

## School Plan

**MOUNTAIN HOME KINDERGARTEN**  
**1310 POST OAK ROAD, MOUNTAIN HOME, AR 72653**

### Arkansas Comprehensive School Improvement Plan

**2009-2010**

We will provide opportunities for all children to participate in developmentally appropriate activities in order to benefit the whole child in a safe, nurturing, "KIDS First" environment.

Grade Span: K

Title I: Title I Schoolwide

School Improvement: MS

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#### Table of Contents

##### **Priority 1: Literacy**

**Goal:** All students will demonstrate an improvement in content and literacy passages through open-response applications.

##### **Priority 2: Math**

**Goal:** All students will demonstrate an improvement in Geometry, Measurement, and Algebra through open response application.

##### **Priority 4: Wellness**

**Goal:** Goal: Mtn. Home Kindergarten will provide support for students in making healthy lifestyle choices 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.

##### **Priority 5: ELL**

**Goal:** English Language Learners will demonstrate improvement in reading fluency and comprehension of the English Language.

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Priority 1: To improve literacy skills

1. **KINDERGARTEN NEEDS ASSESSMENT:** Leadership teams reviewed and analyzed the results from the 2009 3rd grade Augmented Benchmark and SAT 10 exams. The results for both the combined population and each of the subpopulations were reviewed and analyzed to determine the main areas of weakness. Also, the three most recent years of summative data as well as attendance rates were studied. Studying the trend data allowed identification of specific areas of need, and allowed alignment of classroom instruction with the curriculum, professional development, and assessments. Our 2009 supporting data statements show the discrepancies in achievement among our populations. Based on our data analysis we came to the conclusion that the following areas reflect our greatest need within the Literacy priority: Reading passages – open response and Writing Domains – content. We will include interventions and coordinate our state and federal funding sources to address these areas of need. Grade level teams meet weekly and the entire faculty meets monthly to review and discuss formative classroom data to ensure that the direction and focus of classroom instruction is meeting the needs of students.
2. **GRADE 3 LITERACY PRIORITY:** Combined population: Grade 3 Augmented/Benchmark Exam: In 2009 77% scored proficient or advanced. In 2008, 76% scored proficient or advanced. In 2007, 69% scored proficient or advanced. The 3-year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is open response, reading content. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.
3. **Students with disabilities:** Grade 3 Augmented/Benchmark Exam: In 2009 39% scored proficient or advanced. In 2008, 38% scored proficient or advanced. In 2007, 23% scored proficient or advanced. The 3-year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is open response, reading content. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.
4. **Economically disadvantaged:** Grade 3 Augmented/Benchmark Exam: In 2009 70% scored proficient or advanced. In 2008, 67% scored proficient or advanced. In 2007, 63% scored proficient or advanced. The 3-year trend analysis of the open response and multiple-choice

Supporting

- Data: questions, in the three types of reading passages, revealed that the lowest identified area is open response, reading content. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.
5. Caucasian: Grade 3 Augmented/Benchmark Exam: In 2009 78% scored proficient or advanced. In 2008, 84% scored proficient or advanced. In 2007, 71% scored proficient or advanced. The 3-year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified area is open response, reading content. The 3-year trend analysis of the open response questions in the five writing domains revealed that the lowest identified area is content.
  6. English language learners: In our building during the 2009, 2008, and 2007 school years, there were fewer than 10 English language learners tested. African-American: In our building during the 2009, 2008, and 2007 school years, there were fewer than 10 African-American students tested. Hispanic: In our building during the 2009, 2008, and 2007 school years, there were fewer than 10 Hispanic students tested.
  7. GRADE 1 LITERACY PRIORITY, NRT: ITBS (2007), SAT10 (2008, 2009): In 2009, 41% of the combined population had an NPR score of 50 or above in reading comprehension. In 2008, 38% of the combined population had an NPR score of 50 or above in reading comprehension. In 2007, 63% of the combined population had an NPR score of 50 or above in reading comprehension.
  8. GRADE 2 LITERACY PRIORITY, NRT: ITBS (2007), SAT10 (2008, 2009): In 2009, 55% of the combined population had an NPR score of 50 or above in reading comprehension. In 2008, 55% of the combined population had an NPR score of 50 or above in reading comprehension. In 2007, 76% of the combined population had an NPR score of 50 or above in reading comprehension.
  9. GRADE 3 LITERACY PRIORITY, NRT: ITBS (2007), SAT10 (2008, 2009): In 2009, 50% of the combined population had an NPR score of 50 or above in reading comprehension. In 2008, 62% of the combined population had an NPR score of 50 or above in reading comprehension. In 2007, 80% of the combined population had an NPR score of 50 or above in reading comprehension.

Goal All students will demonstrate an improvement in content and literacy passages through open-response applications.

Benchmark Current AYP is 77.1%. It is expected that Mountain Home Kindergarten will exceed the 2009-2010 AYP proficiency benchmark of 71.2%.

Intervention: Align the curriculum to the Arkansas Frameworks				
Scientific Based Research: Jacobs, H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12. Association for Supervision and Curriculum Development. Jacobs, H. (2004). Getting Results With Curriculum Mapping. Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will meet with special education teachers to align curriculum for appropriate modifications in the regular education classroom. Action Type: Special Education	Jackie Bolt	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will create a grade level curriculum map that is aligned with the Arkansas Frameworks Action Type: Alignment	Anita King	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will create an academic improvement plan for each student that performs delayed in Written Language OR Oral Communications on the Qualls Early Learning Inventory. AIP's will follow the children to first grade. Action Type: AIP/IRI Action Type: Equity	Sharla Patrick	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> </ul>	ACTION BUDGET: \$
SCHOOLWIDE REFORM STRATEGIES: Teachers will annually update the ACSIP plan after data analysis of formative and summative testing. Action Type: Title I Schoolwide	Melissa Patrick	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	ACTION BUDGET: \$

Kindergarten will meet physical, emotional and academic needs of all students by providing a full-time school counselor. Action Type: Equity	Leigh Anne Gigliotti	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
The Mountain Home Kindergarten will provide an Alternative Learning Environment for students who have difficulty learning in a regular classroom setting. A certified teacher (1.00 FTE) and a classified aide (1.00 FTE) will be employed. Salary and Benefits and Substitute Salary and Benefits included. Classroom supplies will be provided yearly. Action Type: Alignment	Leigh Anne Gigliotti	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>District Staff</li> <li>Teachers</li> </ul>	ALE (State-275) - \$72744.00 Employee Salaries: ALE (State-275) - \$22206.00 Employee Benefits: ALE (State-275) - \$500.00 Materials & Supplies: <hr/> ACTION BUDGET: \$95450
INSTRUCTION BY HIGHLY QUALIFIED TEACHERS: The Mountain Home Kindergarten has insured that all students are instructed by Highly Qualified Teachers. Action Type: Title I Schoolwide	Leigh Anne Gigliotti, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
Mountain Home Kindergarten is an approved schoolwide project and therefore meets the following attributes: (1) needs assessment, (2) reform strategies, (3) instruction by highly qualified teachers, (4) professional development, (5) strategies implemented to attract highly qualified teachers, (6) parent involvement, (7) transition activities, (8) measures to include teachers in decisions, (9) point-in-time remediation, and (10) coordination and integration of programs. Action Type: Title I Schoolwide	Leigh Ann Gigliotti	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> </ul>	<hr/> ACTION BUDGET: \$
The Kindergarten Developmental Readiness Test will be used to show academic achievement and success of the intervention by comparing pre and post test scores. Action Type: Program Evaluation	Sharla Patrick	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will attend a day long training on literacy concepts. Travel will be paid for consultant. Materials and supplies for the training will be purchased. Action Type: Professional Development	Leigh Anne Gigliotti	Start: 08/13/2009 End: 08/13/2009		PD (State-223) - Purchased Services: \$2170.00 <hr/> ACTION BUDGET: \$2170
The principal will attend a 2 day Arkansas Principal Conference in Little	Leigh Anne Gigliotti	Start: 10/10/2009	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	PD (State-

Rock, AR. Meals, mileage, registration and hotel. Action Type: Professional Development		End: 10/12/2009		223) - Purchased \$1211.20 Services: <hr/> ACTION BUDGET: \$1211.2
The principal will attend leadership or administrative updates at the NAESC co-op in Melbourne, AR. Meals & mileage. Action Type: Professional Development	Leigh Anne Gigliotti	Start: 07/01/2009 End: 06/30/2010		PD (State-223) - Purchased \$382.40 Services: <hr/> ACTION BUDGET: \$382.4
The school counselor will attend the Arkansas Counselor Conference. Meals, mileage, registration and hotel. Action Type: Professional Development	Sharla Patrick	Start: 11/05/2009 End: 11/07/2009		NSLA (State-281) - \$950.00 Materials & Supplies: NSLA (State-281) - \$1050.00 Purchased Services: PD (State-223) - \$636.60 Purchased Services: <hr/> ACTION BUDGET: \$2636.6
The counselor will attend workshops or updates at NAESC in Melbourne, AR. Meals & mileage. Action Type: Professional Development	Sharla Patrick	Start: 08/11/2009 End: 06/01/2010		PD (State-223) - Purchased \$95.60 Services: <hr/> ACTION BUDGET: \$95.6
The Music teacher will attend a state music convention. Meals, mileage, registration, hotel & sub pay (\$60 per day) and benefits will be paid. Action Type: Professional Development	Sherry Mohler	Start: 08/18/2009 End: 06/01/2010		PD (State-223) - Employee Benefits: \$28.00 PD (State-223) - Employee Salaries: \$120.00 PD (State-223) - Purchased Services: \$352.00 <hr/> ACTION BUDGET: \$500
The librarian will attend updates and workshops at NAESC co-op in Melbourne, AR and attend State Conferences. Meals, mileage & sub	Sue Seils	Start: 08/18/2009 End: 06/01/2010		PD (State-223) - Purchased \$352.00

pay(\$60 per day) and benefits will be paid . Action Type: Professional Development				Services: PD (State-223) - Employee \$28.00 Benefits: PD (State-223) - Employee \$120.00 Salaries: <hr/> ACTION BUDGET: \$500
Teachers will attend state assessment training at NAESC in Melbourne, AR. Meals, mileage & sub pay(\$60 per day) and benefits will be paid . Action Type: Professional Development	Leigh Anne Gigliotti	Start: 08/11/2009 End: 06/01/2010		Title II-A - Purchased \$140.60 Services: Title II-A - Employee \$120.00 Salaries: Title II-A - Employee \$28.00 Benefits: <hr/> ACTION BUDGET: \$288.6
A teacher will attend a 2 day workshop at Central Office regarding Tuning Protocol.	Melissa Patrick	Start: 08/01/2009 End: 06/30/2010		<hr/> ACTION BUDGET: \$
The Principal will attend the state AAEA meeting in Little Rock.	Dr, Gigliotti	Start: 08/19/2009 End: 06/30/2010		<hr/> ACTION BUDGET: \$
Our Developmental Classroom Teacher and Aide will attend the Early Childhood Conference in Hot Springs to gain useful skills to improve the learning in their classroom.	Melissa Patrick	Start: 08/19/2009 End: 06/30/2010		Title II-A - Employee \$56.00 Benefits: Title II-A - Employee \$240.00 Salaries: Title II-A - Purchased \$846.60 Services: <hr/> ACTION BUDGET: \$1142.6
PROFESSIONAL DEVELOPMENT: Teachers will attend various workshops on literacy skills throughout the year. Action Type: Title I Schoolwide	Melissa Patrick	Start: 08/19/2009 End: 06/30/2010		Title II-A - Purchased \$1295.80 Services: <hr/> ACTION BUDGET: \$1295.8
KINDERGARTEN NEEDS ASSESSMENT: Leadership teams reviewed and analyzed the results from the 2009 3rd grade Augmented Benchmark and SAT 10 exams. The results for both the combined	LeighAnne Gigliotti	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff	<hr/> ACTION BUDGET: \$

<p>population and each of the subpopulations were reviewed and analyzed to determine the main areas of weakness. Also, the three most recent years of summative data as well as attendance rates were studied. Studying the trend data allowed identification of specific areas of need, and allowed alignment of classroom instruction with the curriculum, professional development, and assessments. Our 2009 supporting data statements show the discrepancies in achievement among our populations. Based on our data analysis we came to the conclusion that the following areas reflect our greatest need within the Literacy priority: Reading passages – open response and Writing Domains – content. We will include interventions and coordinate our state and federal funding sources to address these areas of need. Grade level teams meet weekly and the entire faculty meets monthly to review and discuss formative classroom data to ensure that the direction and focus of classroom instruction is meeting the needs of students. Action Type: Title I Schoolwide</p>				
<p>COORDINATE AND INTEGRATE STATE AND FEDERAL PROGRAMS: We coordinate and integrate our programs by using various funding sources to support a seamless curriculum in our school. Whenever possible we combine federal and state resources in order to provide supplemental services for our students. NSLA and Title One Funds are used to hire Instructional Facilitators who help coordinate our Literacy and Math Curriculum as well as provide mentoring activities. These funds are also combined to provide after school tutoring. Action Type: Title I Schoolwide</p>	<p>Leigh Anne Gigliotti, Principal</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>=====</p> <p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$105672.8</p>
<p>Intervention: Implementation of ELLA(Early Literacy Learning in Arkansas)</p>				
<p>Scientific Based Research: Reading Recovery and Early Literacy Training Center. (2002). Arkansas Comprehensive School Reform Model: Program Highlights for School Years 2001-2002. University of Arkansas at Little Rock.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Teachers will administer ongoing literacy assessment throughout the school year. Action Type: Alignment</p>	<p>Sharla Patrick</p>	<p>Start: 08/28/2009 End: 06/01/2010</p>	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	<p>=====</p> <p>ACTION BUDGET: \$</p>
<p>Teachers will administer the post-tests as prescribed in literacy staff development</p>	<p>Sharla Patrick</p>	<p>Start: 08/28/2009 End:</p>	<ul style="list-style-type: none"> <li>Performance Assessments</li> </ul>	<p>=====</p> <p>ACTION BUDGET: \$</p>

Action Type: Alignment		06/01/2010		
POINT IN TIME REMEDIATION: Three Title I paraprofessionals (1.00 FTE) will be employed to provide assistance to classroom teachers in implementing ELLA strategies within the classroom and to provide point-in-time remediation for students. Action Type: Alignment Action Type: Title I Schoolwide	Leigh Anne Gigliotti, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	Title I - Employee Salaries: \$59876.00 Title I - Employee Benefits: \$20171.24 <hr/> ACTION BUDGET: \$80047.24
Teachers will set up the classroom to facilitate a balanced literacy approach to include: modeled writing, shared writing, interactive writing, modeled reading, shared reading, guided reading and independent reading. Action Type: Alignment	Merlina McCullough, Literacy Specialist	Start: 08/21/2009 End: 06/01/2010	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	ACTION BUDGET: \$
Teachers will implement ELLA components in their regular classroom curriculum to improve literacy skills Action Type: Alignment	Merlina McCullough, Literacy Specialist	Start: 08/21/2009 End: 06/01/2010	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> <li>Title Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will meet in literacy teams to discuss literacy strategies monthly and distribute minutes to the faculty. Action Type: Alignment	Anita King	Start: 08/21/2009 End: 06/01/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Pre and Post KDRT and DRA scores will be compared to determine student achievement and success of the intervention. Action Type: Program Evaluation	Sharla Patrick	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>None</li> </ul>	ACTION BUDGET: \$
Teachers will administer literacy assessment pre-tests to students to establish a baseline.	Sharla Patrick	Start: 08/19/2009 End: 06/30/2009		ACTION BUDGET: \$
Total Budget:				\$80047.24

Intervention: Implementations to Improve Literacy Skills

Scientific Based Research: CIERA (2003). Improving the Reading Achievement of America's Children. Center for the Improvement of Early Reading Achievement: Ann Arbor, MI.

Actions	Person Responsible	Timeline	Resources	Source of Funds
National Geographic will be purchased for all students for its effectiveness in meeting the key areas of reading instruction cited by the National Reading Panel. Action Type: Alignment	Dorothy Cook, Federal Programs Coordinator	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	Title I - Materials & Supplies: \$870.00 <hr/> ACTION BUDGET: \$870
Emphasize reading through school initiatives such as book fairs and volunteer readers. Action Type: Parental Engagement	Lesa Henderson, Building PIE Coordinator	Start: 08/21/2009 End: 06/01/2010	<ul style="list-style-type: none"> <li>None</li> </ul>	ACTION BUDGET: \$
3 teachers will attend the Arkansas Reading Conference for 2 days. Meals, mileage, registration, hotel	Melissa Patrick	Start: 11/20/2009 End:	<ul style="list-style-type: none"> <li>None</li> </ul>	Title II-A - Purchased Services: \$1893.20

and sub pay(\$60 per day) and benefits will be paid . Action Type: Professional Development		11/21/2009		Title II-A - Employee Salaries: \$600.00 Title II-A - Employee Benefits: \$140.00 <hr/> ACTION BUDGET: \$2633.2
The Junior Auxiliary of Mountain Home sponsors Literacy Month by having readers from the community come to each classroom to read and by purchasing a book for each child in the school. Action Type: Collaboration	Lesla Henderson, Building PIE Coordinator	Start: 04/01/2010 End: 04/30/2010	<ul style="list-style-type: none"> <li>Community Leaders</li> </ul>	<hr/> ACTION BUDGET: \$
6 teachers will attend the State Kindergarten Conference or other comparable workshop in Little Rock for 2 days. Meals, mileage, registration, hotel & sub pay(\$60 per day) and benefits will be paid . Action Type: Professional Development	Melissa Patrick	Start: 01/29/2010 End: 01/30/2010	<ul style="list-style-type: none"> <li>None</li> </ul>	Title II-A - Purchased Services: \$2103.20 Title II-A - Employee Salaries: \$720.00 Title II-A - Employee Benefits: \$168.00 <hr/> ACTION BUDGET: \$2991.2
Journals and Take Home Books will be purchased from Starfall.com to promote parent involvement and to have the students engaged in literacy over the summer before 1st grade. Action Type: Equity Action Type: Parental Engagement	Melissa Patrick	Start: 08/21/2009 End: 06/01/2010	<ul style="list-style-type: none"> <li>None</li> </ul>	Title I - Materials & Supplies: \$500.00 <hr/> ACTION BUDGET: \$500
Kindergarten Developmental Readiness Test will be used to assess the improvement of literacy skills and the success of the intervention. Action Type: Program Evaluation	Sharla Patrick	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
STRATEGIES TO ATTRACT HIGHLY QUALIFIED TEACHERS: Mountain Home kindergarten recruits highly qualified teachers by advertising through job fairs and posting open positions on the school website. Action Type: Title I Schoolwide	Leigh Anne Gigliotti, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> </ul>	<hr/> ACTION BUDGET: \$
All students scoring delayed in Written Language and Oral Communication on the Qualls Early Learning Inventory shall have an Intensive Reading Intervention written and implemented. Action Type: AIP/IRI Action Type: Equity	Sharla Patrick, Counselor	Start: 08/20/2009 End: 11/01/2009	<ul style="list-style-type: none"> <li>Performance Assessments</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Take Home Books and Blank writing journals will be purchased for each	Melissa Patrick	Start: 01/01/2010	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teaching Aids</li> </ul>	<hr/>

child from Starfall.com. Journal writing will occur to comply with ADE Literacy Benchmarks. Action Type: Alignment		End: 06/01/2010		ACTION BUDGET: \$
Four teachers will attend an SDE or other comparable workshop concerning literacy. Meals, mileage, registration, hotel and sub pay. Action Type: Professional Development	Melissa Patrick	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>None</li> </ul>	Title II-A - Purchased Services: \$1002.00 Title II-A - Employee Salaries: \$240.00 Title II-A - Employee Benefits: \$56.00 <hr/> ACTION BUDGET: \$1298
Phonetic Connections will be implemented by all classroom teachers to improve the Literacy component. Action Type: Alignment Action Type: Collaboration	Anita King	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Accelerated Reader will be available to be used by teachers with students that are reading above grade level. Action Type: Equity	Sue Seils	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> <li>Computers</li> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will attend literacy workshops at NAESC in Melbourne. Meals, mileage and sub pay(\$60 per day) and benefits will be paid . Action Type: Professional Development	Anita King	Start: 08/18/2009 End: 06/01/2010		Title II-A - Purchased Services: \$562.40 Title II-A - Employee Salaries: \$480.00 Title II-A - Employee Benefits: \$112.00 <hr/> ACTION BUDGET: \$1154.4
Teachers will attend kindergarten conferences and workshops. Meals, mileage, hotel, registration and sub pay(\$60 per day) and benefits will be paid . Action Type: Professional Development	Melissa Patrick	Start: 08/19/2009 End: 06/30/2010		Title II-A - Purchased Services: \$1041.60 Title II-A - Employee Salaries: \$240.00 Title II-A - Employee Benefits: \$56.00 <hr/> ACTION BUDGET: \$1337.6
The remediation teacher will purchase materials for use in the computer lab and during remediation with our at risk children.	Vicki Williamson	Start: 08/19/2009 End: 06/30/2010		Title I - Materials & Supplies: \$200.00 <hr/> ACTION BUDGET: \$200

				BUDGET:
Kindergarten will purchase a laminating machine for use in extending the life of literacy games and manipulatives purchased and made by the teachers.	Melissa Patrick	Start: 08/19/2009 End: 06/30/2009		Title I - Capital \$2000.00 Outlay: <hr/> ACTION BUDGET: \$2000
Materials will be purchased for each paraprofessional to use with students as they work with them on literacy and math skills.	Melissa Patrick	Start: 08/19/2009 End: 06/30/2009		Title I - Materials & Supplies: \$300.00 <hr/> ACTION BUDGET: \$300
Our Speech Teacher will purchase materials to help her students with literacy skills.	Melissa Patrick	Start: 08/19/2009 End: 06/30/2010		Title I - Materials & Supplies: \$100.00 <hr/> ACTION BUDGET: \$100
Our Special Education Teacher will purchase materials to improve Literacy and Math skills with her students.	Melissa Patrick	Start: 08/19/2009 End: 06/30/2010		Title I - Materials & Supplies: \$100.00 <hr/> ACTION BUDGET: \$100
The counselor will attend reviews and updates regarding ACTAAP testing.	Sharla Patrick	Start: 08/19/2009 End: 06/30/2010		Title II-A - Employee Benefits: \$14.00 Title II-A - Employee Salaries: \$60.00 Title II-A - Purchased Services: \$653.20 <hr/> ACTION BUDGET: \$727.2
Students that are identified as needing additional exposure to literacy and/or math will be offered the opportunity to attend after school tutoring. Tutors (\$45 per hour) will be paid. Materials and supplies for the program will be purchased.	Leigh Ann Gigliotti	Start: 08/19/2009 End: 06/30/2010		NSLA (State-281) - Materials & Supplies: \$500.00 NSLA (State-281) - Employee Benefits: \$2200.00 NSLA (State-281) - Employee Salaries: \$10000.00 <hr/>

				ACTION BUDGET: \$12700
Teachers will purchase supplemental curriculum materials and supplies appropriate for literacy and math.	Melissa Patrick	Start: 08/19/2009 End: 06/30/2010		Title I - Materials & Supplies: \$8430.00  ACTION BUDGET: \$8430
PROFESSIONAL DEVELOPMENT: The district will provide all teachers and administrators with no less than 60 hours of professional development including 6 hours of technology and 2 hours of parental involvement (3 hours parental involvement for administrators). Teachers responsible for teaching Arkansas History will receive 2 hours of professional development for that area. In addition to the teacher requirements, administrators will annually receive professional development in data analysis, instructional leadership, and fiscal management. Action Type: Title I Schoolwide	Leigh Anne Gigliotti	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
Total Budget:				\$35341.6

Priority 2: To improve math skills

Supporting Data:

1. KINDERGARTEN NEEDS ASSESSMENT: Leadership teams reviewed and analyzed the results from the 2009 3rd grade Augmented Benchmark and SAT 10 exams. The results for both the combined population and each of the subpopulations were reviewed and analyzed to determine the main areas of weakness. Also, the three most recent years of summative data as well as attendance rates were studied. Studying the trend data allowed identification of specific areas of need, and allowed alignment of classroom instruction with the curriculum, professional development, and assessments. Our 2009 supporting data statements show the discrepancies in achievement among our populations. Based on our data analysis we came to the conclusion that the following areas reflect our greatest need within the Math priority: Geometry - open-response and multiple choice. We will include interventions and coordinate our state and federal funding sources to address these areas of need. Grade level teams meet weekly and the entire faculty meets monthly to review and discuss formative classroom data to ensure that the direction and focus of classroom instruction is meeting the needs of students.
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3. Students with disabilities: Grade 3 Augmented/Benchmark Exam: In 2009, 45% scored proficient or advanced. In 2008, 50% scored proficient or advanced. In 2007, 40% scored proficient or advanced. The 3-year trend analysis of the open response questions in the five mathematics strands revealed that the lowest identified area is geometry open response. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is geometry.
4. Economically disadvantaged: Grade 3 Augmented/Benchmark Exam: In 2009, 80% scored proficient or advanced. In 2008, 79% scored proficient or advanced. In 2007, 75% scored proficient or advanced. The 3-year trend analysis of the open response questions in the five mathematics strands revealed that the lowest identified area is geometry open response. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is geometry.
5. Caucasian: Grade 3 Augmented/Benchmark Exam: In 2009, 87% scored proficient or advanced. In 2008, 85% scored proficient or advanced. In 2007, 83% scored proficient or

advanced. The 3-year trend analysis of the open response questions in the five mathematics strands revealed that the lowest identified area is geometry open response. The 3-year trend analysis of the multiple-choice questions in the five mathematics strands revealed that the lowest identified area is geometry.

6. English language learners: In our building during the 2009, 2008, and 2007 school years, there were fewer than 10 English language learners tested. African-American: In our building during the 2009, 2008, and 2007 school years, there were fewer than 10 African-American students tested. Hispanic: In our building during the 2009, 2008, and 2007 school years, there were fewer than 10 Hispanic students tested.
7. GRADE 1 MATHEMATICS PRIORITY, NRT: ITBS (2007), SAT10 (2008, 2009): In 2009, 51% of the combined population had an NPR score of 50 or above in total mathematics. In 2008, 48% of the combined population had an NPR score of 50 or above in total mathematics. In 2007, 62% of the combined population had an NPR score of 50 or above in total mathematics.
8. GRADE 2 MATHEMATICS PRIORITY, NRT: ITBS (2007), SAT10 (2008, 2009): In 2009, 59% of the combined population had an NPR score of 50 or above in total mathematics. In 2008, 46% of the combined population had an NPR score of 50 or above in total mathematics. In 2007, 73% of the combined population had an NPR score of 50 or above in total mathematics.
9. GRADE 3 MATHEMATICS PRIORITY, NRT: ITBS (2007), SAT10 (2008, 2009): In 2009, 60% of the combined population had an NPR score of 50 or above in total mathematics. In 2008, 61% of the combined population had an NPR score of 50 or above in total mathematics. In 2007, 81% of the combined population had an NPR score of 50 or above in total mathematics.

Goal All students will demonstrate an improvement in Geometry, Measurement, and Algebra through open response application.

Benchmark Current AYP is 86%. It is expected that Mountain Home Kindergarten will meet or exceed the 2009-2010 AYP proficiency benchmark of 70%.

Intervention: Standards based math				
Scientific Based Research: Sconiers, S. Director, COMAP. (2002). " The ARC Center Tri-State Student Achievement Study." Consortium for Mathematics and Its Applications.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The District will purchase the core curriculum and student workbooks for the Investigations math curriculum. Action Type: Alignment	John Calaway	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>● Central Office</li> </ul>	ACTION BUDGET: \$
Literature will be purchased to supplement the Investigations math curriculum. Action Type: Alignment	Kim Ducker	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>● Teaching Aids</li> </ul>	ACTION BUDGET: \$
Pacing guides will be updated to align the new Investigations math curriculum. Action Type: Alignment	Sylvia Owens	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>● Outside Consultants</li> <li>● Teachers</li> </ul>	ACTION BUDGET: \$
An end of the year assessment of math skills will be administered through the KDRT. Action Type: Alignment	John Calaway	Start: 05/01/2010 End: 05/31/2010	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Teachers</li> </ul>	ACTION BUDGET: \$
Teachers will continue to horizontally align the math curriculum. Action Type: Alignment	Darla Rea	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>● District Staff</li> <li>● Teachers</li> </ul>	ACTION BUDGET: \$
Math coaches will attend 8 days of training throughout the school year. Substitute salaries and benefits(\$60 per day) will be paid,travel and meals will be provided. Action Type: Professional Development	Kim Ducker	Start: 09/04/2009 End: 04/02/2010	<ul style="list-style-type: none"> <li>● Outside Consultants</li> </ul>	Title II-A - Purchased Services: \$540.00  ACTION BUDGET: \$540

Teachers will meet with special education teachers to align math curriculum for appropriate modifications in the regular education classroom. Action Type: Alignment Action Type: Special Education	Jackie Bolt	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
INVOLVE TEACHERS IN DECISION MAKING: Teachers will annually update the ACSIP plan after data analysis of summative and formative testing. Action Type: Title I Schoolwide	Mrs. Patrick	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>● Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will create an academic improvement plan for each student scoring delayed in Math Concepts on the Qualls Early Learning Inventory. AIP's will follow children to first grade. Action Type: AIP/IRI Action Type: Equity	Sharla Patrick	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>● Performance Assessments</li> <li>● Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Three Title I Paraprofessionals will be hired to help teachers within the classroom with all aspects of the Math curriculum and to provide point-in-time remediation for students. Action Type: Alignment	Leigh Anne Gigliotti	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>● Title Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Emphasize mathematics through school initiatives (book fairs, 100's day).	Kim Ducker	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> <li>● Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
POINT IN TIME REMEDIATION: One paraprofessional ( 1.00 FTE) will be employed to be a computer lab manager to improve student achievement in both math and literacy. She will also do daily intense remediation with children scoring below 15% on the KDRT as a Basic Skills Tutor. Action Type: AIP/IRI Action Type: Title I Schoolwide	Leigh Anne Gigliotti	Start: 09/01/2009 End: 06/01/2010	<ul style="list-style-type: none"> <li>● None</li> </ul>	NSLA (State-281) - \$763.00 Employee Benefits: NSLA (State-281) - \$20832.00 Employee Salaries: <hr/> ACTION BUDGET: \$21595
Teachers will create a grade level curriculum map that is aligned with the Arkansas Frameworks Action Type: Alignment	Darla Rea, District math Specialist	Start: 07/01/2009 End: 06/30/2010		<hr/> ACTION BUDGET: \$
4 teachers will attend an SDE or other comparable workshop on math. Meals, mileage, hotel, and sub pay (\$60 per day) and benefits will be paid. Action Type: Professional Development	Melissa Patrick	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>● None</li> </ul>	Title II-A - Employee \$56.00 Benefits: Title II-A - Employee \$240.00 Salaries: Title II-A - Purchased \$1223.60 Services: <hr/> ACTION

				BUDGET: \$1519.6
Teachers will meet in math teams monthly to discuss math strategies. Minutes of the meeting will be distributed to the faculty. Action Type: Alignment	Kim Ducker	Start: 08/11/2009 End: 06/01/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will attend various math updates or workshops at the NAESC co-op in Melbourne. Meals, mileage and sub pay. Action Type: Professional Development	Kim Ducker	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<hr/> ACTION BUDGET: \$
Teachers will purchase materials to facilitate math concepts for students. Center materials & math computer games.	Melissa Patrick	Start: 08/18/2009 End: 06/01/2010	<ul style="list-style-type: none"> <li>Teaching Aids</li> </ul>	<hr/> ACTION BUDGET: \$
KINDERGARTEN NEEDS ASSESSMENT: Leadership teams reviewed and analyzed the results from the 2009 3rd grade Augmented Benchmark and SAT 10 exams. The results for both the combined population and each of the subpopulations were reviewed and analyzed to determine the main areas of weakness. Also, the three most recent years of summative data as well as attendance rates were studied. Studying the trend data allowed identification of specific areas of need, and allowed alignment of classroom instruction with the curriculum, professional development, and assessments. Our 2009 supporting data statements show the discrepancies in achievement among our populations. Based on our data analysis we came to the conclusion that the following areas reflect our greatest need within the Math priority: Geometry - open-response and multiple choice. We will include interventions and coordinate our state and federal funding sources to address these areas of need. Grade level teams meet weekly and the entire faculty meets monthly to review and discuss formative classroom data to ensure that the direction and focus of classroom instruction is meeting the needs of students. Action Type: Title I Schoolwide	Leigh Anne Gigliotti	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> </ul>	<hr/> ACTION BUDGET: \$
Total Budget:				\$23654.6
Intervention: Parent Involvement				
Scientific Based Research: Henderson, A.T., Mapp, K.L., (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connection on Student Achievement. Southwest Educational Development Library.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide PARENT INFORMATIONAL	Lesa	Start:		

<p>PACKETS to parents with the following information included: School handbook; contact information for the school and personnel(e.g. district website) to permit regular two-way communication; schools process for resolving parental concerns; recommended roles of parent/guardian, student, teachers and school; options for parent/guardians to become involved; and activities planned throughout the year. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Henderson</p>	<p>08/01/2009 End: 08/31/2009</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>PARENT/TEACHER CONFERENCES will be held in the Fall and Spring of each school year and a Parent/ Student/Teacher/Principal COMPACT will be signed. Action Type: Parental Engagement</p>	<p>Dr. Charles Scriber</p>	<p>Start: 10/27/2009 End: 03/19/2010</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>PROVIDE MATERIALS: Parenting materials will be available for parents to borrow. Monthly notices of the current selection will be put in the building parent newsletter. Action Type: Parental Engagement</p>	<p>Sharla Patrick</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>A Parent Center is located at Nelson Wilks Herron. Materials are available for parents to use and check out. Action Type: Parental Engagement</p>	<p>Dorothy Cook, Federal Programs Coordinator</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>INSTRUCTION; UNDERSTANDABLE LANGUAGE: A statement attesting to the school district's commitment to parental involvement as well as tips on how parents can foster their child's success will be provided through parent letters. Action Type: Parental Engagement</p>	<p>Susan Bergman, District PIE Coordinator, Lesa Henderson</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>PROFESSIONAL DEVELOPMENT: A minimum of 2 hours of professional development will be provided to the staff for Parent Involvement. This will include training in the importance of effective communications and value and utility of contributions of parents. Action Type: Parental Engagement Action Type: Professional Development</p>	<p>John Calaway</p>	<p>Start: 07/01/2009 End: 06/30/2010</p>	<ul style="list-style-type: none"> <li>● Outside Consultants</li> </ul>	<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>COORDINATE/SUPPORT/OTHER ACTIVITIES: Parents will be invited to a Parent Resource Information Night to inform them of student services available to them as well as to promote responsible parenting. Action Type: Parental Engagement</p>	<p>Sharla Patrick</p>	<p>Start: 09/01/2009 End: 09/30/2009</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>A VOLUNTEER RESOURCE BOOK will be made available to the staff by the Parent Facilitator. It will include a listing of interests and availability of volunteers and a parent survey. Action Type: Parental Engagement</p>	<p>Lesa Henderson, Building PIE Coordinator Parent Facilitator</p>	<p>Start: 08/20/2009 End: 06/01/2010</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>

PARENT INVOLVEMENT MEETINGS will be planned at the beginning of the school year to orient parents to kindergarten. Action Type: Parental Engagement	Lesa Henderson	Start: 08/11/2009 End: 08/15/2009	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	ACTION BUDGET: \$
TRANSITION: Parent meetings will be held during the Spring of 2009 for parents of preschool aged children to discuss the skills needed for beginning kindergarteners. Action Type: Parental Engagement Action Type: Title I Schoolwide	Lesa Henderson	Start: 04/01/2010 End: 05/31/2010		ACTION BUDGET: \$
MONITORING CHILD'S PROGRESS: The school district will provide a copy of the beginning kindergarten skills and knowledge competencies published by the ADE to parents at the meeting in the Spring of 2009. This will be the list published under Act 825 of 2003. Action Type: Parental Engagement Action Type: Title I Schoolwide	Lesa Henderson	Start: 04/01/2010 End: 05/31/2010		ACTION BUDGET: \$
TRANSITION: In the Spring of 2009 area Pre-Schools will be invited to bring their Pre-Kindergarten classes to tour the building. Action Type: Collaboration Action Type: Title I Schoolwide	Sharla Patrick, Counselor	Start: 04/01/2010 End: 05/31/2010		ACTION BUDGET: \$
Along with the formation and implementation of PIE (PARTNERS IN EDUCATION) in the building, a PARENT FACILITATOR will be chosen to organize parent volunteers in the building. Action Type: Parental Engagement	Lesa Henderson	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: \$
An analysis of the percentage of parents participating in Parent/Teacher conferences each year will determine the successfulness of the parent involvement program in the building. Action Type: Program Evaluation	Sharla Patrick	Start: 08/20/2009 End: 06/01/2010		ACTION BUDGET: \$
Mountain Home Kindergarten will comply with all requirements of ACT 307 of 2007 (Parental Engagement) 1. Informational Packets; 2. Parent Involvement Meetings; 3. Volunteer Resource Book; 4. School's process for resolving parental concerns in handbook; 5. Enable formation of PTA/PTO; 6. Parent Facilitator; 7. Two Parent/Teacher conferences each school year. Action Type: Parental Engagement	Leigh Anne Gigliotti	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>	ACTION BUDGET: \$
Materials and supplies will be purchased for Parent Nights. Parent informational pamphlets will be updated, and additional supplies needed for the parent volunteer room will be purchased as needed. Action Type: Parental Engagement	Dorothy Cook	Start: 08/18/2009 End: 06/01/2010		Title I - Materials \$3000.00 & Supplies:  ACTION BUDGET: \$3000
Total Budget:				\$3000

Priority 4: To improve health and wellness

Supporting Data:

1. The Mtn. Home Kindergarten Body Mass Index data presented indicates the percentage of students who may be at risk of poor academic performance. Body Mass Index Data for school year 2006-2007: Of the 280 students assessed, the Mtn. Home Kindergarten data indicates that 33.1% of males and 29% of females were at risk of overweight or overweight. Body Mass Index Data for school year 2007-2008: Of the 293 students assessed, data indicates that 33.6% of males and 20.6 of females were at risk of overweight or overweight Body Mass Index Data for school year 2008-2009: Of the 286 students assessed, data indicates that 34.5% of males and 29% of females were at risk of overweight or overweight
2. The School Health Index Module 3, S.1.PA.13 indicated the following: The Mountain Home Kindergarten needs to review the North and South Playgrounds to assure safety standards are met.
3. Free and Reduced Price Meal Eligibility for Mtn. Home Kindergarten for school year 2008-09 was 55%.

Goal

Goal: Mtn. Home Kindergarten will provide support for students in making healthy lifestyle choices 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

By the 2009-2010 school year there will be a decrease of the average Body Mass Index for students by ½ % as evaluated by the annual Body Mass Index screening.

Intervention: School support for wellness				
Scientific Based Research: Journal of the American Dietetic Association, 103(7): 887-93. 2003.NAL Call Number: 389.8 Am34 Position of the American Dietetic Association: Child and adolescent food and nutrition programs. J. Stang, C.T. Bayerl.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Mtn. Home Kindergarten will ensure that they provide a pleasant environment and monitor schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment. The school Health Index (SHI) Modules will be used to evaluate district and school effectiveness. Action Type: Wellness	Shirley Rohr, School Nurse	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Community Leaders</li> <li>● Teachers</li> </ul>	————— ACTION BUDGET: \$
The 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 staff to increase knowledge and advance skills for successful implementation. Action Type: Alignment Action Type: Professional Development Action Type: Wellness	Leigh Anne Gigliotti, Principal	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Community Leaders</li> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	————— ACTION BUDGET: \$
The school will make physical activity and healthy foods widely available and encourage students to make healthy behavior choices outside the school. Action Type: Wellness	Dorothy Cook	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>● Community Leaders</li> <li>● Teachers</li> </ul>	————— ACTION BUDGET: \$
The Mtn. Home Kindergarten will involve parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities. Professional development will focus on	Leigh Anne Gigliotti, Principal	Start: 08/21/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>● Administrative Staff</li> <li>● Community Leaders</li> <li>● Teachers</li> <li>● Title Teachers</li> </ul>	————— ACTION BUDGET: \$

physical activity and nutrition education, and health risk indicators that compromise student's ability to perform academically. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness				
The School Health Index Module results will be monitored yearly to evaluate the effectiveness of the Wellness Program in the school. Results will be shared with staff and modifications will be made as needed. Action Type: Program Evaluation Action Type: Wellness	Dorothy Cook	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	_____ ACTION BUDGET: \$
A team of teachers will review the North and South playgrounds to make sure the safety standards are met. Appropriate fencing, exposed concrete, tree branches are trimmed etc. Action Type: Wellness	Sharla Patrick, Counselor/Building Safety Coordinator	Start: 08/21/2009 End: 06/01/2010	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	_____ ACTION BUDGET: \$
A teacher will attend any Wellness Updates at NAESC co-op Melbourne, AR. Meals, mileage and sub pay. Action Type: Professional Development	Leigh Anne Gigliotti	Start: 08/18/2009 End: 06/01/2010		_____ ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: English Language Learners

1. ENGLISH LANGUAGE DEVELOPMENT ASSESSMENT (ELDA) Of the 25 students tested: LISTENING - 48% were Fully English Proficient, 20% were Advanced, 20% were Intermediate, 8% were Beginning, and 4% were Pre-functional. SPEAKING - 68% were Fully English Proficient, 20% were Advanced, 8% were Intermediate, and 4% were Beginning. READING - 28% were Fully English Proficient, 20% were Advanced, 32% were Intermediate, 8% were Beginning, and 12% were Pre-functional. WRITING - 20% were Fully English Proficient, 32% were Advanced, 48% were Intermediate, 16% were Beginning, and 4% were Pre-functional. COMPREHENSION (a combination of listening and reading)- 28% were Fully English Proficient, 20% were Advanced, 44% were Intermediate, 4% were Beginning, and 12% were Pre-functional. COMPOSITE ( a combination of all four language domains)- 8% were Fully English Proficient, 24% were Advanced, 48% were Intermediate, 8% were Beginning, and 12% were Pre-functional.

Supporting Data:

Goal English Language Learners will demonstrate improvement in reading fluency and comprehension of the English Language.

Benchmark The percentage of ELL students scoring FEP on the ELDA will increase.

Intervention: Provide intensive instruction and opportunities for practice in phonological awareness, decoding skills, vocabulary, comprehension strategies, and analyzing narrative and expository text.				
Scientific Based Research: Frances, D., Rivera, M., Lesaux, N. Kieffer, M., & Rivera, H. (2006). Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Instruction and Academic Interventions. (Under cooperative agreement grant S283B050034 for U.S. Department of Education). Portsmouth, NH: RMC Research Corporation, Center on Instruction.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Mountain Home School District shall employ an English Language Learner teacher whose duties shall include: assessing ELL students, conferencing with students and parents, providing services for those students needing them, providing classroom teachers with training and resources, and ensuring ELL	John Calaway	Start: 07/01/2009 End: 06/30/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> </ul>	ELL (State-276) - Employee Salaries: \$4000.00 ELL (State-276) - Employee Benefits: \$688.00

frameworks are followed. Action Type: Equity				ACTION BUDGET: \$4688
The ELL teacher shall attend appropriate professional development such as curriculum and instructional strategies training and assessment training. Action Type: Equity	John Calaway	Start: 07/01/2009 End: 06/30/2010	• Outside Consultants	ACTION BUDGET: \$
Total Budget:				\$4688

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Alice McLean	Kindergarten	Literacy
Classroom Teacher	Anita King	Kindergarten	Literacy Chair
Classroom Teacher	Annette Kasinger	Kindergarten	Literacy
Classroom Teacher	Carolyn Whisenant	Kindergarten	Literacy
Classroom Teacher	Cecilia Lovelady	Kindergarten CPS	Math
Classroom Teacher	Christy Almond	Kindergarten	literacy
Classroom Teacher	Dana Rowlett	Kindergarten	Math
Classroom Teacher	Darrah Pitchford	Kindergarten	Math
Classroom Teacher	Diane Weatherford	Kindergarten	Literacy
Classroom Teacher	Donna Powell	Kindergarten	Math
Classroom Teacher	Kathye Shy	Kindergarten	Literacy
Classroom Teacher	Kellye Cannon	Kindergarten	literacy
Classroom Teacher	Kim Crecelius	Kindergarten	Math
Classroom Teacher	Kim Ducker	Kindergarten	Math Chair
Classroom Teacher	Lesa Henderson	Kindergarten	Literacy
Classroom Teacher	Marcus McCain	Kindergarten	Math
Classroom Teacher	Melissa Patrick	Kindergarten	ACSIP Chair
Classroom Teacher	Sharla Patrick	Counselor	Literacy
Classroom Teacher	Sherry Mohler	Music Teacher	Literacy
Classroom Teacher	Sue Seils	Librarian	Literacy
Classroom Teacher	Sylvia Owens	Kindergarten	Math
Classroom Teacher	Tammy Goeke	Kindergarten	Math
Non-Classroom Professional Staff	DeLynn Young	Para-professional	Math
Non-Classroom Professional Staff	Garnet Malatesta	Para-professional	Math
Non-Classroom Professional Staff	Jackie Bolt	Resource Teacher	Math
Non-Classroom Professional Staff	Linda Denton	Para-professional	Literacy
Non-Classroom Professional Staff	Michol Milawski	Para-professional	Math
Non-Classroom Professional Staff	Paula Waldon	P.E. Teacher/Para-professional	Math
Non-Classroom Professional Staff	Vicky Williamson	Computer Lab Manager	Literacy
Parent	James Schmitz	Parent	Math
Parent	Jill Newton	Parent Facilitator	Literacy/Math
Parent	Terrie Elkins	Parent	Literacy
Principal	Leigh Anne Gigliotti	Principal	Math/Literacy