

School Plan

CALICO ROCK ELEMENTARY SCHOOL
PO BOX 220,CALICO ROCK, AR 72519-0220

Arkansas Comprehensive School Improvement Plan

2010-2011

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: Literacy

Goal: To improve student achievement in literacy.

Priority 2: Math

Goal: To improve student achievement in mathematics.

Priority 3: Health and Wellness

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.

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

Supporting Data:

1. Kindergarten test data on the MAT -8 from 2008-2010 follows: For the 2008 administration, data is invalid due to a state testing error. For the 2009 administration, 82% of the combined population scored at or above the 50th percentile in reading. Of the economically disadvantaged students, 68% scored at or above the 50th percentile. Of the non-economically disadvantaged, 90% scored at or above the 50th percentile. For the 2010 administration, 87% of the combined population scored at or above the 50th percentile in reading. Of the economically disadvantaged students, 84% scored at or above the 50th percentile. Of the non-economically disadvantaged, 91% scored at or above the 50th percentile. The two year analysis for this group is varied across the strands, but after evaluation of the data, the area of weakness for this group is the content cluster for meaning in word reading.
2. First grade test data on the SAT-10 from 2008-2010 follows: For the 2008 administration, 62% of the combined population scored at or above the 50th percentile in reading. Of the economically disadvantaged students, 32% scored at or above the 50th percentile. Of the non-economically disadvantaged, 71% scored at or above the 50th percentile. For the 2009 administration, 38% of the combined population scored at or above the 50th percentile in reading. Of the economically disadvantaged students, 26% scored at or above the 50th percentile. Of the non-economically disadvantaged, 35% scored at or above the 50th percentile. For the 2010 administration, 27% of the combined population scored at or above the 50th percentile in reading. Of the economically disadvantaged students, 23% scored at or above the 50th percentile. Of the non-economically disadvantaged, 43% scored at or above the 50th percentile. 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 reading two- sentence stories, making inferences, text characteristics, implicit details, and main idea.
3. Second grade test data on the SAT-10 from 2008-2010 follows: For the 2008 administration, 35% of the combined population scored at or above the 50th percentile in reading. Of the economically disadvantaged students, 40% scored at or above the 50th percentile. Of the non-economically disadvantaged, 64% scored at or above the 50th percentile. For the 2009 administration, 35% of the combined population scored at or above the 50th percentile in reading. Of the economically disadvantaged students, 16% scored at or above the 50th

percentile. Of the non-economically disadvantaged, 63% scored at or above the 50th percentile. For the 2010 administration, 24% of the combined population scored at or above the 50th percentile in reading. Of the economically disadvantaged students, 17% scored at or above the 50th percentile. Of the non-economically disadvantaged, 40% scored at or above the 50th percentile. 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 making inferences and drawing conclusions.

4. Third grade test data from 2008-2010 follows: For the 2008 administration, 75% of the combined population scored proficient or advanced in literacy. Of the economically disadvantaged students, 46% scored at or above the 50th percentile. Of the non-economically disadvantaged, 86% scored at or above the 50th percentile. For the 2009 administration, 74% of the combined population scored proficient or advanced in literacy. Of the economically disadvantaged students, 68% scored at or above the 50th percentile. Of the non-economically disadvantaged, 94% scored at or above the 50th percentile. For the 2010 administration, 63% of the combined population scored proficient or advanced in literacy. Of the economically disadvantaged students, 85% scored at or above the 50th percentile. Of the non-economically disadvantaged, 100% scored at or above the 50th percentile. 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.
5. Fourth grade test data from 2008-2010 follows: For the 2008 administration, 61% of the combined population scored proficient or advanced in literacy. Of the economically disadvantaged students, 46% scored at or above the 50th percentile. Of the non-economically disadvantaged, 86% scored at or above the 50th percentile. For the 2009 administration, 77% of the combined population scored proficient or advanced in literacy. Of the economically disadvantaged students, 68% scored at or above the 50th percentile. Of the non-economically disadvantaged, 94% scored at or above the 50th percentile. For the 2010 administration, 93% of the combined population scored proficient or advanced in literacy. Of the economically disadvantaged students, 88% scored at or above the 50th percentile. Of the non-economically disadvantaged, 100% scored at or above the 50th percentile. 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. Fifth grade test data from 2008-2010 follows: For the 2008 administration, 77% of the combined population scored proficient or advanced in literacy. Of the economically disadvantaged students, 77% scored at or above the 50th percentile. Of the non-economically disadvantaged, 76% scored at or above the 50th percentile. For the 2009 administration, 74% of the combined population scored proficient or advanced in literacy. Of the economically disadvantaged students, 65% scored at or above the 50th percentile. Of the non-economically disadvantaged, 87% scored at or above the 50th percentile. For the 2010 administration, 82% of the combined population scored proficient or advanced in literacy. Of the economically disadvantaged students, 80% scored at or above the 50th percentile. Of the non-economically disadvantaged, 90% scored at or above the 50th percentile. 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 literary, content, 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.
7. Sixth grade test data from 2008-2010 follows: For the 2008 administration, 94% of the combined population scored proficient or advanced in literacy. Of the economically disadvantaged students, 88% scored proficient or advanced. Of the non-economically disadvantaged, 100% scored proficient or advanced. For the 2009 administration, 89% of the combined population scored proficient or advanced in literacy. Of the economically disadvantaged students, 91% scored at or above the 50th percentile. Of the non-economically disadvantaged, 88% scored at or above the 50th percentile. For the 2010 administration, 65% of the combined population scored proficient or advanced in literacy. Of the economically disadvantaged students, 58% scored at or above the 50th percentile. Of the non-economically disadvantaged, 71% scored at or above the 50th percentile. 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, content, and 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. Star Reading Growth Reports from 2009-2010 show 4th grade reading grade equivalent scores growing from a pretest score of 3.7 to a post-test score of 5.1 with students gaining 1.3, 1 year and 3 months during the year, and 5th grade pretest scores of 5.5 increased by merely 0.2, or two months, to 5.7 over the school year. Although 6th grade scores are incomplete, with half the student population tested, the 6th grade scores increased by only 0.1, 1 month, from a pretest score of 6.6 to 6.6.
9. Attendance rate has been steady at 94.2% in 2007-2008 and 93.9% in 2008-2009.
10. Analysis of Non-economically disadvantaged cohort and grade level data revealed student growth in those students on the Arkansas Benchmark Test in the fourth through sixth grades, and on SAT-10 in first and second grades, has not increased in accordance with average growth of the state. However, the data revealed that the Economically disadvantaged students have met or exceeded growth expectations.
11. Analysis of the Accelerated Reader Marking Period Progress Report revealed that the change in average book level quizzes taken by students from the first quarter to the fourth quarter during the 2008-2009 and 2009-2010 school years increased as follows: second grade

increased from 0.4-0.7, in third grade from 0.1-0.9, and fourth grade from 0.4-0.7. However, in fifth grade there was no increase from 2008-2009 to 2009-2010 with the increase being 0.2. In sixth grade, an increase was noted from 0.0 to 0.1 from the 2008-2009 to 2009-2010 school year.

Goal To improve student achievement in literacy.

Benchmark To increase the number of students scoring proficient or advanced on the literacy portion on the Arkansas Benchmark Exam by 1% in 2011.

Intervention: Align the literacy curriculum to the Common Core Standards.				
Scientific Based Research: Jacobs, Heidi Hayes (1997). Mapping the Big Picture. Association for supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Faculty will develop a literacy curriculum aligned to the Common Core Standards. K-3 will review pacing guides, and 4-6 will create pacing guides to align with literacy curriculum. Action Type: Alignment Action Type: Title I Schoolwide	Debbie Moore, Principal Teachers	Start: 08/19/2010 End: 05/26/2011	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
RTI team will meet to make modifications for K-6. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Debbie Moore, Principal	Start: 08/19/2010 End: 05/27/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Curriculum pages will be developed on the elementary school web page with links to the Arkansas Frameworks and Common Core Standards. Action Type: Parental Engagement Action Type: Technology Inclusion Action Type: Title I Schoolwide	Stephanie Labert, Media Specialist & Tom Rushing, Technology Specialist	Start: 08/19/2009 End: 05/28/2011	<ul style="list-style-type: none"> Computers 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. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Debbie Moore, Principal	Start: 08/19/2010 End: 05/27/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers in 4-6 will meet weekly during common planning time to work on pacing guides and alignment. Action Type: Alignment	Gina Moss, Literacy Chair	Start: 09/07/2010 End: 05/26/2011	<ul style="list-style-type: none"> District Staff Outside Consultants 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 in grades 3-6 will use open-response items in content areas on a monthly basis. K-2 will address content throughout the year. Action Type: Alignment Action Type: Collaboration	Debbie Moore, Principal	Start: 08/19/2010 End: 05/27/2011	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
Teachers will use IEP and 504 accomodations to instruct students with disabilities. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Connie Moser, Special Education Coordinator and Debbie Moore, Principal	Start: 08/19/2010 End: 05/27/2011	<ul style="list-style-type: none"> • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Funds will be used to maintain current level of equipment including star boards, document cameras and pojectors. Action Type: Technology Inclusion	Tom Rushing, Network Administrator and Stephanie Labert, Technology Coordinator	Start: 08/19/2010 End: 05/27/2011	<ul style="list-style-type: none"> • Computers • District Staff • Teachers 	Title I - Materials & Supplies: \$1000.00 ACTION BUDGET: \$1000
Scores on NRT and CRT will be evaluated to see if comprehension has improved. Action Type: Program Evaluation	Debbie Moore, Principal and Gina Moss, Literacy ACSIP Chairperson	Start: 08/19/2010 End: 04/30/2011		ACTION BUDGET: \$
Students will post finished pieces to their classroom wiki or blog which facilitates the writing/reading comprehension process. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Debbie Moore, Principal, Stephanie Labert, Media Specialist, Gina Moss, Literacy Chair	Start: 08/19/2010 End: 05/26/2011	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	ACTION BUDGET: \$
Teachers in grades K-6 will keep a copy of the current school ACSIP along with a copy of the Common Core Standards.	Debbie Moore, Principal	Start: 09/07/2010 End: 05/26/2011		ACTION BUDGET: \$
Funds will be used to purchase forty netbooks, two carts, and writing apps to assist fourth grade classrooms in the development of reading comprehension and writing. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion	Debbie Moore, Principal and Stephanie Labert, Technology Coordinator, and Gina Moss, Literacy Chair	Start: 09/07/2010 End: 05/26/2011		Title I - Capital Outlay: \$2500.00 Title I - Materials & Supplies: \$14000.00 ACTION BUDGET: \$16500
Total Budget:				\$17500
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: Dorn, Linda J., French, Kathy, & Jones, Tammy. (1998) Apprenticeship in Literacy. Stenhouse Publishers, York, Maine. Fountos, Irene C., & Pinnell, Gay SU. (2001). Guiding Readers and Writers Grades 3-6. NH, Portsmouth: Heinemann Supporting the Development of Strong Middle Grade Readers. NASSP Bulletin: October 1998 pages 86-92. Harvey, Stephanie, & Goudvis, Anne. (2007) Strategies That Work: Teaching Comprehension for Understanding and Engagement, Second Edition. Stenhouse Publishers, Portland, Maine. Orchard Targeted Educational Software. (2004) Orchard Research Book. Orchard Learning, Inc., St. Louis, Mo.<http://www.orchardsoftware.com/docs/ResearchBook.pdf>

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All K-1 teachers will be ELLA trained. Teachers already trained will attend update training. (Funding can be found in the District Plan under State PD.) Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Debbie Moore, Elementary Principal, Gina Moss, Literacy Chair</p>	<p>Start: 08/19/2010 End: 05/27/2011</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Teacher in kindergarten will set up classrooms with literacy corners to facilitate the comprehensive literacy school program. Action Type: Alignment</p>	<p>Debbie Moore, Elementary Principal, Gina Moss, Literacy Chair</p>	<p>Start: 08/19/2010 End: 05/27/2011</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>All 2-3 Teachers will receive Effective Literacy training. Teachers already trained will take update training. (Funding can be found in the district plan under State PD.) Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Debbie Moore, Elementary Principal</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>All 4-6 language arts teachers will complete the Smart Step Literacy Lab Project Training. This program will be fully implemented in grades 4-6.(Funding can be found in the district plan under State PD.) Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Debbie Moore, Elementary Principal, Gina Moss, Literacy Chair</p>	<p>Start: 08/19/2010 End: 05/27/2011</p>	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Funds will be used to purchase professional texts to support the balanced literacy project. Books will be housed in the Elementary Professional Library for teachers to check out and use with the online book club. Action Type: Alignment Action Type: Professional Development</p>	<p>Debbie Moore, Elementary Principal, Stephanie Labert, Media Specialist</p>	<p>Start: 08/19/2010 End: 05/27/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<p>Title I - Materials & Supplies: \$1500.00 ACTION BUDGET: \$1500</p>
<p>Kindergarten students will be given the DRA assessment at the end of the year for reading group placement in first grade. Additional DRA kits will be purchased. Students at risk for retention will be given the DRA assessment. Action Type: Alignment Action Type: Program Evaluation</p>	<p>Debbie Moore, Elementary Principal & Gina Moss, Literacy Chair</p>	<p>Start: 08/19/2010 End: 05/27/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>DIBELS progress monitoring will continue bi-weekly for students at risk and monthly for students with some risk for those who do not meet benchmark goals. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation Action Type: Special Education</p>	<p>Debbie Moore, Elementary Principal and Classroom Teachers</p>	<p>Start: 08/19/2010 End: 05/27/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>

<p>Beginning, mid-year, and end of year STAR reading tests will be analyzed to show growth in grades 2-6. Mid year and end year STAR reading tests will be given and compared in grades K-1. Action Type: AIP/IRI Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Don Gillihan, Lab Supervisor Classroom teachers</p>	<p>Start: 08/19/2010 End: 05/27/2011</p>	<ul style="list-style-type: none"> • Computers • District Staff • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Funds will be used to purchase additional guided and shared reading materials to support the literacy programs. Parent Volunteers will be asked to assist in organizing the book room. Action Type: Alignment Action Type: Equity</p>	<p>Debbie Moore, Principal, Gina Moss, Literacy Chair</p>	<p>Start: 08/19/2010 End: 05/27/2011</p>	<ul style="list-style-type: none"> • Central Office • District Staff • School Library • Teachers 	<p>Title I - Materials & Supplies: \$4000.00</p> <hr/> <p>ACTION BUDGET: \$4000</p>
<p>Funds will be used to employ Title I para-professionals(2.5-1.0 FTE) to assist students and regular classroom teachers in the classroom, further reducing the student/teacher ratio. Action Type: Equity</p>	<p>Jerry Skidmore, Superintendent</p>	<p>Start: 08/21/2010 End: 06/01/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Title Teachers 	<p>Title I - Employee Salaries: \$35500.00 Title I - Employee Benefits: \$9938.38</p> <hr/> <p>ACTION BUDGET: \$45438.38</p>
<p>Funds will be used to purchase additional books for Literacy Lab classrooms. Action Type: Alignment</p>	<p>Gina Moss, Literacy Chair, Debbie Moore, Principal</p>	<p>Start: 08/19/2010 End: 04/01/2011</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>Title I - Materials & Supplies: \$1500.00</p> <hr/> <p>ACTION BUDGET: \$1500</p>
<p>Develop a virtual book club for reading and discussing professional texts specific to school achievement issues as an ongoing professional development activity and collaboration effort to increase student achievement and encourage a professional learning network. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Stephanie Labert, Library Media Specialist</p>	<p>Start: 09/07/2010 End: 05/26/2011</p>	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Purchase Bright Education state specific online and printable practice tests for grades 1-2. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p>	<p>Gina Moss, Literacy Chair</p>	<p>Start: 09/01/2010 End: 05/27/2011</p>	<ul style="list-style-type: none"> • Computers • Teachers • Title Teachers 	<p>Title I - Purchased Services: \$300.00</p> <hr/> <p>ACTION BUDGET: \$300</p>
<p>Purchase classroom magazine subscriptions for grades 4-6. Action Type: Alignment Action Type: Equity</p>	<p>Gina Moss, Literacy Chair</p>	<p>Start: 09/01/2010 End:</p>	<ul style="list-style-type: none"> • Teachers 	<p>Title I - Materials & \$200.00</p>

		05/27/2011		Supplies: ACTION BUDGET: \$200
Develop a collection of practical reading materials available for check out through the library media center. This will include brochures, calendars, etc., related to Arkansas history. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement	Stephanie Labert, Library Media Specialist	Start: 09/01/2010 End: 05/27/2011	<ul style="list-style-type: none"> Community Leaders School Library Teachers 	Title I - Materials & Supplies: \$100.00 ACTION BUDGET: \$100
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. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Stephanie Labert, Technology Coordinator	Start: 08/19/2010 End: 05/27/2011	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Teachers will attend Marsha Tate training on engagement at the Educational Co-op during the summer. (Funding can be found in the District Plan under State PD.) Action Type: Professional Development	Debbie Moore, Principal	Start: 06/01/2011 End: 08/19/2011	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$53038.38
Intervention: Continue to utilize Renaissance Place including Star Reading and Accelerated Reader.				
Scientific Based Research: Nunnery, John A., S.M. & McDonald, A. (2006). A randomized evaluation of the impact of Accelerated Reader/Reading Renaissance implementation on reading achievement in grades 3 to 6. Journal of education for Students Placed at Risk, 11 (1), 1-18. Laurence Earlbaum Associates.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Funds donated by the 1st National Bank, J & R Supply, and Park Street Pharmacy will be used to stock a school store for students to redeem points earned in the AR Program. Funds are donations and are deposited in the Activity Funds under AR Store. Action Type: Alignment	Patty Boyd, Title I Paraprofessional	Start: 08/21/2010 End: 05/26/2011	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Funds will be used to add AR books and other materials to the school library to support the classroom curriculum. Action Type: Alignment Action Type: Equity	Stephanie Labert, Library Media	Start: 08/21/2010 End: 05/26/2011	<ul style="list-style-type: none"> Administrative Staff District Staff School Library Teachers 	Title I - Materials & Supplies: \$8000.00 ACTION BUDGET: \$8000
Funds will be used for a 1.0 FTE library aide to help with the school wide implementation of the AR program. Action Type: Alignment	Jerry Skidmore, Superintendent	Start: 08/19/2010 End:	<ul style="list-style-type: none"> School Library 	ACTION BUDGET: \$

Action Type: Equity			05/27/2011		
Student progress will be regularly monitored using STAR Reading, and AR reports. Action Type: Program Evaluation Action Type: Technology Inclusion	Don Gillihan, Lab Supervisor Stephanie Labert, Library Media Specialist	Start: 08/21/2010 End: 05/26/2011		<ul style="list-style-type: none"> • Computers • School Library • Teachers 	ACTION BUDGET: \$
Supplement media center periodical collection to include magazines for student check-out that meet interest levels of students. Magazine selection will be based on results of a student interest survey. Action Type: Alignment Action Type: Equity	Stephanie Labert, Library Media	Start: 08/19/2010 End: 05/26/2011			Title I - Materials & Supplies: \$1000.00 ACTION BUDGET: \$1000
Expand media center collection of audio books and devices to reduce socio-economic gaps, improve fluency for K-6, and meet student IEP and 504 accomodations. Note Some of this collection will be purchased with Title VI-b funding. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Stephanie Labert, Library Media	Start: 08/19/2010 End: 05/26/2011		<ul style="list-style-type: none"> • School Library • Teachers 	Title I - Materials & Supplies: \$1500.00 ACTION BUDGET: \$1500
Renew Renaissance Place subscription for Star Reading, Accelerated Reader and purchase server hosting. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion	Stephanie Labert, Technology Coordinator Stephanie Labert, Library Media	Start: 09/01/2010 End: 05/26/2011			Title I - Purchased Services: \$2870.00 ACTION BUDGET: \$2870
Three computers will be purchased for use in classrooms to continue growth with Renaissance Place. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Stephanie Labert, Tech. Cord., Tom Rushing, Technology Specialist	Start: 10/30/2010 End: 05/26/2011		<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Teachers 	Title I - Materials & Supplies: \$3000.00 ACTION BUDGET: \$3000
Total Budget:					\$16370
Intervention: Implement a curriculum-based, collaborative library media program.					
Scientific Based Research: Public Education Network, American Association of School Librarians (2001) "The Information - Powered School." American Library Association. American Association of School Librarians (2009)A Division of the American Library Association. Empowering Learners: Guidelines for School Library Media Programs. American Library Association. Research Foundation Paper (2006) "School Libraries Work!" Scholastic Research & Results.					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Technology equipment will be purchased to use with the project based learning projects. This equipment will be available for teacher checkout or used through the library media center. (Laptop, headsets, microphones, iPods, lighting equipment, etc.) Action Type: Alignment	Stephanie Labert , Library media Specialist, Tom Rushing, Technology Cord.	Start: 08/19/2010 End: 05/27/2011	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	Title I - Materials & Supplies: \$2500.00	

Action Type: Technology Inclusion Action Type: Title I Schoolwide				ACTION BUDGET: \$2500
A survey of teachers will be conducted to determine if media center resources are adequate and to determine effectiveness of project-based learning opportunities. Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide	Stephanie Labert, Library Media Specialist	Start: 09/07/2010 End: 05/27/2011	<ul style="list-style-type: none"> • Computers • 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. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Stephanie Labert, Library Media Specialist	Start: 08/21/2010 End: 05/25/2011	<ul style="list-style-type: none"> • District Staff • School Library • Teachers 	ACTION BUDGET: \$
Teachers and library media specialist will evaluate collaborative projects to determine the effects on students achievement. Action Type: Collaboration Action Type: Program Evaluation	Stephanie Labert, Library Media Specialist	Start: 08/21/2010 End: 05/25/2011	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
The media specialist, with input from students and faculty, will develop a library collection to support project-based learning and support student interests. Action Type: Alignment Action Type: Collaboration	Stephanie Labert, Library Media Specialist	Start: 08/21/2010 End: 05/25/2011	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	Title I - Materials & Supplies: \$2000.00 ACTION BUDGET: \$2000
Teachers will collaborate with the media specialist on project based learning opportunities to provide differentiated instruction that includes technology integration by grade level. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Debbie Moore, Principal	Start: 08/19/2010 End: 05/27/2011	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	ACTION BUDGET: \$
Teachers will study the revised Bloom's Taxonomy to increase the usage of higher order thinking skills in the classroom. Action Type: Professional Development Action Type: Technology Inclusion	Debbie Moore, Principal; Stephanie Labert, Library Media Specialist; Gina Moss, Literacy Chair	Start: 08/19/2011 End: 06/01/2011	<ul style="list-style-type: none"> • Computers • School Library • Teachers 	ACTION BUDGET: \$
Total Budget:				\$4500

Intervention: Evaluate the literacy portion of the school improvement plan.
 Scientific Based Research: Reeves, Douglas B. (2001). Making Standards Work (3rd ed.). CO, Denver: Advanced Learning Press.

Actions	Person Responsible	Timeline	Resources	Source of Funds
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<p>The literacy committee will review current achievement data. Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Debbie Moore, Elementary Principal Literacy Committee</p>	<p>Start: 05/27/2010 End: 05/25/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>The committee will look at this data to determine effectiveness of the current plan and make necessary changes and actions. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Debbie Moore, Elementary Principal Literacy Committee</p>	<p>Start: 08/01/2010 End: 05/25/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • District Staff • Performance Assessments • School Library • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>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 K-3 will have AIP or IRI plans written if they do not score at the appropriate level on the SAT 10 exam. The remediation will take place during the school day, and the students will be assessed and monitored frequently. Action Type: AIP/IRI Action Type: Title I Schoolwide</p>	<p>Debbie Moore, Elementary Principal Teachers</p>	<p>Start: 08/19/2010 End: 09/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>————— \$0</p>

Intervention: Increase parental involvement

Scientific Based Research: Epstein, Joyce I., Sanders, Mavis G. Simon, Beth S., Salinas, Karen Clark., Jansorn, Natalie Rodrigue., Voorhis, Fances L Van., School Family, and community Partnerships Your Handbook for Action (2002) Corwin Press, Inc. Thousand Oaks, CA.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>A parent facilitator will be established for K-12. District Funds will be used to compensate this position. (See district plan for funds) Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Jerry Skidmore, Superintendent</p>	<p>Start: 08/19/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff 	<p>————— ACTION BUDGET: \$</p>
<p>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 parent facilitator to keep the center open for one evening per week. (funds can be found in the district plan) Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Jerry Skidmore, Superintendent</p>	<p>Start: 08/19/2010 End: 05/26/2011</p>	<ul style="list-style-type: none"> • District Staff 	<p>————— ACTION BUDGET: \$</p>

Funds will be used for additional Parent Center materials above the requirements of Act 603. (Funds can be found in the district plan.) Action Type: Parental Engagement Action Type: Title I Schoolwide	Karen Haley, Parent Cord.	Start: 08/19/2010 End: 05/27/2011	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
District funds will be used to provide materials and supplies for parent meetings and workshops. Federal funds will be used 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) Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Karen Haley, Elementary Parent Cord	Start: 08/19/2010 End: 05/27/2011	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
The Parent Involvement committee will meet and revise the current Parent Involvement Plan. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide	Karen Haley, Parent Cord	Start: 08/19/2010 End: 05/26/2011	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • 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. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide	Karen Haley, Parent Cord.	Start: 08/19/2010 End: 05/27/2011	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Parent/Teacher/School compacts will be signed. This compact will outline each party's responsibility to the educational process. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Debbie Moore, Elementary Principal	Start: 08/19/2010 End: 09/01/2010	<ul style="list-style-type: none"> • District Staff • 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. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Karen Haley, Parent Cord.	Start: 06/01/2011 End: 07/31/2011	<ul style="list-style-type: none"> • None 	ACTION BUDGET: \$
A Kindergarten Orientation will be held for parents and prospective 2010-2011 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. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Debbie Moore, Elementary Principal	Start: 03/01/2010 End: 04/30/2011	<ul style="list-style-type: none"> • 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.	Karen Haley, Parent Cord.	Start: 08/19/2010 End: 05/27/2011		ACTION BUDGET: \$

Two school wide parent/teacher conferences will be conducted each school year. Other parental conferences will be held as deemed necessary. Action Type: Parental Engagement Action Type: Title I Schoolwide	Debbie Moore, Elementary Principal	Start: 08/19/2010 End: 05/26/2011	<ul style="list-style-type: none"> 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. Action Type: Parental Engagement Action Type: Title I Schoolwide	Karen Haley, Parent cord	Start: 08/19/2010 End: 05/26/2011	<ul style="list-style-type: none"> Community Leaders Public Library Teachers 	ACTION BUDGET: \$
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. Action Type: Parental Engagement Action Type: Title I Schoolwide	Karen Haley, Parent Cord	Start: 08/19/2010 End: 05/27/2011	<ul style="list-style-type: none"> 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. Action Type: Parental Engagement Action Type: Title I Schoolwide	Debbie Moore, Elem Principal	Start: 09/01/2010 End: 09/15/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Statements attesting to the school district's commitment to parental involvement will be included in the student handbook. Action Type: Parental Engagement Action Type: Title I Schoolwide	Debbie Moore	Start: 08/19/2010 End: 08/19/2011	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
The school's process for resolving parental concerns will be included in the student handbooks. Action Type: Parental Engagement Action Type: Title I Schoolwide	Debbie Moore, Elem. Principal	Start: 08/19/2010 End: 08/19/2011	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Orchard Gold Start will be used to provide differentiated instruction to students in grades K-6.

Scientific Based Research: Hall, T. (2002). Differentiated instruction. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved from http://www.cast.org/publications/ncac/ncac_diffinstruc.html Orchard Targeted Educational Software. Orchard Research Book. Retrieved from <http://www.orchardsoftware.com/docs/researchbook.pdf>

Actions	Person Responsible	Timeline	Resources	Source of Funds
Orchard Software program implementation in grades K-6 will be used for RTI, and enrichment in classroom instruction in the computer lab and on classroom computers. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Debbie Moore, Principal, Stephanie Labert, Technology Coordinator, Don Gillihan, Lab Manager	Start: 08/19/2010 End: 05/27/2011	<ul style="list-style-type: none"> Computers District Staff Teachers Title Teachers 	ACTION BUDGET: \$

Renew Orchard Software agreement, and purchase Orchard Online Assessment for grades 1-6. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Stephanie Labert, Technology Coordinator	Start: 08/19/2010 End: 05/27/2010	<ul style="list-style-type: none"> Computers Teachers Title Teachers 	Title I - Purchased Services: \$748.00 <hr/> ACTION BUDGET: \$748
Funds will be used to maintain the computer lab and classroom computers for use with Orchard Software. Action Type: Technology Inclusion	Tom Rushing, Network Administrator, Stephanie Labert, Technology Coordinator	Start: 08/19/2010 End: 05/27/2010	<ul style="list-style-type: none"> Computers Outside Consultants 	Title I - Materials & Supplies: \$2000.00 <hr/> ACTION BUDGET: \$2000
Monitor student progress and success in Orchard Online Assessment and Orchard Gold Star Software through progress reports. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Debbie Moore, Principal, Don Gillihan, Lab Manager	Start: 08/19/2010 End: 05/27/2011	<ul style="list-style-type: none"> Computers District Staff Teachers Title Teachers 	<hr/> ACTION BUDGET: \$
Purchase headphones for lab computers and classroom computers for use with the Orchard software. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Don Gillihan, Lab Manager, Stephanie Laber, Technology Coordinator	Start: 08/19/2010 End: 05/27/2010	<ul style="list-style-type: none"> Computers District Staff 	Title I - Materials & Supplies: \$500.00 <hr/> ACTION BUDGET: \$500
Total Budget:				\$3248

Intervention: Enhancing the professionalism of the Literacy Teacher.

Scientific Based Research: Borko, H. (2004). Professional Development and Teacher Learning: Mapping the Terrain. Educational Researcher, 33(8). http://www.aera.net/uploadedFiles/Journals_and_Publications/Journals/Educational_Researcher/Volume_33_No_8/02_ERv33n8_Borko.pdf

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will be surveyed to determine if professional development opportunities were effective in enhancing their professionalism. Action Type: Professional Development Action Type: Program Evaluation	Gina Moss, Literacy Chair	Start: 08/19/2010 End: 06/01/2011	<ul style="list-style-type: none"> Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
Provide opportunity for teachers to attend and/or present at State Conferences. (Funds set aside for this action can be found in the District Plan) Action Type: Professional Development	Debbie Moore, Principal	Start: 08/19/2010 End: 06/01/2011	<ul style="list-style-type: none"> Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$

Teachers will be provided the opportunity for professional growth by observing a peer teacher in their classroom. Action Type: Collaboration Action Type: Professional Development	Debbie Moore, Principal	Start: 08/19/2010 End: 06/01/2011		ACTION BUDGET: \$
Teachers attending state conferences will provide professional growth opportunities for peer teachers by presenting new information gained through their conference experience. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Debbie Moore, Principal	Start: 08/19/2010 End: 06/01/2011	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

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

Supporting Data:

1. The percentage of kindergarten students scoring at or above the 50th percentile on the MAT – 8 examination for the 2009 and 2010 are as follows: For the 2009 administration, 51% of the combined population scored at or above the 50th percentile in math. For the 2010 administration, 67% of the combined population scored at or above the 50th percentile. The two 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 Geometry, Data Analysis and Probability, and Numerical Reasoning. For the 2009 administration of MAT – 8, 42% of the Economically Disadvantaged students scored at or above the 50th percentile in the area of math. For the 2010 administration, 53% of the Economically Disadvantaged students scored at or above the 50th percentile. The two year analysis for this group also shows Geometry, Data Analysis and Probability, and Numerical Reasoning as the areas of weakness. Although data analysis shows an increase of 11% more Economically Disadvantaged students scoring at or above the 50th percentile during the 2010 test administration than did in 2009, there is still a significant achievement gap between this population and the Non-Economically Disadvantaged students scoring at or above the 50th percentile for both the 2009 and 2010 administrations of MAT – 8. There is no test data for the kindergarten 2008 administration due to state testing errors.
2. The percentage of first grade students scoring at or above the 50th percentile on the SAT - 10 examination for the 2008, 2009 and 2010 are as follows: For the 2008 administration, 42% of the combined population scored at or above the 50th percentile in math. For the 2009 administration, 45% of the combined population scored at or above the 50th percentile in math. For the 2010 administration, 27% of the combined population scored at or above the 50th percentile. 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 Measurement and Numerical Reasoning. For the 2008 administration of SAT - 10, 16% of the Economically Disadvantaged students scored at or above the 50th percentile in the area of math. For the 2009 administration, 44% of the Economically Disadvantaged students scored at or above the 50th percentile. For the 2010 administration, 23% of the Economically Disadvantaged students scored at or above the 50th percentile. The three year analysis for this group also shows Measurement and Numerical Reasoning as the areas of weakness. There is also a significant achievement gap between this population and the Non-Economically Disadvantaged students scoring at or above the 50th percentile for the 2008, 2009 and 2010 administrations of SAT - 10.
3. The percentage of second grade students scoring at or above the 50th percentile on the SAT - 10 examination for the 2008, 2009 and 2010 are as follows: For the 2008 administration, 67% of the combined population scored at or above the 50th percentile in math. For the 2009 administration, 54% of the combined population scored at or above the 50th percentile in math. For the 2010 administration, 41% of the combined population scored at or above the 50th percentile. The three year analysis for this group is varied across the strands, but after evaluation of the data, the area of weakness for this group is Numerical Reasoning. For the 2008 administration of SAT - 10, 55% of the Economically Disadvantaged students scored at or above the 50th percentile in the area of math. For the 2009 administration, 37% of the Economically Disadvantaged students scored at or above the 50th percentile. For the 2010 administration, 38% of the Economically Disadvantaged students scored at or above the 50th percentile. The three year analysis for this group also shows Numerical Reasoning as the area of weakness. There is also a significant achievement gap between this population and the Non-Economically Disadvantaged students scoring at or above the 50th percentile for the 2008, 2009 and 2010 administrations of SAT - 10.
4. The percentage of third grade students scoring proficient or advanced on the Arkansas Benchmark Test for the 2008, 2009 and 2010 are as follows: For the 2008 administration, 80% of the combined population scored proficient or advanced in math. For the 2009 administration, 77% of the combined population scored proficient or advanced. For the 2010 administration, 86% of the combined population scored proficient or advanced. 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 Geometry, Numbers and Operations, Data Analysis and Probability, and Algebra. For the 2008 administration of

- the Arkansas Benchmark Test, 71% of the Economically Disadvantaged students scored proficient or advanced in the area of math. For the 2009 administration, 63% of the Economically Disadvantaged students scored proficient or advanced. For the 2010 administration, 81% of the Economically Disadvantaged students scored proficient or advanced. The three year analysis for this group also shows Geometry, Numbers and Operations, Data Analysis and Probability, 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 this population and the Non-Economically Disadvantaged students scoring proficient or advanced for the 2008, 2009 and 2010 administrations of the Arkansas Benchmark Test.
5. The percentage of fourth grade students scoring proficient or advanced on the Arkansas Benchmark Test for the 2008, 2009 and 2010 are as follows: For the 2008 administration, 78% of the combined population scored proficient or advanced in math. For the 2009 administration, 77% of the combined population scored proficient or advanced. For the 2010 administration, 94% of the combined population scored proficient or advanced. The three year analysis for this group is varied across the strands, but after evaluation of the data, the area of weakness for this group is Data Analysis and Probability. For the 2008 administration of the Arkansas Benchmark Test, 77% of the Economically Disadvantaged students scored proficient or advanced in the area of math. For the 2009 administration, 64% of the Economically Disadvantaged students scored proficient or advanced. For the 2010 administration, 88% of the Economically Disadvantaged students scored proficient or advanced. The three year analysis for this group also 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 Probability strand. There is also a significant achievement gap between this population and the Non-Economically Disadvantaged students scoring proficient or advanced for the 2008, 2009 and 2010 administrations of the Arkansas Benchmark Test.
 6. The percentage of fifth grade students scoring proficient or advanced on the Arkansas Benchmark Test for the 2008, 2009 and 2010 are as follows: For the 2008 administration, 81% of the combined population scored proficient or advanced in math. For the 2009 administration, 83% of the combined population scored proficient or advanced. For the 2010 administration, 82% of the combined population scored proficient or advanced. 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 Algebra, Geometry, Measurement, and Numbers and Operations. For the 2008 administration of the Arkansas Benchmark Test, 85% of the Economically Disadvantaged students scored proficient or advanced in the area of math. For the 2009 administration, 80% of the Economically Disadvantaged students scored proficient or advanced. For the 2010 administration, 80% of the Economically Disadvantaged students scored proficient or advanced. The three year analysis for this group also shows Algebra, Geometry, 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 this population and the Non-Economically Disadvantaged students scoring proficient or advanced for the 2009 and 2010 administrations of the Arkansas Benchmark Test.
 7. The percentage of sixth grade students scoring proficient or advanced on the Arkansas Benchmark Test for the 2008, 2009 and 2010 are as follows: For the 2008 administration, 100% of the combined population scored proficient or advanced in math. For the 2009 administration, 100% of the combined population scored proficient or advanced. For the 2010 administration, 91% of the combined population scored proficient or advanced. 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 Geometry and Measurement. For the 2008 administration of the Arkansas Benchmark Test, 100% of the Economically Disadvantaged students scored proficient or advanced in the area of math. For the 2009 administration, 100% of the Economically Disadvantaged students scored proficient or advanced. For the 2010 administration, 88% of the Economically Disadvantaged students scored proficient or advanced. The three year analysis for this group also shows Geometry and Measurement 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 also a slight achievement gap between this population and the Non-Economically Disadvantaged students scoring proficient or advanced for the 2010 administration of the Arkansas Benchmark Test.
 8. Analysis of kindergarten, first, and second grade scores over the 2008, 2009, and 2010 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.
 9. The standards-based math curriculum does better prepare students to take the Arkansas Benchmark Test starting at third grade. However, the MAT – 8 and SAT – 10 testing at kindergarten, 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. The attendance rate for the past three years has been steady with 94.4% for the 2007 school year, 94.2% for the 2008 school year, and 93.9% for the 2009 school year.
 11. The percentage of third, fourth, fifth, and sixth grade students consistently attending after school tutoring scoring proficient or advanced on

the Arkansas Benchmark Test in the area of math is 75%.

12. Analysis of Non-economically disadvantaged grade level and cohort data revealed student growth in those students on the Arkansas Benchmark Test in the third through fifth grades, and on SAT - 10 in first and second grades, has not increased in accordance with the average growth of the state. However, the data revealed that the Economically Disadvantaged students have met or exceeded growth expectations.

Goal To improve student achievement in mathematics.

Benchmark To increase the number of students scoring proficient or advanced on the mathematics section of the Benchmark Exam by 1% in 2011.

Intervention: Align the math curriculum to the Common Core Standards.				
Scientific Based Research: McGehee, Jean J. & Griffith, Linda K., (2001). Large-Scale Assessments Combined with Curriculum Alignment: Agents of Change., Theory into Practice, Spring 2001, Vol. 40 Issue 2, p.137.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will make adjustments to electronic curriculum maps to align with the Common Core Standards. Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion	Debbie Moore, Elementary Principal	Start: 09/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Computers • Teachers 	ACTION BUDGET: \$
Maps will be evaluated for alignment to the Common Core Standards by grade level teachers. Action Type: Program Evaluation	Debbie Moore, Elem. Principal	Start: 08/19/2010 End: 05/26/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Adding a Standards Based Curriculum				
Scientific Based Research: Kim, Jason J. and Crasco, Linda M., (2006), Best Policies and Practices in Urban Educational Reform: A Summary of Empirical Analysis Focusing on Student Achievements and Equity, Journal of Education for Students Placed at Risk.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Funds will be made available for hands-on materials and supplies for teaching mathematics. Action Type: Alignment	Debbie Moore, Federal Programs Coordinator	Start: 08/19/2010 End: 04/01/2011	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	Title I - Materials & Supplies: \$2000.00 ACTION BUDGET: \$2000
Funds will be used to purchase books for the professional library. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Stephanie Labert, Library Media	Start: 09/20/2010 End: 04/15/2011	<ul style="list-style-type: none"> • School Library • Teachers 	Title I - Materials & Supplies: \$1500.00 ACTION BUDGET: \$1500
Each grade level will evaluate materials to determine alignment with Common Core Standards. Action Type: Alignment	classroom teachers	Start: 07/01/2010 End: 09/01/2011	<ul style="list-style-type: none"> • 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: 06/30/2010 End: 10/01/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Funds will be used to employ Title I para-professionals (2.5 - 1.0 FTE) to assist students and regular classroom teachers in the K-6 classrooms further reducing the student/teacher ratio. Action Type: Equity	Jerry Skidmore, Superintendent	Start: 05/21/2010 End: 06/01/2011	<ul style="list-style-type: none"> Administrative Staff Central Office 	Title I - Employee Benefits: \$9940.00 Title I - Employee Salaries: \$35500.00 ACTION BUDGET: \$45440
Funds will be used to maintain current level of equipment to enhance the standards-based instruction with the use of technology. This includes document cameras, Star Boards, and projectors. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Stephanie Labert, Tech Cord	Start: 08/19/2010 End: 03/30/2011	<ul style="list-style-type: none"> Computers District Staff 	Title I - Materials & Supplies: \$1500.00 ACTION BUDGET: \$1500
All K - 3 teachers will be trained in Cognitively Guided Instruction. (Funding for this PD can be found in the district plan.) Action Type: Professional Development	Debbie Moore, Principal	Start: 08/19/2010 End: 06/30/2011	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
Teachers will use IEP and 504 accomodations to instruct students with disabilities.	Debbie Moore, Principal	Start: 08/19/2010 End: 05/25/2011		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 K - 3 who do not score at the appropriate level on the SAT - 10 exam. Remediation will take place during the school day, and students will be assessed and monitored frequently.	Debbie Moore, Principal	Start: 08/19/2010 End: 05/25/2011		ACTION BUDGET: \$
Total Budget:				\$50440

Intervention: Utilize the Accelerated Math Program

Scientific Based Research: Ysseldyke, J., % Tardrew, S. (2003). Differentiating Math Instruction: A large-scale study of Accelerated Math (Final report). Madison, WI: Renaissance Learning.

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 afternoon tutoring program for grades four through six. Action Type: Collaboration Action Type: Equity	Debbie Moore, Elementary Principal	Start: 08/19/2010 End: 05/26/2011	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$

Action Type: Special Education Action Type: Technology Inclusion				
Additional printers, print cartridges, seven scanners, and scanner cards will be purchased for the Accelerated Math program. Action Type: Technology Inclusion	Stephanie Labert, Technology Cord.	Start: 08/21/2010 End: 03/31/2011	<ul style="list-style-type: none"> Computers District Staff 	Title I - Materials & Supplies: \$2000.00 ACTION BUDGET: \$2000
Accelerated Math Program and STAR Math Program subscriptions will be renewed. Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Stephanie Labert, Tech. Cord.	Start: 09/04/2010 End: 10/31/2011	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Three computers will be purchased for classroom use to be able to utilize the Accelerated Math Program and Orchard Software. Action Type: Program Evaluation Action Type: Technology Inclusion	Stephanie Labert, Tech. Cord.	Start: 10/30/2010 End: 01/31/2011	<ul style="list-style-type: none"> Computers District Staff Performance Assessments Teachers 	Title I - Materials & Supplies: \$3000.00 ACTION BUDGET: \$3000
Total Budget:				\$5000

Intervention: Students will be offered incentives to promote maximum performance efforts.

Scientific Based Research: Daniels, E., Arapostathis, M., What Do They Really Want? Student Voices and Motivation Research, Urban Education, Vol 40 No.1, January 2005 34-59, (2005) Corwin Press, Inc.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students scoring Proficient or Advanced will be awarded a Personal Day. Action Type: Equity	Debbie Moore	Start: 08/19/2010 End: 05/26/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Prior to the administration of standardized state testing students will receive an activity period and a healthy snack. Action Type: Collaboration Action Type: Equity	Debbie Moore, Elem. Principal	Start: 04/01/2011 End: 04/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Attendance rate for testing week and student test scores will be evaluated to determine the effectiveness of the action. Action Type: Program Evaluation	Anna Hall	Start: 08/10/2011 End: 10/31/2011	<ul style="list-style-type: none"> Central Office Performance Assessments 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement an after school tutoring program

Scientific Based Research: Hock, F., Pulvers, Kim, Deshler, Donald, Schumaker, Jean, The Effects of an After-school tutoring program on the Academic Performance of At-Risk Students and Students with LD, Remedial and Special Education, May/June 2001, Vol. 22, Issue 3				
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. Action Type: Program Evaluation	Don Gillihan - Lab Manager special Math Tutors	Start: 08/31/2010 End: 05/26/2011	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Homework tutoring 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. Homework tutoring will last 60 minutes. Tutors will be paid \$30/hour. Two tutors will be provided - One for grades 2&3 and One for grades 4,5, & 6. Action Type: Equity	Debbie Moore, Elementary Principal	Start: 08/31/2010 End: 05/26/2011	<ul style="list-style-type: none"> Teachers 	Title I - Employee Benefits: \$2000.00 Title I - Employee Salaries: \$6800.00 <hr/> ACTION BUDGET: \$8800
Total Budget:				\$8800

Intervention: Students in grades 1 - 6 will use "Orchard" software in the computer lab and in the classroom to work on individual areas of need.				
Scientific Based Research: Kulik,James A., Effects of Using Instructional Technology in Elementary and Secondary Schools:What Controlled Evaluation Studies Say (Final Report)(May 2003) SRI International.				
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. Action Type: Program Evaluation	Debbie Moore, Elem Principal	Start: 08/28/2010 End: 05/26/2011	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Students in grades 1-6 will use the Orchard software on a weekly basis as a supplement to the regular classroom instruction. Action Type: Alignment Action Type: Technology Inclusion	Don Gillihan, Lab Manager Debbie Moore, Elementary Principal	Start: 08/28/2010 End: 05/26/2011	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Computer lab will be maintained and updated regularly, so all programs will run effectively for student usage. Action Type: Technology Inclusion	Tom Rushing, Technology Coordinator	Start: 08/28/2010 End: 05/25/2011	<ul style="list-style-type: none"> Computers 	Title I - Materials & Supplies: \$1500.00 <hr/> ACTION BUDGET: \$1500
Renew Orchard software agreement, and purchase Orchard Online Assessment.	Stephanie Labert, Technology Coordinator Stephanie Labert, Library Media	Start: 09/01/2010 End: 05/27/2011		Title I - Materials & Supplies: \$748.00 <hr/>

				ACTION BUDGET:	\$748
Total Budget:					\$2248

Intervention: Evaluate the math portion of the school improvement plan					
Scientific Based Research: Vogel, Linda R., Rau, William C., Baker, Paul J., & Ashby, Dianne E., Bringing Assessment Literacy to the Local School: A Decade of Reform Initiatives in Illinois, (2006), Journal of Education for Students Placed at Risk, 11(1), 39-55					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
The math committee will review current achievement data. Action Type: Program Evaluation Action Type: Title I Schoolwide	Debbie Moore, Elem. Principal	Start: 08/28/2010 End: 09/18/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$	
The committee will look at this data to determine the effectiveness of the current plan and make necessary changes and actions. Action Type: Program Evaluation Action Type: Title I Schoolwide	Debbie Moore, Elem. Principal	Start: 04/13/2011 End: 04/13/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$	
Academic Improvement Plans will be written for students that score basic or below basic on the math portion of the primary benchmark exam. This remediation will occur during the school day and the students will be monitored and assessed frequently. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Debbie Moore, Elem Prin.	Start: 09/01/2010 End: 05/26/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$	
Total Budget:					\$0

Intervention: Enhancing the professionalism of the Mathematics Teacher.					
Scientific Based Research: Beck, Robert J., Livne, Nava L., and Bear, Sharon L. (Department of Education, University of California, Irvine, CA.), Teachers' Self-Assessment of the Effects of Formative and Summative Electronic Portfolios on Professional Development (European Journal of Teacher Education, Vol.28, No.3, October 2005, pp. 221-244					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Teachers will be provided with the opportunity to have a lesson video-taped for self-evaluation. Action Type: Professional Development	Teachers	Start: 08/19/2010 End: 05/27/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$	
Teachers will be offered the opportunity to observe a peer teacher in their classroom. Action Type: Professional Development	Classroom Teachers	Start: 08/19/2010 End: 05/27/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$	
Provide opportunity for teachers to attend and/or present at State Conferences. (Funds set aside for this action can be found in the District Plan) Action Type: Professional Development	Debbie Moore, Principal	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$	

Teachers will be surveyed to determine if any of the available opportunities were effective in enhancing their professionalism. Action Type: Program Evaluation	Debbie Moore	Start: 05/15/2010 End: 07/31/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> 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: Rothman, Robert. Landing the "Highly qualified Teacher" How administrators can hire-and keep-the best. Harvard Education Letter, January/February 2004				
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. Action Type: Equity Action Type: Title I Schoolwide	Jerry Skidmore, Superintendent	Start: 08/19/2010 End: 05/26/2011	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> 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. Action Type: Professional Development Action Type: Title I Schoolwide	Debbie Moore, Elementary Principal , Dewayne Treat, High School Principal	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Evidence of the implementation of the professional development activities will be noted in the teacher's lesson plans and through principal evaluation. Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Debbie Moore, Elementary Principal	Start: 08/19/2010 End: 05/26/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Teachers and paraprofessionals will be surveyed to assess the quality of the 2010-2011 professional development activities. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Debbie Moore, Elementary Principal	Start: 08/19/2010 End: 05/27/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> 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 2010-2011 school year. Principals, teachers, and paraprofessionals will be involved in this process. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Debbie Moore, Elementary Principal	Start: 08/19/2010 End: 05/26/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	<hr/> ACTION BUDGET: \$
Individual Professional Development folders will be kept on file in the Principal's office, and will be used to document the professional	Debbie Moore, Elementary Principal	Start: 06/01/2010	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$

development activities. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide		End: 05/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	
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. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Debbie Moore, Elementary Principal	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
K-4 teachers, math chairperson, and principal will attend CGI (Cognitively Guided Instruction) training offered through NAESC. Action Type: Alignment Action Type: Professional Development	Debbie Moore, Elementary Principal	Start: 07/28/2010 End: 08/01/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Funds will be used to hire an HQT Class Size Reduction Teacher for kindergarten. (The school was not required by class size limits to add this position, but saw the need for this group of students to have more individual instruction time.)	Jerry Skidmore, Superintendent	Start: 08/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	Title II-A - Employee \$8900.00 Benefits: Title II-A - Employee \$31200.00 Salaries: ACTION BUDGET: \$40100
Total Budget:				\$40100

Intervention: Continue implementation of the Key Math program.

Scientific Based Research: Newman-Gonchar, R., Clarke, B., & Gersten, R. (2009). A summary of nine key studies: Multi-tier intervention and response to interventions for students struggling in mathematics. Portsmouth, NH: RMC Research Corporation, Center for Instruction.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Two Key Math Resource kits will be purchased, with grades Kindergarten through third grade sharing one, and fourth through sixth grades sharing one.	Debbie Moore, Principal and Lesa Thompson, Math ACSIP Chairperson	Start: 10/01/2010 End: 05/26/2011		Title I - Materials & Supplies: \$4000.00

				ACTION BUDGET: \$4000
Teachers of Kindergarten through sixth grades will participate in small-group training on utilizing the Key Math components in their classrooms to enhance individual instruction.	Debbie Moore, Principal and Lesa Thompson, Math ACSIP Chairperson	Start: 06/01/2011 End: 08/31/2011		ACTION BUDGET: \$
Total Budget:				\$4000

Intervention: To differentiate mathematics instruction in the K-6 classroom.

Scientific Based Research: Deubel, P. (2010). Standardized test preparation and tips for success. Retrieved September 9, 2010, from Computing Technology for Math Excellence Web site: www.ct4me.net/standardized_test_preparation

Actions	Person Responsible	Timeline	Resources	Source of Funds
Purchase and utilize a classroom license of IXL for use in kindergarten classrooms. Action Type: AIP/IRI Action Type: Technology Inclusion	Stephanie Labert	Start: 08/19/2010 End: 05/25/2010	<ul style="list-style-type: none"> Computers Teaching Aids 	Title I - Purchased Services: \$432.00 ACTION BUDGET: \$432
Purchase and utilize Bright Education Services and Testing on-line practice for SAT - 10 in Grades 1 and 2. Action Type: Technology Inclusion	Stephanie Labert	Start: 08/19/2010 End: 05/25/2010	<ul style="list-style-type: none"> Computers 	Title I - Purchased Services: \$300.00 ACTION BUDGET: \$300
Purchase and utilize a set of i-pod touch devices and mathematics related aps to be used in differentiated classroom remediation and instruction. Action Type: Technology Inclusion	Stephanie Labert	Start: 08/19/2010 End: 05/25/2010	<ul style="list-style-type: none"> School Library 	Title I - Capital Outlay: \$1100.00 Title I - Materials & Supplies: \$6500.00 ACTION BUDGET: \$7600
Teachers will attend the Marsha K. Tate training on "Worksheets Don't Grow Dendrites," at the Co-OP during the summer. (Funding for this PD can be found in the District Plan.) Action Type: Professional Development	Debbie Moore, Principal	Start: 06/01/2011 End: 08/19/2011	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
Teachers will study the revised "Bloom's Taxonomy" to increase the usage of higher-order thinking skills in the classroom. Action Type: Collaboration Action Type: Professional Development	Debbie Moore	Start: 08/19/2010 End: 05/25/2011	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$8332

Priority 3: To improve health and academic performance of students. Wellness activities will address nutrition education and physical fitness activities for the development of lifelong health habits and promotion of a healthy lifestyle.

1. 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. 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. 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. 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) Varsity 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. 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. 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. Izard County Unemployment Rate: 2005-5.9%; 2004 -6.7%; 2003 - 7.6%
8. Izard County Percent Population in Poverty, 2003 18.1% Izard County Percent of Children in Poverty, 2003 27.5%

Supporting Data:

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 SY2010-11 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. 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 Physical Activity and Exercise among Children" Kid Source Online: http://www.kidsource.com/kidsource/content4/promoteDistyiedStaff	Debbie Moore, Wellness Committee Chair	Start: 04/15/2009	<ul style="list-style-type: none"> Administrative Staff Physical Education Teacher Word on Health, "Childhood Obesity on the Rise" Sumner, Liane M. Distyied Staff Teachers 	ACSIP BUDGET
Actions	Person Responsible	Timeline	Resources	Source of Funds

Implement and encourage participation in extracurricular programs that supports physical activity. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Joni Hamby, Elementary Physical Education Teacher	Start: 08/19/2009 End: 05/26/2010	<ul style="list-style-type: none"> Administrative Staff District Staff 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. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Joni Hamby, Elementary Physical Education	Start: 02/13/2009 End: 02/13/2010	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
All Elementary students will have 90 minutes of physical education/week and 30 minutes of physical activity each day. Action Type: Alignment Action Type: Wellness	Debbie Moore, Elementary Principal	Start: 08/19/2009 End: 05/26/2010	<ul style="list-style-type: none"> Administrative Staff 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. Action Type: Collaboration Action Type: Equity Action Type: Wellness	Debbie Moore, Elementary Principal	Start: 08/19/2009 End: 05/26/2010	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amy Clinkingbeard	Second Grade Teacher	Math
Classroom Teacher	Anna Hall	Fourth Grade Teacher	Math
Classroom Teacher	Ashley Coley	Kindergarten	Literacy
Classroom Teacher	Ashley Dellinger	Teacher	Math
Classroom Teacher	Bailey Whiteaker	Teacher	Literacy
Classroom Teacher	Gina Moss	First Grade Teacher	Literacy, Team Chair
Classroom Teacher	Janie Jenkins	Fifth Grade Teacher	Math
Classroom Teacher	Joni Hamby	Physical Education Teacher	Math
Classroom Teacher	Kara Rook	Fourth Grade Teacher	Literacy
Classroom Teacher	Karen Haley	Sixth Grade Teacher	Math
Classroom Teacher	Kasie Sims	Third grade teacher	Math
Classroom Teacher	Kish Pool	Kindergarten Teacher	Literacy
Classroom Teacher	Lesa Thompson	First Grade Teacher	Math, Team Chair
Classroom Teacher	Lisa Cullen	Teacher	Literacy
Classroom Teacher	Nikki Webb	Spanish, Gifted and Talented	Literacy
Classroom Teacher	Teresa Sanders	Kindergarten Teacher	Math Committee
Classroom Teacher	Wayne Gipson	Fifth Grade	Literacy

Community Representative	Danny Moser	President of First National Bank of IZARD County	Federal Program Advisory Committee
District-Level Professional	Gena Goggans	Special Education Teacher	Math
District-Level Professional	Jennifer Humphries	Speech	Literacy
District-Level Professional	Lisa Mason	Literacy Coach	Literacy
District-Level Professional	Stephanie Labert	K-6 Media Specialist	Elementary ACSIP Chair, Federal Program Advisory Committee, Technology Cord.
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	Elementary Nurse	School Wellness
Non-Classroom Professional Staff	Jeannie Hutchins	Special Education Paraprofessional	Literacy
Non-Classroom Professional Staff	Kim Sanders	Title I Paraprofessional	Math
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	Debbie Moore	Elementary Principal, District ACSIP Chair, Federal Program Cord.	Federal Program Advisory Committee, Math/Literacy
Principal	Dewayne Treat	7-12 Principal, Equity Cord.	Federal Program Advisory Committee, Title V Advisory Committee