

# School Plan

**MARION INTERMEDIATE SCHOOL  
100 L.H. POLK, MARION, AR 72364**

## Arkansas Comprehensive School Improvement Plan

**2009-2010**

It is the mission of Marion Intermediate School to provide a challenging curriculum in a safe environment conducive to learning, while meeting the diverse needs and interests of ALL children. We will teach our students the academic, social, technological, and problem-solving skills needed to become productive citizens in the ever-changing world.

Grade Span: 4-5      Title I: Title I Schoolwide

School Improvement: SI\_M

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### Table of Contents

**Priority 1:** Literacy

**Goal:** All students will improve reading comprehension and writing skills across the curriculum.

**Priority 2:** Mathematics

**Goal:** All students will improve problem solving skills and ability to apply math in real world situations.

**Priority 3:** Special Education

**Goal:** Reduce the number of African American students identified for Special Education services.

**Priority 4:** Wellness

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

**Priority 5:** ELL

**Goal:** MIS will improve academic achievement and school environment for ELL students.

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- Priority 1:              Students will improve literacy skills.
1. According to the 2009 AYP reports Marion Intermediate School has met standards this year with a status of TI-A-1. Overall Math Status is Alert and Overall Literacy Status is SI\_M.
  2. MIS's disabled (IEP) students are a target population. Only 12% of the 4th grade students scored proficient or advanced on the 2009 Benchmark while 27% of the 5th graders did. On the 2008 SAT 10 results, our IEP 4th graders averaged 36% rank for Reading Comprehension and 16% rank for Comprehensive Language. On the 2008 Benchmark exam, only 15% of the IPE 4th graders scored proficient or advanced. For the 5th graders in 2008, IEP students scored an average rank of 19% on Reading Comprehension on the SAT 10 and 22% on the Language Comprehension portion of the SAT 10. On the 2008 Benchmark exam, 18% of our 5th grade IEP students scored proficient or advanced. On the 2007 state testing, 13% of the 4th grade IPE students scored proficient or advanced while 8% of the 5th grade IEP students scored above basic.
  3. MIS students take the Accelerated Reader Star Reading test in August/September and in May to measure progress in reading. The 2008-2009 Star Reading Test results indicate that 67.5% of African American males, who are economically disadvantaged, are one or more years below grade level in reading. An average of 47.3% of African American females, who are economically disadvantaged, are one or more years below grade level in reading. An average of 31.3% of Caucasian students, who are economically disadvantaged, scored one or more years below grade level in
- Supporting Data:

reading. Based on this data, our target group should remain the economically disadvantaged black males. In fourth and fifth grades combined, students made 58% gains of eight months or more. In May 2007, test results indicated that 49.5% of African American males who are economically disadvantaged at both fourth and fifth grade levels are one or more years below grade level in reading. An average of 52.4% of African American females who are economically disadvantaged are reading one or more years below grade level. Caucasian students who are economically disadvantaged scored an average of 10.5% who are one or more years below grade level in reading. Post test results do indicate growth of nine months or more in reading in 2006 for 64% of MIS fourth and fifth graders. However, these statistics indicate that we must target African American students who are economically disadvantaged as we plan for improvement. However, again this year 46.4% of our students grew 8 months or more in reading which includes our resource and special education students. In May, 2006, test results indicated that 39% of black males who are economically disadvantaged at both fourth and fifth grade levels are one or more years below grade level in reading. An average of 46% of black females who are economically disadvantaged are reading one or more years below grade level. Caucasian students who are economically disadvantaged scored an average of 9% who are one or more years below grade level in reading. Post test results do indicate growth of nine months or more in reading in 2005-2006 for 64% of MIS fourth and fifth graders. However, these statistics indicate that we must target African American students who are economically disadvantaged as we plan for improvement.

4. On the Spring of 2009 SAT-10, fourth grade students scored 67 Percentile National Rank in Reading Comprehension, and 34th NPR in Comprehensive language. Since we did not receive disaggregated data on our African American and economically disadvantaged students, that data is not included. However, students with disabilities scored 36% in Reading Comprehension, while the combined population scored 67%. In the spring of 2009, fifth graders scored in the 52% in Reading Comprehension and 43% NPR in Comprehensive language. Again, we do not have disaggregated data on our African American or economically disadvantaged students. Fifth grade students with disabilities scored 19% in Reading Comprehension while the combined population scored 52%. There continues to be a large gap between our combined population and our students with disabilities in fourth and fifth grades. On the spring 2008 SAT-10, the fourth grade scored 66th percentile National Percentile Rank in Reading Comprehension and 33rd NPR in Comprehensive Language. We did not receive disaggregated data so we do not have subpopulation information for minority students or economically disadvantaged students. Students with disabilities scored 36th percentile in Reading Comprehension and 16th percentile in Comprehensive Language while general population scored 70th percentile in reading comprehension and 37th percentile in Comprehensive Language indicating a significant achievement gap. Also, on the spring 2008 SAT10, the fifth grade scored 54th percentile National Percentile Rank in Reading Comprehension and 44th NPR in Comprehensive Language. We did not receive disaggregated data so we do not have subpopulation information for minority students or economically disadvantaged students. Students with disabilities scored 19th percentile in Reading Comprehension and 22nd percentile in Comprehensive Language while general population scored 59th percentile in reading comprehension and 47th percentile in Comprehensive Language indicating a significant achievement gap. On the spring of 2007 ITBS, the fourth grade students scored 72% in reading comprehension, while the fifth grade scored 72% also. Fourth grade African American students scored at 45%, and fifth grade scored at 45% - a 27% point gap. Non economically disadvantaged students in fourth grade scored 74%, and fifth grade scored 71% in reading comprehension. Economically deprived students scored in the 46% in fourth grade and in fifth grade 53%. Our target area in literacy is

- vocabulary, at 51% in fourth grade and in fifth grade 55%.
5. Marion Intermediate fourth grade students took the Augmented Arkansas Benchmark exam in the spring of 2009. After reviewing data, from the 77% literacy portion of the exam, we determined that % of combined population were proficient or advanced; 86% of Caucasian students scored proficient or advanced, while African American students scored 62%. Our economically disadvantaged scored slightly higher with 65% proficient or advanced. The combined population of our fifth grade students at MIS scored 75% proficient or advanced; Caucasian students scored 83% proficient or advanced, while 60% of African American students scored proficient or advanced. Again our target area remains our economically disadvantaged students scoring at 57%. Marion Intermediate School fourth and fifth grade students took the Augmented Arkansas Benchmark exam in April of 2008. After reviewing data from the literacy portion of the exam, in the combined population, we determined that 62% of fourth grade students scored proficient or advanced, while 63% of fifth grade students scored proficient or advanced. Data shows that our Caucasian 4th grade population scored 67% proficient and advanced, and the Caucasian fifth grade students scored 72% proficient or advanced. Our African-American population continues to be our target area with only 53% proficient or advanced in fourth grade and 48% in fifth grade. Our non economically disadvantaged students continue to score above the state average; 73% fourth grade and 87% fifth grade proficient or advanced. The economically disadvantaged students in fourth grade scored 52% and in fifth grade 51% proficient or advanced. Our weakness is practical and content passages in multiple choice items. In both fourth and fifth grades MIS students scored lower on open response practical Writing items. Performance on open response items showed a weakness in sentence formation and mechanics. Marion Intermediate School fourth and fifth grade students took the Arkansas Benchmark exam in April of 2007. After reviewing data from the literacy portion of the exam, in the combined population we determined that 65% of fourth grade students scored proficient or advanced, while 62% of fifth grade students scored proficient or advanced. Data shows that our Caucasian 4th grade population scored 57% proficient or advanced, and the fifth grade scored 74% proficient or advanced. Our African American population continues to be our target area with only 47% proficient or advanced in fourth grade and 40% in fifth grade. Our non economically disadvantaged students continue to score above the state average; 81% fourth grade and 73% fifth grade. The economically disadvantaged students in fourth and fifth grade scored 49% proficient or advanced. Our weakness is content passages in multiple choice items in fifth grade at 65% and in fourth grade 49%. In both fourth and fifth grades, MIS students scored lower on open response items in Writing, in the areas of content and style domain. of Caucasian students (74% proficient or advanced) There is also a gap of 30% between the total of 78% of students proficient or advanced who were are not economically disadvantaged and those who participate in the free/reduced lunch program (48% proficient or advanced).
  6. The percentage of students receiving free/reduced lunch at Marion Intermediate School has grown from 45% in 2002 to 52% in 2008-09. This indicates an increase in the sub-population who are most at risk according to data disaggregation.
  7. In 2006-2007, MIS average student attendance was 95.5%. In 2007-2008, Mis average student attendance was 94.3%. In 2008-2009, MIS average student attendance was 95%. MIS students have averaged 95% attendance over the last three years.

Goal

All students will improve reading comprehension and writing skills across the curriculum.

Benchmark

There will be an increase in the percentage of students who demonstrate

proficiency in the literacy component of the Benchmark Exam by 2010. Sub-populations that did not make AYP (Students with Disabilities) will have 10% growth on the literacy portion of the 2010 Augmented Benchmark Exam.

Intervention: Teachers will include open response questions in content area assessments.				
Scientific Based Research: Marzano, R.J., Pickering, D.J., & Pollock, J. E. (2001). Classroom Instruction That Works: Research Based Strategies for Improving Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will receive additional training in creating and scoring open response questions as well as in teaching students to read to answer content based questions. Teachers will grade using a rubric to score responses. Teachers will review open response questions and responses collaboratively to insure consistency in scoring. Action Type: Professional Development Action Type: Title I Schoolwide	Julie Molloy	Start: 06/02/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
MIS will continue to use the Kidspiration and Writers Companion software. Teachers will be trained to integrate this software as a teaching tool in writing. Children will use a graphic organizer to organize information for writing in response to content area questions and other writing. We will continue to employ a curriculum technologist who will teach using the mobile computer lab. Classroom Smartboards will also be used in this implementation. Action Type: Equity Action Type:	Heather Sorrells, Avis Fortner	Start: 08/18/2009 End: 06/07/2010	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Teachers will review subpopulation scores on Benchmark literacy content open response questions in literary, practical and content areas. Students who are not proficient will receive additional teaching in reading comprehension and writing during the school day. Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide	Julie Molloy	Start: 08/14/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will include one or more open response questions on each weekly assessment in reading and science or social studies assessment each week. Teachers will plan together for open response questions so that they are aligned horizontally. Action Type: Alignment Action Type: Title I Schoolwide	Julie Molloy	Start: 08/14/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Students who score less than proficient will have additional opportunities to practice content reading and writing in small group instruction during Benchmark Literacy practice. Heather Sorrells and Avis Fortner are certified staff members hired (FTE 2.0) to provide students with additional opportunities to improve reading and	Avis Fortner, Michelle Ray	Start: 08/14/2009 End: 05/31/2010		NSLA (State-281) - \$26035.00 Employee Benefits: NSLA (State-281) - \$99440.00 Employee Salaries: ALE (State-275) - \$0.00 Employee Benefits: ALE (State- \$0.00

<p>writing skills. Data on file reflects successes of sub-populations targeted in this action.</p> <p>Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide</p>				<p>275) - Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$125475</p>
<p>Experienced teachers trained in the Pathwise Mentoring program will mentor novice teachers.</p> <p>Action Type: Professional Development Action Type: Title I Schoolwide</p>	Robin Catt	<p>Start: 08/01/2009 End: 05/31/2010</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers certified in gifted education will receive training in effective teaching for gifted students.</p> <p>Action Type: Professional Development Action Type: Title I Schoolwide</p>	Robin Catt	<p>Start: 08/14/2009 End: 05/31/2010</p>	<ul style="list-style-type: none"> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers and staff not highly qualified will be provided training, tuition, stipends, travel and supplies to become highly qualified. Currently all Marion Intermediate School paraprofessionals are highly qualified as required by NCLB.</p> <p>Action Type: Professional Development Action Type: Title I Schoolwide</p>	Marian Smith	<p>Start: 06/01/2009 End: 06/07/2010</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Teachers will align literacy curriculum to frameworks and then outline the literacy curriculum to plan Learning Institute Interim Assessments. This alignment will be both vertical and horizontal and will include open response questions for each area of literacy.</p>	Julie Molloy, Judy Morris, Kathy Pirani, Temple Robinson	<p>Start: 06/01/2009 End: 05/31/2010</p>	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide				
Sixty hours of staff development that is pertinent to the ACSIP priorities for school improvement will be attained by teachers and administrators at Marion Intermediate School. In addition to the 60 hours, MIS will provide supplemental professional development for the faculty using SPED ARRA Funds in the amount of \$3000. Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Marian Smith	Start: 06/01/2009 End: 05/31/2010		ACTION BUDGET: \$
MIS social studies teachers will gain staff development in Arkansas History. All social studies teachers will receive the state required minimum of 2 hours of professional development in Arkansas History by the end of the school year. Social Studies teachers will include open response questions on assessments. Action Type: Professional Development Action Type: Title I Schoolwide	Julie Molloy	Start: 06/01/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
Destiny library software will provide students, faculty and parents internet access to MIS media center. Action Type: Equity Action Type: Parental	Nancy Fogleman	Start: 08/20/2009 End: 06/01/2010		ACTION BUDGET: \$

Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Fourth and Fifth grade teachers will meet regularly to assess student achievement and mastery of student learner expectations. Action Type: Professional Development Action Type: Title I Schoolwide	Kathy Pirani, Judy Morris, Temple Robinson	Start: 08/19/2009 End: 05/31/2010		=====
				ACTION BUDGET: \$
To increase the use of new technology for classroom instruction, the District will purchase 35 new classroom computers and five printers to replace old computers and printers currently in use in the classrooms using Title I ARRA funds-budgeted funds=\$50,500.00. In addition, new computers for the Intermediate School's computer lab will be purchased using Title I ARRA funds-budgeted \$40,000.00. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Julie Molloy	Start: 08/12/2009 End: 06/30/2010		=====
				ACTION BUDGET: \$
Total Budget:				\$125475
Intervention: Marion Intermediate School will continue the Accelerated Reader Program in fourth and fifth grades.				
Scientific Based Research: Sadusky, L. A., & S. K. Brem. "The Integration of Renaissance Programs into an Urban Title I Elementary School, and its Effect on School-wide Improvement." Technical Report. Tempe, AZ: Arizona State University, 2002.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents will be introduced to the Accelerated Reader program at Back to School Night. Special invitations will go to parents of students with AIPs to encourage their	Avis Fortner, Cheryl Conrad	Start: 08/14/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Public Library</li> <li>• School Library</li> </ul>	=====
				ACTION BUDGET: \$

<p>involvement in these activities. Each student's AR information will be available on line for parents to review.  Action Type: AIP/IRI  Action Type: Parental Engagement  Action Type: Technology Inclusion  Action Type: Title I Schoolwide</p>				
<p>Staff will continue to update library selections and access on-line AR tests to meet the needs of all students including special education students and English language learners. Voiced tests will also be used with non-readers and ESL students. The Accelerated Reader web site will be utilized for student testing and student progress reports. Parents will access AR reports to monitor their children's progress. Trained staff will provide supplemental instruction to ESL students. Appropriate materials and supplies will be purchased.  Action Type: Equity  Action Type: Special Education  Action Type: Technology Inclusion  Action Type: Title I Schoolwide</p>	<p>Cheryl Conrad, Lovell Howard, Connie Givens</p>	<p>Start: 08/14/2009  End: 05/31/2010</p>		<p>NSLA (State-281) - \$5000.00  Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$5000</p>
<p>Star Reading pre and post tests will be given to every student at MIS. This data will be analyzed to determine each student's reading growth. Teachers will also evaluate weekly progress using the AR diagnostic reports, student reading logs and other data. The data on file supports growth when comparing students' scores on the Star pre and post tests.  Action Type: Program Evaluation</p>	<p>Avis Fortner, Heather Sorrells</p>	<p>Start: 08/20/2009  End: 05/31/2010</p>		<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Title I Schoolwide				
New teachers will receive Basic Accelerated Reader training and veteran teachers will receive Advanced Accelerated Reader training from Renaissance Learning by accessing on-line professional development modules. Action Type: Professional Development Action Type: Title I Schoolwide	Cheryl Conrad	Start: 08/14/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>• Outside Consultants</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
Marion Intermediate School will continue to upgrade classroom computers and provide workstations in all areas of the school so that students may test promptly after reading. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Julie Molloy	Start: 08/14/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>• Computers</li> <li>• District Staff</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
MIS volunteer committee will seek parent and community volunteers to listen to children read, read to children and help with labeling books for Accelerated Reader. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Title I Schoolwide	Carolyn Vickers	Start: 08/15/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>• Community Leaders</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
Teachers will use Accelerated Reader vocabulary quizzes and root word activities to enhance students' vocabulary. With these tools we will focus on improving reading comprehension on Benchmark and SAT-10. Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Judy Morris	Start: 08/18/2009 End: 06/03/2010		<hr/> <hr/> ACTION BUDGET: \$
Total Budget:				\$5000

Intervention: Marion Intermediate will continue to implement the writing process method in the writing curriculum.

Scientific Based Research: Writer's Workshop: Writing That's the Real Test", Linda Rief, Voices from the Middle, Vol 13, No 2, December, 2005

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Students will produce a writing sample four times during the school year following the Learning Institute interim assessment schedule. Teachers will score the samples using the Learning Institute rubrics and collaboration to determine growth. These samples will be added to the student's writing portfolio and will be passed to the next grade at the end of the school year. Teacher evaluations of student portfolios show student progress, therefore this action will be continued.</p> <p>Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Julie Molloy	<p>Start: 08/14/2009 End: 05/31/2010</p>	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>MIS students will write to answer content related open response questions as part of science or social studies assessments each week.</p> <p>Action Type: AIP/IRI Action Type: Title I Schoolwide</p>	Julie Molloy	<p>Start: 08/20/2009 End: 05/31/2010</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>Students will write to four different types of prompts throughout the year including narrative, descriptive, persuasive and evaluation. After classroom instruction and guided practice, students will complete independent practice on a prompt provided as a part of the Learning Institute formative evaluations.</p> <p>Action Type: Alignment Action Type: Title I Schoolwide</p>	Judy Morris	<p>Start: 08/20/2009 End: 05/31/2010</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
Total Budget:				\$0

Intervention: Teachers will continue the teaching of analysis, synthesis and evaluation skills to encourage higher level thinking in reading comprehension and in writing.

Scientific Based Research: Fitzgerald, Mary Ann (2000). Critical Thinking 101: The Basics of Evaluating Information. Knowledge Quest, 29:13-20.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers will score a minimum of four writings based on prompts created by the Learning Institute. These writings will include analysis, comparison, inference and evaluation. Staff evaluation of these writings by the students indicate student improvement in the writing process. The action will be continued.                      Action Type: Program Evaluation                      Action Type: Title I                      Schoolwide</p>	Julie Molloy	Start: 08/14/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>Students will practice analysis and inference skills as they study various musical selections from around the world.                      Action Type: Technology Inclusion                      Action Type: Title I                      Schoolwide</p>	Barry Bates	Start: 08/14/2009 End: 05/30/2010		<hr/> ACTION BUDGET: \$
<p>Students will practice analysis, inference and evaluation skills as they study the works of great artists and create artwork themselves.                      Action Type: Technology Inclusion                      Action Type: Title I                      Schoolwide</p>	Mona Taylor	Start: 08/14/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>• Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
<p>Teachers and administrators will receive six hours of professional development in technology during the school year. The technology training will include subject specific training.                      Action Type: Professional Development                      Action Type: Technology Inclusion                      Action Type: Title I                      Schoolwide</p>	Janice Cook	Start: 06/01/2009 End: 06/30/2010		<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Marion Intermediate School will continue to implement the Focus Reading program to meet the needs of students who lack basic reading skills.

Scientific Based Research: Allington, R.L. (2001). What really matters for struggling readers: Designing research-based programs. New York: Addison-Wesley.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Fourth grade students whose reading skills are more than 1.5 years below grade level will be considered for Focus Reading. Data to be used for determination of placement includes Benchmark Literacy score, SAT-10 score, Star Reading score, teacher recommendation, Woodcock Reading Test. An academic improvement plan will be written for each of these students. These students will be provided small group reading instruction using the Scott Foresman reading curriculum. Parents will be notified of this placement and kept informed of their child's progress toward proficiency. Additionally, MIS will purchase SRA Signature Reading series using SPED ARRA Funds in the amount of \$13,500.            Action Type: AIP/IRI            Action Type: Equity            Action Type: Parental Engagement            Action Type: Special Education            Action Type: Title I Schoolwide</p>	Avis Fortner	Start: 08/14/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
<p>Focus Reading curriculum will be mapped and monitored to assure that skills are being taught as in regular reading classes. Interim Assessment Tests schedule and Learning Institute literacy map will be used to evaluate student progress. Through classroom observations and Focus teacher conferences with administrators, this action is being implemented and successful with target sub-populations.            Action Type: Alignment            Action Type: Program Evaluation</p>	Avis Fortner	Start: 08/15/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

Action Type: Title I Schoolwide				
Trained staff will provide supplemental instruction to ESL students with appropriate materials and supplies. Action Type: Equity Action Type: Technology Inclusion	Marian Smith, Walt King, Avis Fortner	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Reading teacher will use English in a Flash and Fluent Reader to supplement ESL teacher's instruction. Action Type: Equity Action Type: Technology Inclusion	Avis Fortner	Start: 08/19/2009 End: 05/26/2010	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Fourth and fifth grade reading teachers will include the SRA vocabulary building lessons to improve students' vocabulary skills as well as root word vocabulary activities. Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide	Judy Morris	Start: 08/20/2009 End: 05/31/2010		<hr/> ACTION BUDGET: \$
Students who lack decoding skills will practice to improve these phonics skills using the individualized computer instruction, My Reading Coach. Action Type: AIP/IRI Action Type: Technology Inclusion Action Type: Title I Schoolwide	Cheryl Conrad	Start: 08/20/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>Computers</li> <li>Outside Consultants</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Marion Intermediate School will continue to implement the Second Step Character Education Program.

Scientific Based Research: Taub, J. (2002). Evaluation of the SECOND STEP violence prevention program at a rural elementary school. School Psychology Review, 31(2), 186-200.

Actions	Person Responsible	Timeline	Resources	Source of Funds
A comparison survey of discipline referrals will be completed to determine the effectiveness of the character education and conflict resolution programs. We will determine trends in reported misbehavior over the last three years. Evaluation data is included in the supporting data	Debbie Reginelli	Start: 08/15/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$

statements. District evaluation data is included in the district plan's supporting data. District level supporting data, stated in the district ACSIP plan, indicates a reduction in the number of conduct referrals. The program will be continued. Action Type: Program Evaluation Action Type: Title I Schoolwide				
Counselors at MIS will use the Second Step curriculum supplemented with videos and other materials to discourage bullying and encourage good behavior at MIS. Teachers will be a part of the classroom counseling activities and reinforce this teaching throughout the week. Action Type: Equity Action Type: Title I Schoolwide	Carolyn Vickers	Start: 08/15/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
Parents will receive the Home/ School Connection each month as well as other relevant parenting materials. Additional materials will be purchased. Action Type: Parental Engagement Action Type: Title I Schoolwide	Carolyn Vickers	Start: 08/15/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
Counselors will purchase additional instructional materials including videos, interactive software, and other materials be used for drug and character education in classroom guidance activities. Action Type: Equity Action Type: Title I Schoolwide	Carolyn Vickers	Start: 08/15/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title IV-A - Materials \$2242.00 & Supplies: <hr/> ACTION BUDGET: \$2242
Marion Intermediate School will work collaboratively with outside agencies including outside counselors and juvenile authorities to provide consistent behavior reinforcement. Action Type: Collaboration Action Type: Title I Schoolwide	Carolyn Vickers	Start: 08/15/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$

All students coming to MIS from MES will receive orientation and a tour of their prospective new school. This orientation is designed to improve the students' beginning of a new school year. Action Type: Equity Action Type: Title I Schoolwide	Julie Molloy	Start: 05/01/2010 End: 06/01/2010		ACTION BUDGET: \$
Total Budget:				\$2242

Intervention: Marion Intermediate School will encourage parental involvement.  
 Scientific Based Research: "What Research say about Parent Involvement in Children's Education", Decision Making Yardstick, Michigan Department of Education. 2003.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The parent facilitator will train staff in effective parent involvement or schedule training from outside consultant. Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide	Carolyn Vickers	Start: 08/15/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>Outside Consultants</li> </ul>	ACTION BUDGET: \$
Marion Intermediate School's Parent Advisory Committee will continue to function. This committee includes former students, parents and community members. The committee is chaired by the parental involvement facilitator. Action Type: Parental Engagement Action Type: Title I Schoolwide	Carolyn Vickers	Start: 08/15/2009 End: 05/31/2010		ACTION BUDGET: \$
A survey will be sent home to gather data concerning parental involvement at the end of the school year. The survey results for 2008-09 indicate successful efforts at increasing parental involvement but do acknowledge that barriers exist in making parents feel comfortable	Carolyn Vickers	Start: 08/15/2009 End: 05/31/2010		ACTION BUDGET: \$

<p>in school. Efforts will be continued in improving parental involvement and year end surveys will continue to be used.  Action Type: Parental Engagement  Action Type: Program Evaluation  Action Type: Title I Schoolwide</p>				
<p>Marion School District will continue to seek information from the community concerning resources to strengthen family and educational goals.  Action Type: Collaboration  Action Type: Title I Schoolwide</p>	Marian Smith	<p>Start: 08/15/2009  End: 05/31/2010</p>	<ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• District Staff</li> </ul>	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Parent Lending Library located in the Technology Lab will be updated and stocked with literature for parents to check out.  Action Type: Parental Engagement  Action Type: Title I Schoolwide</p>	Carolyn Vickers	<p>Start: 08/15/2009  End: 05/31/2010</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>A volunteer committee will seek ways to involve parents at MIS through activities during the school day and a parent organization. Volunteer resource book will be compiled from parent responses to questionnaire.  Action Type: Parental Engagement  Action Type: Title I Schoolwide</p>	Carolyn Vickers	<p>Start: 08/15/2009  End: 05/31/2010</p>		<hr/> <p>ACTION BUDGET: \$</p>
<p>Marion School District will hold two parent/teacher conference nights each year. Parents and teachers will discuss achievement test results and academic progress, IEPs and AIPs and behavior concerns.  Action Type: AIP/IRI  Action Type: Parental Engagement</p>	Don Johnston	<p>Start: 08/15/2009  End: 05/31/2010</p>		<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Title I Schoolwide				
Parents, faculty and students will sign the Parent/Student/School compact as a part of the Marion Intermediate School handbook at the beginning of the student's enrollment. The compact will be explained to parents on an individual basis by the teacher during open house and/or parent conferences. Action Type: Parental Engagement Action Type: Title I Schoolwide	Eva O'Beirne	Start: 08/21/2009 End: 05/28/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> <hr/> ACTION BUDGET: \$
Parents receive informational packets at the beginning of the school year including a variety of information to designed to benefit them and their child. New students will receive these at the time they enroll. Materials and supplies will be purchased as necessary to support the school's parental involvement activities. Action Type: Parental Engagement Action Type: Title I Schoolwide	Carolyn Vickers	Start: 08/21/2009 End: 05/28/2010		Title I - Materials \$5400.00 & Supplies: <hr/> ACTION BUDGET: \$5400
Parenting tips and suggestions are posted on the MIS webpage along with calendars, school handbook, menus, faculty contact information and school supply lists. Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide	Heather Sorrells	Start: 08/21/2009 End: 05/28/2010		<hr/> <hr/> ACTION BUDGET: \$
Software will be purchased to implement the Edline program. Edline is an online grade reporting system, designed to provide	Heather Sorrells	Start: 09/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Computers</li> <li>Outside Consultants</li> </ul>	Title I - Materials \$600.00 & Supplies: <hr/> <hr/>

parents with up to date, accurate information about their child's academic performance, assignments and other information. Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide			<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$600
Parents will be encouraged to attend Back to School night to learn about curriculum, plans and procedures, student achievement and parent involvement opportunities. Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide	Carolyn Vickers	Start: 08/14/2009 End: 05/28/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will receive 2 hours of parent involvement staff development and administrators will receive 3 hours of parent involvement staff development as required by Arkansas law. Actual parent involvement training will exceed 8 hours for each staff member. Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide	Julie Molloy	Start: 08/14/2009 End: 05/28/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment. Action Type: Title I Schoolwide	Carolyn Vickers	Start: 08/15/2009 End: 05/31/2010		ACTION BUDGET: \$
MIS will engage in other	Heather	Start:		

activities determined by the school to help a parent assist in his or her child's learning, such as using Ed-line, and weekly communication. Action Type: Title I Schoolwide	Sorrells	08/19/2009 End: 05/31/2010		ACTION BUDGET: \$
Total Budget:				\$6000

Intervention: Small group instruction will be offered for students who demonstrate basic skills in literacy to help them to reach proficiency.

Scientific Based Research: "An Experimental Analysis of the Effects of Reading Interventions in a Small Group Reading Instruction Context", Journal of Behavioral Education, Volume 15, Number 2 / June, 2006

Actions	Person Responsible	Timeline	Resources	Source of Funds
Benchmark Booster Club, an after school program, will be offered for additional skill development for students who are not proficient. Teachers and support staff will be hired and paid at an hourly rate based on their contracted salary. The Benchmark Booster Club will occur for one hour, two days a week, from November through April on days that school is in session. Appropriate materials and supplies will be purchased to support this program. Data on file reflects that students participating in this action have increased scores on the Benchmark exams. This action will be continued. Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide	Kathy Pirani	Start: 08/15/2009 End: 05/31/2010		Title I - Materials & Supplies: \$1000.00 Title I - Employee Salaries: \$7784.00 Title I - Employee Benefits: \$1799.00 <hr/> ACTION BUDGET: \$10583
Parents will be involved in the decisions regarding planning for students who are not proficient. Parents will sign AIP or IEP at meetings where this planning occurs. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Julie Molloy	Start: 08/15/2009 End: 05/31/2010		<hr/> ACTION BUDGET: \$
Marion Intermediate School will employ one Certified Teacher, 0.05 FTE (salary split between Literacy and Math Priorities) to reduce class size in fifth grade. In the 2009-2010 school year, Marion Intermediate has 294 5th grade students. By having 12 teachers rather than only 11, the number of students per class is	Julie Molloy	Start: 08/12/2009 End: 06/10/2010		Title II-A - Employee Salaries: \$27000.00 Title II-A - Employee Benefits: \$7000.00 <hr/> ACTION \$34000

reduced from 27 to 25. With the addition of the class size reduction teacher, the teacher/student ratio is now lower. Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide				BUDGET:
Total Budget:				\$44583

Intervention: The Marion Intermediate School resource and self-contained special education classrooms will continue to use the Direct Instruction Reading Curriculum.

Scientific Based Research: Mac Iver, M. A., & Kemper, E. (2002). The impact of Direct Instruction on elementary students' reading achievement in an urban school district. Journal of Education for Students Placed At Risk, 7(2), 197-220.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Special education teachers will teach reading classes using the Reading Mastery Plus level of direct instruction program. New teachers will observe and collaborate with veteran teachers who teach this curriculum. Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Dr. Barbara McGrew, Helen Johnson	Start: 08/15/2009 End: 05/31/2010		ACTION BUDGET: \$
Parents will be informed about this reading program at an annual conference. Parents will sign that they have been informed about their child's educational plan (IEP). Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Michelle Ray, Rhonda Linsky, Barbra Cowart, Connie Givens, Lovell Howard, Vivian McCorkle	Start: 08/15/2009 End: 05/31/2010		ACTION BUDGET: \$
Students will be evaluated using Reading Mastery tests to determine progress. Action Type: Special Education Action Type: Title I Schoolwide	Barbra Cowart, Rhonda Linsky, Michelle Ray, Connie Givens, Lovell Howard, Vivian McCorkle	Start: 08/15/2009 End: 05/31/2010		ACTION BUDGET: \$
Students' scores on SAT-10 reading comprehension and Benchmark literacy will be studied annually to determine growth and effectiveness of literacy curriculum. Data on file reflects improved performance of this sub-population and the action will be continued. Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Barbra Cowart, Michelle Ray, Rhonda Linsky, Connie Givens, Lovell Howard, Vivian McCorkle	Start: 08/15/2009 End: 05/31/2010		ACTION BUDGET: \$
Teachers will study Arkansas Frameworks and align special education curriculum with frameworks. Action Type: Alignment	Vivian McCorkle, Barbra Cowart, Rhonda Linsky, Michelle Ray, Connie Givens, Tammy	Start: 08/15/2009 End: 05/31/2010		ACTION BUDGET: \$

Action Type: Special Education Action Type: Title I Schoolwide	Smith, Lovell Howard			
To provide for students with special needs, MIS will purchase smart boards, computers, color printers, Smart Response sets and receivers, color printer ink, computers tables and computer software using SPED ARRA Funds in the amount of \$38,900. Action Type: AIP/IRI Action Type: Special Education Action Type: Title I Schoolwide	Barbara McGrew, Helen Johnson	Start: 08/15/2009 End: 05/31/2010		ACTION BUDGET: \$
To provide for students with special needs, MIS will purchase a terrier trike, an adjustable chair, and supplies for physical therapy using SPED ARRA funds in the amount of \$4000.00. Action Type: Special Education Action Type: Title I Schoolwide	Barbara McGrew, Helen Johnson	Start: 08/15/2009 End: 05/31/2010		ACTION BUDGET: \$
To provide for students with special needs, MIS will purchase supplemental literacy materials using SPED ARRA Funds in the amount of \$13,000. Action Type: Special Education Action Type: Title I Schoolwide	Barbara McGrew, Helen Johnson	Start: 08/19/2009 End: 05/31/2010		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: The Marion School District will participate in the Learning Institute plan to evaluate student mastery of Arkansas Frameworks student learner expectations.

Scientific Based Research: Improving Teaching and Learning with Data-Based Decisions: Asking the Right Questions and Acting on the Answers," ERS Spectrum (Summer 2003):4-9 As summarized in Effective Schools Research Abstracts Volume 17 Issue 1)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Fees will be paid for Accelerated Reader, English in a Flash, Star Reading software or web site access to assist teachers with providing instruction to raise students achievement. Selected teachers will attend Learning Institute training to learn the methodology and lead in the implementation of institute strategies. Action Type: Collaboration Action Type: Professional Development Action Type: Title I Schoolwide	Julie Molloy	Start: 08/15/2009 End: 05/31/2010		Title I - Purchased Services: \$500.00 Title I - Materials & Supplies: \$4000.00 ACTION BUDGET: \$4500
Students will take periodic assessments to determine progress on literacy SLEs aligned with curriculum. Teachers will evaluate the interim assessments results to determine mastery of SLEs and	Temple Robinson	Start: 08/15/2009 End: 05/31/2010		ACTION BUDGET: \$

need for remediation. Point in time remediation will be done following each assessment in several settings. Classroom observation and examination by staff of individual students' performance of interim assessments reflects the success of this action and it will be continued. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Title I Schoolwide				
Teachers will inform parents of interim assessments and Learning Institute strategies at Back to School Night, in weekly paper packets and as well as other opportunities during the school year. Action Type: Parental Engagement Action Type: Title I Schoolwide	Julie Molloy	Start: 08/15/2009 End: 05/31/2010		<hr/> <hr/> ACTION BUDGET: \$
Benchmark literacy scores and SAT-10 reading comprehension scores will be monitored to evaluate effectiveness of interim assessments and followup remediation. Action Type: Title I Schoolwide	Julie Molloy	Start: 08/15/2009 End: 05/31/2010		<hr/> <hr/> ACTION BUDGET: \$
Teachers will receive training in use of the Learning Institute portal to review test data both from interim assessments and from student history information. Also teachers will receive training in use of Gradequick and Edline to make grades available for parent review over the internet. These trainings will exceed the 6 hours required. Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Julie Molloy, Temple Robinson, Heather Sorrells	Start: 08/01/2009 End: 05/28/2010		<hr/> <hr/> ACTION BUDGET: \$
In addition to the state required professional development, teachers, staff, paraprofessionals, and administrators will attend workshops, seminars, and conferences specific to their job function. Subject specific training for the use of technology, including Smartboards, will be provided for teachers and administrators. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Marian Smith	Start: 07/01/2009 End: 06/30/2010		Title I - Purchased Services: \$25250.00 Title I - Materials & Supplies: \$4000.00 <hr/> <hr/> ACTION BUDGET: \$29250
Total Budget:				\$33750

Priority 2: All students will improve problem solving skills and ability to apply math in real world situations.

Supporting  
Data:

1. According to the 2009 AYP reports Marion Intermediate School has met standards this year with a status of TI-A-1. Overall Math Status is Alert and Overall Literacy Status is SI\_M.
2. MIS's disabled (IEP) students are a target population for math. Only 26% of the 4th grade students scored proficient or advanced on the 2009 Benchmark while 35% of the 5th graders did. On the 2008 SAT 10 results, our IEP 4th graders averaged 46% percentile rank on Math Problem Solving. On the 2008 Benchmark exam, 56% of the IPE 4th graders scored proficient or advanced in math. For the 5th graders in 2008, IEP students scored an average rank of 29% on the Mathematics Problem Solving portion of the SAT 10. On the 2008 Benchmark exam, 24% of our 5th grade IEP students scored proficient or advanced. On the 2007 state testing, 32% of the 4th grade IPE students scored proficient or advanced while 11% of the 5th grade IEP students scored above basic.
3. Benchmark Mathematics Exam: After analyzing the last three years of Benchmark scores we have seen an increase in the number of students scoring proficient or advanced. Also, the number of African American students scoring proficient or advanced has increased slightly in fourth and fifth grade. Students scoring proficient or advanced in fourth grade: 2006-2007 Benchmark exam: 52% African Americans; 62% of our economically disadvantaged students; Caucasians 81%; and 67% of our combined population. In 2007-2008, 47 % African American, 53% economically disadvantaged; 82% of Caucasians, while our combined population scored 80% proficient or advanced. In 2008-2009, 70% of our African American students scored proficient or advanced while our economically disadvantaged students scored 77%; Caucasians 86%; and combined population 76%. Students scoring proficient or advanced in the fifth grade: 2006-2007 Benchmark exam: 44% African Americans; 53% economically disadvantaged; Caucasians scored 54%, with the combined population scoring 71%. In 2007-2008, fifth grade African American students scored 42%; 53% of economically disadvantaged students; 75% Caucasian with 60% of the combined population scoring proficient or advanced. Last year on 2008-2009 Benchmark exam: 59% African Americans; 60% economically disadvantaged; 81% Caucasians scored proficient or advanced, while the combined population in fifth grade scored 72% proficient or advanced. Overall, our African American population continues to be our target population group for the fourth and fifth grades.
4. After analyzing the data from 2006-2007 ITBS, we determined that our African American economically disadvantaged students continue to be our target population. 54% of fifth grade students scored proficient or advanced, while 51% of fourth grade students scored proficient or advanced. We also determined that students who are highly mobile score significantly lower than other sub- populations. The ITBS was not taken in 2007-2008, but replaced with the Augmented Benchmark, which combined the criterion referenced test with the SAT-10, the norm referenced test. The test data indicates that once again our African American economically disadvantaged students continue to be our target area. Fourth Grade: 76% proficient or advanced; Fifth Grade: 71.5% proficient or advanced. The 2008 scores show 81% for our fourth grade population, and 76% in fifth grade. Our 2008-2009 test data shows once again that our target population needs to be our African American students. Fourth Grade: 76% proficient or advanced; Fifth Grade: 74% proficient or advanced. In our combined population, fourth and fifth grade students scored above the 74th% proficient or advanced. Overall, our African American population continues to be the population we will continue to target to improve problem solving skills and real world math situations. Our African American Students in the fourth Grade scored 54% proficient or advanced, while in Fifth Grade they scored 59% proficient or advanced.
5. On the Star Math Post-test in 2008-2009, data indicates that 39% of African American economically disadvantaged students scored one year below grade level. Twenty-two percent of economically disadvantaged Caucasian

students scored one or more years below grade level. In 4th grade, 93% of all students tested showed some growth. In fifth grade, 83% of all students tested showed some growth. On the Star Math Pre-test in 2007-2008, data indicates that 28% of African-American economically disadvantaged students scored one year below grade level. Eight percent of economically disadvantaged Caucasian students scored one or more years below grade level. On the Star Math Pre and Post Tests in 2006-2007, data indicates that 74% of the 583 students tested grew a year or more. However, 22% of our economically disadvantaged African American population are one or more year below grade level. The Caucasian economically disadvantaged students scored at 15% at a year or more below grade level.

6. The percentage of students receiving free/reduced lunch at Marion Intermediate School has grown from 45% in 2002 to 52% in 2008-09. This indicates an increase in the sub-population who are most at risk according to data disaggregation.
7. In 2006-2007, MIS average student attendance was 95.5%. In 2007-2008, MIS average student attendance was 94.3%. In 2008-2009, MIS average student attendance was 95%. MIS students have averaged 95% attendance over the last three years.

**Goal** All students will improve problem solving skills and ability to apply math in real world situations.

**Benchmark** There will be an increase in the percentage of students who demonstrate proficiency on the mathematics portion of the Arkansas Benchmark Exam in 2009.

Intervention: Marion Intermediate School will use a Focus Math program to meet the needs of students who lack basic math skills.				
Scientific Based Research: Saxon Publishers; Small Group Instruction, National Institute of Science Education, University of Wisconsin-Madison. 2001				
Actions	Person Responsible	Timeline	Resources	Source of Funds
MIS teachers will review student performance on SAT-10, Benchmark Math Exam, TLI interim assessments, and 3rd and 4th GR teacher recommendations to determine need for Focus Math for individual students. Students will receive Point in Time Remediation in Focus Math. Teacher/Student ratio is 15 to 1 or less. This action is a modified program for the 2009-10 school year and no data exists at this time for evaluation purposes. Action Type: AIP/IRI Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide	Temple Robinson	Start: 08/15/2009 End: 05/31/2010		ACTION BUDGET: \$
Fourth and fifth grade students who score basic or below will have an academic improvement plan. Parents will be involved in planning the remediation and will sign the AIPs. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Julie Molloy	Start: 08/15/2009 End: 05/31/2010		ACTION BUDGET: \$
The District will purchase 25 amplifying sound systems to enhance student's auditory learning in classrooms that do not	Julie Molloy	Start: 08/12/2009 End:		ACTION BUDGET: \$

currently have them using Title I ARRA funds-\$50,000.00 budgeted. Action Type: Technology Inclusion Action Type: Title I Schoolwide		06/30/2010		BUDGET:
Total Budget:				\$0

Intervention: Marion Intermediate School will continue to align math curriculum vertically and horizontally to Arkansas Curriculum Frameworks through curriculum mapping.

Scientific Based Research: Curriculum Mapping, Dr. Heidi Hayes Jacobs.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Student progress toward proficiency of student learner expectations will be measured using the Learning Institute interim assessments aligned to curriculum and Arkansas Frameworks as well as Star Math pre and post tests. Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide	Julie Molloy	Start: 08/15/2009 End: 05/31/2010		ACTION BUDGET: \$
Teachers will review student achievement on Benchmark math strands and on specific learner expectations on Learning Institute interim assessments. Curriculum will be reviewed and adjusted to focus on SLEs that are not proficient at each grade level. This action is new for the 2009-10 school year and its effectiveness cannot be evaluated at this time. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide	Temple Robinson	Start: 08/15/2009 End: 05/31/2010		ACTION BUDGET: \$
The Art teacher will implement geometry skills through art lessons and will reinforce math vocabulary with real world activities.	Mona Taylor	Start: 08/18/2009 End: 06/03/2010	• Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: All students at MIS will receive math instruction using Saxon Math.

Scientific Based Research: Mayfield, K. H., & Chase, P. N. (2002). The effects of cumulative practice on mathematics problem solving. *Journal of Applied Behavior Analysis*, 35, 105-123. National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA:

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will be trained and then will use the Learning Institute Plan	Julie Molloy	Start: 08/15/2009		ACTION BUDGET: \$

to align curriculum to Arkansas Frameworks using Saxon math lessons and supplementary materials as needed. Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide		End: 05/31/2010		
Students will be trained to use manipulatives and calculators for math problem solving. Action Type: Technology Inclusion Action Type: Title I Schoolwide	Julie Molloy	Start: 08/15/2009 End: 05/31/2010		ACTION BUDGET: \$
Hire teacher FTE 1.0 to assist with point in time remediation for struggling math students. Provide teacher and classroom with appropriate supplies. Action Type: Title I Schoolwide	Julie Molloy	Start: 07/01/2009 End: 06/30/2010		Title I - Materials & Supplies: \$18267.00 Title I - Employee Salaries: \$58000.00 Title I - Employee Benefits: \$10600.00 ACTION BUDGET: \$86867
At risk math students will receive point in time remediation during school year. This is a new action for the 2009-10 school year and data to support it is not available at this time. Action Type: Program Evaluation Action Type: Title I Schoolwide	Temple Robinson	Start: 08/15/2009 End: 05/31/2010		ACTION BUDGET: \$
Total Budget:				\$86867
Intervention: Marion Intermediate School will continue implementation of Standards Based Math Curriculum at 4th and 5th grade.				
Scientific Based Research: Marzano, R.J., Pickering, D.J., & Pollock, J. E. (2001). Classroom Instruction That Works: Research Based Strategies for Improving Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will continue to align Saxon math curriculum to Arkansas Frameworks. A group of teachers will align Benchmark Released Items to Saxon math lessons and provide in-service to faculty. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide	Kathy Pirani Barbara Vest	Start: 08/15/2009 End: 05/31/2010		ACTION BUDGET: \$
Teachers will review the success of the standards based math program based on data from Benchmark, SAT-10, interim assessments, Star Math, and	Julie Molloy	Start: 08/15/2009 End: 05/31/2010		ACTION BUDGET: \$

classroom data. Assessment of successes and plans for changes in curriculum will be ongoing. Classroom observations and consultation with teachers supports the success of this action which will be continued. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide				
Using a data base of assessment information for each student, decisions will be made to provide the curriculum, point in time remediation and enrichment that meets the needs of each student. Action Type: AIP/IRI Action Type: Equity Action Type: Technology Inclusion Action Type: Title I Schoolwide	Julie Molloy, Temple Robinson	Start: 08/15/2009 End: 05/31/2010		ACTION BUDGET: \$
Fees will be paid for Star Math software or web site access to assist teachers with providing instruction to raise students achievement. Action Type: Title I Schoolwide	Julie Molloy	Start: 07/01/2009 End: 06/30/2010		Title I - Materials \$550.00 & Supplies:  ACTION BUDGET: \$550
Total Budget:				\$550

Intervention: Marion Intermediate faculty will use performance assessments including Problem of the Week, Benchmark Released Items and Learning Institute open response math problems for weekly problem solving practice.

Scientific Based Research: Marzano, R.J., Pickering, D.J., & Pollock, J. E. (2001). Classroom Instruction That Works: Research Based Strategies for Improving Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will receive a set of Benchmark and Learning Institute Released Items correlated to Saxon Math Lessons and Student Learner Expectations. Teachers will use technology including Smartboards to provide visual reinforcement of problem solving process. Appropriate materials and supplies will be purchased as necessary. The District will purchase 3 interactive white boards to be installed in classrooms that currently do not have them using Title I ARRA funds-\$12,000.00 budgeted. Action Type: Alignment Action Type: Technology	Julie Molloy, Temple Robinson, Heather Sorrells	Start: 08/15/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>• Computers</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Inclusion Action Type: Title I Schoolwide				
Continue and expand small group instruction and practice in multi-step problem solving activities weekly targeting students who are below proficient or barely proficient on Benchmark Math Exam through afternoon Benchmark Practice and Benchmark Booster Club after school. Data on file reflects success of this action with various targeted sub-populations and this action will be continued. Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide	Julie Molloy	Start: 08/15/2009 End: 05/31/2010	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	ACTION BUDGET: \$
Provide Problem of the Week activities for teachers to use with students in multi-step problem solving activities. Problems will be aligned with Saxon lessons and upcoming TLI interim assessments. Action Type: AIP/IRI Action Type: Alignment Action Type: Title I Schoolwide	Julie Molloy	Start: 08/15/2009 End: 05/31/2010		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Class size reduction: Research based findings that concluded significant benefits of small classes on the academic achievement of students from many different backgrounds.

Scientific Based Research: Tennessee Department of Education. Star Project: Smaller Classes Produce Long Term Gains in Student Achievement. Krueger, AB & Whitmore, DM (2001) Would Smaller Classes Help Close the Black-White Achievement Gap? Princeton, NJ. Princeton University

Actions	Person Responsible	Timeline	Resources	Source of Funds
Marion Intermediate School will employ one Certified Teacher, 0.5 FTE (salary split between Literacy and Math Priorities) to reduce class size in fourth grade. In the 2009-2010 school year, In the 2009-2010 school year, Marion Intermediate has 294 5th grade students. By having 12 teachers rather than only 11, the number of students per class is reduced from 27 to 25. With the addition of the class size reduction teacher, the teacher/student ratio is	Julie Molloy	Start: 08/20/2009 End: 06/30/2010		Title II-A - Employee Salaries: \$27000.00 Title II-A - Employee Benefits: \$7000.00 <hr/> ACTION BUDGET: \$34000

now lower. Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide				
Total Budget:				\$34000

Priority 3: Disproportionality in the Special Education program.

Supporting Data:

1. The District is not "triggered" this year (2009-2010 school year) because of the disproportionality in Special Education. Because of the 2006-2007 "trigger", the District will continue to address this area of need in our programs. Focus Monitoring Data: In 2007-2008, 2008-2009 and 2009-2010 the Marion School District was not cited for over-identification of minorities. In the 2006-2007 school year, the state benchmarks for over-representation (the difference between special education and the district percentage for African-American students over a three year average including the three year average standard deviation) created a "trigger value" of 13.152%. Marion School's district percentage of 9.99% does not exceed the state trigger value indicating that Marion is no longer at risk for over-representation.
2. Literacy Benchmark Exam: According to the combined population data of the Marion School District in 2006, 290 4th GR students were tested and 64% scored advanced or proficient. In 2005, 265 students were tested and 59% scored proficient or advanced. In 2004, 246 students were tested and 72% scored proficient or advanced. Content open response questions and content and style in writing were the weakest areas tested. In 2006, 90 African American students were tested and 40% scored proficient or advanced. In 2005, 84 African American students were tested and 40% scored proficient or advanced. In 2004, 75 African American students were tested and 54% scored proficient or advanced. The same areas were weakest for the African American population as the combined population. Other minority populations were too small to measure.
3. Mathematics Benchmark Exam: Of the combined population of fourth grade students in 2006, 290 students were tested and 71% scored proficient or advanced. In 2005, 265 students were tested and 56% scored proficient or advanced. In 2004, 246 students were tested and 67% scored proficient or advanced. Students scored lowest in open response items dealing with data, statistics and probability as well as in patterns, algebra and functions. In 2006, Marion Intermediate tested 47 African American students and 52% scored advanced or proficient. In 2005, 58 African American students were tested and 40% scored proficient or advanced. In 2004, 61 African Americans were tested and 41% scored proficient or advanced. African American students scored weakest in the same areas as the combined population. Other minority populations were too small to measure.
4. According to the 2009 AYP reports Marion Intermediate School has met standards this year with a status of TI-A-1. Overall Math Status is Alert and Overall Literacy Status is SI\_M.

Goal Reduce the number of African American students identified for Special Education services.

Benchmark Meet AYP as determined by the Arkansas Department of Education

Intervention: Marion Intermediate School will remediate weak skills demonstrated on the Learning Institute interim assessments.				
Scientific Based Research: "Improving Thinking and Learning with Data-based Decisions: Asking the Right Questions and Acting on the Answers," ERS Spectrum (Summer 2001): 4-9. (As summarized in Effective Schools Research Abstracts Volume 17 Issue 1).				
Actions	Person Responsible	Timeline	Resources	Source of Funds

<p>Marion Intermediate teachers will work with small groups of students to remediate weaknesses in skills and improve reading comprehension and problem solving skills.  Action Type: AIP/IRI  Action Type: Equity  Action Type: Title I Schoolwide</p>	<p>Avis Fortner,  Temple Robinson</p>	<p>Start:  08/15/2009  End:  05/31/2010</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	<p>—————  ACTION BUDGET: \$</p>
<p>Students who demonstrate weakness in student learner expectations will be remediated in the Benchmark Booster Club after school tutoring program. Data on file reflects successful results and this action will be continued.  Action Type: AIP/IRI  Action Type: Equity  Action Type: Program Evaluation  Action Type: Special Education  Action Type: Title I Schoolwide</p>	<p>Kathy Pirani</p>	<p>Start:  08/15/2009  End:  05/31/2010</p>		<p>—————  ACTION BUDGET: \$</p>
<p>An academic improvement plan will be written for each student who scores less than proficient on the Benchmark Exam. The AIP will outline the plan for remediation for the student. This plan will be considered with the student's parent and signed by the parent.  Action Type: AIP/IRI  Action Type: Equity  Action Type: Special Education  Action Type: Title I Schoolwide</p>	<p>Julie Molloy</p>	<p>Start:  08/15/2009  End:  05/31/2010</p>		<p>—————  ACTION BUDGET: \$</p>
<p>Regular education and special education teachers will collaborate to align curriculum, to keep special education teachers informed concerning testing and alignment of curriculum to standards. Regular education and special education teachers will analyze data from Learning Institute and develop strategies for improving student achievement.  Action Type: AIP/IRI  Action Type: Equity  Action Type: Professional Development  Action Type: Special Education  Action Type: Title I Schoolwide</p>	<p>Julie Molloy</p>	<p>Start:  08/14/2009  End:  05/28/2010</p>		<p>—————  ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>—————  \$0</p>

Priority 4: Marion Intermediate School will provide support for students in making Healthy

Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual lifestyle student screening and increasing collaboration between all segments of the school community in support of positive lifestyle changes.

1. Body Mass Index for 2008-2009 for Marion Intermediate School fourth grade male students: 16.7% of students were overweight while 22.8% female students were overweight. In fifth grade, data was not available. Body Mass Index Data for 2007-2008 for Marion Intermediate School 4th grade male students: 44.2% were at risk of being overweight or were overweight. Body Mass Index Data for 2006-2007 for Marion Intermediate School 4th grade male students: 48% were at risk of being overweight or were overweight. Body Mass Index was not done for fifth grade students in 2007-2008. BodyMass Index Data for 2006-07 for Marion Intermediate School 5th grade male students: 51% were at risk of being overweight or were overweight.
2. Body Mass Index Data for 2007-2008 for Marion Intermediate School 4th grade female students 40% were at risk of being overweight or were overweight. Body Mass Index Data for 2006-2007 Marion Intermediate School 4th grade male students: 48% were at risk of being overweight or were overweight. Body Mass Index Data for 2005-06 for Marion Intermediate School 4th grade male students: 50.0% were at risk of being overweight or were overweight. Body Mass Index was not done for fifth grade students in 2007-2008. BodyMass Index Data for 2006-07 for Marion Intermediate School 5th grade male students: 38% were at risk or were overweight. Body Mass Index Data for 2005-06 for Marion Intermediate School 5th grade female students: 47.3% at risk of being overweight or were overweight.
3. Students in grades 6, 8, 10, 12 participated in the 2008, 2007, and 2006 Arkansas Prevention Needs Assessment (APNA) Student Survey. 2009-2010 TARGETED AREAS OF CONCERN. For the 2009-2010 school year, the district has targeted two areas of concern that are listed below. (1) ATOD (Alcohol, Tobacco and Other Drug) USE AND ANTISOCIAL BEHAVIOR. A review of the 2008 APNA survey shows that students in grades 6, 8, & 12 that "ever used" cigarettes was slightly above the state norm. Grade 10 was at the state norm. Alcohol use in grades 6 and 12 increased from the previous APNA survey while grade 8 was slightly lower and grade 10 showed about the same percent of alcohol use. Grades 8 & 10 were above the state norm in use of prescription drugs. In all other areas surveyed, students in grades 6, 8, 12 were close to, or below, the state norm in use. Grade 10 was slightly higher than the state norm in sedative and over-the-counter drug use. The district needs to target the use of cigarettes, drug use, and alcohol use by students and provide prevention instruction to address student use of these products. (2) RISK PROFILE. A review of the 2008 APNA survey indicates that students in grades 6, 8, 10, & 12 have a higher than state average "transitions and mobility". Grades 6 & 10 increased in this area since the last survey. Grade 8 decreased slightly while grade 12 was about the same as the previous survey. Grade 6 was over 30% higher than the state norm in this survey. The survey indicates that students in grades 6, 8, 10 & 12 are above the state norm in the area of "Interaction with Antisocial Peers". The district needs to address issues surrounding the mobility of students in the district and provide opportunities for students to interact in activities to strengthen peer interactions in a positive manner. 2008-2009 TARGETED AREAS OF CONCERN. ATOD USE AND ANTISOCIAL BEHAVIOR. A review of the 2007 APNA survey shows that students in grades 6, 8, 10, & 12 that "ever used" inhalants decreased from the previous APNA survey although grades 6 & 8 showed an increase in the "30 Day Use" of inhalants from the previous survey. The survey data shows the "30 Day Use" of cigarettes in all surveyed grades is above the state norm. The survey also indicates that binge drinking in grades 6, 8, & 10 is above the state norm and increased from the previous survey. The district needs to target the use of cigarettes and binge drinking by students and provide prevention instruction to

Supporting  
Data:

address the student use of these products. Grade level prevention areas of concern should be addressed in addition to the district targeted areas. 2008 APNA Evaluation- the 2008 APNA survey did not survey binge drinking by students. The cigarette use in grades 6 & 10 went down while grades 8 & 12 were slightly higher. RISK PROFILE. A review of the 2007 APNA survey indicates that students in grades 6, 8, 10, & 12 have a higher than state average "transitions and mobility". Each surveyed grade increased in this area since the last survey. Grades 6 & 8 were about 20% higher than the state norm while grades 10 & 12 were around 10% higher than the state norm in this survey. Grades 10 & 12 showed more than 25% increase in the number of students marking "Family History of ASB" (antisocial behavior) since the last survey. The survey indicates that students in grades 8, 10 & 12 are still above the state norm in the area of "Interaction with Antisocial Peers". The district needs to address issues surrounding the mobility of students in the district and provide opportunities for students to interact in activities to strengthen peer interactions in a positive manner. 2008 APNA Evaluation-the 2008 APNA survey showed student mobility in grade 8 was down while grades 6 & 10 were higher and grade 12 was about the same. PROTECTIVE PROFILE. The APNA survey indicates that "Pro-social Involvement" was below the state norm in the peer/individual category marked by students. The district needs to continue to provide opportunities for students to interact in activities to strengthen peer interactions in a positive manner. 2008 APNA Evaluation-the 2008 APNA survey showed "Pro-social involvement" in grade 6 was mostly above the state norm, grade 8 at the state norm, grade 10 had mixed results with some areas above the state norm and other areas below the state norm, and all areas in grade 12 were below the state norm. 2007-2008 TARGETED AREAS OF CONCERN. In the 2007-2008 school year, the district targeted three areas of concern. (1) ATOD (Alcohol, tobacco, and other drugs) USE AND ANTISOCIAL BEHAVIOR-student cigarette use was above the state average in grades 6 & 12. A review of the 2007 APNA survey data shows the "30 Day Use" of cigarettes in all surveyed grades is still above the state norm. (2) RISK PROFILE, two areas of concern were noted- "Low Commitment to School" and "Interaction with Antisocial Peers" in grades 6, 8, 10 & 12. The 2007 APNA Survey data showed significant improvement for all grades in "Low Commitment to School". Each grade now shows to be below the state norm for this risk area (you want students to be below the norm-it shows they have a commitment to school). The survey indicates that students in grades 8, 10 & 12 are still above the state norm in the area of "Interaction with Antisocial Peers". (3) PROTECTIVE PROFILE. Two areas of concern were noted for the 2007-2008 school year-"Social Skills" and "Belief in Moral Order" were below the state norm in grades 6, 8, 10, 12. No significant change is noted in these areas in the 2007 APNA survey results. A review of the 2006 APNA survey results indicate the following areas as the top 3 that need to be targeted for prevention programs: (1) ATOD Use and Antisocial Behavior-student cigarette use is above the state average in grade 6. (2) Risk Profile, two areas of concern are noted-"Low Commitment to School" and "Interaction with Antisocial Peers" in grades 6,8,10,12 is above the state average (3) Protective Profile-two areas of concern are noted-"Social Skills" and "Belief in Moral Order" are below the state average in grades 6, 8, 10, 12.

4. A review of the 2009, 2008, and 2007 District Superintendent's Attendance by Grade for all four quarters indicated a 95% attendance rate for all students in grades K-12. The district believes that when students are truant they miss valuable instructional time. The district wants to maintain or increase the attendance rate for all students. To decrease truancy the district wants to increase parental involvement and awareness of student absences at school.

Goal

Marion Intermediate School will provide support for students in making Healthy

Lifestyle Choices by implementing systems to aid in decreasing the average BMI on routine annual lifestyle student screening and increasing collaboration between all segments of the school community in support of positive lifestyle changes

Benchmark By the end of the 2010 school year there will be a decrease of the average Body Mass Index for students by 1/2% as evaluated by the annual Body Mass Index Screening compared to the previous year.

Intervention: Marion Intermediate School will implement practices to provide opportunities for students to practice healthy behaviors at school and encourage them to make healthy food and physical activity choices resulting in increased academic performance.				
Scientific Based Research: Let's Get Physical - Promotion and Education Strategies by Dr. Hal Wechsler <a href="http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf">http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf</a> Guidelines for School Health Programs to Promote Life Long Healthy Eating (June 14, 1996/vol.45/no.RR-9) Guidelines for School Health Programs to Promote Life Long Physical Activity (March 7, 1997/Vol.46/No.RR-6)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Marion Intermediate School will make physical activity and healthy food available in all areas of the school campus and encourage students to make healthy behavior choices outside the school. Action Type: Equity Action Type: Title I Schoolwide Action Type: Wellness	Julie Molloy	Start: 08/15/2009 End: 06/01/2010		ACTION BUDGET: \$
Marion Intermediate School has a nurse (FTE-0.65 NSLA) on campus for consultations with students/faculty/parents regarding health issues and minor medical emergencies. The nurse also supervises students who take medication during the school day. Salary and benefits will be paid as necessary for the nurse. Action Type: Equity Action Type: Title I Schoolwide Action Type: Wellness	Leslie Brick	Start: 08/20/2009 End: 06/01/2010		ALE (State-275) - Employee Benefits: \$0.00 ALE (State-275) - Employee Salaries: \$0.00 NSLA (State-281) - Employee Salaries: \$35487.00 NSLA (State-281) - Employee Benefits: \$8151.00 ACTION BUDGET: \$43638
Total Budget:				\$43638

Priority 5: Our English Language Learners will improve their literacy and Math skills.

1. According to the 2009 AYP reports Marion Intermediate School has met standards this year with a status of TI-A-1. Overall Math Status is Alert and Overall Literacy Status is SI\_M.

Supporting Data:

Goal MIS will improve academic achievement and school environment for ELL students.

Benchmark MIS ELL students will meet or exceed the expected performance level AYP of 71.2 literacy and 70.0 math.

Intervention: Marion Intermediate School will provide small group instruction to help ELL students with classwork.				
Scientific Based Research: Marzano, R.J., Pickering, D.J., & Pollock, J. E. (2001). Classroom Instruction That Works: Research Based Strategies for Improving Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.; Critical Issue: Rethinking Learning for Students at Risk, North Central Regional Educational Laboratory,9/17/2008,ncrel.org/sdrs/areas/issues/ students/atrisk/at700.htm				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Trained staff will provide supplemental instruction to ESL students with appropriate materials and supplies. Action Type: Equity Action Type: Title I Schoolwide	Walt King	Start: 08/15/2009 End: 05/31/2010		ELL (State-276) - Purchased \$5583.00 Services: ELL (State-276) - Materials & \$250.00 Supplies: <hr/> ACTION BUDGET: \$5833
Reading teacher will use English in a Flash and Fluent Reader to supplement ESL teacher's instruction. Action Type: Equity	Avis Fortner	Start: 08/19/2009 End: 06/30/2010		<hr/> ACTION BUDGET: \$
Total Budget:				\$5833

• Planning Team

Classification	Name	Position	Committee
	Brandy King	Special Education Instructional Assistant	Literacy
	Carol Witt	Special Education Instructional Assistant	Literacy
	Cheryl Conrad	AR Instructional Assistant	Literacy
	Eva OBeirne	Instructional Assistant	Math
	Evelyn Simison	Special Education Instructional Assistant	Math
	Gregory Morris	Migrant Coordinator	Literacy
	Rosemary Barrow	Special Education Instructional Assistant	Literacy
	Rosie Seaton	Physical Education Instructional Assistant	Math
	Sandra Forrester	Special Education Instructional Assistant	math
	Sherry Snipes	Physical Education Instructional Assistant	Math
	Wendy Peacock	Instructional Assistant	Literacy
Business Representative	Franklin Fogleman		
Classroom Teacher	Angela Austin	Fifth Grade Teacher	Literacy
Classroom Teacher	Angela Donner	Fifth Grade Teacher	Math
Classroom Teacher	Avis Fortner	Reading Teacher	Literacy
Classroom Teacher	Barbara Vest	Fourth Grade Teacher	Math
Classroom Teacher	Barbra Cowart	Resource Teacher	Math
Classroom Teacher	Barry Bates	Music Teacher	Math
Classroom Teacher	Carol Acuff	Fourth Grade Teacher	Math
Classroom Teacher	Cheryl Clifton	Physical Education Teacher	Literacy
Classroom Teacher	Courtney Day	Fourth Grade Teacher	Math
Classroom Teacher	Dana Swan	Fourth Grade Teacher	Math

Classroom Teacher	Dianna Hanks	Fourth Grade Teacher	ACSIP Co-Chair
Classroom Teacher	Donna Dillahunty	Fifth Grade Teacher	Literacy
Classroom Teacher	Elizabeth Pirani	Fifth Grade Teacher	Literacy
Classroom Teacher	Ginger Bronson	Fifth Grade Teacher	Math
Classroom Teacher	Heather Sorrells	Curriculum Technologist	Math
Classroom Teacher	Judy Morris	Fourth Grade Teacher	Literacy
Classroom Teacher	Kathy Pirani	Fifth Grade Teacher	ACSIP Co-Chair
Classroom Teacher	Kim Shirley	Special Education Teacher	Literacy
Classroom Teacher	Kim Watson	Fifth Grade Teacher	Math
Classroom Teacher	Laura Burditt	Fourth Grade Teacher	Literacy
Classroom Teacher	Laura Dillahunty	Fifth Grade Teacher	Literacy
Classroom Teacher	Leslie Hallmark	Fifth Grade Teacher	Math
Classroom Teacher	Lovell Howard	Special Education Teacher	Math
Classroom Teacher	Mary Walker	Fourth Grade Teacher	Literacy
Classroom Teacher	Marybeth Nassar	Fifth Grade Teacher	Literacy
Classroom Teacher	Melinda Patrick	Fifth Grade Teacher	Literacy
Classroom Teacher	Michelle Ray	Resource Teacher	Math
Classroom Teacher	Mona Taylor	Art Teacher	math
Classroom Teacher	Rae Shirley	Fourth Grade Teacher	Literacy
Classroom Teacher	Rhonda Linsky	Resource Teacher	Literacy
Classroom Teacher	Sandra Curry	Fifth Grade Teacher	Math
Classroom Teacher	Sandy Malloy	Fourth Grade Teacher	Math
Classroom Teacher	Shelbi Catt	Fourth Grade Teacher	Literacy
Classroom Teacher	Temple Robinson	Title I Teacher	Math
Classroom Teacher	Terri Barnes	Fourth Grade Teacher	Math
Classroom Teacher	Vivian McCorkle	Special Education	Literacy
District-Level Professional	Connie Givens	Vision Specialist	Math
Non-Classroom Professional Staff	Carolyn Vickers	Counselor	Math
Non-Classroom Professional Staff	Debbie Reginelli	Assistant Principal	Math
Non-Classroom Professional Staff	Julie Molloy	Principal	Literacy
Non-Classroom Professional Staff	Marci Altemus	Speech Pathologist	Literacy
Non-Classroom Professional Staff	Nancy Fogleman	Librarian	Literacy
Parent	Angie Myers		
Parent	Brian Mize		

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