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2008-2009 ARCHIVE

School Plan

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OAKLAWN MAGNET SCHOOL

Arkansas Comprehensive School Improvement Plan

2008-2009

Approved:

The mission of Oaklawn Visual and Performing Arts Magnet School is to create a Service Learning Environment that will connect with the school, community and world. We will provide opportunities for all students with special emphasis on at-risk students through meaningful activities focusing on literacy, math, and the arts to produce continuous achievement.

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

School Improvement: SI_3

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Priority 1: Mathematics Skills

Goal: To improve math skills for all students with an emphasis on Geometry, Measurement, Algebra, and Data Analysis and Probability.

Priority 2: Improve Literacy

Goal: To improve literacy skills for all students with an emphasis on Narrative, Expository and Persuasive Writing.

Priority 3: Wellness

Goal: To improve the wellness of all students by increasing their awareness of health education, prevention of unhealthy behaviors, and the need for physical activity.

Priority 1: Math skills will improve by using research-based strategies.

1. Arkansas Comprehensive School Improvement Data Source for OAKLAWN MAGNET
NORM REFERENCED TEST -- Report Completed: Sep 10, 2008
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

Supporting
Data:

COMBINED POPULATION Grade:0
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 113 128 N/A

% At/Above 50th NPR In:
Reading Comprehension 45.1% 43.8% N/A%
Math Problem Solving 48.7% 46.1% N/A%
AFRICAN AMERICAN POPULATION Grade:0
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 46 49 N/A
% At/Above 50th NPR In:
Reading Comprehension 34.8% 36.7% N/A%
Math Problem Solving 23.9% 34.7% N/A%
HISPANIC POPULATION Grade:0
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 3 10 N/A
% At/Above 50th NPR In:
Reading Comprehension 66.7% 20.0% N/A%
Math Problem Solving 66.7% 20.0% N/A%
CAUCASIAN POPULATION Grade:0
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 64 67 N/A
% At/Above 50th NPR In:
Reading Comprehension 51.6% 50.7% N/A%
Math Problem Solving 65.6% 56.7% N/A%
ECONOMICALLY DISADVANTAGED Grade:0
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 83 36 N/A
% At/Above 50th NPR In:
Reading Comprehension 39.8% 25.0% N/A%
Math Problem Solving 43.4% 33.3% N/A%
LIMITED ENGLISH PROFICIENT Grade:0
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 1 9 N/A
% At/Above 50th NPR In:
Reading Comprehension 100.0% 22.2% N/A%
Math Problem Solving 100.0% 11.1% N/A%
STUDENTS WITH DISABILITIES Grade:0
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 9 13 N/A
% At/Above 50th NPR In:
Reading Comprehension 11.1% 23.1% N/A%
Math Problem Solving 44.4% 15.4% N/A%
Arkansas Comprehensive School Improvement Data Source for
OAKLAWN MAGNET SCHOOL
NORM REFERENCED TEST -- Report Completed: Sep 10, 2008
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:1
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 136 128 138
% At/Above 50th NPR In:
Reading Comprehension 61.0% 65.6% 41.3%
Math Problem Solving 64.0% 56.3% 48.6%
AFRICAN AMERICAN POPULATION Grade:1
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 53 50 60

% At/Above 50th NPR In:
Reading Comprehension 56.6% 58.0% 36.7%
Math Problem Solving 50.9% 44.0% 33.3%
HISPANIC POPULATION Grade: 1
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 5 11 14
% At/Above 50th NPR In:
Reading Comprehension 60.0% 45.5% 14.3%
Math Problem Solving 80.0% 27.3% 35.7%
CAUCASIAN POPULATION Grade: 1
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 76 60 62
% At/Above 50th NPR In:
Reading Comprehension 64.5% 71.7% 53.2%
Math Problem Solving 72.4% 70.0% 66.1%
ECONOMICALLY DISADVANTAGED Grade: 1
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 106 91 120
% At/Above 50th NPR In:
Reading Comprehension 59.4% 60.4% 35.8%
Math Problem Solving 60.4% 51.6% 43.3%
LIMITED ENGLISH PROFICIENT Grade: 1
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 4 10 12
% At/Above 50th NPR In:
Reading Comprehension 50.0% 50.0% 8.3%
Math Problem Solving 75.0% 30.0% 33.3%
STUDENTS WITH DISABILITIES Grade: 1
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 14 14 17
% At/Above 50th NPR In:
Reading Comprehension 21.4% 21.4% 17.6%
Math Problem Solving 14.3% 28.6% 17.6%
Arkansas Comprehensive School Improvement Data Source for
OAKLAWN MAGNET SCHOOL
NORM REFERENCED TEST -- Report Completed: Sep 10, 2008
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 115 121 111
% At/Above 50th NPR In:
Reading Comprehension 62.6% 59.5% 30.6%
Math Problem Solving 69.6% 68.3% 46.8%
AFRICAN AMERICAN POPULATION Grade: 2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 47 46 45
% At/Above 50th NPR In:
Reading Comprehension 55.3% 58.7% 20.0%
Math Problem Solving 61.7% 50.0% 31.1%
HISPANIC POPULATION Grade: 2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 4 8 12

% At/Above 50th NPR In:
Reading Comprehension 75.0% 50.0% 8.3%
Math Problem Solving 100.0% 75.0% 25.0%
CAUCASIAN POPULATION Grade: 2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 56 64 51
% At/Above 50th NPR In:
Reading Comprehension 67.9% 60.9% 47.1%
Math Problem Solving 73.2% 79.4% 64.7%
ECONOMICALLY DISADVANTAGED Grade: 2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 76 82 91
% At/Above 50th NPR In:
Reading Comprehension 56.6% 52.4% 23.1%
Math Problem Solving 64.5% 63.4% 42.9%
LIMITED ENGLISH PROFICIENT Grade: 2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 4 6 11
% At/Above 50th NPR In:
Reading Comprehension 75.0% 33.3% 0.0%
Math Problem Solving 100.0% 83.3% 27.3%
STUDENTS WITH DISABILITIES Grade: 2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 18 17 15
% At/Above 50th NPR In:
Reading Comprehension 16.7% 11.8% 6.7%
Math Problem Solving 27.8% 23.5% 33.3%
Arkansas Comprehensive School Improvement Data Source for
OAKLAWN MAGNET
NORM REFERENCED TEST -- Report Completed: Sep 10, 2008
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 115 121 111
% At/Above 50th NPR In:
Reading Comprehension 62.6% 59.5% 30.6%
Math Problem Solving 69.6% 68.3% 46.8%
AFRICAN AMERICAN POPULATION Grade: 2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 47 46 45
% At/Above 50th NPR In:
Reading Comprehension 55.3% 58.7% 20.0%
Math Problem Solving 61.7% 50.0% 31.1%
HISPANIC POPULATION Grade: 2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 4 8 12
% At/Above 50th NPR In:
Reading Comprehension 75.0% 50.0% 8.3%
Math Problem Solving 100.0% 75.0% 25.0%
CAUCASIAN POPULATION Grade: 2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 56 64 51

% At/Above 50th NPR In:
Reading Comprehension 67.9% 60.9% 47.1%
Math Problem Solving 73.2% 79.4% 64.7%
ECONOMICALLY DISADVANTAGED Grade: 2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 76 82 91
% At/Above 50th NPR In:
Reading Comprehension 56.6% 52.4% 23.1%
Math Problem Solving 64.5% 63.4% 42.9%
LIMITED ENGLISH PROFICIENT Grade: 2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 4 6 11
% At/Above 50th NPR In:
Reading Comprehension 75.0% 33.3% 0.0%
Math Problem Solving 100.0% 83.3% 27.3%
STUDENTS WITH DISABILITIES Grade: 2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 18 17 15
% At/Above 50th NPR In:
Reading Comprehension 16.7% 11.8% 6.7%
Math Problem Solving 27.8% 23.5% 33.3%
Arkansas Comprehensive School Improvement Data Source for
OAKLAWN MAGNET SCHOOL
NORM REFERENCED TEST -- Report Completed: Sep 10, 2008
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 3
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 97 117 119
% At/Above 50th NPR In:
Reading Comprehension 58.3% 53.0% 37.8%
Math Problem Solving 62.9% 62.4% 48.3%
AFRICAN AMERICAN POPULATION Grade: 3
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 48 50 45
% At/Above 50th NPR In:
Reading Comprehension 53.2% 44.0% 28.9%
Math Problem Solving 54.2% 56.0% 33.3%
HISPANIC POPULATION Grade: 3
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 7 8 9
% At/Above 50th NPR In:
Reading Comprehension 57.1% 25.0% 22.2%
Math Problem Solving 85.7% 25.0% 33.3%
CAUCASIAN POPULATION Grade: 3
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 39 58 62
% At/Above 50th NPR In:
Reading Comprehension 66.7% 63.8% 48.4%
Math Problem Solving 71.8% 74.1% 60.7%
ECONOMICALLY DISADVANTAGED Grade: 3
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 81 91 88

% At/Above 50th NPR In:
Reading Comprehension 57.5% 44.0% 25.0%
Math Problem Solving 64.2% 53.8% 37.9%
LIMITED ENGLISH PROFICIENT Grade: 3
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 3 6 8
% At/Above 50th NPR In:
Reading Comprehension 33.3% 33.3% 12.5%
Math Problem Solving 100.0% 33.3% 37.5%
STUDENTS WITH DISABILITIES Grade: 3
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 7 21 15
% At/Above 50th NPR In:
Reading Comprehension 0.0% 4.8% 26.7%
Math Problem Solving 0.0% 23.8% 20.0%
Arkansas Comprehensive School Improvement Data Source for
OAKLAWN MAGNET SCHOOL
NORM REFERENCED TEST -- Report Completed: Sep 10, 2008
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 4
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 94 108 121
% At/Above 50th NPR In:
Reading Comprehension 62.8% 45.4% 55.4%
Math Problem Solving 68.1% 62.6% 73.6%
AFRICAN AMERICAN POPULATION Grade: 4
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 39 55 56
% At/Above 50th NPR In:
Reading Comprehension 46.2% 43.6% 41.1%
Math Problem Solving 53.8% 59.3% 64.3%
HISPANIC POPULATION Grade: 4
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 2 9 11
% At/Above 50th NPR In:
Reading Comprehension 50.0% 44.4% 45.5%
Math Problem Solving 50.0% 55.6% 72.7%
CAUCASIAN POPULATION Grade: 4
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 52 43 52
% At/Above 50th NPR In:
Reading Comprehension 76.9% 48.8% 75.0%
Math Problem Solving 80.8% 69.8% 82.7%
ECONOMICALLY DISADVANTAGED Grade: 4
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 69 89 101
% At/Above 50th NPR In:
Reading Comprehension 53.6% 44.9% 51.5%
Math Problem Solving 60.9% 62.9% 70.3%
LIMITED ENGLISH PROFICIENT Grade: 4
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 1 5 6

% At/Above 50th NPR In:
Reading Comprehension 0.0% 20.0% 16.7%
Math Problem Solving 0.0% 40.0% 50.0%
STUDENTS WITH DISABILITIES Grade: 4
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 14 11 24
% At/Above 50th NPR In:
Reading Comprehension 7.1% 9.1% 4.2%
Math Problem Solving 14.3% 18.2% 45.8%
Arkansas Comprehensive School Improvement Data Source for
OAKLAWN MAGNET SCHOOL
NORM REFERENCED TEST -- Report Completed: Sep 10, 2008
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 118 105 104
% At/Above 50th NPR In:
Reading Comprehension 45.3% 52.4% 55.8%
Math Problem Solving 61.0% 61.0% 63.5%
AFRICAN AMERICAN POPULATION Grade: 5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 49 52 55
% At/Above 50th NPR In:
Reading Comprehension 22.9% 40.4% 49.1%
Math Problem Solving 40.8% 46.2% 58.2%
HISPANIC POPULATION Grade: 5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 5 2 11
% At/Above 50th NPR In:
Reading Comprehension 60.0% 50.0% 54.5%
Math Problem Solving 60.0% 50.0% 72.7%
CAUCASIAN POPULATION Grade: 5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 50 48 38
% At/Above 50th NPR In:
Reading Comprehension 68.0% 66.7% 65.8%
Math Problem Solving 80.0% 77.1% 68.4%
ECONOMICALLY DISADVANTAGED Grade: 5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 89 81 86
% At/Above 50th NPR In:
Reading Comprehension 39.3% 44.4% 54.7%
Math Problem Solving 53.9% 53.1% 60.5%
LIMITED ENGLISH PROFICIENT Grade: 5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 2 1 6
% At/Above 50th NPR In:
Reading Comprehension 0.0% 0.0% 33.3%
Math Problem Solving 100.0% 0.0% 83.3%
STUDENTS WITH DISABILITIES Grade: 5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 26 17 10

% At/Above 50th NPR In:

Reading Comprehension 24.0% 11.8% 20.0%

Math Problem Solving 34.6% 23.5% 20.0%

2. Attendance Rate: The average daily attendance rate met the goal of 94.6% for 2007.

3. ACSIP CRT Data Source for OAKLAWN MAGNET SCHOOL

Benchmark-3rd Grade Mathematics Exam

Report Created: Sep 2, 2008

2006-# Tested & Percent of Students Scoring Proficient/Advanced:

94 Students: 67% of Combined Students

44 Students: 59.1% of African American Students

8 Students: 62.5% of Hispanic Students

39 Students: 79.5% of Caucasian Students

75 Students: 66.7% of Econ. Disadvantaged Students

5 Students: 40% of LEP Students

10 Students: 40% of Students with Disabilities

2007-# Tested & Percent of Students Scoring Proficient/Advanced:

115 Students: 73.9% of Combined Students

47 Students: 68.1% of African American Students

7 Students: 57.1% of Hispanic Students

59 Students: 81.4% of Caucasian Students

91 Students: 70.3% of Econ. Disadvantaged Students

3 Students: 66.7% of LEP Students

24 Students: 37.5% of Students with Disabilities

2008-# Tested & Percent of Students Scoring Proficient/Advanced:

112 Students: 78.6% of Combined Students

43 Students: 76.7% of African American Students

9 Students: 77.8% of Hispanic Students

58 Students: 81% of Caucasian Students

82 Students: 73.2% of Econ. Disadvantaged Students

7 Students: 71.4% of LEP Students

17 Students: 41.2% of Students with Disabilities

The lowest identified areas for the combined population were: geometry, measurement, geometry open response, measurement open response

The lowest identified areas for African Americans were: geometry, measurement, geometry open response, measurement open response

The lowest identified areas for Hispanic were: geometry, measurement, geometry open response, measurement open response

The lowest identified areas for Caucasian were: geometry, measurement, geometry open response, measurement open response

The lowest identified areas for Econ. Disadvantaged students were: geometry, measurement, geometry open response, measurement open response, data analysis and probability open response

The lowest identified areas for LEP students were: geometry, measurement, geometry open response, measurement open response

The lowest identified areas for Students with Disabilities were: geometry, measurement, algebra open response, geometry open response, measurement open response

ACSIP CRT Data Source for OAKLAWN MAGNET SCHOOL

Benchmark-4th Grade Mathematics Exam

Report Created: Sep 2, 2008

2006-# Tested & Percent of Students Scoring Proficient/Advanced:

93 Students: 61.3% of Combined Students

40 Students: 40% of African American Students

2 Students: 100% of Hispanic Students

51 Students: 76.5% of Caucasian Students

67 Students: 50.7% of Econ. Disadvantaged Students

1 Student: 100% of LEP Students

15 Students: 20% of Students with Disabilities

2007-# Tested & Percent of Students Scoring Proficient/Advanced:

102 Students: 64.7% of Combined Students

52 Students: 59.6% of African American Students
 7 Students: 42.9% of Hispanic Students
 43 Students: 74.4% of Caucasian Students
 87 Students: 63.2% of Econ. Disadvantaged Students
 4 Students: 25% of LEP Students
 15 Students: 33.3% of Students with Disabilities
 2008-# Tested & Percent of Students Scoring Proficient/Advanced:
 112 Students: 74.1% of Combined Students
 51 Students: 62.7% of African American Students
 10 Students: 70% of Hispanic Students
 50 Students: 86% of Caucasian Students
 92 Students: 71.7% of Econ. Disadvantaged Students
 6 Students: 66.7% of LEP Students
 23 Students: 43.5% of Students with Disabilities
 The lowest identified areas for the combined population were: measurement, measurement open response, data analysis and probability open response
 The lowest identified areas for African Americans were: geometry, measurement, geometry open response, measurement open response, data analysis and probability open response
 The lowest identified areas for Hispanic were: measurement, data analysis and probability, algebra open response, measurement open response, data analysis and probability open response
 The lowest identified areas for Caucasian were: measurement, data analysis and probability, geometry open response
 The lowest identified areas for Econ. Disadvantaged students were: measurement, measurement open response, geometry open response, data analysis and probability open response
 The lowest identified areas for LEP students were: measurement, data analysis and probability, measurement open response, data analysis and probability open response
 The lowest identified areas for Students with Disabilities were: measurement, data analysis and probability, measurement open response, data analysis and probability open response
 ACSIP CRT Data Source for OAKLAWN MAGNET SCHOOL
 Benchmark-5th Grade Mathematics Exam
 Report Created: Sep 2, 2008
 2006-# Tested & Percent of Students Scoring Proficient/Advanced:
 111 Students: 45.9% of Combined Students
 50 Students: 28% of African American Students
 7 Students: 42.9% of Hispanic Students
 53 Students: 62.3% of Caucasian Students
 87 Students: 40.2% of Econ. Disadvantaged Students
 2 Students: 50% of LEP Students
 22 Students: 18.2% of Students with Disabilities
 2007-# Tested & Percent of Students Scoring Proficient/Advanced:
 96 Students: 68.8% of Combined Students
 48 Students: 56.3% of African American Students
 2 Students: 50% of Hispanic Students
 45 Students: 84.4% of Caucasian Students
 76 Students: 61.8% of Econ. Disadvantaged Students
 1 Student: 0% of LEP Students
 17 Students: 23.5% of Students with Disabilities
 2008-# Tested & Percent of Students Scoring Proficient/Advanced:
 95 Students: 82.1% of Combined Students
 52 Students: 84.6% of African American Students
 7 Students: 85.7% of Hispanic Students
 36 Students: 77.8% of Caucasian Students
 78 Students: 83.3% of Econ. Disadvantaged Students
 4 Students: 75% of LEP Students
 10 Students: 40% of Students with Disabilities
 The lowest identified areas for the combined population were: data analysis and

probability, data analysis and probability open response
 The lowest identified areas for African Americans were: data analysis and probability, data analysis and probability open response
 The lowest identified areas for Hispanic were: measurement, data analysis and probability open response
 The lowest identified areas for Caucasian were: algebra, algebra open response
 The lowest identified areas for Econ. Disadvantaged students were: data analysis and probability, data analysis and probability open response
 The lowest identified areas for LEP students were: measurement, data analysis and probability, data analysis and probability open response
 The lowest identified areas for Students with Disability were: measurement, data analysis and probability, measurement open response, data analysis and probability open response

Goal To improve math skills for all students with an emphasis on Geometry, Measurement, Algebra, and Data Analysis and Probability.

By the end of the 2008-2009 school year, 62.5% of our students will be proficient as compared to 82% of the 5th grade combined population, 75% of the 4th grade combined population, and 76% of the 3rd grade combined population on the 2008 benchmark exam. Sub-populations will also be proficient as compared to the following: African American students - 3rd grade 77%, 4th grade 63%, 5th grade 85% Hispanic students - 3rd grade 78%, 4th grade 70%, 5th grade 86% Caucasian students - 3rd grade 81%, 4th grade 86%, 5th grade 78% Econ. Disadvantaged students - 3rd grade 73%, 4th grade 72%, 5th grade 83% LEP students - 3rd grade 71%, 4th grade 67%, 5th grade 75% Students with Disability - 3rd grade 41%, 4th grade 44%, 5th grade 40%

Intervention: Implement a standards based model of math instruction that will address Geometry, Measurement, Algebra, and Data Analysis and Probability.

Scientific Based Research: Ball, D.L. & Cohen, D.K. (1996). Reform by the book: what is-or might be-the role of curricular materials in Teacher learning and instructional reform? Educational Researcher, 25(9), pp. 6-8. Black, P. & William, D. (1998, NOVember). Inside the black box: Raising standards through classroom assessment. Kappan Online. Retrieved April 30, 2007, from <http://www.pdkintl.org/kappan/kbla9810.htm> Carr, J.F. & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Arlington, VA: Association of Supervision and Curriculum Department. Goodrow, A.M. (1998, May). Children's construction of number sense in traditional, constructivist, and mixed classrooms. Doctoral Dissertation, Tufts University, Medford, MA. Mokros, J., Berle-Carman, M., Rubin, A., & O'Neill, K. (1996, April). Learning operations: invented strategies that work. Paper presented an annual meeting of the American Educational Research Association, New York, NY. Cromey, A. (2000). Using assessment data: What can we learn from schools? Naperville, IL: North Central Regional Education Laboratory.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Math Focus Teachers in cooperation with The Learning Institute will promote the revised Arkansas Math Standards using Investigations in Number Data and Space as the base for instruction. Focus teachers will also develop unit assessments aligned with Arkansas Math Standards for kindergarten through	Janice McCoy	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Central Office • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$

<p>5th grade as needed. Math curriculum will incorporate Cognitive Guided Instruction, Math LINKS teaching strategies, and Everyday Counts. Students scoring below basic on the state Benchmark exam will receive additional remediation after school, in the Plato Learning Lab and/or individual tutoring depending upon their scores. Calendar Math will be used in kindergarten through 4th grade and with some 5th graders for daily instruction in measurement, number properties and operations, and geometry. Incorporating literature into the math classroom will be achieved by having leveled texts and corresponding big books that illustrate math concepts. Waterford software will be used in kindergarten. Successmaker and Plato software programs will be used in the computer labs. Tower 23, Hands-on-Equations, Learning Wave, Jeopardy, and real world problem solving activities will provide enrichment beyond the regular classroom. At-risk students will receive peer tutoring, individual conferencing and/or small group instruction. Math manipulatives, calculators and hand</p>				
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<p>helds will further assist students in solving real world math problems. Oaklawn strives to provide instruction by highly qualified teachers. Only certified teachers and highly qualified paraprofessionals will be assigned to areas they are qualified to teach.</p> <p>Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>Professional Development will be based upon data collected from faculty professional growth plans and the Needs Assessment Survey. According to the Needs Assessment Survey Oaklawn staff will receive training in meeting the needs of African American students and students with disabilities in the areas of measurement, data analysis and probability, algebra, and numbers and operations. Additional Professional Development for math will be Math Investigations in Number Data and Space, calculator training, MathLINKS, and Cognitive Guided Instruction. Dawson Cooperative will provide MathLINKS and Cognitive Guided Instruction training. Title I funds will pay stipends to teachers for non-contract time. Special</p>	<p>Cynthia Moreland</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Education staff will provide in-services on modifications needed for special needs students. Other Professional Development will be provided by Dawson Cooperative, HSSD, The Learning Institute, and HSSD's School Improvement Office. Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<p>The Arkansas Benchmark Exam, ITBS, district interim assessment tests, and NWEA scores will be used to assess student achievement. Classroom walk-throughs, observations, individual teacher evaluations, and professional development will be used to enhance instruction. The effectiveness of these interventions will be determined by district interim assessments, ITBS, state Benchmark exams and spring NWEA testing. Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	Janice McCoy	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Title 1 funds will be used to employ a 1.0 FTE certified person to work with students and staff in the position of Math Focus Teacher. Cynthia Moreland will be hired in this position. NSLA funds will be used to</p>	Janice McCoy	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Central Office • District Staff • Teachers 	<p>Title I - Purchased Services: \$750.00 Title I - Materials & Supplies: \$30679.75 Title I - Employee Salaries: \$46196.00</p>

<p>employ a 1.0 FTE certified district-wide math coach. NSLA special funds will be available to hire an additional math focus teacher/specialist, Roslyn Jamerson, to assist teachers and students. See District plan for SOF. Title 1 funds will purchase instructional materials such as manipulatives, resource and professional books, card stock for learning activities, and the Successmaker software program which will support the math curriculum. Other supplemental classroom supplies for integration of the Arts into the math curriculum will also be purchased using Title 1 funds. Title 1 funds will provide a service contract for the Title 1 copier. Action Type: Collaboration Action Type: Title I Schoolwide</p>				<p>Title I - Employee \$11549.00 Benefits: PD (State-223) - \$13000.00 Purchased Services: PD (State-223) - \$27300.00 Materials & Supplies:</p> <hr/> <p>ACTION BUDGET: \$129474.75</p>
Total Budget:				\$129474.75

Intervention: Math curriculum will be aligned vertically and horizontally.

Scientific Based Research: Ball, D.L. & Cohen, D.K. (1996). Reform by the book: what is-or might be-the role of curricular materials in Teacher learning and instructional reform? Educational Researcher, 25(9), pp. 6-8. Black, P. & William, D. (1998, NOvember). Inside the black box: Raising standards through classroom assessment. Kappan Online. Retrieved April 30, 2007, from <http://www.pdkintl.org/kappan/kbla9810.htm> Carr, J.F. & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Arlington, VA: Association of Supervision and Curriculum Department. Goodrow, A.M. (1998, May). Children's construction of number sense in traditional, constructivist, and mixed classrooms. Doctoral Dissertation, Tufts University, Medford, MA. Mokros, J., Berle-Carman, M., Rubin, A., & O'Neill, K. (1996, April). Learning operations: invented strategies that work. Paper presented an annual meeting of the American Educational Research Association, New York, NY. Cromey, A. (2000). Using assessmetn data: What can we learn from schools? Naperville, IL: North Central Regional Education Laboratory.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Math Focus teachers will align the curriculum, monitor achievement.	Janice McCoy	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>coordinate assessments, model best practices, and track student progress. Focus teachers will meet with grade levels for instructional strategies, assessments, curriculum alignments with Math Investigations, and use of instructional tools. Focus teachers will provide a pacing guide. Pacing guides follow Math Investigations books with an interim assessment being administered at the end of each module. Interim assessments are made available through The Learning Institute. Mentor teachers will be assigned to novice and newly hired teachers and will communicate with them weekly for guidance and assistance. Mentors will give support with the district, state, and national assessments. A math coach from the district school improvement office will assist math focus with aligning curriculum to Arkansas' SLE's.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>				
<p>Professional Development for math will be Everyday Counts, Investigations in Number Data and Space, MathLINKS, Cognitive Guided Instruction, and Arkansas Math Standards. Staff will</p>	<p>Janice McCoy</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>attend the T3 conference and will receive training from The Learning Institute. District specialists will provide special education teachers with additional teaching strategies or activities. NSLA funds will be available to pay stipends and benefits to teachers during non-contract hours. All staff will receive professional development that is sustained and on-going. Staff development will be aligned to goals, needs, and the improvement plan. Math Focus teachers will attend the NCTM /NCSM conference. Math and Science will be aligned by math focus and grade level representatives. Vertical alignment of the district math curriculum will be done under the direction of Dr. Linda Griffith from the University of Central Arkansas. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<p>A yearly needs' assessment is used to determine the plan for our school and students. Data from district interim assessments, NWEA testing, ITBS, and Arkansas Benchmark exams as well as attendance, and discipline are used to assess student learning. Classroom walk-throughs.</p>	<p>Janice McCoy</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>observations, and individual teacher evaluations are additional tools used to assess student learning. Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>Title 1 funds will pay for travel, registrations, meals, instructional materials, stipends, and benefits for teachers during non-contract time. Title 1 funds will be used to employ a 1.0 FTE highly qualified instructional assistant, Pat Moore, to aid students in the computer labs and with technology integration. Title 1 funds will be used to purchase additional computers and Promethean Activboards (@ \$5000 each) to maintain technology infusion into the math curriculum. Title 1 funds will pay teacher stipends and presenter fees for Dr. Linda Griffith's math alignment training/in-service. Title 1 funds will be used to employ a 1.0 FTE certified person as an ELL Facilitator. Suzanne Trieschmann, ESL endorsed, will serve in this position. Title 1 funds will be available for registrations and for staff to attend state and national conferences. NSLA funds will be used to employ a 1.0 FTE highly qualified instructional assistant, Cheri Huff, to aid students in the computer lab. See</p>	<p>Kay Adams</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers • Teaching Aids 	<p>Title I - Employee \$70376.00 Salaries: Title I - Employee \$17594.00 Benefits: Title I - Capital \$85000.00 Outlay:</p> <hr/> <p>ACTION BUDGET: \$172970</p>

<p>District plan for SOF. Action Type: Alignment Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>Title I funds will be used to provide an after school program for students needing extra help in math. Title 1 funds will be used to support additional activities that broaden students perspectives in the area of math in cooperation with community agencies such as but not limited to the YMCA, Mid-America Museum, and National Park Community College. Funds will be used for teacher salaries and benefits. Snacks and transportation will be provided through NSLA funds. See District plan for SOF. Action Type: Equity</p>	<p>Janice McCoy</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<p>Title I - Employee \$11752.00 Salaries: Title I - Employee \$3248.00 Benefits:</p> <hr/> <p>ACTION BUDGET: \$15000</p>
<p>Title 1 funds will be used to provide help for students identified as Homeless. These students will be enrolled immediately and classified on free lunch status. All extracurricular fees will be waived. The district liaison and counselor designee at each school will collaborate to ensure that the needs of these students such as clothing, school supplies, and assistance with needed services are met. Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Leslie Whalen</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	<p>Title I - Materials & Supplies: \$1500.00</p> <hr/> <p>ACTION BUDGET: \$1500</p>
<p>Total Budget:</p>				<p>\$189470</p>

Intervention: Academic Improvement Plans for basic and below basic students will be made.

Scientific Based Research: Ball, D.L. & Cohen, D.K. (1996). Reform by the book: what is-or might be-the role of curricular materials in Teacher learning and instructional reform? Educational Researcher, 25(9), pp. 6-8. Black, P. & William, D. (1998, NOvember). Inside the black box: Raising standards through classroom assessment. Kappan Online. Retrieved April 30, 2007, from <http://www.pdkintl.org/kappan/kbla9810.htm> Carr, J.F. & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Arlington, VA: Association of Supervision and Curriculum Department. Goodrow, A.M. (1998, May). Children's construction of number sense in traditional, constructivist, and mixed classrooms. Doctoral Dissertation, Tufts University, Medford, MA. Mokros, J., Berle-Carman, M., Rubin, A., & O'Neill, K. (1996, April). Learning operations: invented strategies that work. Paper presented an annual meeting of the American Educational Research Association, New York, NY. Cromey, A. (2000). Using assessmetn data: What can we learn from schools? Naperville, IL: North Central Regional Education Laboratory.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Students' Academic Improvement Plans, AIP's, in the area of Math will be addressed using data generated from district interim assessments, NWEA, ITBS, and the Arkansas Benchmark Exams.</p> <p>Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Janice McCoy</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Arkansas Benchmark exams and NWEA reports will be used to track students' progress and highlight low scoring areas. Extra support services offered include tutoring before and after school, mentoring, SuccessMaker software programs, and ACHIEVE NOW playstations. A presentation of Supplemental Educational Service providers for students on free or reduced lunch will be presented during the fall allowing parents to obtain additional outside tutoring services. Any student in 3rd grade who is not proficient on the benchmark, in consultation with parents, will have an AIP written. Any student in the 4th or 5th grade who is not proficient on the benchmark will have an</p>	<p>Janice McCoy</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • School Library • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

<p>AIP written. Failure to follow the AIP remediation will result in retention for any student in grades 3 through 5. ED Line/GradeQuick will give parents access to their child's academic grades. ELL students will be closely monitored by the ELL Facilitator and services will be provided based on needs. The Language Proficiency Assessment Committee will recommend modifications for ELL students. An ELL folder will be placed in the permanent record to note educational modifications. ESL instructional materials, supplies, and teaching aids will be provided. See District plan for SOF. First Class, Oaklawn's e-mail system, will be used by ELL, Special Education, and regular classroom teachers to communicate students' growth and instructional strategies. Action Type: AIP/IRI Action Type: Special Education Action Type: Title I Schoolwide</p>				
<p>Title 1 funds will be used to support the before school program. See District Plan for SOF. Action Type: Title I Schoolwide</p>	<p>Janice McCoy</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Assessments used to determine students' academic advancement through their AIP's will be the district interim assessments, ITBS, and NWEA gains. Students raising their scores will be monitored closely and receive additional remediation if necessary. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Janice McCoy</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Total Budget:	\$0
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Intervention: Oaklawn's Parent Involvement Plan will be implemented.

Scientific Based Research: Shartrand, A., Weiss, H., Kreider, H., Lopez, E. (1997). New Skills for New Schools: Preparing Teachers in Family Involvement. Harvard University, Cambridge, MA. Watkins, T. (1997). Teacher Communications, Child Achievement and Parent Traits in Parent Involvement Models. The Journal of Education Research, Vol 91. Retrieved May 14, 2007, from <http://www.questia.com/googleScholar.qst?docId=5001526631>. Desimone. (1999). Linking Parent Involvement with Student Achievement: Do Race and Income Matter. The Journal of Educational Research, Vol 93. Retrieved May 14, 2007, from <http://www.questia.com/googleScholar.qst?docId=5001843978>. Baker, A. & Soden, L. (2001). Parent Involvement in Children's Education: A Critical Assessment of the Knowledge Base. NCJW Center for the Child, New York, NY. Okpala, A., Okpala, C., & Smith, F. (2001). Parental Involvement, Instructional Expenditure Family Socioeconomic Attributes, and Students Achievement. The Journal of Educational Research, Vol 95. Retrieved May 14, 2007, from <http://www.questia.com/googleScholar.qst?docId=5001977534>. Waterman, J. & Zellman, G. (1998). Understanding the Impact of Parent School Involvement on Children's Educational Outcomes. The Journal of Educational Research, Vol 91. Retrieved May 14, 2007 from <http://www.questia.com/googleScholar.qst;jsessionid=GLNHHKVS1jQBThR9NznyLT21h1wrBh7Qdq>.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Activities that promote responsible parenting will be available throughout the school year. Oaklawn will host monthly Parent Advisory Meetings along with grade level parent involvement activities. Parent meetings will promote the school parent connection and provide take home activities, parent packets, books, and other supplemental materials. These expenditures exceed ACT 307 of 2007. Foster Grandparents from OBU's Foster Grandparent Volunteer program will provide care and support for kindergarten through 2nd grade classrooms. A translator is on staff to provide services to ELL students, parents, and staff to coordinate communication between the school and parents of non-English speaking students. Parents will be kept informed through teacher generated weekly</p>	Kay Adams	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr style="border: 0.5px solid black;"/> <p>ACTION BUDGET: \$</p>

<p>communications, Oaklawn's weekly newsletters, The Learning Institute Accountability Report, and Edline on-line gradebook. At Oaklawn's fall Open House parents will receive the State of the School Report, the Title 1 Compact, and other important information regarding Oaklawn School. Oaklawn's spring Open House will provide opportunity for parents to receive grade-level specific at-home learning activities. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				
<p>During Oaklawn's fall Open House parents will be given a report on the state of the school and receive an overview of what students will be learning, how students will be assessed, what parents should expect for their child's education, and how a parent can assist their student academically. In addition, a volunteer training session will be offered to parents interested in volunteering. Library materials available for check out regarding responsible parenting will be housed in Oaklawn's library. Parenting magazines, videos, and other parenting materials may be checked out for review and study. Oaklawn's Parent Compact will be reviewed, revised, and distributed to parents each fall. Action Type: Parental</p>	<p>Kay Adams</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Engagement Action Type: Title I Schoolwide				
A yearly parent survey will be taken to see if Oaklawn school is meeting the needs of our students. Parents will be encouraged to stay involved by volunteering in classrooms and being a member of Oaklawn's Parent Advisory Team. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide	Kay Adams	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • School Library • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
Title 1 funds will be used to pay for light refreshments served during the monthly Parent Advisory Meetings. Title 1 funds will also be used to purchase food and other supplies served during grade level parent involvement activities. Title 1 funds will provide a cafeteria lunch for the Foster Grandparents. Title 1 funds will purchase a parenting web subscription. All above listed activities exceed Act 307 of 2007. Action Type: Parental Engagement Action Type: Title I Schoolwide	Kay Adams	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<p>Title I - Purchased \$6200.00 Services: Title I - Materials & Supplies: \$2000.00</p> <hr/> <p>ACTION BUDGET: \$8200</p>
Oaklawn will hold two student-led conferences during the school year. Parent conferences will be scheduled in both fall and spring to inform parents of academic progress and communicate with parents other important information concerning their student's progress. Action Type: Parental	Janice McCoy	Start: 07/01/2008 End: 06/30/2009		<hr/> <p>ACTION BUDGET: \$</p>

Engagement Action Type: Title I Schoolwide				
Before the 2008-2009 school year, letters containing all state required information will be sent to all Oaklawn parents notifying them that Oaklawn has been placed on the School Improvement list. School Choice and transportation will be offered to all students. Before the 2008-2009 school year, parents will be notified of supplemental services offered to their children. These services include: Waterford Early Reading Program, A+ Afterschool, PLATO Learning Lab, Early Bird Lab, a remediation team headed by reading and math focus teachers, and opportunities for students to receive math and reading multiple times a day. Action Type: Parental Engagement Action Type: Title I Schoolwide	Janice McCoy	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$8200

Priority 2: Students will improve literacy skills using research-based strategies.

1. Arkansas Comprehensive School Improvement Data Source for OAKLAWN MAGNET
NORM REFERENCED TEST -- Report Completed: Sep 10, 2008
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:0

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 113 128 N/A

% At/Above 50th NPR In:

Reading Comprehension 45.1% 43.8% N/A%

Math Problem Solving 48.7% 46.1% N/A%

AFRICAN AMERICAN POPULATION Grade:0

ITBS ITBS SAT10

Year 2006 2007 2008

Number Tested 46 49 N/A

% At/Above 50th NPR In:

Reading Comprehension 34.8% 36.7% N/A%

Supporting
Data:

Math Problem Solving 23.9% 34.7% N/A%
 HISPANIC POPULATION Grade:0
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 3 10 N/A
 % At/Above 50th NPR In:
 Reading Comprehension 66.7% 20.0% N/A%
 Math Problem Solving 66.7% 20.0% N/A%
 CAUCASIAN POPULATION Grade:0
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 64 67 N/A
 % At/Above 50th NPR In:
 Reading Comprehension 51.6% 50.7% N/A%
 Math Problem Solving 65.6% 56.7% N/A%
 ECONOMICALLY DISADVANTAGED Grade:0
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 83 36 N/A
 % At/Above 50th NPR In:
 Reading Comprehension 39.8% 25.0% N/A%
 Math Problem Solving 43.4% 33.3% N/A%
 LIMITED ENGLISH PROFICIENT Grade:0
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 1 9 N/A
 % At/Above 50th NPR In:
 Reading Comprehension 100.0% 22.2% N/A%
 Math Problem Solving 100.0% 11.1% N/A%
 STUDENTS WITH DISABILITIES Grade:0
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 9 13 N/A
 % At/Above 50th NPR In:
 Reading Comprehension 11.1% 23.1% N/A%
 Math Problem Solving 44.4% 15.4% N/A%
 Arkansas Comprehensive School Improvement Data Source for
 OAKLAWN MAGNET SCHOOL
 NORM REFERENCED TEST -- Report Completed: Sep 10, 2008
 Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:1
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 136 128 138
 % At/Above 50th NPR In:
 Reading Comprehension 61.0% 65.6% 41.3%
 Math Problem Solving 64.0% 56.3% 48.6%
 AFRICAN AMERICAN POPULATION Grade:1
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 53 50 60
 % At/Above 50th NPR In:
 Reading Comprehension 56.6% 58.0% 36.7%
 Math Problem Solving 50.9% 44.0% 33.3%
 HISPANIC POPULATION Grade:1
 ITBS ITBS SAT10
 Year 2006 2007 2008
 Number Tested 5 11 14
 % At/Above 50th NPR In:
 Reading Comprehension 60.0% 45.5% 14.3%

Math Problem Solving 80.0% 27.3% 35.7%
CAUCASIAN POPULATION Grade: 1
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 76 60 62
% At/Above 50th NPR In:
Reading Comprehension 64.5% 71.7% 53.2%
Math Problem Solving 72.4% 70.0% 66.1%
ECONOMICALLY DISADVANTAGED Grade: 1
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 106 91 120
% At/Above 50th NPR In:
Reading Comprehension 59.4% 60.4% 35.8%
Math Problem Solving 60.4% 51.6% 43.3%
LIMITED ENGLISH PROFICIENT Grade: 1
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 4 10 12
% At/Above 50th NPR In:
Reading Comprehension 50.0% 50.0% 8.3%
Math Problem Solving 75.0% 30.0% 33.3%
STUDENTS WITH DISABILITIES Grade: 1
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 14 14 17
% At/Above 50th NPR In:
Reading Comprehension 21.4% 21.4% 17.6%
Math Problem Solving 14.3% 28.6% 17.6%
Arkansas Comprehensive School Improvement Data Source for
OAKLAWN MAGNET SCHOOL
NORM REFERENCED TEST -- Report Completed: Sep 10, 2008
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 115 121 111
% At/Above 50th NPR In:
Reading Comprehension 62.6% 59.5% 30.6%
Math Problem Solving 69.6% 68.3% 46.8%
AFRICAN AMERICAN POPULATION Grade: 2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 47 46 45
% At/Above 50th NPR In:
Reading Comprehension 55.3% 58.7% 20.0%
Math Problem Solving 61.7% 50.0% 31.1%
HISPANIC POPULATION Grade: 2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 4 8 12
% At/Above 50th NPR In:
Reading Comprehension 75.0% 50.0% 8.3%
Math Problem Solving 100.0% 75.0% 25.0%
CAUCASIAN POPULATION Grade: 2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 56 64 51
% At/Above 50th NPR In:
Reading Comprehension 67.9% 60.9% 47.1%

Math Problem Solving 73.2% 79.4% 64.7%
ECONOMICALLY DISADVANTAGED Grade:2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 76 82 91
% At/Above 50th NPR In:
Reading Comprehension 56.6% 52.4% 23.1%
Math Problem Solving 64.5% 63.4% 42.9%
LIMITED ENGLISH PROFICIENT Grade:2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 4 6 11
% At/Above 50th NPR In:
Reading Comprehension 75.0% 33.3% 0.0%
Math Problem Solving 100.0% 83.3% 27.3%
STUDENTS WITH DISABILITIES Grade:2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 18 17 15
% At/Above 50th NPR In:
Reading Comprehension 16.7% 11.8% 6.7%
Math Problem Solving 27.8% 23.5% 33.3%
Arkansas Comprehensive School Improvement Data Source for
OAKLAWN MAGNET
NORM REFERENCED TEST -- Report Completed: Sep 10, 2008
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 115 121 111
% At/Above 50th NPR In:
Reading Comprehension 62.6% 59.5% 30.6%
Math Problem Solving 69.6% 68.3% 46.8%
AFRICAN AMERICAN POPULATION Grade:2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 47 46 45
% At/Above 50th NPR In:
Reading Comprehension 55.3% 58.7% 20.0%
Math Problem Solving 61.7% 50.0% 31.1%
HISPANIC POPULATION Grade:2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 4 8 12
% At/Above 50th NPR In:
Reading Comprehension 75.0% 50.0% 8.3%
Math Problem Solving 100.0% 75.0% 25.0%
CAUCASIAN POPULATION Grade:2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 56 64 51
% At/Above 50th NPR In:
Reading Comprehension 67.9% 60.9% 47.1%
Math Problem Solving 73.2% 79.4% 64.7%
ECONOMICALLY DISADVANTAGED Grade:2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 76 82 91
% At/Above 50th NPR In:
Reading Comprehension 56.6% 52.4% 23.1%

Math Problem Solving 64.5% 63.4% 42.9%
LIMITED ENGLISH PROFICIENT Grade: 2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 4 6 11
% At/Above 50th NPR In:
Reading Comprehension 75.0% 33.3% 0.0%
Math Problem Solving 100.0% 83.3% 27.3%
STUDENTS WITH DISABILITIES Grade: 2
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 18 17 15
% At/Above 50th NPR In:
Reading Comprehension 16.7% 11.8% 6.7%
Math Problem Solving 27.8% 23.5% 33.3%
Arkansas Comprehensive School Improvement Data Source for
OAKLAWN MAGNET SCHOOL
NORM REFERENCED TEST -- Report Completed: Sep 10, 2008
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 3
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 97 117 119
% At/Above 50th NPR In:
Reading Comprehension 58.3% 53.0% 37.8%
Math Problem Solving 62.9% 62.4% 48.3%
AFRICAN AMERICAN POPULATION Grade: 3
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 48 50 45
% At/Above 50th NPR In:
Reading Comprehension 53.2% 44.0% 28.9%
Math Problem Solving 54.2% 56.0% 33.3%
HISPANIC POPULATION Grade: 3
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 7 8 9
% At/Above 50th NPR In:
Reading Comprehension 57.1% 25.0% 22.2%
Math Problem Solving 85.7% 25.0% 33.3%
CAUCASIAN POPULATION Grade: 3
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 39 58 62
% At/Above 50th NPR In:
Reading Comprehension 66.7% 63.8% 48.4%
Math Problem Solving 71.8% 74.1% 60.7%
ECONOMICALLY DISADVANTAGED Grade: 3
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 81 91 88
% At/Above 50th NPR In:
Reading Comprehension 57.5% 44.0% 25.0%
Math Problem Solving 64.2% 53.8% 37.9%
LIMITED ENGLISH PROFICIENT Grade: 3
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 3 6 8
% At/Above 50th NPR In:
Reading Comprehension 33.3% 33.3% 12.5%

Math Problem Solving 100.0% 33.3% 37.5%
STUDENTS WITH DISABILITIES Grade: 3
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 7 21 15
% At/Above 50th NPR In:
Reading Comprehension 0.0% 4.8% 26.7%
Math Problem Solving 0.0% 23.8% 20.0%
Arkansas Comprehensive School Improvement Data Source for
OAKLAWN MAGNET SCHOOL
NORM REFERENCED TEST -- Report Completed: Sep 10, 2008
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade: 4
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 94 108 121
% At/Above 50th NPR In:
Reading Comprehension 62.8% 45.4% 55.4%
Math Problem Solving 68.1% 62.6% 73.6%
AFRICAN AMERICAN POPULATION Grade: 4
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 39 55 56
% At/Above 50th NPR In:
Reading Comprehension 46.2% 43.6% 41.1%
Math Problem Solving 53.8% 59.3% 64.3%
HISPANIC POPULATION Grade: 4
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 2 9 11
% At/Above 50th NPR In:
Reading Comprehension 50.0% 44.4% 45.5%
Math Problem Solving 50.0% 55.6% 72.7%
CAUCASIAN POPULATION Grade: 4
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 52 43 52
% At/Above 50th NPR In:
Reading Comprehension 76.9% 48.8% 75.0%
Math Problem Solving 80.8% 69.8% 82.7%
ECONOMICALLY DISADVANTAGED Grade: 4
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 69 89 101
% At/Above 50th NPR In:
Reading Comprehension 53.6% 44.9% 51.5%
Math Problem Solving 60.9% 62.9% 70.3%
LIMITED ENGLISH PROFICIENT Grade: 4
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 1 5 6
% At/Above 50th NPR In:
Reading Comprehension 0.0% 20.0% 16.7%
Math Problem Solving 0.0% 40.0% 50.0%
STUDENTS WITH DISABILITIES Grade: 4
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 14 11 24
% At/Above 50th NPR In:
Reading Comprehension 7.1% 9.1% 4.2%

Math Problem Solving 14.3% 18.2% 45.8%
Arkansas Comprehensive School Improvement Data Source for
OAKLAWN MAGNET SCHOOL
NORM REFERENCED TEST -- Report Completed: Sep 10, 2008
Number Tested and Percent of Students Scoring At/Above 50th Percentile:

COMBINED POPULATION Grade:5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 118 105 104
% At/Above 50th NPR In:
Reading Comprehension 45.3% 52.4% 55.8%
Math Problem Solving 61.0% 61.0% 63.5%

AFRICAN AMERICAN POPULATION Grade:5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 49 52 55
% At/Above 50th NPR In:
Reading Comprehension 22.9% 40.4% 49.1%
Math Problem Solving 40.8% 46.2% 58.2%

HISPANIC POPULATION Grade:5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 5 2 11
% At/Above 50th NPR In:
Reading Comprehension 60.0% 50.0% 54.5%
Math Problem Solving 60.0% 50.0% 72.7%

CAUCASIAN POPULATION Grade:5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 50 48 38
% At/Above 50th NPR In:
Reading Comprehension 68.0% 66.7% 65.8%
Math Problem Solving 80.0% 77.1% 68.4%

ECONOMICALLY DISADVANTAGED Grade:5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 89 81 86
% At/Above 50th NPR In:
Reading Comprehension 39.3% 44.4% 54.7%
Math Problem Solving 53.9% 53.1% 60.5%

LIMITED ENGLISH PROFICIENT Grade:5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 2 1 6
% At/Above 50th NPR In:
Reading Comprehension 0.0% 0.0% 33.3%
Math Problem Solving 100.0% 0.0% 83.3%

STUDENTS WITH DISABILITIES Grade:5
ITBS ITBS SAT10
Year 2006 2007 2008
Number Tested 26 17 10
% At/Above 50th NPR In:
Reading Comprehension 24.0% 11.8% 20.0%
Math Problem Solving 34.6% 23.5% 20.0%

2. Attendance Rate: The average daily rate for 2007 met the goal of 94.6%.
3. ACSIP CRT Data Source for OAKLAWN MAGNET SCHOOL
Benchmark-3rd Grade Literacy Exam
Report Created: Sep 2, 2008
2006-# Tested & Percent of Students Scoring Proficient/Advanced:
94 Students: 57.4% of Combined Students

44 Students: 56.8% of African American Students
8 Students: 50% of Hispanic Students
39 Students: 61.5% of Caucasian Students
75 Students: 57.3% of Econ. Disadvantaged Students
5 Students: 20% of LEP Students
10 Students: 40% of Students with Disabilities
2007-# Tested & Percent of Students Scoring Proficient/Advanced:
115 Students: 54.8% of Combined Students
47 Students: 42.6% of African American Students
7 Students: 28.6% of Hispanic Students
59 Students: 67.8% of Caucasian Students
91 Students: 50.5% of Econ. Disadvantaged Students
3 Students: 0% of LEP Students
24 Students: 16.7% of Students with Disabilities
2008-# Tested & Percent of Students Scoring Proficient/Advanced:
113 Students: 54.9% of Combined Students
43 Students: 48.8% of African American Students
9 Students: 33.3% of Hispanic Students
59 Students: 64.4% of Caucasian Students
83 Students: 44.6% of Econ. Disadvantaged Students
7 Students: 28.6% of LEP Students
17 Students: 23.5% of Students with Disabilities
The lowest identified areas for the combined population were: content passage,
content passage open response
The lowest identified areas for African Americans were: content passage, content
passage open response, literary passage open response
The lowest identified areas for Hispanic were: content passage, content passage
open response, literary passage open response
The lowest identified areas for Caucasian were: content passage, content
passage open response
The lowest identified areas for Econ. Disadvantaged students were: content
passage, content passage open response, literary passage open response
The lowest identified areas for LEP students were: content passage, practical
passage, content passage open response, practical passage open response
The lowest identified areas for Students with Disabilities were: content passage,
practical passage, content passage open response, practical passage open
response, literary passage open response
ACSIP CRT Data Source for OAKLAWN MAGNET SCHOOL
Benchmark-4th Grade Literacy Exam
Report Created: Sep 2, 2008
2006-# Tested & Percent of Students Scoring Proficient/Advanced:
93 Students: 55.9% of Combined Students
40 Students: 40% of African American Students
2 Students: 50% of Hispanic Students
51 Students: 68.6% of Caucasian Students
67 Students: 49.3% of Econ. Disadvantaged Students
1 Students: 0% of LEP Students
15 Students: 13.3% of Students with Disabilities
2007-# Tested & Percent of Students Scoring Proficient/Advanced:
102 Students: 38.2% of Combined Students
52 Students: 34.6% of African American Students
7 Students: 42.9% of Hispanic Students
43 Students: 41.9% of Caucasian Students
87 Students: 36.8% of Econ. Disadvantaged Students
4 Students: 25% of LEP Students
15 Students: 13.3% of Students with Disabilities
2008-# Tested & Percent of Students Scoring Proficient/Advanced:
111 Students: 61.3% of Combined Students
51 Students: 49% of African American Students
9 Students: 22.2% of Hispanic Students
50 Students: 80% of Caucasian Students

91 Students: 56% of Econ. Disadvantaged Students
5 Students: 0% of LEP Students
23 Students: 4.3% of Students with Disabilities
The lowest identified areas for the combined population were: content passage, content passage open response
The lowest identified areas for African Americans were: content passage, content passage open response
The lowest identified areas for Hispanic were: content passage, content passage open response, practical passage multiple choice
The lowest identified areas for Caucasian were: content passage, content passage open response
The lowest identified areas for Econ. Disadvantaged students were: content passage, content passage open response
The lowest identified areas for LEP students were: content passage, practical passage, content passage multiple choice, content passage open response
The lowest identified areas for Students with Disabilities were: literary passage, content passage, content passage open response, content passage multiple choice, practical passage multiple choice

ACSIP CRT Data Source for OAKLAWN MAGNET SCHOOL
Benchmark-5th Grade Literacy Exam
Report Created: Sep 2, 2008

2006-# Tested & Percent of Students Scoring Proficient/Advanced:

111 Students: 40.5% of Combined Students
50 Students: 26% of African American Students
7 Students: 28.6% of Hispanic Students
53 Students: 54.7% of Caucasian Students
87 Students: 35.6% of Econ. Disadvantaged Students
2 Students: 0% of LEP Students
22 Students: 9.1% of Students with Disabilities

2007-# Tested & Percent of Students Scoring Proficient/Advanced:

96 Students: 53.1% of Combined Students
48 Students: 39.6% of African American Students
2 Students: 50% of Hispanic Students
45 Students: 68.9% of Caucasian Students
76 Students: 43.4% of Econ. Disadvantaged Students
1 Student: 0% of LEP Students
17 Students: 11.8% of Students with Disabilities

2008-# Tested & Percent of Students Scoring Proficient/Advanced:

94 Students: 59.6% of Combined Students
52 Students: 51.9% of African American Students
6 Students: 83.3% of Hispanic Students
36 Students: 66.7% of Caucasian Students
77 Students: 58.4% of Econ. Disadvantaged Students
3 Students: 66.7% of LEP Students
10 Students: 30% of Students with Disabilities

The lowest identified areas for the combined population were: literary passage, literary passage open response

The lowest identified areas for African Americans were: literary passage, literary passage open response, content passage open response

The lowest identified areas for Hispanic were: literary passage, literary passage open response

The lowest identified areas for Caucasian were: style, content passage open response

The lowest identified areas for Econ. Disadvantaged students were: literary passage, literary open response

The lowest identified areas for LEP students were: literary passage, literary passage multiple choice, literary passage open response

The lowest identified areas for Students with Disabilities were: literary passage, content, style, literary passage open response, practical passage open response

Goal To improve literacy skills for all students with an emphasis on Narrative, Expository and Persuasive Writing.

By the end of the 2008-2009 school year, 64% of our students will be proficient as compared to 60% of the combined 5th grade population, 61% of the combined 4th grade population, and 55% of the combined 3rd grade population on the 2008 benchmark exam. This will be an increase of 6% in the 5th grade, 2% in the 4th grade, and 9% in the 3rd grade. Sub-populations will also be proficient as compared to the following 2008

Benchmark Benchmark scores: African Americans students - 3rd grade 49%, 4th grade 49%, 5th grade 52% Hispanic students - 3rd grade 33%, 4th grade 22%, 5th grade 83% Caucasian students - 3rd grade 64%, 4th grade 80%, 5th grade 67% Econ. Disadvantaged students - 3rd grade 45%, 4th grade 56%, 5th grade 58% LEP students - 3rd grade 29%, 4th grade 0%, 5th grade 67% Student with Disabilities - 3rd grade 24%, 4th grade 4%, 5th grade 30%

Intervention: A standards based literacy approach using the research based strategies of ELLA, Effective Literacy, Smart Step Literacy Lab, Step Up to Writing, Reader's Workshop, and Writer's Workshop will be implemented.

Scientific Based Research: Duke, N.K., & Pearson, P.D. (2002). Effective practices for developing reading comprehension. In A.E. Farstrup & S. J. Samuels (Eds.), What research has to say about reading instruction (pp. 205-242). Newark, DE: International Reading Association Morrow, Lesley, and et.al. (2003). Best practices in literacy instruction (2nd ed.) New York, NY: The Guilford Press. National Reading Panel. (2000, April). Report of the National Reading Panel: Teaching children to read. Washington, DC: National Institute of Child Health and Human Development, National Institutes of Health, U.S. Department of Health and Human Services. www.nichd.nih.gov/publications/nrppubskey.cfm Pressley, M., & El-Dinary, P.B. (1997). What we know about translating comprehension strategies instruction research into practice. Journal of Learning Disabilities, 30, 486-488. Pearson, P.D. & Duke, N.K. (2003). Comprehension in the primary grades. To appear in C.C. Block & M. Pressley (Eds.), Comprehension Instruction: Research-Based Best Practices. New York: Guilford Press. Young children can learn from informational text (e.g., Duke & Kays, 1998; Moss, 1993) Young children can respond to informational text in sophisticated ways (e.g., Donovan, 1996; Oylar & Barry,, 1996) Young children can conduct research using informational text (e.g., Korkeamaki, Tianen, & Dreher, 1998) At least some young children prefer informational text (Kletzien & Szabo, 1998.) Duke, N.K., Bennett-Armistead, S., & Roberts, E. (2003). Incorporating informational text in the primary grades. To appear in C. Roller (Ed.), Comprehensive Reading Instruction Across the Grade Levels. Newark, DE: International Reading Association. Biancarosa, G., & Snow, C.E. (2004). Reading next-A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. Retrieved May 24, 2006, from <http://www.ncte.org/edpolicy/literacy/research/122355.htm>

Actions	Person Responsible	Timeline	Resources	Source of Funds
An assessment wall will be implemented to document students' levels and progress. This wall will indicate any interventions a student is receiving i.e. speech, resource, ELL, etc. Data for the assessment wall, class placement, and other services will be generated from the district Reading and Writing Assessments, Observation Survey for kindergarten and	Kay Adams	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$

<p>first grade, Reading Inventory for second through fifth grades, DRA, NWEA, SAT10, and Arkansas Benchmark exams. Student progress will be analyzed and compared to district and national averages. Action Type: Program Evaluation Action Type: Title I Schoolwide</p>				
<p>Literacy instruction will include interactive read alouds, shared reading, guided reading, independent reading, literature discussions, and the addition of Reader's Workshop being a mandatory curriculum. The addition of Reader's Workshop will be one of the corrective steps taken due to Oaklawn's Year 3 School Improvement status. Writing instruction will use interactive writing, shared writing, independent writing, and Writer's Workshop. Writer's Workshop will be a mandatory part of the curriculum and will serve as another corrective step taken due to Oaklawn's Year 3 School Improvement status. Students with disabilities and other at-risk students will use the SRA reading series. Our writing focus will be on content, style, sentence structure, usage, mechanics, and multiple choice questions including grammar and the</p>	<p>Janice McCoy</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

<p>writing process. Programs such as SuccessMaker, Waterford, AR, ACHIEVE NOW playstations and Kidspiration will be used to enhance literacy understanding. On Oaklawn's 'Big School Day' parents and students will spend a half-day becoming familiar with our school environment as they move from pre-school to kindergarten. Parents will be given the refrigerator curriculum posted on the ADE website. Before each school year kindergarten students will attend a literacy screening provided by the district. Hot Springs School District will set aside funds as required by the McKinney-Vento Act for their homeless children and youth. The school counselor will be the homeless designee and also the foster child representative. Action Type: Alignment Action Type: Title I Schoolwide</p>				
<p>Professional Development will be based upon data collected from faculty professional growth plans and the Needs Assessment Survey. Oaklawn staff will receive training in meeting the needs of African American students and students with disabilities to improve their literacy</p>	<p>Janice McCoy</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • School Library • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

instruction. Literacy, writing, phoneme awareness, assessment, fluency, and comprehension will be the focus for literacy. Vicki Wallace, District Literacy Specialist, will provide on-site walk-throughs, model lessons, and coaching sessions. Sustained and on-going staff development will be offered by the literacy specialists. Staff will have professional development for ELLA, Effective Literacy, Smart Step Literacy Lab, Writer's Workshop, Reader's Workshop, and the district spelling adoption. Providers for professional development will be the Dawson Cooperative and HSSD's School Improvement Office. Teachers may also attend professional development such as, but not limited to, state or National Reading Conferences and professional development related to incorporating arts into the curriculum. Staff will meet to align Social Studies standards to integrate with literacy. All teachers will be trained in the use of document cameras for use in literacy instruction. Teachers and administrators will receive 6 hours of technology training, and administrators will receive additional training in data

<p>disaggregation, assessment, and fiscal management. All staff will meet the required 60 hours of professional development. Staff will receive two hours of professional development relating to the history of Arkansas, two hours of parental involvement, and six hours of technology instruction.</p> <p>Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>Title 1 funds will be used to purchase professional books, supplies, and to pay trainer fees and stipends and benefits for non-contract time. NSLA and PD funds may also be used. See district plan for SOF. Title I funds will provide other needed supplemental instructional materials such as books, magnetic letters, sentence strips, literacy materials, Accelerated Reader quizzes, and headphones for the students. Rigby PM Ultra Benchmark kits will also be purchased using Title 1 funds. Title 1 funds will be used to purchase SRA reading kits. Title 1 funds will be used to purchase a new collection system for Oaklawn's library</p>	<p>Janice McCoy</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>Title I - Purchased \$19250.00 Services: Title I - Materials & Supplies: \$44918.10 Title I - Employee Salaries: \$107850.40 Title I - Employee Benefits: \$26962.60</p> <hr/> <p>ACTION BUDGET: \$198981.1</p>

<p>including set-up and training. Title 1 funds will be used to employ a 1.0 FTE certified staff person to serve as Reading Focus Teacher. Carol Scrivner will be hired for this position. NSLA funds will be used to employ a 1.0 FTE certified district-wide literacy coach. NSLA funds will be available to hire a second 1.0 FTE certified Reading Focus teacher, Katie Disney. See district plan for SOF. The Reading Focus Teachers will provide on-going professional development through research based 'best practices'. They will work with all faculty members on reading strategies and curriculum alignment and accountability. Title I funds will be used to employ a 1.0 FTE certified person as Title I Instructional Facilitator. This person, Kay Adams, will coordinate all Title I activities with staff, parents, and students. This facilitator will be responsible for purchasing needed supplies and equipment. Title 1 funds will be used to employ a 1.0 FTE certified person as an instructional facilitator. Title 1 funds will pay stipends and benefits for literacy staff development. Title 1 funds will pay for transition activities for kindergarten students. Title 1</p>				
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<p>monies will be available for travel and registration. Title 1 funds will be used to purchase basic school supplies for students so that they are ready for each day's expectations. Title 1 monies will also be used to foster relationships between National Park Community College, the Boys and Girls Club, the YMCA, Mid-America Museum, and Hot Springs Parks & Recreation in order to support projects that help apply the literacy and mathematics skills needed to be successful. Action Type: Professional Development Action Type: Title I Schoolwide</p>				
<p>Oaklawn students will engage in activities recognizing the history of Arkansas. Students will participate in the commemoration of Constitution Day. Action Type: Alignment Action Type: Title I Schoolwide</p>	<p>Janice McCoy</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • School Library • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Because of our status as year 3 School Improvement, we have chosen to institute and implement the Reader's Workshop and Writer's Workshop literacy curriculum. With the reserach of UALR's Dr. Linda Dorn, we are taking this action to get off of school improvement.</p>	<p>Vicki Wallace</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Collaboration				
Action Type: Professional Development				
Action Type: Title I Schoolwide				
Total Budget:				\$198981.1

Intervention: Curriculum will be aligned with Arkansas' Student Learning Expectations (SLE's).

Scientific Based Research: Duke, N.K., & Pearson, P.D. (2002). Effective practices for developing reading comprehension. In A.E. Farstrup & S. J. Samuels (Eds.), What research has to say about reading instruction (pp. 205-242). Newark, DE: International Reading Association Morrow, Lesley, and et.al. (2003). Best practices in literacy instruction (2nd ed.) New York, NY: The Guilford Press. National Reading Panel. (2000, April). Report of the National Reading Panel: Teaching children to read. Washington, DC: National Institute of Child Health and Human Development, National Institutes of Health, U.S. Department of Health and Human Services.
www.nichd.nih.gov/publications/nrppubskey.cfm Pressley, M., & El-Dinary, P.B. (1997). What we know about translating comprehension strategies instruction research into practice. Journal of Learning Disabilities, 30, 486-488. Pearson, P.D. & Duke, N.K. (2003). Comprehension in the primary grades. To appear in C.C. Block & M. Pressley (Eds.), Comprehension Instruction: Research-Based Best Practices. New York: Guilford Press. Young children can learn from informational text (e.g., Duke & Kays, 1998; Moss, 1993) Young children can respond to informational text in sophisticated ways (e.g., Donovan, 1996; Oylar & Barry,, 1996) Young children can conduct research using informational text (e.g., Korkeamaki, Tianen, & Dreher, 1998) At least some young children prefer informational text (Kletzien & Szabo, 1998.) Duke, N.K., Bennett-Armistead, S., & Roberts, E. (2003). Incorporating informational text in the primary grades. To appear in C. Roller (Ed.), Comprehensive Reading Instruction Across the Grade Levels. Newark, DE: International Reading Association. Biancarosa, G., & Snow, C.E. (2004). Reading next-A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. Retrieved May 24, 2006, from <http://www.ncte.org/edpolicy/literacy/research/122355.htm>

Actions	Person Responsible	Timeline	Resources	Source of Funds
Title 1 funds will be used for a staff retreat focusing on curriculum alignment, mapping, team building, and leadership training. Title 1 funds will purchase materials and supplies such as food and writing materials. Action Type: Alignment Action Type: Title I Schoolwide	Janice McCoy	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Oaklawn's Leadership Team will meet off campus for uninterrupted time to plan strategies of instruction. This team will meet for a morning session with	Janice McCoy	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Performance Assessments Teachers 	Title I - Purchased \$16000.00 Services: Title I - Materials & Supplies: \$28000.00

<p>the full certified staff meeting for an afternoon session to review and map out plans for the year. Additional in-service will be provided by focus teachers and district school improvement office specialists. Monthly professional book studies will be held and weekly grade level meetings focusing on literacy instruction will continue all year. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide</p>				<p>Title I - Employee Salaries: \$5876.00 Title I - Employee Benefits: \$1624.00</p> <hr/> <p>ACTION BUDGET: \$51500</p>
<p>K-2 students showing reading deficiencies based on QUALLS and DIBELS will have an IRI plan developed. Reading and Writing interim assessment tests will be administered at the end of each module to kindergarten through 5th grades. These interim assessment tests are made available through The Learning Institute and will be used to evaluate how well students have learned information on specific units. A literacy coach from the district's school improvement office will help focus teachers align curriculum to Arkansas' SLE's. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Janice McCoy</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Oaklawn's leadership team will consist of Reading focus, Math focus, grade level chairs, Special Education designee, counselors, instructional facilitator, Schoolwide Instructional Coach, Assistant Principals, Media Specialist, and Principal. A grade level planner will be completed by each grade level showing correlation of the frameworks, instructional tools, and dates for implementation and assessments. Grade level planners will be sent to the building principal each week. Special Education meetings will also use the grade level planner to coordinate instruction. Pacing guides consisting of seven modules for kindergarten through fifth grade will be used. Weekly grade level meetings will address SLE's currently being taught. Developmental writing instruction will be provided to all students in grades K-5 in alignment with the ELLA/Effective Literacy Framework and will be assessed with district generated reading and writing assessments.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>Janice McCoy</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Performance Assessments • Teachers 	<p style="text-align: right;">ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p style="text-align: right;">\$51500</p>
<p>Intervention: Academic Improvement Plans will be developed for basic and below basic students.</p>				
<p>Scientific Based Research: Duke, N.K., & Pearson, P.D. (2002). Effective practices for developing</p>				

reading comprehension. In A.E. Farstrup & S. J. Samuels (Eds.), What research has to say about reading instruction (pp. 205-242). Newark, DE: International Reading Association Morrow, Lesley, and et.al. (2003). Best practices in literacy instruction (2nd ed.) New York, NY: The Guilford Press. National Reading Panel. (2000, April). Report of the National Reading Panel: Teaching children to read. Washington, DC: National Institute of Child Health and Human Development, National Institutes of Health, U.S. Department of Health and Human Services.
www.nichd.nih.gov/publications/nrppubskey.cfm Pressley, M., & El-Dinary, P.B. (1997). What we know about translating comprehension strategies instruction research into practice. Journal of Learning Disabilities, 30, 486-488. Pearson, P.D. & Duke, N.K. (2003). Comprehension in the primary grades. To appear in C.C. Block & M. Pressley (Eds.), Comprehension Instruction: Research-Based Best Practices. New York: Guilford Press. Young children can learn from informational text (e.g., Duke & Kays, 1998; Moss, 1993) Young children can respond to informational text in sophisticated ways (e.g., Donovan, 1996; Oylar & Barry,, 1996) Young children can conduct research using informational text (e.g., Korkeamaki, Tianen, & Dreher, 1998) At least some young children prefer informational text (Kletzien & Szabo, 1998.) Duke, N.K., Bennett-Armistead, S., & Roberts, E. (2003). Incorporating informational text in the primary grades. To appear in C. Roller (Ed.), Comprehensive Reading Instruction Across the Grade Levels. Newark, DE: International Reading Association. Biancarosa, G., & Snow, C.E. (2004). Reading next-A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. Retrieved May 24, 2006, from <http://www.ncte.org/edpolicy/literacy/research/122355.htm>

Actions	Person Responsible	Timeline	Resources	Source of Funds
Kindergarten through second grade reading deficiencies based on the QUALLS and DIBELS will have an IRI, Intensive Reading Improvement Plan, developed. Data from DRA, Observation Survey, Gentry Spelling, district reading and writing interim assessments, NWEA, ITBS, and state Benchmark exams will be used to determine student's academic needs. Action Type: AIP/IRI Action Type: Title I Schoolwide	Janice McCoy	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Performance Assessments • Teachers 	<hr/> ACTION BUDGET: \$
Oaklawn's Response to Intervention provides small group instruction with a focus on specific needs of identified at-risk students. Three literacy intervention teachers will work with at-risk students. A portfolio folder, containing an IRI/AIP, will be generated for all identified at-risk	Janice McCoy	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

students. Identified students will be given the DIBELS test every two weeks. Acceptable growth will be achieved when the student reaches the DIBEL benchmark set by the state department. Parents will be informed during student-led conferences about this plan and sign their child's IRI. Parents will receive a home activity packet with specific targeted skills. The DRA Survey will also be administered to any at-risk students on teacher recommendation. The DRA Survey will be administered to all students at the end of the school year. Three 1.0 FTE highly qualified instructional assistants; Clyda Sexton, Jenny Mitchell, and Linda Walker, will be employed to work with at-risk students to promote achievement. Clyda Sexton will be supervised by kindergarten teachers, Stephanie Avaritt and Cindy Evans. Jenny Mitchell will be supervised by kindergarten teachers, Kristal Brandon and Meghan Walden. Linda Walker will be supervised by kindergarten teachers, Glenda Rusert and Georgie Carihfield. Instructional assistants will assist with academics and social literacy. Administrators, focus teachers, and

classroom teachers will ensure that instructional strategies are aligned with cultural diversity. Weekly lesson plans by regular education classroom teachers will be viewed using the First Class e-mail system. IDEA guidelines will be the tool used for the student IEP development. Inclusion will occur to continue effective instructional alignment and implementation. Special Education staff will instruct regular education teachers on modifications which will also give strategies for at-risk students. Hot Springs School District and Oaklawn Magnet will thoroughly review teacher applications and hire quality people with emphasis placed on hiring highly qualified staff for low-achieving students. Strategies will be used to recruit and retain teachers. All new teachers will have a veteran mentor teacher for the first three years. Model lessons will be presented by the focus teachers with coaching sessions immediately following. Mentor teachers will communicate with their novice teacher weekly for guidance and assistance. Mentors will also give support with the district, state, and national assessments.

<p>Teams of teachers, administrators, and parents will review assessments, and develop the school plan. A school-wide instructional coach will coordinate efforts to improve instruction and increase test scores. Students will be given the opportunity to respond to, perform, and create in the arts during daily 45 minute Arts' classes and on field trips designed to enrich the lives of sheltered low-income students. Action Type: Collaboration Action Type: Title I Schoolwide</p>				
<p>The ACSIP Leadership Team will meet to review student achievement and student support services placement. Evaluation of student's IRI/AIP will be measured by data generated from DIBELS, DRA Observation Survey, Gentry Spelling, district reading and writing tests, NWEA, Arkansas Benchmark exams, and ITBS. State benchmark targets will determine progress and need for continued interventions. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Janice McCoy</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Title I funds will be used to hire three 1.0 FTE highly qualified instructional assistants to work with at-risk students to promote</p>	<p>Janice McCoy</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>Title I - Employee \$100757.00 Salaries: Title I - Employee \$25189.00 Benefits:</p>

<p>achievement. Linda Walker, Jenny Mitchell, and Clyda Sexton will fill these instructional assistant positions. Title I funds will be used to employ a 1.0 FTE certified schoolwide instructional coach as part of the leadership team. Kerry Deardorff will fill this position. NSLA funds will be used to employ three 1.0 FTE certified staff to fill the positions of literacy intervention coaches. Cheryl Long, Sarah Glisson, and Pat Smalley will fill these positions. NSLA funds will also be used to employ a school nurse. Gina Hardcastle will fill this position. See District plan for SOF concerning literacy interventions coaches and the school nurse position. Action Type: Title I Schoolwide</p>				<hr/> <p>ACTION BUDGET: \$125946</p>
<p>Resource room students will be provided more time when taking NWEA tests as needed and outline by their IEP. Behavioral plans will be developed and incorporated into the behavior management system. Living Hope counselors will provide needed services for identified students. Character Education lessons will provide a positive school-wide behavior support system. Students with disabilities and African American students will receive additional support in academic</p>	<p>Pam Wiles</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>improvement through ACHIEVE NOW playstations, technology enhanced classrooms, peer tutoring, a double block schedule in literacy and math, and small group instruction - resource room, regular classroom, and instructional assistants. Students with disabilities will have available for check-out ACHIEVE NOW playstations. Free and reduced lunch students will be provided supplemental educational services. An SES fair will be held each fall for parents to preview and select an educational provider as their child's tutoring service. Students with disabilities will be able to participate in the Special Olympic program. Action Type: Equity Action Type: Special Education</p>				
<p>Based on the needs of the school, a combination of state, local, and federal funds will be used to implement needed interventions. Hot Springs School District is aware of the resources needed to implement the school improvement plan. Action Type: Title I Schoolwide</p>	<p>Janice McCoy</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$125946</p>
<p>Intervention: Implement parental engagement activities that fulfill all requirements of Act 307 of 2007.</p>				
<p>Scientific Based Research: Shartrand, A., Weiss, H., Kreider, H., Lopez, E. (1997). New Skills for New Schools: Preparing Teachers in Family Involvement. Harvard University, Cambridge, MA</p>				

Watkins, T. (1997). Teacher Communications, Child Achievement and Parent Traits in Parent Involvement Models. The Journal of Education Research, Vol 91. Retrieved May 14, 2007, from <http://www.questia.com/googleScholar.qst?docId=5001526631>. Desimone. (1999). Linking Parent Involvement with Student Achievement: Do Race and Income Matter. The Journal of Educational Research, Vol 93. Retrieved May 14, 2007, from <http://www.questia.com/googleScholar.qst?docId=5001843978>. Baker, A. & Soden, L. (2001). Parent Involvement in Children's Education: A Critical Assessment of the Knowledge Base. NCJW Center for the Child, New York, NY. Okpala, A., Okpala, C., & Smith, F. (2001). Parental Involvement, Instructional Expenditure Family Socioeconomic Attributes, and Students Achievement. The Journal of Educational Research, Vol 95. Retrieved May 14, 2007, from <http://www.questia.com/googleScholar.qst?docId=5001977534>. Waterman, J. & Zellman, G. (1998). Understanding the Impact of Parent School Involvement on Children's Educational Outcomes. The Journal of Educational Research, Vol 91. Retrieved May 14, 2007 from <http://www.questia.com/googleScholar.qst?jsessionid=GLNHKVS1jQBThR9NznyLT21h1wrbBh7Qdq>.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Informational packets (formerly Family Kits) will be available to all parents during Open House. These activities will promote grade level specific skills aligned to the state's student learner expectations. Parents will be encouraged to check out parenting resources from the Parent Center. A cooperative effort between National Park Community College and Oaklawn school will encourage and help facilitate additional training/schooling for Oaklawn parents. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Kay Adams</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • School Library • Teachers • Teaching Aids 	<p>————— ACTION BUDGET: \$</p>
<p>Parent Advisory Meetings (formerly Parents Make a Difference evenings) will be held monthly. The Parent Advisory Committee will continue recommending and implementing volunteer activities at the school. Parents attending these meetings will be asked to complete an end of year survey rating Oaklawn's parent involvement activities. Action Type: Parental Engagement</p>	<p>Kay Adams</p>	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	<p>————— ACTION BUDGET: \$</p>

Action Type: Program Evaluation Action Type: Title I Schoolwide				
The Parent Facilitator will develop a Parent Volunteer Resource Book from data gathered from Oaklawn's parent survey. This resource book will be comprised of the interests and availability of parent volunteers. School staff members will be encouraged to contact volunteers as needed. A brochure providing tips on fostering student success will be given to parents during the fall PTO meeting. Action Type: Parental Engagement Action Type: Title I Schoolwide	Kay Adams	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • Teachers 	_____ ACTION BUDGET: \$
The school's process for resolving parental concerns will be published in the student handbook that each parent receives during fall registration. Action Type: Parental Engagement Action Type: Title I Schoolwide	Kay Adams	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Teachers 	_____ ACTION BUDGET: \$
Oaklawn School will support and enable the formation of a PTO/Parent Advisory Group. Action Type: Parental Engagement Action Type: Title I Schoolwide	Janice McCoy	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	_____ ACTION BUDGET: \$
Janice McCoy, building principal, will designate a certified staff member, Kay Adams, to serve as a parent facilitator. The facilitator will organize meaningful training for staff and parents and undertake efforts to ensure that parental participation is recognized as an asset	Janice McCoy	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	_____ ACTION BUDGET: \$

to the school. Fred Jones' Tools for Teaching (Parent Edition) will be shown for parent training. Action Type: Parental Engagement Action Type: Title I Schoolwide				
Parents and students will be informed of the state's Smart Core program. Action Type: Parental Engagement Action Type: Title I Schoolwide	Janice McCoy	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
Title 1 funds will be used to provide additional materials for parent nights and light refreshments. Action Type: Parental Engagement Action Type: Title I Schoolwide	Kay Adams	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Materials & Supplies: \$1000.00 ACTION BUDGET: \$1000
Total Budget:				\$1000

- Priority 3: Students will demonstrate an increased understanding of physical activity and its relationship to their health.
1. A review of the School Index Survey 2005-2006, Module 3: Physical Education
 2. and Other Physical Activity Programs, showed Oaklawn scored a 67%. Scores in
 3. the 'under development' stage indicated areas of weakness to be: PA.1-150
 4. minutes of physical education per week, PA.8-Promote community physical
 5. activities, PA.10-Professional development for teachers, PA.11/A.1-Address
 6. special health care needs.
 - 7.
 8. A review of the School Index Survey, Module 2:Health Education, showed Oaklawn
 9. scored a 50%. Scores in the 'under development' stage indicated areas of
 10. weakness to be: CC.1-Health education taught in all grades, CC.7-Professional
 11. development in health education, CC.8-Professional development in delivering
 12. curriculum, S.1-Essential topics on preventing unintentional injuries,
 13. violence, and suicide, N.1-Essential topics on healthy eating, T.1-Essential
 14. topics on preventing tobacco use and A.1-Essential topics on asthma awareness.
 15. The results of the School Health Index Survey showed
- Supporting Data:

that Oaklawn scored a

16. 90.8% in School Health and Safety Policies and Environment, a 90.4% in Health
17. Education, a 97.4% in Physical Education and Other Physical Activity Programs,
18. a 71.4% in Nutrition Services, a 65% in School Health Services, a 89% in School
19. Counseling, Psychological, and Social Services, a 40.7 in Health Promotion for
20. Staff, and a 94.5% in Family and Community Involvement.
21. <\pre>
- 22.
23. As related by the Arkansas Governor's Initiative Healthy Arkansas,
24. 55.3% of Arkansans failed to meet recommendations for moderate or vigorous
25. activity. ([http://www.Arkansas Gov/ha/physical](http://www.ArkansasGov/ha/physical))<\pre>
- 26.
27. Of the 629 students measured in 2004-2005, BMI classification results
28. for Oaklawn Magnet School show: 16.5% of male children measured were in the at
29. risk category, and approximately 16.5% of female children measured were in the
30. at risk category. 22.2% of all male children measured were identified as
31. overweight while 22.3% of female children measured in the overweight category.
- 32.
33. Of the 642 students measured in 2005-2006, BMI classification results for
34. Oaklawn Magnet School show: 15.0% of male children measured in the at risk
35. category. 25.2% of all male children measured in the overweight category.
36. 15.9% of female students measured in the at risk category while 22.9% of female
37. children measured in the overweight category.<\pre>
- 38.
39. As related by the Center of Disease Control, 77% of Arkansas youth had
40. not participated in sufficient physical activities during the past 7 days.
41. (<http://www.cdc.gov/HealthyYouth/profiles/index.htm>)<\pre>
- 42.
- 43.
- 44.
- 45.
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- 52.

Goal To improve the wellness of all students by increasing their awareness of health education, prevention of unhealthy behaviors, and the need for physical activity.

Benchmark The 2007-2008 BMI results will show an improvement of 5% indicating healthier lifestyles being practiced.

Intervention: Establish policies that address school health and safety policies and environment.				
Scientific Based Research: Ogden CL, Carroll MD, Flegal KM. Epidemiologic trends in overweight and obesity. Endocrinol Metab Clin North Am 2003;32: 741--60,vii. Whitlock EP, Williams SB, Gold R, Smith PR, Shipman SA. Screening and interventions for childhood overweight: a summary of evidence for the US Preventive Services Task Force. Pediatrics 2005;116:e125--44. Dietz WH, Gortmaker SL. Preventing obesity in children and adolescents. Annu Rev Public Health 2001;22: 337-53				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In accordance with ACT 1220, Hot Springs School District established a School Nutrition and Physical Activity Advisory Committee to assist the schools with the School Health Index Assessment, to assist schools with the implementation of child nutrition standards, and to provide recommendations and set policy. Each school is represented on this committee. In addition, each school has its own Wellness Committee to support each school's identified areas. Action Type: Collaboration Action Type: Wellness	LaDell Looper	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • District Staff • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
In accordance with Act 1220 of 2003, no elementary student at Oaklawn will have access to vending machines offering food and beverages. Oaklawn will comply with the Rules Governing Nutrition and Physical Activity Standards regarding snacks on the school campus. In addition, notification to parents of snack limitations has been placed in Oaklawn's handbook. In accordance with the Child Nutrition Act of 2004, Oaklawn is following the district's Wellness Policy that addresses the five	Janice McCoy	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$

requirements of the Reauthorization Act. Action Type: Alignment Action Type: Wellness				
Access to all BMI data will be provided to our school through the Arkansas Center for Health Improvement. The Wellness Committee will meet periodically to discuss plan implementation and to evaluate progress. Summative evaluation will occur by reviewing the yearly BMI results and the School Health Index survey. Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Kerry Deardorff	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Title Teachers 	<hr/> ACTION BUDGET: \$
Oaklawn counselors will have available classroom lessons pertaining to bullying, suicide, violence, and unintentional injuries. During Red Ribbon Week, counselors and staff will target tobacco use as drug-related and the reasons students should, "Say, No". Also, the Gateway program will be used during Red Ribbon Week. Hot Springs High School's PRIDE group will perform during Red Ribbon Week. School-wide assemblies will be held with know Drug Awareness speakers such as but not limited to Ronald McDonald. Action Type: Alignment Action Type: Wellness	Dawn Rose	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Topics covering Health Education will be implemented.				
Scientific Based Research: Ogden CL, Carroll MD, Flegal KM. Epidemiologic trends in overweight and obesity. Endocrinol Metab Clin North Am 2003; 32: 741--60,vii. Whitlock EP, Williams SB, Gold R, Smith PR, Shipman SA. Screening and interventions for childhood overweight: a summary of evidence for the US Preventive Services Task Force. Pediatrics 2005; 116:e125--44. Dietz WH, Gortmaker SL. Preventing obesity in children and adolescents. Annu Rev Public Health 2001; 22: 337-53				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In accordance with the needs assessment survey Oaklawn's nurses will	Kerry Deardorff	Start: 07/07/2021 End:	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION \$

<p>provide training for the staff. Oaklawn's p.e. instructor will provide health education for all grades and give opportunities for practicing these skills. Oaklawn students will maintain an IWP, Individual Wellness Plan, developed by the physical education/wellness teacher. Wellness information on nutrition, physical fitness, grooming, safety, and mental health will be collected at school and at home. All parents will be asked to help their student keep accurate records and indicate involvement by signing the monthly record. A rubric will be developed to assess students' progress. Awards will be given based on wellness goals. School Consolidated Health Grant funds will be available to purchase motivational incentives.</p> <p>Action Type: Parental Engagement Action Type: Wellness</p>		06/30/2009	<ul style="list-style-type: none"> • District Staff • Teachers • Teaching Aids • Title Teachers 	BUDGET:
<p>Health education will be taught to all grade levels through the use of the in-house morning news and the Health Education Committee. United Streaming videos on wellness will be used both on the news and in the health education classroom. Physical Education teacher, Brandon Bates, will attend PECAT training. This program helps teachers access Physical Education Programs.</p> <p>Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion Action Type: Wellness</p>	Janice McCoy	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • School Library • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Staff and students will have access to a K-12 on-line health curriculum</p>	Kerry Deardorff	Start: 07/01/2008 End:	<ul style="list-style-type: none"> • Administrative Staff • Computers 	<hr/> <p>ACTION BUDGET: \$</p>

called HealthTeacher.com Coordinated School Health Grant funds will provide funding for this web-based teacher resource. Action Type: Professional Development Action Type: Wellness		06/30/2009	<ul style="list-style-type: none"> • Teachers • Teaching Aids • Title Teachers 	
Total Budget:				\$0

Intervention: Continue implementation of Physical Education and other Physical Activity Programs.

Scientific Based Research: Ogden CL, Carroll MD, Flegal KM. Epidemiologic trends in overweight and obesity. Endocrinol Metab Clin North Am 2003;32: 741--60,vii. Whitlock EP, Williams SB, Gold R, Smith PR, Shipman SA. Screening and interventions for childhood overweight: a summary of evidence for the US Preventive Services Task Force. Pediatrics 2005;116:e125--44. Dietz WH, Gortmaker SL. Preventing obesity in children and adolescents. Annu Rev Public Health 2001;22: 337-53

Actions	Person Responsible	Timeline	Resources	Source of Funds
Student to adult ratios in P.E. of 30:1 will be implemented in grades K-5 with a certified or qualified physical education teacher responsible for instruction. Action Type: Alignment Action Type: Wellness	Janice McCoy	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Oaklawn has established strategies for 45 minutes of physical activity each day in grades K-5. Students in K-3rd grades will participate in dance and P.E. classes each week. 4th and 5th grade students will participate in dance and/or P.E. depending on their elective choices. Students will follow an exercise video each morning from 7:45 to 8:10 broadcast from the in-house broadcasting system and have a 20 minute organized outside activity during the school day. Action Type: Alignment Action Type: Wellness	Janice McCoy	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
P.E. instructors and nurses will attend BMI training, the annual Nutrition and Physical Activity Conference and Nutrition Standards workshops. Action Type: Alignment Action Type: Professional Development	Janice McCoy	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Wellness				
Total Budget:				\$0

Intervention: Nutrition Services will follow guidelines for breakfast and lunch programs with attention to quality and healthy choices.

Scientific Based Research: Ogden CL, Carroll MD, Flegal KM. Epidemiologic trends in overweight and obesity. Endocrinol Metab Clin North Am 2003; 32: 741--60,vii. Whitlock EP, Williams SB, Gold R, Smith PR, Shipman SA. Screening and interventions for childhood overweight: a summary of evidence for the US Preventive Services Task Force. Pediatrics 2005; 116:e125--44. Dietz WH, Gortmaker SL. Preventing obesity in children and adolescents. Annu Rev Public Health 2001; 22: 337-53

Actions	Person Responsible	Timeline	Resources	Source of Funds
With the help of the district nutrition supervisor, the Child Nutrition Standards were implemented at each school in regard to allowable foods, portion sizes, and access to competitive foods and fat or fried foods. Action Type: Alignment Action Type: Collaboration Action Type: Wellness	Carolyn Smith	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	ACTION BUDGET: \$
Continuing professional development opportunities will be offered to school and district nutrition personnel in order to meet director, manager, and worker level food certifications. Action Type: Alignment Action Type: Wellness	Joyce Craft	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	ACTION BUDGET: \$
District nurses and Oaklawn's P.E. instructor will educate students in specifics of choosing healthy foods. Except for school meals, all food and beverages made available to Oaklawn students will follow the maximum portion size restrictions and the specific nutrition standards. Nutrition tips will be given on the student's monthly I.W.P. record sheet. Action Type: Wellness	Brandon Bate	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$

Total Budget:	\$0
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Intervention: Implement a School Health Services plan.

Scientific Based Research: Ogden CL, Carroll MD, Flegal KM. Epidemiologic trends in overweight and obesity. Endocrinol Metab Clin North Am 2003; 32: 741--60,vii. Whitlock EP, Williams SB, Gold R, Smith PR, Shipman SA. Screening and interventions for childhood overweight: a summary of

evidence for the US Preventive Services Task Force. Pediatrics 2005; 116:e125--44. Dietz WH, Gortmaker SL. Preventing obesity in children and adolescents. Annu Rev Public Health 2001; 22: 337-53

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Aides will be assigned to students with special health care needs. Asthma awareness will be taught to all students. In addition, the nurse's station will be in close proximity to P.E. classes in case of an asthma related problem. The Arkansas Lung Association will be contacted to present Asthma Awareness information to the staff and students through school-wide assemblies. Action Type: Collaboration Action Type: Professional Development Action Type: Wellness</p>	Janice McCoy	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Arkansas Children's Hospital will be contacted to present their Hygiene and Fitness assembly. Action Type: Wellness</p>	Kerry Deardorff	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
Total Budget:				\$0

Intervention: Continue school plan for School Counseling, Psychological, and Social Services .

Scientific Based Research: Ogden CL, Carroll MD, Flegal KM. Epidemiologic trends in overweight and obesity. Endocrinol Metab Clin North Am 2003; 32: 741--60,vii. Whitlock EP, Williams SB, Gold R, Smith PR, Shipman SA. Screening and interventions for childhood overweight: a summary of evidence for the US Preventive Services Task Force. Pediatrics 2005; 116:e125--44. Dietz WH, Gortmaker SL. Preventing obesity in children and adolescents. Annu Rev Public Health 2001; 22: 337-53

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>A Wellness Day will be held each year. Students will participate in Field Day activities. Community programs addressing alcohol awareness, blood pressure, and BMI will be on hand to inform parents of health and safety concerns. The 21st Century grant will include cooking in their program calendar. Action Type: Parental Engagement</p>	Kerry Deardorff	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>

Action Type: Wellness				
Programs for students on bullying, fire safety, emergencies, and wellness will be provided. In addition school nurses will address growth and development with older students. Action Type: Wellness	Leslie Whalen	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Improve Health Promotion for Staff.				
Scientific Based Research: Ogden CL, Carroll MD, Flegal KM. Epidemiologic trends in overweight and obesity. Endocrinol Metab Clin North Am 2003;32: 741--60,vii. Whitlock EP, Williams SB, Gold R, Smith PR, Shipman SA. Screening and interventions for childhood overweight: a summary of evidence for the US Preventive Services Task Force. Pediatrics 2005; 116:e125--44. Dietz WH, Gortmaker SL. Preventing obesity in children and adolescents. Annu Rev Public Health 2001;22: 337-53				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Two selected staff members other than the nurses will be trained in CPR and First Aid. Action Type: Alignment Action Type: Professional Development Action Type: Wellness	Janice McCoy	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	ACTION BUDGET: \$
A once a week fitness activity evening for teachers, faculty, and staff will be held. Corrie Hanna, a certified instructor will lead this activity. Stabilizer balls may be used as directed by the instructor. Action Type: Wellness	Janice McCoy	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • District Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
Workshops for staff on asthma awareness, blood borne pathogens, and how to deal with anaphylactic reactions in children with allergy reactions (EPITEN) will be held. Action Type: Professional Development Action Type: Wellness	Dawn Utsey	Start: 07/01/2008 End: 06/30/2009	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers • Title Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Develop Family and Community Involvement.				
Scientific Based Research: Ogden CL, Carroll MD, Flegal KM. Epidemiologic trends in overweight and obesity. Endocrinol Metab Clin North Am 2003;32: 741--60,vii. Whitlock EP, Williams SB, Gold R, Smith PR, Shipman SA. Screening and interventions for childhood overweight: a summary of evidence for the US Preventive Services Task Force. Pediatrics 2005; 116:e125--44. Dietz WH.				

Gortmaker SL. Preventing obesity in children and adolescents. Annu Rev Public Health 2001; 22:337-53

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Students may earn bonus points for participating in the Spa City Run. Representatives from the Boys' and Girls' Club will be invited to speak to the students outlining their physical activities. Students will also be given a monthly I.W.P. (Individual Wellness Plan). Nutrition and Wellness tips will be given on the back of the school newsletter. Coordinated School Health Grant funds will be used to provide incentives to promote wellness.</p> <p>Action Type: Alignment Action Type: Wellness</p>	Janice McCoy	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>A Community Resource Brochure will be developed. This brochure with community and state phone numbers will inform parents of resources available to them. Community resources involved at Oaklawn are: DHHS, Family Service Agency for Alcohol Awareness, Baptist Health, Hot Springs Health & Fitness Club, H.O.P.E. - Health, and Arkansas Children's Hospital. Oaklawn students participate in Jump Rope for Heart, Magic Story Teller (bullying program), and the UCA Theatre production of Blue Horses.</p> <p>Action Type: Parental Engagement Action Type: Wellness</p>	Kerry Deardorff	<p>Start: 07/01/2008 End: 06/30/2009</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amanda Crawford	4th Grade Teacher	Wellness Committee
Classroom Teacher	Amber Rottinghouse	1st grade teacher	Math Committee
Classroom Teacher	Amy Ryan	2nd Grade Teacher	Math Committee

Classroom Teacher	Angela Myers	3rd Grade Teacher	Literacy Committee
Classroom Teacher	Angie Key	4th Grade Teacher	Literacy Committee
Classroom Teacher	Cheryll Long	Intervention Teacher	ACSIP Leadership Committee & Literacy Committee
Classroom Teacher	Cindy Evans	Kindergarten Teacher	Data Monitoring & Assessment Committee
Classroom Teacher	Erin Henderson	1st Grade Teacher	Data Monitoring & Assessment Committee
Classroom Teacher	Erin Huddleston	2nd Grade Teacher	Parent Advisory Committee
Classroom Teacher	Georgie Crihfield	Kindergarten Teacher	Math Committee
Classroom Teacher	Glenda Rusert	Kindergarten Teacher	Parent Involvement Committee
Classroom Teacher	Holly Thorwarth	5th Grade Teacher	Math Committee & Parent Advisory Committee
Classroom Teacher	Jamie Limbaugh	4th grade teacher	Math Committee
Classroom Teacher	Jan Sligh	1st Grade Teacher	ACSIP Leadership Committee & Math Committee
Classroom Teacher	Jennifer Coats	5th Grade Teacher	Parent Involvement Committee
Classroom Teacher	Jessica Carr	Resource Teacher	ACSIP Leadership Committee & Wellness Committee
Classroom Teacher	Juli Stoyanov	1st Grade Teacher	Parent Involvement Committee
Classroom Teacher	Kristal Brandon	Kindergarten Teacher	Data Monitoring & Assessment
Classroom Teacher	Kyle Merriott	3rd grade teacher	Wellness Committee
Classroom Teacher	Lisa Cox	1st grade teacher	Literacy Committee
Classroom Teacher	Maxine Hannah	5th Grade Teacher	Math Committee
Classroom Teacher	Meghan Walden	Kindergarten Grade Teacher	Math Committee
Classroom Teacher	Michelle Baker	4th grade teacher	Math Committee
Classroom Teacher	Mylissa Wright	2nd Grade Teacher	Parent Advisory Committee
Classroom Teacher	Pat Smalley	Intervention Teacher	Professional Development Committee
Classroom Teacher	Peggie McCoy	3rd Grade Teacher	Professional Development Committee
Classroom Teacher	Rebecca Davis	5th Grade Teacher	Literacy Committee
Classroom Teacher	Rebecca Seel	3rd Grade Teacher	Data Monitoring & Assessment Committee
Classroom Teacher	Sarah Glisson	Intervention Teacher	Parent Advisory Committee
Classroom Teacher	Sharon Horne	2nd Grade Teacher	Literacy Committee
Classroom Teacher	Stacy Braziel	5th Grade Teacher	Wellness Committee
Classroom Teacher	Stephanie Avaritt	Kindergarten Teacher	Wellness Committee
Classroom Teacher	Suzanne Lewis	1st Grade Teacher	Literacy Committee
Classroom Teacher	Toni Key	3rd Grade Teacher	Data Monitoring & Assessment Committee
Classroom Teacher	Tracey Nelson	4th Grade Teacher	Data Monitoring & Assessment Committee
Classroom Teacher	Treva Tarkington	2nd grade teacher	Literacy Committee
District-Level Professional	LaDell Looper	Assistant Superintendent	Data Monitoring & Assessment Committee
Non-Classroom Professional Staff	Antonia Raith	Instructional Paraprofessional	Professional Development
Non-Classroom Professional Staff	Belinda Miller	Resource Room Teacher	Professional Development Committee
Non-Classroom Professional Staff	Beverly Dunkum	Assistant Principal	ACSIP Leadership Committee & Wellness Committee
Non-Classroom Professional Staff	Brandon Bates	Physical Education Teacher	Wellness Committee
Non-Classroom Professional Staff	Camille Ruyle	Resource Room Teacher	Professional Development Committee
Non-Classroom Professional Staff	Candy Graham	Special Education Paraprofessional	Professional Development Committee
Non-Classroom	Carol Scrivner	Reading Focus	ACSIP Leadership Committee & Literacy

Professional Staff			Committee
Non-Classroom Professional Staff	Carol Walker	Art Teacher	Parent Involvement Committee
Non-Classroom Professional Staff	Catina Campbell	Special Education Paraprofessional	Parent Involvement Committee
Non-Classroom Professional Staff	Cheri Huff	Instructional Paraprofessional	Literacy Committee
Non-Classroom Professional Staff	Clyda Sexton	Instructional Paraprofessional	Parent Advisory Committee
Non-Classroom Professional Staff	Corrie Hanna	Resource Room Teacher	Wellness Committee
Non-Classroom Professional Staff	Cynthia Moreland	Math Focus	ACSIP Leadership Committee & Math Committee
Non-Classroom Professional Staff	Dawn Rose Anderson	Counselor	ACSIP Leadership Committee & Parent Involvement Committee
Non-Classroom Professional Staff	Dawn Utsey	School Nurse	Wellness Committee
Non-Classroom Professional Staff	Heather Spruill	Occupational Therapist	Professional Development Committee
Non-Classroom Professional Staff	Janice Davis	Speech Therapist	Data Monitoring & Assessment Committee
Non-Classroom Professional Staff	Jenny Kelley	Special Education Paraprofessional	Parent Involvement Committee
Non-Classroom Professional Staff	Jenny Mitchell	Instructional Paraprofessional	Literacy Committee
Non-Classroom Professional Staff	Katie Disney	Literacy Focus	ACSIP Leadership Committee & Literacy Committee Chair
Non-Classroom Professional Staff	Kay Adams	Title I /Parent Involvement Facilitator	ACSIP Leadership Committee & Parent Involvement Committee
Non-Classroom Professional Staff	Kerri Whitson	Speech Pathologist	Professional Development Committee
Non-Classroom Professional Staff	Kerry Deardorff	Schoolwide Instructional Coach	ACSIP Leadership Committee & Parent Alumni Advisory Committee
Non-Classroom Professional Staff	Kina Clayton	K-5 Music Teacher	Data Monitoring & Assessment Committee
Non-Classroom Professional Staff	Kristen Deardorff	Instructional Paraprofessional	Parent Advisory Committee
Non-Classroom Professional Staff	Laci Cozart	Dance Teacher	Wellness Committee
Non-Classroom Professional Staff	Leslie Whalen	Counselor	ACSIP Leadership Committee & Professional Development Committee
Non-Classroom Professional Staff	Lia McCauley	Instrumental Teacher	Parent Involvement Committee
Non-Classroom Professional Staff	Linda Jorgensen	Instrumental Teacher	Parent Involvement Committee
Non-Classroom Professional Staff	Linda Walker	Instructional Paraprofessional	Data Monitoring & Assessment Committee
Non-Classroom Professional Staff	Linda Yaeger	Special Education Paraprofessional	Literacy Committee
Non-Classroom Professional Staff	Loretta Denton	Special Education Paraprofessional	Wellness Committee
Non-Classroom Professional Staff	Melody McDaniel	Special Education Paraprofessional	Math Committee
Non-Classroom Professional Staff	Myra Young	Instructional Paraprofessional	Parent Advisory Committee
Non-Classroom Professional Staff	Pamela Wiles	Special Education Designee	ACSIP Leadership Committee & Professional Development Committee

Non-Classroom Professional Staff	Pat Moore	Technology Coordinator	ACSIP Leadership Committee & Parent Involvement Committee
Non-Classroom Professional Staff	Penny Marshall	Librarian	ACSIP Leadership Committee & Professional Development Committee
Non-Classroom Professional Staff	Roslyn Jamerson	Math Focus	ACSIP Leadership Committee & Math Committee
Non-Classroom Professional Staff	Sandy Hays	Art Teacher	Literacy Committee
Non-Classroom Professional Staff	Suzanne Trieschmann	ELL Instructor	ACSIP Leadership Committee & Data Monitoring & Assessment Committee
Non-Classroom Professional Staff	Therrie Eichelberger	Parent	Parent Involvement Committee
Non-Classroom Professional Staff	Whitney Hall	Drama Teacher	Wellness Committee
Parent	Ashley Cook	Parent	Parent Advisory Committee
Parent	Katie Tolich	Parent	Literacy Committee
Parent	Misti Bondhus	Parent	Parent Involvement Committee & Professional Development Committee
Principal	Janice McCoy	Principal	ACSIP Leadership Committee & Data Monitoring & Assessment Committee
