# ACSIP
## Arkansas Consolidated School Improvement Plan

**District Menu Page | Work On Your ACSIP | Reports | Federal/State Budgets | School Completion Status | FAQ | Feedback | Logout**

# School Plan

Print Version

**CALICO ROCK ELEMENTARY SCHOOL**

**Arkansas Comprehensive School Improvement Plan**

**2013-2014**

It is the mission of the Calico Rock Elementary School to promote a safe and nurturing environment for all students. We will provide an appropriate and challenging curriculum through assessing, planning, intervening, and evaluating. Calico Rock Elementary will utilize relevant teaching methods, technology and problem solving strategies. By forming collaboration between the community, students, parents and teachers, it is our goal to develop responsible and productive citizens.

Grade Span: K-6          Title I: Title I Schoolwide                                    School Improvement: MS

## Table of Contents

Priority 1:   To improve student achievement in the areas of reading and writing across the curriculum.

1. 2013-2014 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. KINDERGARTEN: Kindergarten data not available.
2. 2013-2014 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. FIRST GRADE: Spring 2013 test results are as follows; 42% of the combined population scored proficient or advanced, 43% of economicall disadvangaged students scored proficient or advanced, 38% of non-economically disadvantaged students scored proficient or advanced. Spring 2012 test results are as follows; 68% of our combined population scored proficient or advanced, 72% of our economically disadvantaged students scored proficient or advanced, and 62% of our non-economically disadvantaged students scored proficient or advanced. The previous three year analysis for this group is varied across the strands, but after evaluation of the data, the areas of weakness for this group are reading two-sentence stories, making inferences, text characteristics, implicit details, and main idea.
3. 2013-2014 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. SECOND GRADE: Spring 2013 test results are as follows; 63% of our combined population scored proficient or advanced, 64% of the economically disadvantaged students scored proficient or advanced, 63% of non-economically disadvantaged students scored proficient or advanced. Spring 2012 test results are as follows; 77% of our combined population score proficient or advanced, 67% of our economically disadvantaged students scored proficient or advanced, and 92% of our non-economically disadvantaged students scored proficient or advanced. The previous three year analysis for this group is varied across the strands, but after evaluation of the data, the areas of weakness for this group are making inferences and drawing conclusions.
4. 2012-2013 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. THIRD GRADE: The three year analysis for this group is varied across the strands, but after evaluation of the data, the areas of weakness for this group are the literary passages. Further examination of the data revealed that the students received lower scores in both multiple choice and open response items in these strands.

Supporting Data:

5. 2012-2013 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. FOURTH GRADE: The three year analysis for this group is varied across the strands, but after evaluation of the data, the areas of

weakness for this group are content reading and practical passages. Further examination of the data revealed that the students received lower scores in both multiple choice and open response items in these strands.

6. 2012-2013 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. FIFTH GRADE: The three year analysis for this group is varied across the strands, but after evaluation of the data, the areas of weakness for this group are practical passages. Further examination of the data revealed that the students received lower scores in both multiple choice and open response items in these strands.
7. 2012-2013 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. SIXTH GRADE: The three year analysis for this group is varied across the strands, but after evaluation of the data, the areas of weakness for this group are the practical passages in literacy; and in writing, weaknesses were found in the areas of sentence formation, usage, and style. Further examination of the data revealed that the students received lower scores in both multiple choice and open response items in these strands.
8. 2012-2013 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. STAR READING: Star Reading growth reports from 2011-2012 show growth across most grades. However, that growth slows dramatically as the students grow older.
9. 2012-2013 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. ATTENDANCE: The three year analysis for attendance shows that attendance has dipped slightly (0.4%), but has remained above 93%. According to the latest information provided by the Arkansas Department of Education's school report card, our attendance rate for the 2010-2011 school year was 93.7%.
10. 2012-2013 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. ECONOMICALLY DISADVANTAGED: Analysis of economically disadvantaged students test scores have shown that our economically disadvantaged students are not performing at the levels mandated by the state. For the Spring 2012 administration of the Benchmark, 77% of our economically disadvantaged students passed the test.

Goal      To improve student achievement in literacy.

Benchmark    At the end of the 2010-2011 school year, 84% of our combined population was proficient or above in Literacy. At the end of the 2011-2012 school year, 81% of our combined population was proficient of advanced. At the end of the 2012-2013 school year 85.6% or our combined population will score proficient or above. Annually, our combined population will improve by 4%. Our Economically Disadvantaged population will improve by 9% to meet the 85.6% proficient or above status in the area of Literacy.

| Intervention: Align the literacy curriculum to the Common Core Standards. | | | | |
| --- | --- | --- | --- | --- |
| Scientific Based Research: Roach, Andrew T. (2008) Evaluating the alignment among curriculum, instruction, and assessments: Implications and applications for research and practice. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Faculty will develop a literacy curriculum aligned to the Common Core Standards. K-2 will review pacing guides, and 3-6 will create pacing guides to align with literacy curriculum.<br>Action Type: Alignment | Michelle Cooper, Principal Teachers | Start: 07/01/2013 End: 06/30/2014 | • Administrative Staff<br>• District Staff | ACTION BUDGET: $ |
| RTI team will be created to make modifications for K-6.<br>Action Type: Alignment<br>Action Type: Collaboration<br>Action Type: Equity<br>Action Type: Special Education | Connie Moser | Start: 07/01/2013 End: 06/30/2014 | • Administrative Staff<br>• District Staff<br>• Outside Consultants<br>• Teachers | ACTION BUDGET: $ |
| Curriculum pages will be developed and maintained on the elementary school web page with links to the Arkansas Frameworks and Common Core Standards.<br>Action Type: Parental Engagement<br>Action Type: Technology Inclusion | Buffy Brightwell, Media Specialist & Mike Mason, Technology Specialist | Start: 07/01/2013 End: 06/30/2014 | • Computers<br>• District Staff | ACTION BUDGET: $ |
| Teachers and administration will review maps annually paying special attention to content area and practical area in reading. Copies will be filed in the principal's office.<br>Action Type: Alignment<br>Action Type: Collaboration<br>Action Type: Program Evaluation | Michelle Cooper, Principal | Start: 07/01/2013 End: 06/30/2014 | • Administrative Staff<br>• Teachers | ACTION BUDGET: $ |
| Teachers in K-2 and 3-6 will meet quarterly during common planning time to work on pacing guides and alignment. | Kristie Thompson, Literacy Chair | Start: 07/01/2013 End: | • District Staff<br>• Outside | ACTION $ |

| | | 06/30/2014 | Consultants<br>• Teachers | BUDGET: |
|---|---|---|---|---|
| Funds will be made available for teachers to attend professional development related to their professional growth plans and the school improvement plan. Each teachers professional development will include 2 hours parental involvement, 6 hours of technology. This will include the cost of training materials, travel expenses, and the cost of subsitute teachers.<br>Action Type: Alignment<br>Action Type: Equity<br>Action Type: Professional Development | Jerry Skidmore | Start: 07/01/2013<br>End: 06/30/2014 | • Teachers | ACTION BUDGET: $ |

| Total Budget: | $0 |
|---|---|

Intervention: Implement a school wide writing program through differentiated instruction to improve reading comprehension skills.

Scientific Based Research: Tompkins, Galil E. (2007) Teaching Writing Balancing Process and Product (Fifth Edition). Prentice -Hall, Inc.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|---|---|---|
| Teachers will use IEP and 504 accomodations to instruct students with disabilities.<br>Action Type: Collaboration<br>Action Type: Equity<br>Action Type: Special Education<br>Action Type: Technology Inclusion | Connie Moser, Special Education Coordinator and Michelle Cooper, Principal | Start: 07/01/2013<br>End: 06/30/2014 | • District Staff<br>• Outside Consultants<br>• Teachers | ACTION BUDGET: $ |
| Funds will be used to buy and maintain equipment including starboards/smartboards, document cameras and projectors. The school will purchase (2) smartboard x880 for ($2,291.73) each for a total of ($4583.46) to install in two elementary k-4 classroom. The school will also purchase (1) interactive projector for ($1,647.16) to install in a k-4 classroom. (1) document camera for ($200) will be purchased for an elementary classroom. This will allow the classroom teachers to engage the students in critical thinking skills. (2281223000167340) (6501223000167340) (6501223000166)<br>Action Type: Technology Inclusion | Mike Mason, Technology Coordinator | Start: 07/01/2013<br>End: 06/30/2014 | • Computers<br>• District Staff<br>• Teachers | Title I - Materials & Supplies: $200.00<br>Title I - Capital Outlay: $3957.10<br>NSLA (State-281) - Capital Outlay: $3073.52<br><br>ACTION BUDGET: $7230.62 |
| Teachers in grades K-6 will have access to a copy of the current school ACSIP along with a copy of the Common Core Standards on the school website. | Michelle Cooper, Principal | Start: 07/01/2013<br>End: 06/30/2014 | | ACTION BUDGET: $ |
| Scores on NRT and CRT will be evaluated to see if comprehension has improved. | Michelle Cooper, Principal | Start: 07/01/2013<br>End: 06/30/2014 | | ACTION BUDGET: $ |

| Total Budget: | $7230.62 |
|---|---|

Intervention: Implement a balanced literacy based language arts program in grades K-6 - ELLA, Effective Literacy, and Smart Step Literacy Lab projects:

Scientific Based Research: Stephanie Harvey and Ann Goudvis. (2007) Strategies That Work.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|---|---|---|
| At the principal's discretion, K-1 teachers | Michelle | Start: | | |

| Action | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|---|---|---|
| will be ELLA trained. At the principal's discretion, teachers already trained may be retrained. (Funding can be found in the district plan under state PD)<br>Action Type: Professional Development | Cooper, Elementary Principal, Kristie Thompson, Literacy Chair | 07/01/2013<br>End: 06/30/2014 | • Outside Consultants<br>• Teachers | ACTION BUDGET: $ |
| At the principal's discretion, 2-3 Teachers will receive Effective Literacy training. At the principal's discretion, teachers already trained may be retrained.(Funding can be found in the district plan under State PD.)<br>Action Type: Professional Development | Michelle Cooper, Elementary Principal | Start: 07/01/2013<br>End: 06/30/2014 | • Outside Consultants<br>• Teachers | ACTION BUDGET: $ |
| At the principal's discretion, 4-6 language arts teachers will complete the Smart Step Literacy Lab Project Training. (Funding can be found in the district plan under State PD.)<br>Action Type: Professional Development | Michelle Cooper, Elementary Principal, Kristie Thompson, Literacy Chair | Start: 07/01/2013<br>End: 06/30/2014 | • Outside Consultants<br>• Teachers | ACTION BUDGET: $ |
| Arkansas Traveler and EBSCO will be utilized to supply professional texts to support the balanced literacy project.<br>Action Type: Alignment<br>Action Type: Professional Development | Michelle Cooper, Elementary Principal, Buffy Brightwell, Media Specialist | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• Outside Consultants | ACTION BUDGET: $ |
| DIBELS progress monitoring will continue bi-weekly, at the k-3 level for students at risk and monthly for students with some risk for those who do not meet academic goals.<br>Action Type: AIP/IRI<br>Action Type: Alignment<br>Action Type: Program Evaluation<br>Action Type: Special Education | Michelle Cooper, Elementary Principal and Classroom Teachers | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• District Staff<br>• Teachers | ACTION BUDGET: $ |
| Beginning, mid-year, and end of year Scholastic Reading Inventory will be analyzed to show growth in grades 2-6. Mid year and end year Scholastic Reading Inventory will be given and compared in grades K-1.<br>Action Type: AIP/IRI<br>Action Type: Program Evaluation<br>Action Type: Special Education<br>Action Type: Technology Inclusion | Don Gillihan, Lab Supervisor Classroom teachers | Start: 07/01/2013<br>End: 06/30/2014 | • Computers<br>• District Staff<br>• Teachers<br>• Title Teachers | ACTION BUDGET: $ |
| Funds will be used to purchase additional guided and shared reading materials to support the literacy programs. Funds will also be used to obtain common core related books to be used in Literacy Lab Classrooms. Parent Volunteers will be asked to assist in organizing the book room. These materials will include but not be limited to; magazines, books, and e books.<br>Action Type: Alignment<br>Action Type: Equity | Michelle Cooper, Principal, Kristie Thompson, Literacy Chair | Start: 07/01/2013<br>End: 06/30/2014 | • Central Office<br>• District Staff<br>• School Library<br>• Teachers | ACTION BUDGET: $ |
| Funds will be used to employ 2 (1.0 FTE) Title I para-professionals(Becky Brown, ($11,715) Sonya Sneathern, ($14,835) to assist students and regular classroom teachers in the classroom, further reducing the student/teacher ratio. Both paras are HQ and have been included on the paraprofessional compliance report. (6501159100161)<br>Action Type: Equity | Jerry Skidmore, Superintendent | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• Central Office<br>• District Staff<br>• Title Teachers | Title I - Employee Salaries: $26600.00<br>Title I - Employee Benefits: $7717.00<br>ACTION BUDGET: $34317 |

| | | | | |
|---|---|---|---|---|
| Teachers will be surveyed on their use of technology in the literacy curriculum and its benefits in improving student achievement. Results will be shared with the faculty along with hands-on demonstrations and discussions.<br>Action Type: Collaboration<br>Action Type: Professional Development<br>Action Type: Program Evaluation<br>Action Type: Technology Inclusion | Mike Mason, Technology Coordinator | Start: 07/01/2013 End: 06/30/2014 | • Computers<br>• Teachers | ACTION BUDGET: $ |
| A checklist of teachers who have been trained with the proper professional development will be kept and updated as needed.<br>Action Type: Program Evaluation | Michelle Cooper | Start: 07/01/2013 End: 06/30/2014 | | ACTION BUDGET: $ |
| Calico Rock Elementary will employ a school improvement coordinator at a (.218 FTE Michelle Cooper) out of NSLA funds.<br>Action Type: Alignment<br>Action Type: Collaboration | Michelle Cooper, Elementary Principal | Start: 07/01/2013 End: 06/30/2014 | • Administrative Staff<br>• Central Office | NSLA (State-281) - Employee Benefits: $3000.00<br>NSLA (State-281) - Employee Salaries: $13650.00<br>ACTION BUDGET: $16650 |
| Funds will be used to hire 1 FTE classroom aide to assist students in making progress towards their academic goals. This para pro will be HQ and be included on the paraprofessional compliance report. (Pam Jones) (6501159100161)<br>Action Type: Alignment | Michelle Cooper | Start: 07/01/2013 End: 06/30/2014 | • District Staff<br>• Teaching Aids | Title I - Employee Salaries: $14835.00<br>Title I - Employee Benefits: $5180.00<br>ACTION BUDGET: $20015 |
| Funds will be used to pay an employee who will work as a (0.625)technology instructional aide. This position will allow students to utilize the latest technology in the classroom which will help close the achhievement gap. (Don Gillihan) (6501159100161)<br>Action Type: Alignment<br>Action Type: Equity<br>Action Type: Technology Inclusion | Michelle Cooper, Principal | Start: 07/01/2013 End: 06/30/2014 | • District Staff<br>• Teaching Aids | Title I - Employee Salaries: $10591.00<br>Title I - Employee Benefits: $3523.00<br>ACTION BUDGET: $14114 |
| Funds will be used to hire a 1 FTE Intervention for the first grade to help students meet their academic goals. (Katy Johnson) (2281159100161)<br>Action Type: Alignment<br>Action Type: Collaboration<br>Action Type: Equity | Michelle Cooper, Elementary Principal | Start: 07/01/2013 End: 06/30/2014 | • Teaching Aids | NSLA (State-281) - Employee Benefits: $3000.00<br>NSLA (State-281) - Employee Salaries: $10600.00<br>ACTION BUDGET: $13600 |
| Funds will be used to hire .20 classroom aide to assist students in making progress | MIchelle Cooper, | Start: 07/01/2013 | • Teaching Aids | NSLA |

| | | | | (State-281) - Employee Benefits: | $440.00 |
|---|---|---|---|---|---|
| towards their academic goals. (Michelle Browning) (2281159100161)<br>Action Type: Alignment<br>Action Type: Equity | Elementary Principal | End: 06/30/2014 | | NSLA (State-281) - Employee Salaries: | $2031.00 |
| | | | | ACTION BUDGET: | $2471 |

| Total Budget: | | | | | $101167 |
|---|---|---|---|---|---|

| Intervention: Continue to utilize Reading Counts and it's Reading Inventory. Purchase Scholastic Reading Counts. |
|---|

| Scientific Based Research: Phyllis C. Hunter. (2012) Raising Students Who Want to Read. |
|---|

| Actions | Person Responsible | Timeline | Resources | Source of Funds | |
|---|---|---|---|---|---|
| Funds will be used to add Reading Counts books, e books,magazines, and other materials to the school library to support the classroom curriculum.<br>Action Type: Alignment<br>Action Type: Equity | Buffy Brightwell, Library Media | Start: 07/01/2013 End: 06/30/2014 | • Administrative Staff<br>• District Staff<br>• School Library<br>• Teachers | Title I - Materials & Supplies: | $2000.00 |
| | | | | ACTION BUDGET: | $2000 |
| Funds will be used for a (1.0 FTE Patty Boyd) library aide to help with the school wide implementation of the Reading Counts program. The Reading Counts program will help our students and teachers assess current reading levels and access appropriate books so that struggling readers can be successful in the classroom. This library aide position will be funded as a .5 FTE NSLA position and .5 Title I position.<br>Action Type: Alignment<br>Action Type: Equity | Jerry Skidmore, Superintendent | Start: 07/01/2013 End: 06/30/2014 | • District Staff<br>• School Library | Title I - Employee Salaries: | $7500.00 |
| | | | | Title I - Employee Benefits: | $2600.00 |
| | | | | NSLA (State-281) - Employee Benefits: | $2600.00 |
| | | | | NSLA (State-281) - Employee Salaries: | $7500.00 |
| | | | | ACTION BUDGET: | $20200 |
| Student progress will be regularly monitored using Reading Counts and a Reading Inventory.<br>Action Type: Program Evaluation<br>Action Type: Technology Inclusion | Don Gillihan, Lab Supervisor Buffy Brightwell, Library Media Specialist | Start: 07/01/2013 End: 06/30/2014 | • Computers<br>• School Library<br>• Teachers | ACTION BUDGET: | $ |
| Expand media center collection of overdrive, audio books, e readers, batteries and devices to reduce socio-economic gaps, improve fluency for K-6, and meet student the needs of at risk students.<br>Action Type: Alignment<br>Action Type: Equity<br>Action Type: Special Education<br>Action Type: Technology Inclusion | Buffy Brightwell, Library Media | Start: 07/01/2013 End: 06/30/2014 | • School Library<br>• Teachers | Title I - Purchased Services: | $1000.00 |
| | | | | Title I - Materials & Supplies: | $1500.00 |
| | | | | ACTION BUDGET: | $2500 |

| Actions | Person Responsible | Timeline | Resources | Source of Funds | |
|---|---|---|---|---|---|
| Renew Reading Counts for use in and out of the classroom as a tool to encourage and assess reading progress.<br>Action Type: Alignment<br>Action Type: Program Evaluation<br>Action Type: Technology Inclusion | Mike Mason,Technology Coordinator Buffy Brightwell, Library Media | Start: 07/01/2013 End: 06/30/2014 | | Title I - Purchased Services: | $3250.00 |
| | | | | ACTION BUDGET: | $3250 |
| Mobile technology devices such as Laptops,IPADS, Interactive devices,Interactive Table, cart and computers with appropriate equiped perferrial accessories will be purchased for use in classrooms to continue growth with Reading Counts and to meet the needs of targeted students. (6501223000167340) (6501223000166)<br>Action Type: Collaboration<br>Action Type: Equity<br>Action Type: Program Evaluation<br>Action Type: Technology Inclusion | Mike Mason, Technology Coordinator | Start: 07/01/2013 End: 06/30/2014 | • Administrative Staff<br>• Computers<br>• District Staff<br>• Teachers | Title I - Materials & Supplies: | $17500.00 |
| | | | | Title I - Capital Outlay: | $7500.00 |
| | | | | ACTION BUDGET: | $25000 |
| In order to utilize Reading Counts and other online related programs, an additional wireless hub will be installed at the elementary campus to allow all classrooms to connect wirelessly with their Ipads and wireless notebooks. This is to improve the existing wireless network the school has in place. (6501223000167340)<br>Action Type: Alignment<br>Action Type: Equity<br>Action Type: Technology Inclusion | Mike Mason, Technology Coordinator | Start: 07/01/2013 End: 06/30/2014 | • Computers<br>• Performance Assessments<br>• Teachers<br>• Teaching Aids | Title I - Capital Outlay: | $2000.00 |
| | | | | ACTION BUDGET: | $2000 |
| Total Budget: | | | | | $54950 |

Intervention: Implement a curriculum-based, collaborative library media program.

Scientific Based Research: Schoolastic Publishing. (2008) School Libraries Work! American Association of School Librarians. (2009) Empowering Learners.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|---|---|---|
| A survey of teachers will be conducted to determine if media center resources are adequate and to determine effectiveness of project-based learning opportunities.<br>Action Type: Equity<br>Action Type: Program Evaluation | Buffy Brightwell, Library Media Specialist | Start: 07/01/2013 End: 06/30/2014 | • Computers<br>• Teachers | ACTION BUDGET: $ |
| Teachers and library media specialist will collaborate to integrate the Common Core Standards, Arkansas Frameworks, 21st Century Skills, and the National Educational Technology Standards. The specialist will be employed at a (.5 FTE Buffy Russell)out of NSLA funds.<br>Action Type: Alignment<br>Action Type: Collaboration<br>Action Type: Technology Inclusion | Buffy Brightwell, Library Media Specialist, Ashley Dillinger | Start: 07/01/2013 End: 06/30/2014 | • District Staff<br>• School Library<br>• Teachers | NSLA (State-281) - Employee Benefits: $4700.00<br><br>NSLA (State-281) - Employee Salaries: $17900.00<br><br>ACTION BUDGET: $22600 |
| The media specialist, with input from students and faculty, will develop a library collection to support project-based learning and support student interests.<br>Action Type: Alignment<br>Action Type: Collaboration | Buffy Brightwell, Library Media Specialist | Start: 07/01/2013 End: 06/30/2014 | • Computers<br>• School Library<br>• Teachers | ACTION BUDGET: $ |

| | | | | |
|---|---|---|---|---|
| Teachers will collaborate with the media specialist on project based learning opportunities to provide differentiated instruction that includes technology integration by grade level.<br>Action Type: Collaboration<br>Action Type: Equity<br>Action Type: Professional Development<br>Action Type: Technology Inclusion | Michelle Cooper, Principal | Start: 07/01/2013<br>End: 06/30/2014 | • Computers<br>• School Library<br>• Teachers | ACTION BUDGET:    $ |

| Total Budget: | | | | $22600 |
|---|---|---|---|---|

**Intervention: Evaluate the literacy portion of the school improvement plan.**

Scientific Based Research: Kouider Mokhtari, Catherine A. Rosemary, Patricia A. Edwards. (2007) Making Instructional Decisions Based on Data: What How and Why.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|---|---|---|
| The literacy committee will review current achievement data.<br>Action Type: AIP/IRI<br>Action Type: Collaboration<br>Action Type: Program Evaluation | Michelle Cooper, Elementary Principal Literacy Committee | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• Community Leaders<br>• District Staff<br>• Teachers | ACTION BUDGET:    $ |
| The committee will look at this data to determine effectiveness of the current plan and make necessary changes and actions.<br>Action Type: AIP/IRI<br>Action Type: Alignment<br>Action Type: Collaboration<br>Action Type: Equity<br>Action Type: Parental Engagement<br>Action Type: Professional Development<br>Action Type: Program Evaluation<br>Action Type: Special Education<br>Action Type: Technology Inclusion | Michelle Cooper, Elementary Principal Literacy Committee | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• Community Leaders<br>• Computers<br>• District Staff<br>• Performance Assessments<br>• School Library<br>• Teachers | ACTION BUDGET:    $ |
| Student Academic Improvement Plans will be written for students that score basic or below basic on the literacy portion of the primary benchmark exam. Students in grades 2-3 will have AIP or IRI plans written if they do not score at the appropriate level on the ITBS exam. The remediation will take place during the school day, and the students will be assessed and monitored frequently.<br>Action Type: AIP/IRI | Michelle Cooper, Elementary Principal Teachers | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• Teachers | ACTION BUDGET:    $ |

| Total Budget: | | | | $0 |
|---|---|---|---|---|

**Intervention: Increase parental involvement**

Scientific Based Research: Michelle Larocque, Ira Kleiman, Sharon M. Darling. (2011) Parental Involvment the Missing achievment in School Achievment.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|---|---|---|
| A parent facilitator will be established for K-12. District Funds will be used to compensate this position. (See district plan for funds)<br>Action Type: Collaboration<br>Action Type: Parental Engagement | Jerry Skidmore, Superintendent | Start: 07/01/2013<br>End: 06/30/2014 | • District Staff | ACTION BUDGET:    $ |
| Parent Centers will be maintained on both campuses with the main Parent Center to be located on the elementary campus. These will be available daily during regular school hours. The main Parent Center will house K-12 information and will be available to parents after regular school hours one evening per week and daily during regular school hours. The after school hours are above and beyond the requirements of Act 630. Funds will be used to pay the elementary | Jerry Skidmore, Superintendent | Start: 07/01/2013<br>End: 06/30/2014 | • District Staff | ACTION BUDGET:    $ |

| Action | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|---|---|---|
| parent facilitator to keep the center open for one evening per week. (funds can be found in the district plan)<br>Action Type: Parental Engagement | | | | |
| Funds will be used for additional Parent Center materials above the requirements of Act 603. (Funds can be found in the district plan.)<br>Action Type: Parental Engagement | Lisa Cullen, Parent Cord. | Start: 07/01/2013<br>End: 06/30/2014 | • District Staff<br>• Teachers | ACTION BUDGET: $ |
| District funds will be used to provide materials and supplies for parent meetings and workshops. Federal funds will be use to provide babysitting services for parent nights to allow parents to attend the meeting. This is above the requirements of Act 603. (Local and Federal funds for this action can be found in the district plan)<br>Action Type: Equity<br>Action Type: Parental Engagement | Lisa Cullen, Elementary Parent Cord | Start: 07/01/2013<br>End: 06/30/2014 | • District Staff<br>• Teachers | ACTION BUDGET: $ |
| The Parent Involvement committee will meet and revise the current Parent Involvement Plan.<br>Action Type: Collaboration<br>Action Type: Equity<br>Action Type: Parental Engagement<br>Action Type: Program Evaluation | Lisa Cullen, Parent Cord | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• Community Leaders<br>• District Staff<br>• Teachers | ACTION BUDGET: $ |
| A log of all parent center visitors will be kept. Parents using the center will complete a survey as to the benefits of the center.<br>Action Type: Equity<br>Action Type: Parental Engagement<br>Action Type: Program Evaluation | Lisa Cullen, Parent Cord. | Start: 07/01/2013<br>End: 06/30/2014 | • Teachers | ACTION BUDGET: $ |
| Parent/Teacher/School compacts will be signed. This compact will outline each party's responsibility to the educational process.<br>Action Type: Collaboration<br>Action Type: Equity<br>Action Type: Parental Engagement | Michelle Cooper, Elementary Principal | Start: 07/01/2013<br>End: 06/30/2014 | • District Staff<br>• Teachers | ACTION BUDGET: $ |
| Funds will be used to provide five days during the summer for the parent center to be opened.(Funds found in the district plan) This action is above the requirements of Act 603 of 2003.<br>Action Type: Equity<br>Action Type: Parental Engagement | Lisa Cullen, Parent Cord. | Start: 07/01/2013<br>End: 06/30/2014 | • None | ACTION BUDGET: $ |
| A Kindergarten Orientation will be held for parents and prospective 2013-2014 students. The student(s) and parent(s) will spend half a day and experience a day of kindergarten. They will meet the kindergarten teachers and other school staff as well as see kindergarten classrooms.<br>Action Type: Equity<br>Action Type: Parental Engagement | Michelle Cooper, Elementary Principal | Start: 07/01/2013<br>End: 06/30/2014 | • Teachers | ACTION BUDGET: $ |
| Information kits, parenting books, magazines, and other materials regarding responsible parenting will be available through the library and the parent center. These resources will be advertised in the newspaper and through parent center newsletters sent home with all students K-12. | Lisa Cullen, Parent Cord. | Start: 07/01/2013<br>End: 06/30/2014 | | ACTION BUDGET: $ |
| Two school wide parent/teacher conferences will be conducted each school year. Other parental conferences will be held as deemed necessary.<br>Action Type: Parental Engagement | Michelle Cooper, Elementary Principal | Start: 07/01/2013<br>End: 06/30/2014 | • Teachers | ACTION BUDGET: $ |
| A volunteer resource book will be constructed listing the interests and availability of volunteers. This resource book will be housed in the school professional libraries. | Lisa Cullen, Parent cord | Start: 07/01/2013<br>End: 06/30/2014 | • Community Leaders<br>• Public Library | ACTION BUDGET: $ |

| Action Type: Parental Engagement | | | • Teachers | |
|---|---|---|---|---|
| Through parent nights, family game nights, and other parental activities sponsored by the parent center, parents will be engaged in activites that promote responsible parenting.<br>Action Type: Parental Engagement | Lisa Cullen, Parent Cord | Start: 07/01/2013<br>End: 06/30/2014 | • Teachers | ACTION BUDGET: $ |
| An annual report will be given to parents on the state of the school and an overview of what students will be learning, how they will be assessed, what parents should expect for their child's education, and how parents can make a difference.<br>Action Type: Parental Engagement | Michelle Cooper, Elem Principal | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• Teachers | ACTION BUDGET: $ |
| Statements attesting to the school district's commitment to parental involvement will be included in the student handbook.<br>Action Type: Parental Engagement | Michelle Cooper | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff | ACTION BUDGET: $ |
| The school's process for resolving parental concerns will be included in the student handbooks.<br>Action Type: Parental Engagement | Michelle Cooper, Elem. Principal | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• Community Leaders<br>• Teachers | ACTION BUDGET: $ |
| Total Budget: | | | | $0 |

**Intervention: Scholastic Reading Counts will be used to provide differentiated instruction to students in grades K-6.**

**Scientific Based Research: Phyllis C Hunter. (2012) Raising Students Who Want to Read.**

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|---|---|---|
| Funds will be used to maintain the computer lab, classroom computers, and purchase the software program Tech Steps progam. This program will be used to promote a Common Core alligned, project based curriculum which goes above and beyond state mandates.<br>Action Type: Technology Inclusion | MIke Mason, Technology Coordinator | Start: 07/01/2013<br>End: 06/30/2014 | • Computers<br>• Outside Consultants | Title I - Purchased Services: $2300.00<br>Title I - Materials & Supplies: $1000.00<br>ACTION BUDGET: $3300 |
| Monitor student progress and success in Reading through the Scholastic Reaading Inventory.<br>Action Type: AIP/IRI<br>Action Type: Alignment<br>Action Type: Equity<br>Action Type: Parental Engagement<br>Action Type: Program Evaluation<br>Action Type: Special Education<br>Action Type: Technology Inclusion | Michelle Cooper, Principal, Don Gillihan, Lab Manager | Start: 07/01/2013<br>End: 06/30/2014 | • Computers<br>• District Staff<br>• Teachers<br>• Title Teachers | ACTION BUDGET: $ |
| Total Budget: | | | | $3300 |

**Intervention: Enhancing the professionalism of the Literacy Teacher.**

**Scientific Based Research: Irene Hanraets, Joitske Hulsebosch, Maarten De Laat. (2011) Experiences of Pioneers Facilitating Teacher Networks for Professional Development.**

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|---|---|---|
| Teachers will be surveyed to determine if professional development opportunities were effective in enhancing their professionalism.<br>Action Type: Professional Development<br>Action Type: Program Evaluation | Kristie Thompson, Literacy Chair | Start: 07/01/2013<br>End: 06/30/2014 | • Outside Consultants<br>• Teachers | ACTION BUDGET: $ |
| Provide opportunity for teachers to attend and/or present at State Conferences. (Funds set aside for this action can | Michelle Cooper, | Start: 07/01/2013 | • Outside | |

| | Principal | End:<br>06/30/2014 | Consultants<br>• Teachers | ACTION $<br>BUDGET: |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| be found in the District Plan)<br>Action Type: Professional Development | Principal | End:<br>06/30/2014 | Consultants<br>• Teachers | ACTION $<br>BUDGET: |
| Teachers will be provided the opportunity for professional growth by observing a peer teacher in their classroom.<br>Action Type: Collaboration<br>Action Type: Professional Development | Michelle Cooper, Principal | Start:<br>07/01/2013<br>End:<br>06/30/2014 | | ACTION $<br>BUDGET: |
| Teachers attending state conferences will provide professional growth opportunities for peer teachers by presenting new information gained through their conference experience.<br>Action Type: Collaboration<br>Action Type: Professional Development<br>Action Type: Program Evaluation | Michelle Cooper, Principal | Start:<br>07/01/2013<br>End:<br>06/30/2014 | • Outside Consultants<br>• Teachers | ACTION $<br>BUDGET: |
| Total Budget: | | | | $0 |

Intervention: Implement an after school targeted instruction program.

Scientific Based Research: Jaime Stephanidis, Judith Murphy. (2008) Beyond the Bell A toolkit for Creating Effective After School Programs. Micheal F. Hock, Kim A. Pulvers, Donald D. Deshler, and Jean B Schumaker. (2011) The Effects of an After School Tutoring Program on The Academic Performance of at Risk Students and Students With LD. Center For Prevention Research and Development. (2009) Background Research: Tutoring Programs

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|---|---|---|
| Targeted after school instruction will be available to students two days per week, with an emphasis placed on literacy. This will allow students a good environment with the assistance of a highly qualified teacher to give help as needed. Targeted instruction will last 60 minutes per session.Instructors will also be expected to spend two hours per week in preparation for instruction. Instructors will be paid $30/hour. (Ashley Coley)<br>Action Type: Equity | Michelle Cooper | Start:<br>07/01/2013<br>End:<br>06/30/2014 | • Administrative Staff<br>• District Staff | Title I - Employee Salaries: $4500.00<br>Title I - Employee Benefits: $1000.00<br><br>ACTION BUDGET: $5500 |
| Students in grades 2-6 will be given the Schoolastic Reading Counts Inventory within the first month of school. They will again be tested in December, and at the end of the school year. This data will be used to determine the effectiveness of the after-school tutoring program.<br>Action Type: Equity | Michelle Cooper | Start:<br>07/01/2013<br>End:<br>06/30/2014 | • Administrative Staff<br>• District Staff | ACTION BUDGET: $ |
| Students in grade 1-6 will be offered after school homework tutoring to offer the extra support they need to be successful in the classroom at a rate of $30/hour.(Kristie Thompson)and (Melissa Bonds)<br>Action Type: Alignment<br>Action Type: Equity | Michelle Cooper | Start:<br>07/01/2013<br>End:<br>06/30/2014 | • District Staff<br>• Teachers | Title I - Employee Salaries: $2250.00<br>Title I - Employee Benefits: $500.25<br><br>ACTION BUDGET: $2750.25 |
| Total Budget: | | | | $8250.25 |

Priority 2:   To Improve Student Achievement in the Area of Math

1. 2013-2014 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. KINDERGARTEN: Data is not avalilable for Kindergarten.
2. 2013-2014 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. FIRST GRADE: The Sprng 2013 test results are as follows; 45% of our combined population scored proficient or advanced, 48% of our economically disadvantaged students scored proficient or advanced, and 38% of our non-economically disadvantaged students scored proficient or advanced. The Spring 2012 test results are as follows; 84% of our combined population scored proficient or advanced, 89% of our economically disadvantaged student scored proficient or advanced, and 77% percent of our non-economically disadvantaged students scored proficient or advanced. The previous three year analysis for this group

shows Measurement and Numerical Reasoning as the areas of weakness. There is also a significant achievement gap between the Economically Disadvantaged and the Non-Economically Disadvantaged students scoring at or above the 50th percentile for the 2009, 2010, and 2011 administrations of SAT - 10 and ITBS.

3. 2013-2014 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. SECOND GRADE: The Spring 2013 test results are as follows; 80% of the combined population scored proficient or advanced, 84% of the economically disadvantaged students scored proficient or advanced, and 73% of non-economicaly disadvantaged sudents scored proficient or advanced. The Spring 2012 test results are as follows; 81% of our combined population scored proficient or advanced, 78% of our economically disadvantaged students scored proficient or advanced, 87% of our non-economically disadvantaged students scored proficient or advanced. The previous three year analysis for this group shows Numerical Reasoning as the area of weakness. There is also a significant achievement gap between the Economically Disadvantated and the Non-Economically Disadvantaged students scoring at or above the 50th percentile for the 2009, 2010, and 2011 administrations of SAT - 10 and ITBS.

4. 2012-2013 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. THIRD GRADE: The three year analysis for this group shows Geometry, Measurement, Data Analysis, and Algebra as the areas of weakness. Further examination of the data revealed that the students received lower scores on the open response items in all four strands and the multiple choice items in the Geometry strand. There is also a significant achievement gap between the Economically Disadvantaged and the Non-Economically Disadvantaged students scoring proficient or advanced for the 2010 and 2011 administrations of the Arkansas Benchmark Exam However, the 2012 results were reversed.

5. 2012-2013 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. FOURTH GRADE: The three year analysis for this group shows Data Analysis and Probability as the area of weakness. Further examination of the data revealed that the students received lower scores on the open response items in the Data Analysis and measurement strand. There is also a significant achievement gap between the Economically Disadvantaged and the Non-Economically Disadvantaged students scoring proficient or advanced for the 2010, 2011, and 2012 administrations of the Arkansas Benchmark Exam.

**Supporting Data:**

6. 2012-2013 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. FIFTH GRADE: The three year analysis for this group shows Algebra, Measurement and Numbers and Operations as the areas of weakness. Further examination of the data revealed that the students received lower scores on the open response items in the Algebra, Geometry, and Measurement strands. Lower scores were also received on the multiple choice items in the Geometry, Measurement, and Numbers and Operations strands. There is also a significant achievement gap between the Economically Disadvantaged and the Non-Economically Disadvantaged students scoring proficient or advanced for the 2010, 2011, and 2012 administrations of the Arkansas Benchmark Exam.

7. 2012-2013 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. SIXTH GRADE: The three year analysis for this group shows Geometry and Algebra as the areas of weakness. Further examination of the data revealed that the students received lower scores on the open response items in the Measurement strand. Lower scores were also received on the multiple choice items in Geometry. There is a slight achievement gap between the Economically Disadvantaged and the Non-Economically Disadvantaged students scoring proficient or advanced for the 2010, 2011, and 2012 administrations of the Arkansas Benchmark Exam.

8. 2012-2013 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. 1&2: Analysis of first, and second grade scores over the 2009, 20010, and 2011 test examinations show an area of weakness in Numerical Reasoning. After an item-by-item analysis, it was determined that questions where students scored lower than the national average in the district was not covered in the Arkansas Frameworks for that grade level. It has been determined that there may be more areas of weakness found in First and Second grade ITBS scores in the 2012 school year due to the switch from Arkansas Frameworks to Common Core Standards.

9. 2012-2013 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. MATH CURRICULUM: The standards-based math curriculum does better prepare students to take the Arkansas Benchmark Test starting at third grade. However, the MAT – 8, SAT – 10, and ITBS testing at first, and second grades do not allow for the types of skills students are taught in these grades, creating a need for differentiated instruction in these grade levels in mathematics.

10. 2012-2013 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. ATTENDANCE RATE: The attendance rate for the past three years has been steady with 94.2% for the 2008 school year, 93.9% for the 2009 school year, and 93.5% for the 2010 school year. According the Arkansas Department of Education's school report card, our attendance rate for the 2010-2011 school year was 93.7%.

11. 2012-2013 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. AFTER SCHOOL TUTORING: The percentage of third, fourth, fifth, and sixth grade students consistently attending after school tutoring scoring proficient or advanced on the 2011 administration of the Arkansas Benchmark Test in the area of math is 75%. Attendance for the 2011-2012 school year was to inconsistent to draw any reliable conclusions.

12. 2012-2013 NEEDS ASSESSMENT TRENDS OVER PAST THREE YEARS. ECONOMICALLY DISADVANTAGED: Analysis of economically disadvanted grade level and cohort data revealed student achievment on statewide mandated tests has not met the standards set by the state.

**Goal**    To improve student achievement in mathematics.

At the end of the 2010-2011 school year, 85% of our combined population was proficient or above in math. At the end of the 2011-2012 school year, 71% of our combined population scored proficient or above. At the

Benchmark end of the 2012-2013 school year our combined population will be 85% proficient of advanced. Annually, our combined population must improve by 14%. Our Economically Disadvantaged population will improve by 22% to meet the 85% proficient or above status in the area of math.

| Intervention: Align the math curriculum to the Common Core Standards. | | | | |
|---|---|---|---|---|
| Scientific Based Research: Andrew T. Roach. (2008) Evaluating the Allignment among Curriculum, instruction, and Assessments: Implications and Applications for Research and Practice. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| Teachers will make adjustments to curriculum maps to align with the Common Core Standards. Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion | Michelle Cooper, Elementary Principal | Start: 07/01/2013 End: 06/30/2014 | • Computers • Teachers | ACTION BUDGET: $ |
| Maps will be evaluated for alignment to the Common Core Standards by grade level teachers. Action Type: Program Evaluation | Michelle Cooper, Elem. Principal | Start: 07/01/2013 End: 06/30/2014 | • Administrative Staff • District Staff | ACTION BUDGET: $ |
| To reinforce critical math concepts while building critical literacy skills, a 1st grade set of leveled math readers will be purchased and placed in the bookroom, if funds are available. Action Type: Alignment Action Type: Equity | Michelle Cooper, Principal | Start: 07/01/2013 End: 06/30/2014 | | ACTION BUDGET: $ |
| Total Budget: | | | | $0 |

| Intervention: Adding a Standards Based Curriculum | | | | |
|---|---|---|---|---|
| Scientific Based Research: Micheal Todd Edwards, Susan R Harper, and Dana C. COx. (2013) Authentic Tasks in a Standards Based World. | | | | |
| Actions | Person Responsible | Timeline | Resources | Source of Funds |
| in years that it is deemed necessary, funds will be made available for hands-on materials and supplies for teaching mathematics. Action Type: Alignment | Mike Mason, Federal Programs Coordinator | Start: 07/01/2013 End: 06/30/2014 | • Administrative Staff • Performance Assessments • Teachers | ACTION BUDGET: $ |
| Arkansas Traveler and EBSCO will be utilized as the professional library resource. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development | Buffy Brightwell, Library Media | Start: 07/01/2013 End: 06/30/2014 | • School Library • Teachers | ACTION BUDGET: $ |
| Each grade level will evaluate materials to determine alignment with Common Core Standards. Action Type: Alignment | classroom teachers | Start: 07/01/2013 End: 06/30/2014 | • Teachers | ACTION BUDGET: $ |
| Test scores will be evaluated to determine the effectiveness of the adopted standards-based curriculum. Action Type: Professional Development Action Type: Program Evaluation | Lesa Thompson | Start: 07/01/2013 End: 06/30/2014 | • Teachers | ACTION BUDGET: $ |
| Funds will be used to employ 2 (1.0 FTE) Title I para-professionals (FTE Rose Stanley $12,105 and Jocelyn Walker $10,995) to assist students and regular classroom teachers in the K-6 classrooms further reducing the student/teacher ratio. (6501159100161) Action Type: Equity | Jerry Skidmore, Superintendent | Start: 07/01/2013 End: 06/30/2014 | • Administrative Staff • Central Office | Title I - Employee Salaries: $23100.00 Title I - Employee Benefits: $7000.00 ACTION BUDGET: $30100 |
| Funds will be used to buy, maintain, and | Mike Mason, | Start: | | |

| | | | | |
|---|---|---|---|---|
| upgrade current level of equipment to enhance the standards-based instruction with the use of technology. This includes document cameras, Star Boards, and projectors.<br>Action Type: Alignment<br>Action Type: Collaboration<br>Action Type: Technology Inclusion | Tech Cord | 07/01/2013<br>End:<br>06/30/2014 | • Computers<br>• District Staff | ACTION BUDGET: $ |
| At the principal's discretion, K - 3 teachers may be trained in Cognitively Guided Instruction.(Funding for this PD can be found in the district plan.)<br>Action Type: Professional Development | Michelle Cooper, Principal | Start:<br>07/01/2013<br>End:<br>06/30/2014 | • Outside Consultants | ACTION BUDGET: $ |
| Teachers will use IEP and 504 accomodations to instruct students with disabilities. | Michelle Cooper, Principal | Start:<br>07/01/2013<br>End:<br>06/30/2014 | | ACTION BUDGET: $ |
| Academic Improvement Plans will be written for those students grades 4-6 scoring basic or below basic on the math portion of the Arkansas Benchmark Exam and for students 2-3 who do not score at the appropriate level on the Iowa Test of Basic Skills. Remediation will take place during the school day, and students will be assessed and monitored frequently. | Michelle Cooper, Principal | Start:<br>07/01/2013<br>End:<br>06/30/2014 | | ACTION BUDGET: $ |
| Total Budget: | | | | $30100 |

Intervention: Utilize the Accelerated Math Program

Scientific Based Research: Renaisance Learning. (2011) Accelerated Math Software. A.M. Best Practices.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|---|---|---|
| The Accelerated Math program will be used as a supplemental resource in the classroom for grades two through six. The program will also be used in the after-school tutoring program for grades four through six.<br>Action Type: Collaboration<br>Action Type: Equity<br>Action Type: Special Education<br>Action Type: Technology Inclusion | Michelle Cooper, Elementary Principal | Start:<br>07/01/2013<br>End:<br>06/30/2014 | • Computers<br>• Teachers | ACTION BUDGET: $ |
| Additional printers, print cartridges, scanners, and scan cards will be purchased for the Accelerated Math program. (6501223000166527)<br>Action Type: Technology Inclusion | Mike Mason, Technology Cord. | Start:<br>07/01/2013<br>End:<br>06/30/2014 | • Computers<br>• District Staff | Title I - Materials & Supplies: $1000.00<br><br>ACTION BUDGET: $1000 |
| Accelerated Math Program and STAR Math Program subscriptions will be renewed. (6501223000163530)<br>Action Type: Equity<br>Action Type: Program Evaluation<br>Action Type: Special Education<br>Action Type: Technology Inclusion | Mike Mason, Tech. Cord. | Start:<br>07/01/2013<br>End:<br>06/30/2014 | • Administrative Staff<br>• Computers<br>• District Staff<br>• Outside Consultants<br>• Teachers | Title I - Purchased Services: $3800.00<br><br>ACTION BUDGET: $3800 |
| Teachers in grades 3 through 6 will be surveyed to determine the effectiveness of the use of the Accelerated Math Program in their classroom.<br>Action Type: Program Evaluation<br>Action Type: Technology Inclusion | Lesa Thompson, Math Chairperson | Start:<br>07/01/2013<br>End:<br>06/30/2014 | • Computers<br>• Teachers<br>• Teaching Aids | ACTION BUDGET: $ |
| Total Budget: | | | | $4800 |

| Intervention: Implement an after school targeted instruction program. | | | | |
|---|---|---|---|---|

**Scientific Based Research:** Jaime Stephanidis, Judith Murphy. (2008) Beyond the Bell A toolkit for Creating Effective After School Programs. Micheal F. Hock, Kim A. Pulvers, Donald D. Deshler, and Jean B Schumaker. (2011) The Effects of an After School Tutoring Program on The Academic Performance of at Risk Students and Students With LD. Center For Prevention Research and Development. (2009) Background Research: Tutoring Programs.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|---|---|---|
| Students in grades 2-6 will be given the STAR Math Test within the first month of school. They will again be tested in December, and at the end of the school year. This data will be used to determine the effectiveness of the after-school tutoring program.<br>Action Type: Program Evaluation | Don Gillihan - Lab Manager special Math Tutors | Start: 07/01/2013<br>End: 06/30/2014 | • Computers<br>• Teachers | ACTION BUDGET: $ |
| Targeted after school instruction will be available to students two days per week, with an emphasis placed on mathematics. This will allow students a good environment with the assistance of a highly qualified teacher to give help as needed. Targeted instruction will last 60 minutes per session. Instructors will also be expected to spend two hours per week in preparation for instruction. Instructors will be paid $30/hour. (Lisa Cullen) (6501151100161210)<br>Action Type: Equity | Michelle Cooper, Elementary Principal | Start: 07/01/2013<br>End: 06/30/2014 | • Teachers | Title I - Employee Salaries: $4500.00<br>Title I - Employee Benefits: $1000.00<br>ACTION BUDGET: $5500 |
| Total Budget: | | | | $5500 |

| Intervention: Students in grades 1 - 6 will use Online Math Software software in the computer lab and in the classroom to work on individual areas of need. | | | | |
|---|---|---|---|---|

**Scientific Based Research:** Andrew T. Roach (2008) Evaluating the Allignment Among Curriculum, Instruction, and Assessments: Implications and Applications for Research and Practice.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|---|---|---|
| Teachers will be surveyed to determine the effectiveness of this program. We will also look at the growth in student achievement by looking at the Star Math Test at the beginning of the year and the end of the year.<br>Action Type: Program Evaluation | Michelle Cooper, Elem Principal | Start: 07/01/2013<br>End: 06/30/2014 | • Computers<br>• Teachers | ACTION BUDGET: $ |
| Students in grades 1-6 will use the web based Accelerated Math as a supplement to the regular classroom instruction.<br>Action Type: Alignment<br>Action Type: Technology Inclusion | Don Gillihan, Lab Manager Michelle Cooper, Elementary Principal | Start: 07/01/2013<br>End: 06/30/2014 | • Computers<br>• Teachers | ACTION BUDGET: $ |
| Computer lab will be maintained and updated regularly, so all programs will run effectively for student usage. Funds will be used to maintain the effectiveness of Accelerated Math by purchasing printer cartridges as needed. (6501223000166527)<br>Action Type: Alignment<br>Action Type: Equity<br>Action Type: SIF 1003(a) 10-11<br>Action Type: Technology Inclusion | Mike Mason, Technology Coordinator | Start: 07/01/2013<br>End: 06/30/2014 | • Computers<br>• District Staff | Title I - Materials & Supplies: $1000.00<br>ACTION BUDGET: $1000 |
| Will purchase online program (weatherbug) to supplement online learning and promote students interest in math and science. (6501223000163530)<br>Action Type: Alignment<br>Action Type: Equity<br>Action Type: Technology Inclusion | Mike Mason, Technology Cooridantor, Anita Cook, principal, Michelle Cooper, principal | Start: 07/01/2013<br>End: 06/30/2014 | • Teachers<br>• Teaching Aids | Title I - Purchased Services: $4000.00<br>ACTION BUDGET: $4000 |
| Total Budget: | | | | $5000 |

| Intervention: Evaluate the math portion of the school improvement plan | | | | |
|---|---|---|---|---|

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|---|---|---|
| The math committee will review current achievement data.<br>Action Type: Program Evaluation | Michelle Cooper, Elem. Principal | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• Teachers | ACTION BUDGET: $ |
| The committee will look at this data to determine the effectiveness of the current plan and make necessary changes and actions.<br>Action Type: Program Evaluation | Michelle Cooper, Elem. Principal | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• Teachers | ACTION BUDGET: $ |
| Total Budget: | | | | $0 |

| | |
|---|---|
| Intervention: Enhancing the professionalism of the Mathematics Teacher. | |

Scientific Based Research: Irene Hanraets, Joitske Hulsebosch, Maarten De Laat. (2011) Experiences of Pioneers Facilitation Teacher Networks for Professional Development.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|---|---|---|
| Teachers will be offered the opportunity to observe a peer teacher in their classroom.<br>Action Type: Professional Development | Classroom Teachers | Start: 07/01/2013<br>End: 06/30/2014 | • Teachers | ACTION BUDGET: $ |
| Provide oppotunity for teachers to attend and/or present at State Conferences. (Funds set aside for this action can be found in the District Plan)<br>Action Type: Professional Development | Michelle Cooper, Principal | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• Teachers | ACTION BUDGET: $ |
| Teachers will be surveyed to determine if any of the available opportunities were effective in enhancing their professionalism.<br>Action Type: Program Evaluation | Michelle Cooper | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• Teachers | ACTION BUDGET: $ |
| Total Budget: | | | | $0 |

| | |
|---|---|
| Intervention: Steps will be taken to insure that the Calico Rock Elementary School will hire and retain HQT certified teachers. | |

Scientific Based Research: ETS (2007) Teacher Quality in a Changing Policy Landscape; Improvements in the Teacher Pool.

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|---|---|---|
| The administrative staff will work collaboratively to develop a unified hiring process to insure applicants are HQT.<br>Action Type: Equity | Jerry Skidmore, Superintendent | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff | ACTION BUDGET: $ |
| Professional development will be based on the needs assessment and tied to the school improvement plan. The professional development offering will be of high quality and directed toward improving instruction. Principals, teachers, paraprofessionals and other appropriate personnel will be included in the planning and implementation of professional development. (Funds for this action can be found under the intervention "Improvement of Instruction" in the District Plan.<br>Action Type: Professional Development | Michelle Cooper, Elementary Principal , Anita Cook, High School Principal | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• District Staff<br>• Teachers<br>• Teaching Aids | ACTION BUDGET: $ |
| Evidence of the implementation of the professional development activities will be noted in the teacher's lesson plans and through principal evaluation.<br>Action Type: Professional Development<br>Action Type: Program Evaluation | Michelle Cooper, Elementary Principal | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• District Staff<br>• Teachers | ACTION BUDGET: $ |

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|---|---|---|
| Teachers and paraprofessionals will be surveyed to assess the quality of the 2013-2014 professional development activities.<br>Action Type: Collaboration<br>Action Type: Professional Development<br>Action Type: Program Evaluation | Michelle Cooper, Elementary Principal | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• District Staff<br>• Teachers | ACTION BUDGET: $ |
| Based on district data, school improvement plan, and the Arkansas Frameworks, a needs assessment will be conducted to plan professional development activities for the 2013-2014 school year. Principals, teachers, and paraprofessionals will be involved in this process.<br>Action Type: Alignment<br>Action Type: Collaboration<br>Action Type: Equity<br>Action Type: Professional Development<br>Action Type: Program Evaluation | Michelle Cooper, Elementary Principal | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• District Staff<br>• Teachers<br>• Teaching Aids | ACTION BUDGET: $ |
| Individual Professional Development folders will be kept on file in the Principal's office, and will be used to document the professional development activities.<br>Action Type: Alignment<br>Action Type: Collaboration<br>Action Type: Equity<br>Action Type: Professional Development<br>Action Type: Program Evaluation | Michelle Cooper, Elementary Principal | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• District Staff<br>• Teachers | ACTION BUDGET: $ |
| The following professional activities will be required: Teachers will have a minimum of 60 hours. These hours must include 6 hours of technology, 2 hours of parental involvement, 1 hour of health and nutrition, and all teachers that teach Arkansas History must have 2 hours of Arkansas History. Administrators will have a minimum of 60 hours. These hours must include 6 hours of technology, and 3 hours of parental involvement. Administrators will also receive training in data disaggregation, instructional leadership, and fiscal management.<br>Action Type: Alignment<br>Action Type: Collaboration<br>Action Type: Equity<br>Action Type: Professional Development<br>Action Type: Program Evaluation<br>Action Type: Special Education<br>Action Type: Technology Inclusion | Michelle Cooper, Elementary Principal | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• District Staff<br>• Teachers | ACTION BUDGET: $ |
| Total Budget: | | | | $0 |

| Intervention: To differentiate mathematics instruction in the K-6 classroom. | | | | |
|---|---|---|---|---|
| Scientific Based Research: Tracy A Huebner. (2010) What Research says About ...Diferentiated Learning. | | | | |

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|---|---|---|
| In years that it is deemed necessary, we will purchase and utilize an elementary classroom license of IXL and test practice in grades 1-6 for use in classrooms. (6501223000163530)<br>Action Type: Alignment<br>Action Type: Equity | Mike Mason | Start: 07/01/2013<br>End: 06/30/2014 | • Computers<br>• Teaching Aids | Title I - Purchased Services: $500.00<br><br>ACTION BUDGET: $500 |
| ITBS test scores. for first and second grade, and Arkansas Benchmark Exam scores will be evaluated by the math committee to determine the effectiveness of these interventions.<br>Action Type: Program Evaluation<br>Action Type: Technology Inclusion | Lesa Thompson, Math Chairperson | Start: 07/01/2013<br>End: 06/30/2014 | • Computers<br>• Performance Assessments<br>• Teachers<br>• Teaching Aids | ACTION BUDGET: $ |
| Total Budget: | | | | $500 |

To improve health and academic performance of students. Wellness activities will address nutrition education

| Priority 3: | and physical fitness activities for the development of lifelong health habits and promotion of a healthy lifestyle. |

| Supporting Data: | 1. 2012-2013 NEEDS ASSESSMENT The spring 06 administration of the School Health Index indicated the following module score: (Module 1) School Health and Safety Policies and Environment- Module score=72% Areas of needed growth in this module are as follows: (1) Fundraising efforts supportive of healthy eating was rated as 0=not in place (2) Written crisis response plan was rated as 1=under development
2. 2012-2013 NEEDS ASSESSMENT The spring 06 administration of the School Health Index indicated the following module score: (Module 2) Health Education - Module Score=62% While this module has one of the lowest modules scores there were no areas that were given the rating of 0=not in place. Many areas were rated 2=partially in place and two area were rated 3=Fully in place. Areas of needed growth in this module are as follows: (1) Active learning strategies were rated as 1=Under Development (2) Professional development in health education was rated as 1=Under Development (3) Essential topics on healthy eating was rated as 1=Under Development
3. 2012-2013 NEEDS ASSESSMENT The spring 06 administration of the School Health Index indicated the following module score: (Module 3) Physical Education and Other Physical Activity Programs - module score=97% This module had the highest module scores with no areas scoring 0=not in place and only two areas scoring 1=Under Development. Areas of needed growth in this module are as follows: (1) 150 minutes of physical education per week was rated as 1=Under Development (2) Playgrounds met safety standards were rated as 1=Under Development
4. 2012-2013 NEEDS ASSESSMENT The spring 06 administration of the School Health Index indicated the following module score: (Module 4) Nutrition Services - Module score=34% Area of needed growth in this module are as follows: (1) Varity of foods in school meals was rated as 1=Under Development (2) Meals include appealing, low fat items (3) A la cart offerings include appealing, low fat items (4) Collaboration between food service staff and teachers (5) Preparedness for food emergencies
5. 2012-2013 NEEDS ASSESSMENT The spring 06 administration of the School Health Index indicated the following module score: (Module 8) Family and Community Involvement - Module score=89% this is one of our higher scoring modules with no areas receiving a score of 0 or 1.
6. 2012-2013 NEEDS ASSESSMENT The Calico Rock School District Body Mass Index Data presented indicates students who may be a risk of poor academic performance. Body Mass Index Data SY 2005-06 of the 488 student population, 375 students were assessed. Of the students assessed, the following represent the percent of students at risk of overweight and overweight: District Males 38.8% District Females 38%, Calico Rock Elementary Males 38% Calico Rock Elementary Females 34.3%, Calico Rock High School Males 39.8% Calico Rock High School Females 26.3% Body Mass Index Data SY 2004-05 of the 501 student population, 429 students were assessed; the following represent the percent of students at risk of overweight and overweight: District Males 36.2% District Females 31%, Calico Rock Elementary Males 34.7% Calico Rock Elementary Females 35.4%, Calico Rock High School Males 37.9% Calico Rock High School Females 25% Body Mass Index Data SY 2003-04 of the 530 student population, 446 students were assessed; the following represent the percent of students at risk of overweight and overweight: District Males 40.9% Females 37.1%, Calico Rock Elementary Males 42.6% Calico Rock Elementary Females 35%, Calico Rock High School Males 39.3% Calico Rock High School Females 39.7%
7. 2012-2013 NEEDS ASSESSMENT Izard County Unemployment Rate: 2005-5.9%; 2004 -6.7%; 2003 -7.6%
8. 2012-2013 NEEDS ASSESSMENT Izard County Percent Population in Poverty, 2003 18.1% Izard County Percent of Children in Poverty, 2003 27.5% |

| Goal | The Calico Rock Elementary School will provide support to students in making healthy lifestyle choices by implementing systems to aid in decreasing the average BMI on routine annual student screenings and increasing collaboration between all segments of the school community in support of positive lifestyle choices. |

| Benchmark | By the SY2012-13 there will be a decrease of the average Body Mass Index for students by 1/2% as evaluated by the annual body Mass Index Screening. |

Intervention: Develop and implement a school wellness plan

Scientific Based Research: McKenzie, Thomas L., Kaham, David, "Impact of the Surgeon General's Report: Through the Eyes of Physical Education Teacher Educators,"Journal of Teaching in Physical Education, Vol. 23, pages 300-317, (2004) Human Kinetics Publishers, Inc. Word on Health, "Childhood Obesity on the Rise" Torgan, Carol Ph. D, June 2002 http://www.nih.gov/news/WordonHealth/jun2002/childhoodobesity.htm

| Actions | Person Responsible | Timeline | Resources | Source of Funds |
|---|---|---|---|---|
| The school wellness committee will review the school health data (SHI Assessment) and will make annual changes to the current school wellness plan. Action Type: Wellness | Michelle Cooper, Wellness Committe Chair | Start: 07/01/2013 End: 06/30/2014 | • Administrative Staff <br> • Community Leaders <br> • District Staff <br> • Teachers | ACTION BUDGET: $ |

| | | | | | |
|---|---|---|---|---|---|
| Calico Rock Elementary School will complete the SHI Assessment in the spring of each year to determine if you are making adaguate progress toward meeting our health and nutrition goals.<br>Action Type: Collaboration<br>Action Type: Program Evaluation<br>Action Type: Wellness | Michelle Cooper, Health and Wellness Committee Chair | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• Community Leaders<br>• District Staff<br>• Teachers | ACTION BUDGET: | $ |

| Total Budget: | $0 |
|---|---|

**Intervention:** Calico Rock Elementary School Will encourage strategies and activities that encourage a non-sedentary lifestyle.

**Scientific Based Research:** McKenzie, Thomas L., Kaham, David, "Impact of the Surgeon General's Report: Through the Eyes of Physical Education Teacher Educators,"Journal of Teaching in Physical Education, Vol. 23, pages 300-317, (2004) Human Kinetics Publishers, Inc. Word on Health, "Childhood Obesity on the Rise" Torgan, Carol Ph. D, June 2002 http://www.nih.gov/news/WordonHealth/jun2002/childhoodobesity.htm Summerfield, Liane M. "Promoting Physical Activity and Exercise among Children" Kid Source Online: http://www.kidsource.com/kidsource/content4/promote.phyed.html

| Actions | Person Responsible | Timeline | Resources | Source of Funds | |
|---|---|---|---|---|---|
| Implement and encourage participation in extracurricular programs that supports physical activity.<br>Action Type: Collaboration<br>Action Type: Parental Engagement<br>Action Type: Wellness | Joni Hamby, Elementary Physical Education Teacher | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• District Staff<br>• Teachers | ACTION BUDGET: | $ |
| An annual Family Fun and Fitness Night will be held in the elementary gym. Parents will be informed about the importance of physical activity and will have a chance to get active with their children.<br>Action Type: Collaboration<br>Action Type: Parental Engagement<br>Action Type: Wellness | Joni Hamby, Elementary Physical Education | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• District Staff | ACTION BUDGET: | $ |
| All Elementary students will have 90 minutes of physical education/week and 30 minutes of physical activity each day.<br>Action Type: Alignment<br>Action Type: Wellness | Michelle Cooper, Elementary Principal | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• Teachers | ACTION BUDGET: | $ |
| Our student reward system will encourage physical activity as a reward. Example: The class winning the monthly school spirit award will receive an extra 30 min. recess.<br>Action Type: Collaboration<br>Action Type: Equity<br>Action Type: Wellness | Michelle Cooper, Elementary Principal | Start: 07/01/2013<br>End: 06/30/2014 | • Administrative Staff<br>• District Staff<br>• Teachers | ACTION BUDGET: | $ |

| Total Budget: | $0 |
|---|---|

• Planning Team

| Classification | Name | Position | Committee |
|---|---|---|---|
| Classroom Teacher | Amy Clinkingbeard | Second Grade Teacher | Math |
| Classroom Teacher | Anna Hall | Special Education Teacher | Math |
| Classroom Teacher | Ashley Coley | Kindergarten | Literacy |
| Classroom Teacher | Ashley Dellinger | Teacher | Math |
| Classroom Teacher | Janie Jenkins | Fifth Grade Teacher | Math |
| Classroom Teacher | Jessica Ables | Third Grade Teacher | Math |
| Classroom Teacher | Joni Hamby | Physical Education Teacher | Math |
| Classroom Teacher | Karen Haley | Sixth Grade Teacher | Math |
| Classroom Teacher | Kish Pool | Fifth Grade Teacher | Literacy |
| | Kristie | | |

| Classroom Teacher | Thompson | Fourth Grade Teacher | Literacy Team Chair |
|---|---|---|---|
| Classroom Teacher | Lesa Thompson | First Grade Teacher | Math, Team Chair |
| Classroom Teacher | Lisa Cullen | Teacher | Literacy |
| Classroom Teacher | Lisa Mason | Teacher | Literacy |
| Classroom Teacher | Melissa Bonds | Forth Grade Teacher | Literacy |
| Classroom Teacher | Teresa Sanders | Kindergarten Teacher | Math Committee |
| Classroom Teacher | Wayne Gipson | Fifth Grade | Literacy, Federal Programs Advisor |
| Community Representative | Danny Moser | community member | Federal Program Advisory Committee |
| District-Level Professional | Buffy Brightwell | K-6 Media Specialist | Elementary, Federal Program Advisory Committee |
| District-Level Professional | Jennifer Humphries | Speech | Literacy |
| District-Level Professional | Mike Mason | Distric ACSIP Chair, Federal Program Cord. | Federal Program Advisory Committee |
| Non-Classroom Professional Staff | Bunny Price | Cafeteria Manager | School Wellness |
| Non-Classroom Professional Staff | Don Gillihan | Computer Lab Assistant | Math |
| Non-Classroom Professional Staff | Gwenda Sample | Elemenatary Nurse | School Wellness |
| Non-Classroom Professional Staff | Pam Jones | Special Education Paraprofessional | Literacy |
| Non-Classroom Professional Staff | Patty Boyd | Title I/ Library Paraprofessional | Literacy |
| Non-Classroom Professional Staff | Rose Stanley | Paraprofessional | Math |
| Non-Classroom Professional Staff | Sonya Sneathern | Title I Paraprofessional | Literacy |
| Parent | Janette Hiles | Parent | Literacy |
| Parent | Lenell Hamby | Grandparent | Math Committee |
| Principal | Anita Cook | 7-12 Principal, Equity Cord. | Federal Program Advisory Committee, Title V Advisory Committee |