 Students: 52.6% of Caucasian Students 55 Students: 40.0% of Econ. Disad. Students 14 Students: 50.0% of LEP Students 7 Students: 42.9% of Students w/Disabilities The analysis of the reading subtests for the African American population revealed weaknesses in vocabulary, comprehension, and word analysis. The analysis of the reading subtests for the Hispanic Students revealed weaknesses in vocabulary and listening. The analysis of the reading subtests for the Caucasian Students revealed weaknesses in vocabulary. The analysis of the reading subtests for the Economically Disadvantaged Students revealed weaknesses in vocabulary. The analysis of the reading subtests for the LEP students revealed weaknesses in vocabulary and listening. The analysis of the reading subtests for the Students w/Disabilities revealed weaknesses in all areas.

8. Grade K - Iowa Tests of Basis Skills (ITBS) 2007: Number & Percent of Students Scoring at or above 50th Percentile in VOCABULARY: 117 Students: 59.0% of Combined Students 2 Students: 0.0% of African American Students 10 Students: 60.0% of Hispanic Students 90 Students: 61.1% of Caucasian Students 61 Students: 57.4% of Econ. Disad. Students 8 Students: 50.0% of LEP Students 6 Students: 66.7% of Students w/Disabilities Number & Percent of Students Scoring at or above 50th Percentile in WORD ANALYSIS: 117 Students: 39.3% of Combined Students 2 Students: 0.0% of African American Students 10 Students: 50.0% of Hispanic Students 90 Students: 42.2% of Caucasian Students 61 Students: 44.6% of Econ. Disad. Students 8 Students: 25.0% of LEP Students 6 Students: 16.7% of Students w/Disabilities Number & Percent of Students Scoring at or above the 50th Percentile in LISTENING: 117 Students: 65.8% of Combined Students 2 Students: 0.0% of African American Students 10 Students: 60.0% of Hispanic Students 90 Students: 70.0% of Caucasian Student 61 Students: 65.5% of Econ. Disad. Students 8 Students: 37.5% of LEP Students 6 Students: 66.7% of Students w/Disabilities Number & Percent of Students Scoring at or above the 50th Percentile in TOTAL LANGUAGE: 117 Students: 69.3% of Combined Students 2 students: 50.0% of African American Students 10 Students: 70.0% of Hispanic Students 90 Students: 72.2% of Caucasian Students 61 Students: 73.8% of Econ. Disad. Students 8 Students: 37.5% of LEP Students 6 Students: 50.0% of Students w/Disabilities The analysis of the Language subtests for the Combined Students revealed weaknesses in Word Analysis. The analysis of the Language subtests for the African American Students revealed weaknesses in word analysis. The analysis of the Language subtests for the Hispanic students revealed weaknesses in word analysis. The analysis of the Language subtests for the Caucasian students revealed weaknesses in word analysis. The analysis of the Language subtests for the Econ. Disad. Students revealed weaknesses in Word Analysis. The analysis of the Language subtests for the LEP Students revealed weaknesses in Word Analysis. The analysis of the Language subtests for the Students w/Disabilities revealed weaknesses in Word Analysis.
9. Student Attendance for Gentry Primary School: In 2006-2007, the attendance rate was 93.7%. In 2005-2006, the attendance rate was 94.0% In 2004-2005, the attendance rate was 94.4%.

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

Benchmark The combined population and each subgroup MET the 2007 AYP target for the 06/07 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: Step Up to Writing model. Sparks, Write for Power and Read for Power, (1983), Auman Step Up to Writing (1999). 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 SUTW strategies and Writing Workshop strategies. Action Type: Alignment Action Type: Title I Schoolwide	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008		ACTION BUDGET: \$
1. Teachers will participate in training to learn effective writing instruction - SUTW and Writing Workshop. 2. Teachers new to district will participate in follow up activities to support use of strategies and evaluate effectiveness of process.(ex: teacher to teacher mentoring) Action Type: Collaboration Action Type: Plan Evaluation Action Type: Professional Development	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	• Teachers	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	Julie Jordan	Start: 07/01/2007 End:	• Teachers	ACTION \$

writing opportunities daily. 2. Curriculum development and alignment by grade levels. 3. Students will practice open ended response questions. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide		06/30/2008		BUDGET:
Gentry Primary School expects all students to be proficient in writing. The program will be evaluated by the increased number of students meeting or exceeding proficiency in writing on the CRT as well as increased scores on the constructed responses in reading on the CRT. Action Type: Plan Evaluation	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Parent Involvement Plan

Scientific Based Research: 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: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff District Staff 	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: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	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: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	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 Action Type: Professional Development	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	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. 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	Andrea Folger	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	NSLA (State-281) - Materials \$500.00 & Supplies: ACTION BUDGET: \$500

Action Type: Title I Schoolwide				
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	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Central Office District Staff Teachers 	ACTION BUDGET: \$
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. There will be a meeting, in the fall, to encourage parents to have input into the Title 1 program. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	ACTION BUDGET: \$
FORMATIVE EVALUATION: 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 distributed 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. Action Type: Plan Evaluation	Andrea Folger	Start: 07/01/2007 End: 06/30/2008		ACTION BUDGET: \$
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: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	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: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> District Staff School Library Teachers 	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: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$500
Intervention: Gentry Primary School will utilize the Sing, Spell, Read, and Write Program, and Metra Phonics for phonological and phonemic awareness instruction.				
Scientific Based Research: 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.				
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 Truman	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Performance Assessments Teachers Title Teachers 	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: Plan Evaluation Action Type: Title I Schoolwide	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008		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: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
The program will be evaluated by increasing the number of students meeting the end of Kindergarten and First Grade benchmarks. Action Type: Plan Evaluation	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
NEEDS ASSESMENT-Progress will be monitored using teacher created weekly tests to determine individual student mastery of skills. Mastery checks are also built into SSRW program to help identify students who may be at risk for reading difficulties. Action Type: Plan Evaluation Action Type: Title I Schoolwide	Cherice Wiebe	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Gentry Primary School will utilize the Metra Phonics Program 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: 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.

Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOOLWIDE REFORM-Alphabetics and Phonics instruction is aligned with the ELA Framework Standard 11. K-2 will provide systematic and explicit phonics instruction (Decodable books) will be reinforced throughout the reading block. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Leslee Hundley	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Title Teachers 	NSLA (State-281) - Materials & Supplies: \$5000.00 ACTION BUDGET: \$5000
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: Plan Evaluation	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Parents will be informed of student progress on quarterly report card and parent teacher conferences. Action Type: Parental Engagement	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
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	Regenia Barrett	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Title Teachers 	Title I - Materials & Supplies: \$2000.00 Title I - Employee Salaries: \$94380.00 Title I - Employee Benefits: \$23577.22 ACTION BUDGET: \$119957.22
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.	Leslee Hundley	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$

Action Type: Plan Evaluation Action Type: Title I Schoolwide				
Total Budget:				\$124957.22

Intervention: Gentry Primary School will utilize research based instructional strategies in the areas of word study and spelling instruction to enhance student achievement.

Scientific Based Research: National Reading Panel Report (2000); Marzano, Robert; Norford, Jennifer; Paynter, Dianna; Pickering, Debra; and Gaddy, Barbara (2001) Classroom Instruction that Works.

Actions	Person Responsible	Timeline	Resources	Source of Funds
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, vowel patterns, suffixes, root words, etc. Action Type: Alignment	Ann Phipps	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Performance Assessments Teachers 	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 teacher to discuss the level of implementation. Action Type: Plan Evaluation	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	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: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Gentry Primary School will evaluate the word study/spelling program based on the progress made in writing on the CRT and data from NRT. Action Type: Plan Evaluation	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	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: National Reading Panel (2000); Bringing Words to Life (2002)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Vocabulary instruction is aligned with the ELA Framework Standard 11. Action Type: Alignment Action Type: Collaboration	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
POINT IN TIME REMEDIATION -Students identified as not meeting the expectations for 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	Regenia Barrett	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Performance Assessments Teachers Teaching Aids Title Teachers 	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: Plan Evaluation	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
1. Provide student opportunities for reading utilizing computer reading programs. 2. Increase number of information books for Accelerated Reader program. 3. Provide parents an Accelerated Reader list upon request. Action Type: Alignment Action Type: Parental Engagement Action Type: Technology Inclusion	Brent Harrison	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Performance Assessments School Library Teachers 	ACTION BUDGET: \$
1. Provide parents an Accelerated Reader list upon request. 2. Schedule grade level Parent Nights.	Andrea Folger	Start: 07/01/2007	<ul style="list-style-type: none"> Administrative Staff 	

Action Type: Parental Engagement		End: 06/30/2008	<ul style="list-style-type: none"> Computers School Library Teachers 	ACTION BUDGET: \$
<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 classroom supplies and materials will be purchased to support and expand social studies vocabulary, word identification, and critical thinking skills.</p> <p>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>	Angie Moore	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Computers District Staff Teachers 	<p>NSLA (State-281) - Materials & Supplies: \$6750.00</p> <hr/> <p>ACTION BUDGET: \$6750</p>
<p>TEACHER DECISION-Gentry Primary School will evaluate the vocabulary program based on the progress made in reading (item-by-item analysis) and writing (style) on the CRT and data provided by NRT.</p> <p>Action Type: Plan Evaluation Action Type: Title I Schoolwide</p>	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Outside Consultants Performance Assessments Teachers 	<p>NSLA (State-281) - Materials & Supplies: \$0.00</p> <hr/> <p>ACTION BUDGET: \$0</p>
Total Budget:				\$6750

Intervention: Gentry Primary School uses the Comprehensive Literacy approach for fluency instruction

Scientific Based Research: National Reading Panel Report (2000); Assessing Reading Fluency

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>SCHOOLWIDE REFORM -Fluency instruction is aligned with the ELA Framework Standard 11. K-2 will provide explicit and systematic fluency instruction which will be monitored until expectation is met and maintained.</p> <p>Action Type: Alignment Action Type: Title I Schoolwide</p>	Brandy Cordeiro	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
<p>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.</p> <p>Action Type: Plan Evaluation</p>	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
<p>Students work at their level based on prescriptive information provided by JEDI and SuccessMaker software.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	Angie Moore	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$
<p>1. Increase student opportunities for reading utilizing computer reading programs. 2. Increase number of informational books for Accelerated Reader program.</p> <p>Action Type: Alignment Action Type: Technology Inclusion</p>	Brent Harrison	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Performance Assessments School Library Teachers 	ACTION BUDGET: \$
<p>Parents will be informed of student progress with quarterly report card and parent-teacher conferences.</p> <p>Action Type: Parental Engagement</p>	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
<p>Students identified as not meeting the expectation for success will receive additional fluency instruction in small groups.</p> <p>Action Type: AIP/IRI Action Type: Equity</p>	Regenia Barrett	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$

Action Type: Special Education				
Gentry Primary School expects all students to meet the end-of-year fluency benchmark for grades K-2. The program will be evaluated by increasing the number of students meeting each benchmark. Action Type: Plan Evaluation	Debra Barnes	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
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 Iowa Test of Basic Skills (ITBS) 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	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
SCHOOLWIDE REFORM-The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be administered to all K-2 students who are shown to have a substantial reading deficiency. Action Type: AIP/IRI Action Type: Title I Schoolwide	Angie Moore	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
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	Melissa Wilson	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
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: National Reading Panel Report (2000), Classroom Instruction That Works (2001)

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: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Performance Assessments Teachers 	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	Jennifer Ellis	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Computers School Library Teachers 	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: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Computers District Staff School Library Teachers 	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	Kelly Page	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> District Staff Outside Consultants Performance 	ACTION BUDGET: \$

recommendations for further assessment, remediation, and/or disciplinary concerns. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide			Assessments • Teachers	
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: 07/01/2007 End: 06/30/2008	• District Staff • Performance Assessments • Teachers	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: Plan Evaluation	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: \$
Gentry Primary School expects all students to be proficient in reading comprehension. The program will be evaluated by the increase in number of students meeting or exceeding proficiency in reading on the CRT and/or NRT. Action Type: Plan Evaluation	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	• Performance Assessments • Teachers	ACTION BUDGET: \$
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: Plan Evaluation Action Type: Title I Schoolwide	Jayne Kooistra	Start: 07/01/2007 End: 06/30/2008	• District Staff • Performance Assessments • Teachers • Title Teachers	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: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	• Administrative Staff • Teachers	Title III - Materials & Supplies: \$1500.00 Title III - Employee Salaries: \$16845.00 Title III - Employee Benefits: \$3646.00 ACTION BUDGET: \$21991
Total Budget:				\$21991

Intervention: Total Instructional Alignment

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)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will work in both vertical and horizontal teams developing formative and summative assessments in literacy. The Northwest Educational Service Cooperative (NWAESC) coordinated the implementation of this instructional and curriculum alignment model in all 16 districts in the NWAESC beginning in January 2007. Each school district, with support of the school	Dr. Paul Hines, Federal Programs/Curriculum Coordinator	Start: 07/01/2007 End: 06/30/2008	• Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: \$

<p>superintendent, sent the administrator from each school and the school's best instructional practitioners to the week long training under the direction of Lisa Carter. 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 will 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 in the Arkansas Department of Education (ADE) provided TRIAND platform and shared across the NWAESC area.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>				
<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 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 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 effectiveness of the TIA process. SUMMATIVE evaluations will occur in May when teachers conduct a reflective review of the TIA documents and make revisions. The NWAESC will revise the TIA model, in conjunction with Lisa Carter and the 16 school district core team, for ongoing modifications of the project.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Plan Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Dr. Paul Hines, Federal Programs/Curriculum Coordinator</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> ● District Staff ● Outside Consultants ● Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Pre/post quarterly Targeted Assessments will be administered in each grade (3-5, 6-8, Algebra I and Geometry) in conjunction with the TIA model. The district has purchased the 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 teams. The Targeted Assessment, provided by the NWAESC, will be used to determine instructional and curriculum needs and adjustments for each student on an ongoing yearly basis.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Plan Evaluation</p>	<p>Dr. Paul Hines, Federal Programs/Curriculum Coordinator</p>	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> ● District Staff ● Outside Consultants ● Performance Assessments ● Teachers 	<p>————— ACTION BUDGET: \$</p>

Action Type: Special Education				
Action Type: Technology Inclusion				
Total Budget:				\$0

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

1. Grade 3 Benchmark Exam: In 2007: Number & Percent of Students Scoring Proficient or Advanced: 108 Students: 86.4% of Combined Students . Students: N/A% of African American Students 14 Students: 73.0% of Hispanic Students 82 Students: 90.0% of Caucasian Students 58 Students: 84.0% of Econ. Disad. Students 17 Students: 74.0% of LEP Students 5 Students: 41.0% of Students w/Disabilites The lowest identified areas for the combined population were: Data Analysis and Probability, and Measurement. The lowest identified areas for African-American were: N/A. The lowest identified areas for Hispanic were: Data Analysis and Probability, and Measurement. The lowest identified areas for Caucasian were:Data Analysis & Probability, and Measurement. The lowest identified areas for Economically Disadvantaged students were: Data Analysis & Probability, and Measurement. the lowest identified areas for LEP students were: Data Analysis & Probability, and Measurement.
2. Grade 3 Benchmark Exam: In 2006: Number & Percent of Students Scoring Proficient or Advanced: 93 Students: 70.4% of Combined Students . Students: N/A% of African American Students 13 Students: 86.6% of Hispanic Students 68 Students: 69.3% of Caucasian Students 46 Students: 63.0% of Econ. Disad. Students 12 Students: 70.5% of LEP Students 3 Students: 25.0% of Students w/Disabilites The lowest identified areas for the combined population were: Data Analysis and Probability, and Measurement. The lowest identified areas for African-American were: N/A. The lowest identified areas for Hispanic were: Data Analysis and Probability, and Measurement. The lowest identified areas for Caucasian were:Data Analysis & Probability, and Measurement. The lowest identified areas for Economically Disadvantaged students were: Data Analysis & Probability, and Measurement. the lowest identified areas for LEP students were: Data Analysis & Probability, and Measurement.
3. Grade 3 Benchmark Exam: In 2005: Number & Percent of students Scoring Proficient or Advanced: 103 Students: 61.0% of Combined Students 3 Students: 67.0% of African American Students 7 Students: 33.0% of Hispanic Students 83 Students: 50.0% of Caucasian Students 53 Students: 47.0% of Econ. Disad. Students 4 Students: 25.0% of LEP Students 9 Students: 33.0% of Students w/Disabilities
4. Grade 2-Iowa Test of Basic Skills (ITBS) 2007: Number and Percent of Students Scoring at or above 50th percentile: 108 Students: 73.1% of Combined Students 2 Students: 50.0% of African American Students 8 Students: 50.0% of Hispanic Students 86 Students: 76.9% of Caucasian Students 57 Students: 61.4% of Econ. Disad. Students 10 Students: 75.5% of LEP Students 8 Students: 25.0% of Students w/Disabilities The lowest identified areas for Combined Population were: Problem Solving. The lowest identified area for African-American were: Problem Solving. The lowest identified area for Hispanic were: Problem Solving. The lowest identified areas for Caucasian were: Problem Solving The lowest identified areas for Economically Disadvantaged were: Problem Solving. The lowest identified areas for LEP were: Problem Solving. The lowest identified areas for Students w/ Disabilities were Problem Solving.
5. Grade 2-Iowa Tests of Basic Skills (ITBS) 2006: Number and Percent of Students Scoring at or above 50th percentile: 130 students: 74.0% of Combined Students . Students: N/A% of African American Students 17 Students: 41.0% of Hispanic Students 100 Students: 80.0% of Caucasian Students 72 Students: 71.0% of Econ. Disad. Students 18 Students: 50.0% of LEP Students 11 Students: 27.0% of Students w/Disabilities The lowest identified areas for the combined population were: Approaches and Procedures. The lowest identified areas for African-American were: N/A. The lowest identified areas for Hispanic were: Approaches and Procedures. The lowest identified areas for Caucasian were: Approaches and Procedures. The lowest identified areas for Economically Disadvantaged were: Approaches and Procedures. The lowest identified areas for LEP were: Approaches and Procedures. The lowest identified areas for Students with Disabilities were: Approaches and Procedures. .
6. Grade 2-Iowa Tests of Basic Skills (ITBS) 2005: 123 Students: 60.0% of Combined Students . Students: N/A% of African American Students 12 Students: 58.0% of Hispanic Students 97 Students: 67.0% of Caucasian Students 64 Students: 43.0% of Econ. Disad. Students 5 Students: 60.0% of LEP Students 14 Students: 28.0% of Students w/Disabilities The lowest identified areas for the combined population were: Approaches and Procedures. The lowest identified areas for the African-American were: N/A. The lowest identified areas for Hispanic were: Approaches and Procedures. The lowest identified areas for Caucasian were: Approaches and Procedures. The lowest identified areas for Economically Disadvantaged were: Approaches and Procedures. The lowest identified areas for LEP were: Approaches and Procedures. The lowest identified areas for Students w/Disabilities were: Approaches and Procedures.
7. Grade 1-Iowa Tests of Basic Skills (ITBS) 2007: Number and Percent of Students Scoring at or above 50th Percentile in TOTAL MATHEMATICS: 99 Students: 45.5% of Combined Students 1 Students: 0.0% of African American Students 9 Students: 22.2% of Hispanic Students 76 Students: 48.7% of Caucasian Students 55 Students: 30.9% of Econ. Disad. Students 14 Students: 21.4% of LEP Students 7 Students: 42.9% of Students w/Disabilities The lowest identified areas for all populations was multistep problem solving and algebraic concepts.
8. Grade K -Iowa Test of Basic Skills (ITBS) 2007: Number and Percent of Students Scoring at or above 50th Percentile in Mathematics: 117 Students: 60.7% of Combined Students 2 Students: 0.0% of African American Students 10 Students: 40.0% of Hispanic Students 90 Students: 63.3% of Caucasian Students 61 Students: 50.8% of Econ. Disad. Students 8 Students: 25.0% of LEP Students 6 Students: 50.0% of Students w/Disabilities
9. Attendance Rate: In 2006-2007, the attendance rate was 93.7%. In 2005-2006, the attendance rate was 94.0%. In 2004-2005, the attendance rate was 94.4%.

Supporting Data:

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 2007 AYP target. It is expected that each of these populations will meet, or exceed, the 2008 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).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOOLWIDE REFORM-Curriculum review, development, and alignment by grade level of frameworks and textbooks. Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide	Scott Erks	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Establish a network through e-mail and staff meetings to share ideas, games, etc. Action Type: Collaboration Action Type: Plan Evaluation Action Type: Technology Inclusion	Nou Lee	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$
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: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	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	Melissa Bond	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Computers District Staff Teachers 	NSLA (State-281) - Materials & Supplies: \$250.00 ACTION BUDGET: \$250
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: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
1. Review plan at staff and grade level meetings, and at PTO meeting. 2. Review and update student data and reports annually. Action Type: Parental Engagement Action Type: Plan Evaluation	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	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: Plan Evaluation	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
First and Second grade students who score below basic in Math on the Iowa Test of Basic Skills (ITBS) will be considered to have a substantial deficiency. These students will be provided an Academic Improvement Plan utilizing small group instruction and corrective strategies utilizing the TouchMath program. Action Type: AIP/IRI	Sandra Long	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Performance Assessments Teachers 	NSLA (State-281) - Materials & Supplies: \$4000.00 ACTION BUDGET: \$4000
Total Budget:				\$4250
Intervention: School Resource Officer to work on Safe and Drug Free Schools.				

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
SRO will receive training in Smart Choices/Better Chances, SRO strategies, and the Leadership Investment for Tomorrow Training (Ropes Challenge Course). Action Type: Collaboration Action Type: Professional Development	Dr. Randy Barrett, Superintendent	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants 	ACTION BUDGET: \$
Books and instructional materials, including computer software and videos, will be provided for the SRO to develop crime prevention efforts with students, to provide safety training for students, to train students in conflict resolution, to work with students in preventing drug and alcohol abuse, and to provide training for staff members. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Central Office Community Leaders District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
SRO will address crime and disorder problems, drug and alcohol abuse prevention, and safety issues in Gentry School District (K-12). Action Type: Collaboration	Dr. Paul Hines, Federal Programs/Curriculum Coordinator	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Community Leaders District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
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: Plan Evaluation	Dr. Paul Hines, Federal Programs/Curriculum Coordinator	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
The District will support drug free and character development activities for all schools in the district. These activities will include drug awareness, Red Ribbon Week activities/speakers, character development/anger management activities aligned with core content and other Safe and Drug Free school-wide actions throughout the school year. Action Type: Alignment	Dea Ann Heinen	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Outside Consultants School Library Teachers 	ACTION BUDGET: \$
1) Secure counselor materials for Second Step to establish school-wide program of strategies to address at risk factors, and to improve student behaviors that promote successful academic improvement. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	DeaAnn Heinen	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> Teachers Teaching Aids 	NSLA (State-281) - \$500.00 Materials & Supplies: ACTION BUDGET: \$500
Total Budget:				\$500

Intervention: Gentry Primary School will utilize curriculum mapping and alignment across the disciplines to enhance student achievement.

Scientific Based Research: Citations: Jacobs, Heidi Hayes (1997) Mapping the Big Picture; Carter, Lisa, Total Instructional Alignment, Solution Tree Publishers (2007).

Actions	Person Responsible	Timeline	Resources	Source of Funds
TRANSITION & INTEGRATION OF PROGRAMS-Special Education and ESL departments will	Debra Still	Start: 07/01/2007	<ul style="list-style-type: none"> District Staff Outside 	

<p>provide staff development and instructional support to regular classroom teachers to promote successful academic improvement for all students.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide</p>		<p>End: 06/30/2008</p>	<ul style="list-style-type: none"> ● Consultants ● Performance Assessments ● Teachers 	<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.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide</p>	Hannah Frazier	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> ● District Staff ● Performance Assessments ● Teachers 	<p>ACTION BUDGET: \$</p>
<p>TRANSITION & NEEDS ASSESSMENT - Grade level teams will work with School Improvement Planning Team to ensure that building curriculum is aligned vertically and horizontally with the state curriculum frameworks.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Leslee Hundley	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> ● Computers ● District Staff ● Teachers 	<p>ACTION BUDGET: \$</p>
<p>NEEDS ASSESSMENT & TEACHER DECISIONS-Analyze all relevant data annually including, but not limited to: ITBS, QELI, Arkansas Primary Benchmark, STAR Testing, grade level testing.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Plan Evaluation Action Type: Title I Schoolwide</p>	Gayla Wilmoth	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> ● Administrative Staff ● Performance Assessments ● Teachers 	<p>ACTION BUDGET: \$</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.</p> <p>Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	Joni Wilson	<p>Start: 07/01/2007 End: 06/30/2008</p>	<ul style="list-style-type: none"> ● Computers ● District Staff ● Teachers 	<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 Step Up to Writing, Reading Across the Curriculum, Reading in the content areas, Curriculum Mapping/TIA/TRIAND software, and Building Learning Communities. Conferences may include the Arkansas Reading Conference and the Smart Start conference. The professional development will be evaluated 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</p>	Gayla Wilmoth	<p>Start: 07/01/2007 End: 06/30/0008</p>		<p>PD (State-223) - Materials \$4000.00 & Supplies: PD (State-223) - Purchased \$4250.00 Services:</p> <hr/> <p>ACTION BUDGET: \$8250</p>

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				
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-sie 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. Action Type: Title I Schoolwide	Gayla Wilmoth	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants 	ACTION BUDGET: \$
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: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Performance Assessments • Teachers 	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: Collaboration Action Type: Equity	Dr. Paul Hines, Federal Programs/Curriculum Coordinator	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$8250

Intervention: Total Instructional Alignment

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).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will work in both vertical and horizontal teams developing formative and summative assessments in math. The Northwest Educational Service Cooperative (NWAESC) coordinated the implementation of this instructional and curriculum alignment model in all 16 districts in the NWAESC beginning in January 2007. Each school district, with support of the school superintendent, sent the administrator from each school and the school's best instructional practitioners to the week long training under the direction of Lisa Carter. 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 will be trained at the building level on how to implement TIA on a quarterly basis over the course of the school year. Teacher 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 in the Arkansas Department of Education (ADE) provided TRIAND platform and shared across the NWAESC area.	Dr. Paul Hines, Federal Programs/Curriculum Coordinator	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$

Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion				
<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 TIA. The ADE provides access to the TeachScape CWT platform where CWT data is electronically warehoused. Administrator can use wireless devces (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 TAI documents and make document revisions. The NWAESC will revise the TIA model, in fonjunction with Lisa Carter and the 16 school district core team, for ongoing modifications of th project.</p> <p>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</p>	Dr. Paul Hines, Federal Programs/Curriculum Coordinator	Start: 07/01/2007 End: 06/30/2008		ACTION BUDGET: \$
<p>Pre/post quarterly Targeted Assessments will be administered in each grade (3-5, 6-8, Algebra I and Geometry) in conjunction with the TIA model. The district has purchased the 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 teams. The Targeted Assessment, provided by the NWAESC, will be used to determine instructional and curriculum needs and adjustments for each student on an ongoing yearly basis.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Plan Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	Dr. Paul Hines, Federal Programs/Curriculum Coordinator	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> ● District Staff ● Outside Consultants ● Performance Assessments ● Teachers 	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.

1. 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 2005-2006, BMI results for Gentry Primary School indicated that 28.7% of the male student population was at risk of being overweight or were overweight. In 2004-2005, BMI results for Gentry Primary School indicated that 27.4% of the male student population was at risk of being overweight or were overweight.
2. In 2006-2007, BMI results for Gentry Primary School indicated that 27.6% of the femaile student population was at risk of being overweight or were overweight. In 2005-2006, BMI results for Gentry Primary School

indicated that 30.2% of the female student population was at risk of being overweight or were overweight. In 2004-2005, BMI results for Gentry Primary School indicated that 26.2% of the female student population was at risk of being overweight or were overweight.

Supporting Data:

3. 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.
4. 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, 2008. There will be 1/2% difference in the 2007-2008 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: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
Health/Wellness: Students will participate in Kids for Health unit. Six students will be selected at random for pre and post testing. Action Type: Plan Evaluation Action Type: Wellness	Cheryl Rosborough	Start: 07/01/2007 End: 06/30/2008	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Andrea Folger	1st Grade	Math
Classroom Teacher	Andrea Folger	1st grade	Parent Involvement
Classroom Teacher	Angie Edwards	Kindergarten Teacher	Literacy
Classroom Teacher	Angie Moore	1st Grade	Literacy
Classroom Teacher	Ann Phipps	1st Grade	Math
Classroom Teacher	Brandy Cordeiro	2d Grade	SIP Leadership
Classroom Teacher	Brandy Cordeiro	2d Grade	Math
Classroom Teacher	Brent Harrison	Library Media Spec.	SIP Leadership
Classroom Teacher	Cherice Wiebe	Kindergarten Teacher	Literacy
Classroom Teacher	Cheryl Rosborough	PE Teacher	Literacy
Classroom Teacher	Dawn White	Kindergarten	Literacy
Classroom Teacher	Debra Barnes	Kindergarten	SIP Leadership
Classroom Teacher	Debra Barnes	Kindergarten	Math
Classroom Teacher	Dorothy Ivey	2d Grade	Literacy
Classroom Teacher	Ellie Capps	Kindergarten	Math
Classroom Teacher	Jamie Truman	Kindergarten	Literacy
Classroom Teacher	Jayne Kooistra	Title 1 teacher	Math
Classroom Teacher	Jennifer Ellis	2d grade	Parent Involvement
Classroom Teacher	Jennifer Ellis	2d Grade	Math
Classroom Teacher	Julie Jordan	2d Grade Teacher	SIP Leadership
Classroom Teacher	Julie Jordan	2d Grade	Math
Classroom Teacher	Leslee Hundley	1st Grade	Literacy
Classroom Teacher	Leslee Hundley	1st Grade Teacher	SIP Leadership
Classroom Teacher	Melissa Wilson	2d Grade	Math
Classroom Teacher	Nou Lee	1st Grade	Math
Classroom Teacher	Regenia Barrett	Title 1 Teacher-Chairperson	Math
Classroom Teacher	Regenia Barrett	Title 1 Teacher	SIP Leadership
Classroom Teacher	Sandra Long	1st Grade	Math

Classroom Teacher	Scott Erks	2nd teacher	Parent Involvement
Classroom Teacher	Scott Erks	2d Grade	Math
Classroom Teacher	Shari Riley	Resource Teacher	SIP Leadership
Classroom Teacher	Shari Riley	Spec Ed. Teacher	Math
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	SIP Leadership
Non-Classroom Professional Staff	Dea Ann Heinen	Counselor	Parent Involvement
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	Sandy Millsap	Secretary	Literacy
Non-Classroom Professional Staff	Tim Smithey	G/T	Literacy
Parent	Dorie DeZurik	Parent	Parent Involvement
Parent	Gayla Wilmoth	Principal	Parent Involvement
Parent	Melissa Swinney	Parent	Parent Involvement
Principal	Gayla Wilmoth	Principal	Literacy
Principal	Gayla Wilmoth	Principal	SIP Leadership