



[District Menu Page](#) | [Work On Your ACSIP](#) | [Reports](#) | [Federal/State Budgets](#) | [School Completion Status](#) | [FAQ](#) | [Feedback](#) | [Logout](#)

School Plan

[Print Version](#)

PANGBURN ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2009-2010

Approved:

Pangburn Elementary believes that the children with which we are entrusted are the most valuable resource of our community, state, and nation. We recognize the worth of each student in our district and will assure that the individual needs of all students are fulfilled.

We will strive to meet these goals through fairness to each student, a strong academic program which will promote higher level thinking skills, develop working in technology, and cohesive alliance with the community.

Grade Span: K-6

Title I: Title I Schoolwide

School Improvement: MS

Table of Contents

Priority 1: Improve Literacy Skills

Goal: Students will improve in their ability to respond to open response reading content passages, reading comprehension, and writing content and style.

Priority 2: Improve Math Skills

Goal: Students will improve in answering open response questions while working on numbers and operations, measurement, data analysis and probability.

Priority 3: Wellness

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

Priority 1:

1. Based on a comprehensive needs assessment that reflects an in-depth trend analysis of multiple data sources across multiple grade levels and content areas, we found that our areas of need in our combined population,caucasian,and free and reduced to be open response reading passages, reading comprehension, and writing content and style.This conclusion has been obtained by studying the CRT,NRT,intermittent assessments, and other data.
2. The average daily attendance for 2006/07 was 95%; 2007/08 was 96%,and 2008/09 was 96%.

Supporting
Data:

- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

- 13.
- 14.

Goal Students will improve in their ability to respond to open response reading content passages, reading comprehension, and writing content and style.

Benchmark Pangburn Elementary met the 2009 AYP goal of 71.20 with a score of 74.4.

Intervention: Students will improve on writing content and style, with an emphasis on comprehensive language skills.				
Scientific Based Research: Fountas, I. and Pinnell, G. (2001) Guiding Readers and Writers Grades 3-6, Heinemann Publishing. Pritchard, Ivor (1999) Reducing Class Size: What Do We Know, Office of Educational Research and Improvement, US Department of Education.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Student portfolios, student essays, and performance based assessments will be used to monitor and evaluate each student's writing progress. Teachers will create and use effective rubrics to score students' writing progress, and will train students on how to use these rubrics. Point in time interventions will be given to those scoring low on the rubrics. Action Type: Equity	Chad Ramsey, Stephanie Vernon Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Performance Assessments • Teaching Aids 	ACTION BUDGET: \$
Purchase supplies and books that are needed for implementation of the K-6 Comprehensive Literacy Model. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Leasha Hayes, Dawn Atkins, Sylvia Walker	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • District Staff • Teaching Aids 	Title I - Materials & Supplies: \$9701.50 ACTION BUDGET: \$9701.5
Teachers will observe model classrooms throughout the year in order to gain various techniques and strategies for implementation. Action Type: Collaboration Action Type: Professional Development	Chad Ramsey, Stephanie Vernon Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
All literacy instruction is being presented by highly qualified teachers, certified in the area they are teaching, through completion of HQT forms provided by the Arkansas Department of Education. Strategies are used to retain these teachers at our school. (3&5 schoolwide) Action Type: Title I Schoolwide	Chad Ramsey, Stephanie Vernon Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Teachers in grades Kindergarten through sixth will implement strategies into the curriculum for using components from Step Up To	Chad Ramsey, Stephanie Vernon Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$

<p>Writing and/or 6 Traits of Writing. Teachers will meet periodically to analyze strategies used in classrooms and share their success. Successful implementation and alignment of Step Up to Writing as a means of presenting state frameworks will be monitored through evaluations of lesson plans, students' writing, and performance assessments. 2008/2009 classroom walkthrough data revealed 70% of fifth and sixth grade lessons included successful implementation of Step Up to Writing literacy strategies during the first nine week grading period; 80 % during the second nine week grading period; 90 % during the third nine week grading period; and 90 % the fourth nine week grading period. Action Type: Collaboration Action Type: Program Evaluation</p>				
<p>An additional first grade teacher with an FTE of 1.0 will be employed to help reduce class size to better meet the needs of the children. Funds are used from Title IIA to create a class size reduction room in the first grade classroom. Last year our kindergarten national percentile was 48 compared to the state average of 52 for literacy. In math it was 47 compared to 48 in the state. The class reduction room will allow a smaller student:teacher ratio (1:13 students) so that more individualized attention can be given to the students. This position is above and beyond the state standards. Action Type: Equity</p>	<p>Stephanie Vernon, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title II-A - Employee \$32960.83 Salaries: Title II-A - Employee \$7620.00 Benefits: <hr/>ACTION BUDGET: \$40580.83</p>
<p>MAT 8,SAT 10 and Benchmark test results will be used in evaluation and planning. Specific grade level deficiencies as well as individual student deficiencies will be addressed. Information from these assessments will be used to adjust instruction in order to meet the needs of all students.(1 schoolwide) Action Type: AIP/IRI Action Type: Title I Schoolwide</p>	<p>Sherry Gregson</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p><hr/>ACTION BUDGET: \$</p>

<p>Fifth and sixth grade teachers will use components of "Marzanno's High Yielding Strategies" and implement the strategies to address deficiencies in writing content/style and comprehensive language. Classroom walkthrough data will be gathered to measure implementation of the strategies in each classroom. If needed additional professional development using the coaching model will be implemented. 2008/2009 classroom walkthrough data revealed 31% of fifth and sixth grade lessons included successful implementation of Marzanno's high yielding strategies during the first nine week grading period; 38% during the second nine week grading period; 50% during the third nine week grading period; and 69% during the fourth nine week grading period.(2&4 schoolwide) Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Chad Ramsey, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Language/writers' skills books will be used as a resource to enhance students' writing style and content skills. Action Type: Equity</p>	<p>Sylvia Walker</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Developmental Spelling Analysis will be administered to the students at the beginning, middle, and end of each school year to determine the spelling stage that needs to be taught. Classroom teachers will assess and monitor students weekly, to evaluate progress. Grade level meetings will be held to disaggregate the data and plan instruction as evidenced by meeting minutes and the instructional plan. Beginning of the school year 2008/09, DSA showed that 36% of students were proficient or above at the grade level stage feature. The end of the 2008/09 school year DSA showed that 71% of students were proficient or above at the grade level stage feature. Action Type: Alignment Action Type: Collaboration</p>	<p>Dawn Atkins,Sylvia Walker</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>

Action Type: Program Evaluation				
Teachers will attend a Website/Wiwis workshop and implement the strategies learned to enhance student's abilities to elaborate on a central idea. Action Type: Professional Development Action Type: Technology Inclusion	Cristy Waire	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$
An assessment tool is administered to each child entering kindergarten before school begins. The Iowa Screening Inventory (Qualls test) is given during the first month of school. Action Type: Alignment	Stephanie Vernon Principal	Start: 07/01/2008 End: 06/30/2009		ACTION BUDGET: \$
Total Budget:				\$50282.33
Intervention: Students will improve in the areas of reading content passage/open response, and reading comprehension.				
Scientific Based Research: Harvey S. and Goudvis,A.(2000)Strategies That Work,Maine;Beck,I. and McKeown,M.(2002)Bringing Words to Life,Heinemann Publishing.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents will serve as resources for teachers and students to help individual students as well as be guest speakers. A volunteer resource book is located in the principal's office for sign in purposes. Surveys are given to parents at Parent Conferences to gain information needed. Parent conferences are held in the fall and spring. Parents will be provided with a confidential password to access and monitor their child's progress through the school website.(6 schoolwide) (H:B,C,E,H,I,J) Action Type: Parental Engagement Action Type: Title I Schoolwide	Sherri Gregson	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Community Leaders • Teachers 	ACTION BUDGET: \$
Mapping and alignment in literacy will be a continuous process so that all Arkansas frameworks are covered. Collaboration of the teachers will occur when these are exchanged with the grade below and above for vertical alignment. Grade level team meetings will be held twice a month with the literacy coaches.(8 schoolwide) Action Type: Alignment Action Type: Collaboration	Leasha Hayes	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$

<p>Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<p>Speech and Special education teachers will discuss with classroom teachers modifications needed according to goals. Classroom teachers will use the information gained to enhance students' learning. Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Chad Ramsey, Stephanie Vernon Principals</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Ongoing use of the Comprehensive Assessment of Reading Strategies is used to enhance students' comprehension and fluency. Results of this assessment will be used to provide activities to ensure that students who experience difficulty mastering the proficient/advances levels of academic achievement will be provided with effective assistance. Point in time remediation will be provided as needed.(9 schoolwide) Action Type: Title I Schoolwide</p>	<p>Chad Ramsey, Stephanie Vernon Principals</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Instruction by highly qualified teachers is evident by the use of DIBELS to check for individual student's reading progress. Based on this information, teachers place students in the appropriate small reading groups and monitor the students individual performance in the area of reading comprehension. DIBELS is used in K-4th grades. (3 schoolwide) Action Type: Title I Schoolwide</p>	<p>Dawn Atkins</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Teachers provide practice on MAT 8, SAT 10 and ACTAAP. Students in grades 3-6 will participate in the Target Testing Program provided by the Wilbur Mills Coop. Tests will be given three times a year before the Benchmark Exam. Pacing guides for teachers are available to show teachers framework items being tested for each target test. The results will be reviewed by teachers and administrators to monitor</p>	<p>Chad Ramsey, Stephanie Vernon Principals</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>

<p>student achievement. During the 2008/2009 school year 52% of the students scored proficient or advanced on the first literacy portion of the target test compared to 65% of the students who scored proficient or advanced on the third administration of the literacy portion of the target test. Action Type: Alignment Action Type: Program Evaluation</p>				
<p>Parents are encouraged to provide opportunities to involve their children in everyday reading situations and to purchase a variety of reading materials for their children through annual book fairs, and monthly book sale opportunities. The parent center and parent facilitator are available to help parents with issues of concern for their children. The facilitator will be able to help instruct the parents on how to incorporate developmentally appropriate learning activities at home and where to obtain these activities. (6 schoolwide)(H:D,F, G,I,J) Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Mary Harris, Sherri Gregson, Cristy Waire</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Community Leaders • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Accelerated Reader Program will be promoted by teachers and staff. Students' needs assessment and reading progress will be monitored through the use of STAR testing, which is a component of the Accelerated Reader program, at the computer lab. The media specialist will purchase and maintain Accelerated Reader books and quizzes. The STAR Reader Assessment will be administered to students at the beginning and end of the school year. Teachers will analyze the weekly growth reports to determine if any adjustments in the instructional program are needed. In the 2008/2009 school year, 74% of students reached grade level or made adequate gains through accelerated reader. Of the 60% of teachers using Accelerated Reader Program,</p>	<p>Cristy Waire</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Computers • School Library • Teachers • Teaching Aids 	<p>NSLA (State-281) - \$5342.00 Employee Benefits: NSLA (State-281) - \$16695.00 Salaries: ACTION BUDGET: \$22037</p>

100% of them have reported an increase in reading comprehension as well as improved oral reading. Children have access to a computer lab to work on skills. Action Type: Program Evaluation Action Type: Technology Inclusion				
Classroom teachers and literacy coaches will prepare materials and utilize the three Title I Aides with an FTE of .50 to work individually with students in lower elementary and one Title I aide with an FTE of .25 to work individually with students in upper elementary who are in need of extra literacy instruction as prescribed by the supervising classroom teacher. An NSLA aide with an FTE of .25 will work with upper elementary children. Action Type: Collaboration Action Type: Equity	Chad Ramsey, Stephanie Vernon, Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Title Teachers 	Title I - Employee \$22347.50 Salaries: Title I - Employee \$6311.25 Benefits: NSLA (State- 281) - \$681.00 Employee Benefits: NSLA (State- 281) - \$2550.00 Employee Salaries: <hr/> ACTION BUDGET: \$31889.75
A transitional program between our Pre-School ABC program and the kindergarten classes includes visiting the kindergarten classrooms and planning among the pre-school staff and kindergarten teachers. (7 schoolwide) Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Stephanie Vernon, Principal ;Kelly Davis, Preschool Director	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Books will be added to the literacy book rooms as needed to be used in the guided reading lessons. Classroom libraries will be expanded to give children more opportunities to enjoy reading and increase vocabulary and fluency. Action Type: Equity	Dawn Atkins, Sylvia Walker	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
An open house will be conducted in order to explain, report the progress of, and discuss the implementation of the literacy programs. Informational packets are given out at the open house. Parent Compacts will be	Chad Ramsey, Stephanie Vernon, Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	<hr/> ACTION BUDGET: \$

<p>signed by the parents, students, and teachers. This compst will include ways to provide assistance to parents in understanding content, to provide materials and training to help parents work with their children, to coordinate and integrate parent involvement programs, to educate the school staff of the importance of effective communication with parents, to provide support for parental involvemnt activities, and to send mataerials home in a language that the parent can understand. Handbooks are distributed at the beginning of the year which states the school's process for resolving parental concerns. (H:A,D,2A,B,C,D,E,F) Action Type: Parental Engagement</p>				
<p>Implementation of AIPs for each student who scores below proficient on the ACTAAP and/or grade level work will be completed. NORMES will produce AIP's and teachers will meet with parents to discuss academic improvement plans if the student scored basic or below basic on the ACTAAP test. K-2 students will receive an IRI plan if needed. (2 schoolwide) Action Type: Title I Schoolwide</p>	<p>Chad Ramsey, Stephanie Vernon, Principals</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>The ACSIP literacy committee will hold meetings to coordinate fund usage and approve, develop, and amend various interventions and actions in ACSIP . The plan provides steps to help students meet challenging state standards. (10 schoolwide) Action Type: Title I Schoolwide</p>	<p>Lori Flint, Missey Holloway, co chairs</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>All teachers will teach from the Arkansas Frameworks. Teachers will include lessons from frameworks in the weekly lesson plans. New teachers will be assigned a Pathwise Mentor. Principal walk through and evaluations will indicate if frameworks are being taught in classrooms. Action Type: Alignment</p>	<p>Chad Ramsey, Stephanie Vernon, Principals</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>Open-response questions will be used in lessons. Teachers will share and collaborate open-response literary questions. Action Type: Collaboration</p>	<p>Leasha Hayes, Dawn Atkins, Sylvia Walker</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Teachers will keep a student portfolio for each student throughout the school year. The portfolio will contain writing samples, and DRA assessments. The portfolios will be reviewed every 4 1/2 weeks or as needed to determine students' progress. Action Type: AIP/IRI Action Type: Special Education</p>	<p>Chad Ramsey, Stephanie Vernon, Principals</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Students are given the Developmental Reading Assessment(DRA) and Observation Survey in order for teachers to become aware of the needs of the individual student, and then will divide their students into leveled groups for instruction. The DRA data is collected in the fall and at the end of the year. DIBELS is completed for all K-4 students at the beginning, middle, and end of the year and more often for students at risk. Observation Survey data is collected in the fall for students falling below a level 4 on the DRA. These program assessments will be used to monitor student progress. Grade level meetings will be held to disaggregate the data and collaboratively plan instruction for interventions. During the 2008/09 school year 3 % of the students were at or above grade level after the fall administration of the DRA, and 51% of the students were at or above grade level after spring administration of the DRA. Action Type: Equity Action Type: Program Evaluation</p>	<p>Dawn Atkins, Sylvia Walker</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Lesson plans to enhance vocabulary will be planned using Bringing Words to Life, Strategies that Work, and other professional books. Teachers will conduct daily read-alouds and choose new vocabulary words from these passages. Teachers will exhibit and use vocabulary</p>	<p>Chad Ramsey, Stephanie Vernon Principals</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>_____</p> <p>ACTION BUDGET: \$</p>

chart in class instruction to enhance the students knowledge of new words that are introduced in reading. Action Type: Special Education				
Mandatory, on-site professional development will be held for the K-6 staff, including principal and special education teachers. A needs assessment is provided by the area coop to help meet the needs of the teachers.(4&1 schoolwide) Action Type: Professional Development Action Type: Title I Schoolwide	Chad Ramsey, Stephanie Vernon Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Conferences, permission and informational letters in a language they can understand will be provided to parents. Phone numbers and e-mail addresses will be made available in order for the parents to see that teachers value the importance of effective communication with parents..Parent compacts will be signed by the parents, students, and teachers. Handbooks are distributed at the beginning of the year which states the school's process for resolving parental concerns. Parents will be invited to observe their children and to become more involved in their child's education by joining the PTO. (H:A,C,D,F,J) Action Type: Parental Engagement	Stephanie Vernon Principal	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Differentiated instruction in literacy will be used in grades three through six to provide curriculum compacting through acceleration and enrichment. Action Type: Collaboration	Chad Ramsey, Stephanie Vernon Principals	Start: 07/01/2009 End: 06/30/2009	<ul style="list-style-type: none"> Teachers 	Title I - Materials & \$1000.00 Supplies: ACTION BUDGET: \$1000
Total Budget:				\$54926.75
Intervention: Reading Recovery				
Scientific Based Research: Clay,M. (2005) Literacy Lessons: Designed for individuals, part two: Teaching procedures. Portsmouth, NH:Heinemann. Clay, M.(2005) Literacy lessons: Designed for individuals, part one: Why?When? And how? Portsmouth, NH:Heinemann.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A Reading Recovery teacher with an FTE of .52 will instruct students who are below proficiency in reading. Materials will be purchased as needed. Conferences, permission	Jerrold Williams, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Title Teachers 	Title I - Employee \$6095.00 Benefits:

and informational letters will be provided to parents. Phone numbers and e-mail addresses will be made available. Action Type: Equity				Title I - Employee \$23442.00 Salaries: ACTION BUDGET: \$29537
Students who meet eligibility for Reading Recovery will receive daily, one-on-one instruction for 30 minutes for an average of 4-20 weeks. Action Type: AIP/IRI	Donna Wyatt	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teaching Aids 	ACTION BUDGET: \$
Continuing contacts for Reading Recovery will be scheduled. Reading Recovery teachers will meet to provide collaborative opportunities to teach/discuss interventions and to discuss new knowledge in the field as well as lesson and strategies behind the glass. Action Type: Collaboration Action Type: Professional Development	Stephanie Vernon, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
Reading Recovery teacher has one computer and printer with internet access. State and national data for Reading Recovery is submitted using the IDEC internet site. Communication with the Teacher Leader at UALR is done via e-mail. Computers are also used as a resource for reading materials and for collaboration among other Reading Recovery teachers around the state and nation. Action Type: Collaboration	Stephanie Vernon Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Computers District Staff 	ACTION BUDGET: \$
The first grade teachers, the literacy coach and the Reading Recovery teacher will complete academic improvement plans for students who are below grade level in reading. Reading Recovery is used as one mean of addressing the reading deficit. Action Type: AIP/IRI	Stephanie Vernon, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Rating scales, alternate rankings, teacher recommendations, SAT 10 scores, and pre-test assessment will be used as the means of identifying eligible students for Reading Recovery. Reading Recovery's focus will be to serve the bottom 20% of first grade. Lessons plans and running records are kept in a binder and reviewed on a regular basis. Monthly progress data is submitted to the Reading Recovery teacher leader for review. The teacher leader gives consultation visits on an as needed basis, as well as yearly visits to assess teachers' performance. Observation Survey and text level assessments are	Donna Wyatt	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Outside Consultants Teaching Aids Title Teachers 	ACTION BUDGET: \$

<p>given before a student can be discontinued from the program, and end of the year assessments are compared to the pre-test. Data is submitted to the principal, UALR, and Ohio State University. In the 2008/2009 school year 100% of the students served made a gain. Six out of eight students were successfully discontinued from the program. Action Type: Program Evaluation</p>				
Total Budget:				\$29537

Priority 2: Students will improve answering open response and all math procedures.

- Supporting Data:
- Based on a comprehensive needs assessment that reflects an in-depth trend analysis of multiple data sources across multiple grade levels and content areas, we found that our areas of need in our combined, white, and free and reduced population to be open response questions, numbers and operations, measurement, data analysis and probability. This conclusion has been obtained by studying the CRT, NRT, intermittent assessments, and other data.
 - The average daily attendance for 2006/07 was 95%; 2007/08 was 96%, and 2008/09 was 96%.
 -
 -

Goal Students will improve in answering open response questions while working on numbers and operations, measurement, data analysis and probability.

Benchmark Pangburn Elementary met the 2009 AYP goal of 70.0 with a score of 81.4.

Intervention: Students will increase their knowledge in open response numbers and operations, and measurement.				
Scientific Based Research: Leaving No Child Behind: 50 Ways to Close The Achievement Gap: Standards for High Performing Schools Series: Downey Carolyn J., 2003.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers and Special Education personnel collaborate and review students' IEP's and discuss modifications and math strategies. Parent/teacher conferences are held each semester and on an as-needed basis. In an effort to offer appropriate services and instruction, Special Education teachers collaborate with parents, classroom teachers, the psychological examiner, the counselor, the occupational therapist, and a physical therapist. (2,9 schoolwide) Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Nanette Powell, Valerie Barnett</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Three teachers' aides for lower elementary with an FTE of .50 and one aide with an FTE of .25 for upper elementary, work in the classroom with teachers and students to meet individual needs for those scoring below proficient on the SAT 10 and ACTAAP. An NSLA aide with an FTE of .25 will</p>	<p>Chad Ramsey, Stephanie Vernon Principals</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Teaching Aids 	<p>Title I - Employee \$22347.50 Salaries: Title I - Employee \$6311.25 Benefits: NSLA \$681.00 (State-</p>

<p>work with upper elementary children. Materials will be supplied as needed.(2 schoolwide) Action Type: Collaboration Action Type: Title I Schoolwide</p>				<p>281) - Employee Benefits: NSLA (State-281) - \$2550.00 Employee Salaries: ACTION BUDGET: \$31889.75</p>
<p>Materials for the Accelerated Math program, such as scanners and scantron materials, will be purchased as needed. The STAR Math Assessment will be administered to students in the beginning and end of the school year. Teachers will analyze the growth reports to determine if any adjustments in the instructional programs are needed. In the 2008/2009 school year, 75% of students reached grade level or made adequate gains through Accelerated Math. Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Wade Butler, math faciliator</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Computers • Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>Each K-6 classroom, including the Special Education classrooms, has computers with age and developmentally appropriate software. All computers are internet accessible. Action Type: Technology Inclusion</p>	<p>John Sullivan</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Computers • District Staff 	<p>ACTION BUDGET: \$</p>
<p>MAT 8,SAT 10 and Benchmark test results will be used by teachers to develop academic improvement plans. Professional development time will be given to help teachers disseminate test results. Information from these assessments will be used to adjust instruction in order to meet the needs of all students by providing point in time remediation.(1,2,4,9 schoolwide) Action Type: AIP/IRI Action Type: Alignment Action Type: Title I Schoolwide</p>	<p>Sherri Gregson</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Teachers collaborate to maintain continuity between the special education classroom and the regular classroom. The Special Education teachers assist the classroom teacher with proper implementation of modifications so that every student has the chance to achieve his full potential. According to students' IEP's, eligible students will receive small group math instruction from Special Education sources. These teachers will assist students in</p>	<p>Nanette Powell, Valerie Barnett</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>

developing strategies for successful completion of open response questions. (2 schoolwide) Action Type: AIP/IRI Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide				
Students will be exposed regularly to open response math problems and problems requiring multiple steps. Individual student's needs will be addressed in AIP's. Action Type: AIP/IRI Action Type: Equity	Wade Butler math faciliator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Students in 3rd-6th grades will participate in the Target Testing program provided by the Wilbur Mills Coop. Pacing guides will be provided to guide instruction with emphasis being placed on those frameworks that involve geometry, measurement, and number and sense operations. These tests will be administered 3 times during the school year and the results will be reviewed by teachers and administrators to monitor student achievement. During the 2008/2009 school year 53% of the students scored proficient or advanced on the first math portion of the target test compared to 43% of the students who scored proficient or advanced on the third administration of the math portion of the target test. Action Type: Program Evaluation	Leasha Hayes	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments 	ACTION BUDGET: \$
Teachers will spend extra time each week during the math period to focus on reinforcing the use of measurement, algebra, math concepts and estimations in real-world experiences. Action Type: Equity	Chad Ramsey, Stephanie Vernon Principals	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Students will utilize the computer lab which is equipped with mathematics specific software including Orchard, a mathematics software that addresses many areas, including algebra, measurement, concepts and estimation. Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion	Georgia Langley	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Computers Teachers Teaching Aids 	ACTION BUDGET: \$
Measurement concepts will be reinforced in the k-3 science lab as well as in the 4-6 science classes. Action Type: Collaboration Action Type: Equity	Donna Wyatt	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$
Teachers will utilize Mastering Math Facts in conjunction with Cognitively Guided Instruction to increase student achievement. K-6	Wade Butler, math faciliator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Teachers Teaching Aids 	ACTION BUDGET: \$

teachers will attend CGI training and implement strategies gained from concepts presented. Evaluations will be conducted through classroom walk-throughs. (4 schoolwide) Action Type: Professional Development Action Type: Title I Schoolwide				
Differentiated instruction in math will be used in grades three through six to provide curriculum compacting through acceleration and enrichment. Action Type: Collaboration	Chad Ramsey, Stephanie Vernon, principals	Start: 07/01/2009 End: 06/30/2009	• Teachers	Title I - Materials & \$1000.00 Supplies: ACTION BUDGET: \$1000
Total Budget:				\$32889.75

Intervention: Students will improve in open response data analysis, data interpretation, and probability

Scientific Based Research: National Council of Teachers of Mathematics. Standards 2000-Principles and Standards for School Mathematics: Discussion Draft, October 1998 pgs 219. ED Thoughts: What We Know About Mathematics and Learning. p. 44-45, McReal, Edited by Sutton, John and Krueger, Aurora, (2002).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Grade level mapping and alignment will be completed in compliance with state frameworks. Frameworks will be aligned with the EveryDay Math Book that is being utilized in K-6. Additional EveryDay Math materials will be purchased as needed such as math related trade books to expand our math library in order to present mathematics through literature. Action Type: Alignment	Chad Ramsey, Stephanie Vernon Principals	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Teachers	ACTION BUDGET: \$
Purchase math manipulatives, math software, hardware, and calculators for individual classrooms as needed. The use of Everyday Calendar in K-3 will be employed to correlate with the Everyday Math Program. Action Type: Equity Action Type: Special Education	Wade Butler	Start: 07/01/2009 End: 06/30/2010	• Teaching Aids	Title I - Materials & \$3000.00 Supplies: ACTION BUDGET: \$3000
All math instruction is being presented by highly qualified teachers, certified in the field in which they teach, through completion of HQT forms provided by the Arkansas Department of Education. Strategies to retain these teachers are used by Pangburn School District and is evident by the small turn-over we have in staff. (3&5 schoolwide) Coordinator, teachers, and administration will attend conferences, workshops, trainings, etc. and visit district schools to acquire subject matter knowledge and teaching skills to improve student achievement. The district	Chad Ramsey, Stephanie Vernon Principals	Start: 07/01/2009 End: 06/30/2010	• Teachers	ACTION BUDGET: \$

<p>will fund professional development workshops, which will include travel, meals, lodging, fees, and supplies. Federal funds will only be used on activities that are above the 60 hour state requirement. Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<p>The math committee of ACSIP will hold meetings to coordinate funds, develop, approve, and amend various interventions and actions in ACSIP.(8&10 schoolwide) Action Type: Title I Schoolwide</p>	<p>Chad Ramsey, Stephanie Vernon Principals</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Lesson plans will reflect the use of developmentally appropriate MAT 8,SAT 10 and Benchmark like questions and terminology. Teachers will teach problem solving strategies in all grade levels. Lesson plans will reflect these strategies and will be monitored by principals. Action Type: Alignment</p>	<p>Chad Ramsey, Stephanie Vernon Principals</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Teachers will reinforce data interpretation across the curriculum by the use of practical reading materials such as menus, graphs, charts, venn diagrams. Mapping and alignment in math will be a continuous process so that all Arkansas frameworks are covered. Action Type: Alignment</p>	<p>Wade Butler, math faciliator</p>	<p>Start: 07/01/2008 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Parent Involvement Meetings (Report to the Public) in conjunction with our local PTO will be held in the fall to help keep parents informed about what is going on in the school.(6 schoolwide)(H:B) Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Jerrold Williams Superintendent</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Fifth and sixth grade teachers will implement Marzanno's High Yielding Strategies to address deficiencies in open response data analysis, data interpretation, and probability. Classroom walkthrough data will be gathered to measure implementation of the strategies in each classroom. If needed additional professional development using the coaching model will be implemented. 2008/2009 classroom walkthrough data revealed 0% of fifth and sixth grade math lessons included successful implementation of Marzanno's high yielding strategies during the first nine</p>	<p>Chad Ramsey, principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Teaching Aids 	<p>_____</p> <p>ACTION BUDGET: \$</p>

week grading period; 67% during the second nine week grading period; 60% during the third nine week grading period; and 75% during the fourth nine week grading period. Action Type: Collaboration Action Type: Program Evaluation				
Total Budget:				\$3000

Priority 3: Pangburn Elementary School will strive to improve the health and wellness of our elementary students.

- Supporting Data:
- The BMI for 2005-06 showed that 175 males in K-6 were tested with 22% being at risk and 21% being overweight. In 2005-06 140 females were tested with 15% being at risk and 19% being overweight. The BMI for 2006-07 showed that 183 males in K-6 were tested with 19% being at risk and 24% being overweight. In 2006-07 163 females were tested with 13% being at risk and 22% being overweight. The BMI for 2008-2009 showed that 107 males in K-6 were tested with 20.6% being overweight and 21.5% being obese. It also showed that 95 females in K-6 were tested with 18.9% being overweight and 16.8% being obese.
 - Pangburn School District is located in White County. White County Unemployment Rate is: 2007: 6.6 2008: 12.2 2009: 7.9
 - Pangburn School District is located in White County. The poverty rate in 2006-2007 of all people in poverty was 15%, and children ages 0-17 in poverty at 21.4%. The Federal Programs Poverty Data for 2007-08 states that children 5-17 in the Pangburn School District have 18.5% in poverty. The poverty rate in 2008-2009 states that the population below the poverty line in White County was 15.8% with 18.1% of those under age 18 in poverty.

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

Benchmark: Pangburn Elementary will reduce the total number of students in the overweight/and or at risk of being overweight categories (as measured by BMI) by 1% in the 2007/2008 school year.

Intervention: Support for Wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayeri.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A district wellness policy was created in collaboration with the district Nutrition and Physical Activity Committee. Policies have been approved by the district school board. Policies include the five federal guidelines and the policy statement has been submitted to ADE, Child Nutrition Unit as required. □ The school district will engage students, parents, teachers, food service professional, health professional, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies. A school health council has been formed. □ Qualified child nutrition professional will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and will provide clean, safe, and pleasant settings and adequate time for students to eat. □ Foods and beverages sold or served	Jerrold Williams, Superintendent	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Community Leaders Outside Consultants Teachers 	ACTION BUDGET: \$

<p>at school will meet the nutrition recommendations of the U.S. Dietary Guildlines for Americans. □ All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis. There will be 30 minutes daily of physical activity time. □ Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services. □ The school staff will act as role models for good nutrition and physical activity. Assessments will help review policy compliance, assess progress, and determine areas in need of improvement. Action Type: Collaboration Action Type: Title I Schoolwide Action Type: Wellness</p>				
<p>The Elementary School provides a pleasant environment and monitors schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The School Health Index Modules will be used to evaluate district and school effectiveness. In the 2008/2009 school year the nutrition services was addressed by writing a grant for fresh fruits and vegetables to be served to the elementary during the afternoons; healthy school environment was addressed for washing hands or the use of hand sanitizers before lunch. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness</p>	<p>Chad Ramsey, Stephanie Vernon Principals</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • Community Leaders • District Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>The Elementary School will align and implement the current Arkansas Nutrition and Physical Education and Physical Activity Standards and Arkansas Curriculum Frameworks. Resources, professional development opportunities and training will be provided to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Professional Development Action Type: Wellness</p>	<p>Chad Ramsey, Stephanie Vernon Principals</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>
<p>Intervention: The Elementary 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.</p>				
<p>Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol.46/No.RR-6).</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>The Elementary School will provide physical activity and encourage students to make healthy behavior choices outside the school.</p>	<p>Chad Ramsey, Stephanie</p>	<p>Start: 07/01/2009</p>	<ul style="list-style-type: none"> • Teachers 	<p>————— ACTION BUDGET: \$</p>

Action Type: Title I Schoolwide Action Type: Wellness	Vernon Principals	End: 06/30/2010		
The elementary staff will be positive role models for healthy eating and physical activity. Action Type: Title I Schoolwide Action Type: Wellness	Jenny Reaper	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
The Elementary School will involve parents in physical activity and nutrition education through homework, newspaper articles, lunch menus. Extra-curricular activities such as archery, Pee Wee basketball, Tiger Cubs, etc. will be offered to the students throughout the year. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Chad Ramsey, Stephanie Vernon Principals	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
Pangburn Elementary will implement a health promotion and physical activity curriculum. The curriculum will be aligned with Arkansas Frameworks. Plan evaluation will be made through the curriculum. In the 2008/2009 school year 100% of students were provided with 150 minutes of physical education per week and followed National Standards for P.E. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide Action Type: Wellness	Jenny Reaper	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Business Representative	Kris Turner	Parent	Literacy
Classroom Teacher	Kayla McDonald	Comittee Member	Math Co Chair
Classroom Teacher	Amanda Redman	5th grade teacher	Literacy
Classroom Teacher	Autumn Yancey	1st grade teacher	Math
Classroom Teacher	Carissa Bell	6th grade teacher	Literacy
Classroom Teacher	Carol Majors	1st grade teacher	Math
Classroom Teacher	Dana Bell	Kindergarten teacher	Literacy
Classroom Teacher	Darliss Treat	3rd grade teacher	Literacy
Classroom Teacher	Deana Smith	3rd grade teacher	Literacy
Classroom Teacher	Diana Ellis	2nd grade teacher	Math Co-Chair
Classroom Teacher	Donna Morehead	5th grade teacher	Math
Classroom Teacher	Jana Smith	1st grade	Literacy
Classroom Teacher	Janet Cook	5th grade teacher	Literacy
Classroom Teacher	Jennifer Hutcherson	Kindergarten	Literacy
Classroom Teacher	Jolie Tharp	2nd grade teacher	Literacy
Classroom Teacher	Karen Kerby	1st grade teacher	Literacy
Classroom Teacher	Karen Wynne	Chairperson	Math
Classroom Teacher	Kathryn Perry	Kindergarten teacher	Math
Classroom Teacher	Lisa Brownfield	3rd grade teacher	Math
Classroom Teacher	Lori Flint	Chairperson	Literacy Co Chair
Classroom Teacher	Marquita Goree	4th grade teacher	Math
Classroom Teacher	Melissa Smith	4th grade teacher	math

Classroom Teacher	Missey Holloway	4th grade teacher	Literacy Co Chair
Classroom Teacher	Valerie Barnett	Special Education	Special Ed. Trigger
Community Representative	Barbara Ramsey	banker	Math
District-Level Professional	Leasha Hayes	Committee Member	Literacy
Non-Classroom Professional Staff	Betty Yerger	Art Teacher	Literacy
Non-Classroom Professional Staff	Chris Webber	Speech	Special Ed. Trigger
Non-Classroom Professional Staff	Cristy Waire	Media Specialist	Math Co Chair
Non-Classroom Professional Staff	Dawn Atkins	Literacy Coach K-4	Literacy
Non-Classroom Professional Staff	Donna Wyatt	Reading Recovery/Science	Literacy
Non-Classroom Professional Staff	Jenny Reaper	Physical Ed	Wellness Chair
Non-Classroom Professional Staff	Linda Townsend	Music Director	Wellness
Non-Classroom Professional Staff	Nanette Powell	Special Education	Special Ed. Trigger
Non-Classroom Professional Staff	Shannon Galyan	Gifted and Talented	Wellness
Non-Classroom Professional Staff	Sherry Gregson	Counselor	Wellness
Non-Classroom Professional Staff	Sylvia Walker	Comprehensive Literacy Coach	Literacy
Parent	Hollie Hopkins	Parent	Math
Principal	Chad Ramsey	5-8 Principal	Literacy
Principal	Stephanie Vernon	K-4 Principal	Literacy
Principal	Wade Butler	Math faciliator	Math