



School Plan

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ROBERT L. DAVIS ELEM. SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

In a safe environment, our school family and community will partner to motivate, challenge, and educate all DES Students to become productive members of society.

Grade Span: K-5

Title I: Title I Schoolwide

School Improvement: MS

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Priority 1: Literacy

1. Fifth Grade - In April 2011, 88% of the 73 fifth graders tested scored proficient or above on the State Benchmark exam. Test results indicate the lowest areas identified as being Open-Response Reading-Literary and Multiple Choice-Writing. In 2012, a three year trend analysis showed that our lowest areas identified for fifth grade students are Open Response Reading - Literary and Multiple Choice - Writing. Our lowest area of performance for our TAGG groups for fifth grade are as follows, Multiple Choice - Content, Open Response - Literary, and Writing - Multiple Choice. In April 2013, 84% of our 84 fifth graders tested scored proficient or advanced on the State Benchmark exam. Test results indicate the lowest areas tested as Writing Content and Style. The lowest indicated areas tested for the TAGG group were Writing Content, Style, and Reading Practical - Open Response. In 2013, a three year trend analysis showed that our lowest areas identified for fifth grade students are Open Response Reading - Literary and Multiple Choice - Writing. Our lowest area of performance for our TAGG groups for fifth grade are as follows, Multiple Choice - Content, Open Response - Literary, and Writing - Multiple Choice.
2. . Fifth Grade - In April 2011, 58 fifth grade students took the ITBS test. The mean percentile rank (PR) in Reading Comprehension was 60. In April 2013, 45% of our 84 5th grade students tested scored proficient or above the National Percentile Rank of 50% in Reading Comprehension.
3. Fourth Grade - In April 2011, 92% of our 66 fourth graders tested scored proficient or above on the State Benchmark exam. Test results indicate the lowest area identified as Multiple Choice-Writing. In 2012, a three year trend analysis showed that our lowest area identified for fourth grade students was Open Response Reading - Practical. Our lowest areas of performance for our TAGG group for fourth grade are as follows, Multiple Choice - Practical, Open Ended Reading - Practical, and Writing - Multiple Choice. In April 2013, 88% of our 79

- Supporting Data:
- students tested scored proficient or advanced on the State Benchmark exam. Test results indicate the lowest areas as Reading - Open Response and Writing - Content and Style. The lowest tested areas for our TAGG groups were Reading - Open Response and Multiple Choice and Writing - Content and Style. In 2013, a three year trend analysis showed that our lowest area identified for fourth grade students was Open Response Reading - Practical. Our lowest areas of performance for our TAGG for fourth grade are as follows, Multiple Choice - Practical, Open Ended Reading - Practical, and Writing - Multiple Choice.
4. Fourth Grade - In April 2011, 58 fourth grade students took the ITBS test. The mean percentile rank (PR) in Reading Comprehension was 60. In April 2013, 56% of our 79 fourth grade students tested scored proficient or above the National Percentile Rank of 50% in Reading Comprehension.
 5. Third Grade - In April 2011, 84% of our 62 third graders tested scored proficient or above on the State Benchmark exam. Test results indicate the lowest identified areas as Multiple Choice - Reading and Multiple Choice - Writing. In 2012, a three year trend analysis showed that our lowest area identified for third grade students was Open Response Reading - Literary. In 2013, a three year trend analysis showed that our lowest area identified for third grade students was Open Response Reading - Literary. Our lowest areas of performance for our TAGG group for third grade are as follows, Open Response - Writing Content and Style and Open Response - Literary.
 6. Third Grade - In April 2011, 67 third grade students took the ITBS test. The mean percentile rank (PR) in Reading Comprehension was 48. In April 2013, 47% of our 81 third grade students tested scored above the National Percentile Rank of 50% in Reading Comprehension.
 7. Second Grade - In April 2011, 67% of our 61 second graders tested scored above the National Percentile Rank of 50% in Reading Comprehension on the ITBS exam. In April 2012, out of 72 students tested 53% scored above the 50th percentile with the lowest are being vocabulary on the ITBS - Total Reading. In April 2013, 62% of our 73 students tested scored proficient or above the National Percentile Rank of 50% on the ITBS with the lowest areas identified as Reading Comprehension/Spelling.
 8. First Grade - In April 2011, 69% of our 68 first graders tested scored above the National Percentile Rank of 50% in Reading Comprehension on the ITBS exam. In April 2012, out of 72 students tested 57% scored above the 50th percentile with the lowest area being vocabulary on the ITBS - Total Reading. In April 2013, 59% of our 80 first graders tested scored proficient or above the National Percentile Rank of 50% on the ITBS with the lowest areas being Spelling/Vocabulary.
 9. Kindergarten - In April 2010, 68.5% of our 73 kindergarten students tested scored above the National Percentile Rank of 50% in reading comprehension on the MAT-8 exam.
 10. Attendance - During the 2010-2011 school year, the Average School Attendance Rate was 94%. During the 2011-2012 school year, the Average School Attendance Rate was 95.49%. During the 2012-2013 school year, the Average School Attendance Rate was 96.34%.

Goal To improve literacy skills for all students, including Special Education students, with emphasis in the area of Literacy - open response - reading - content.

Benchmark By the end of the 2013-2014 school year, the percentage of students who are proficient or advanced must be 91.23%. By the end of the 2012-2013 school year, the percentage of students who are proficient or advanced must be 90.26% percent. At the end of 2011-2012 school year, 90.95% of the combined population at Davis Elementary were proficient or advanced in literacy. We need to continue to improve literacy scores by the end of 2013-2014 school year. At the end of the 2012-2013 school year, the percentage of students in the TAGG group who were proficient or advanced was 75.97%. At the end of 2011-2012 school year, the percentage of students in the TAGG group who were proficient or advanced was 84.62%. By the end of the 2013-2014 school year, the percentage of students in the TAGG group who are proficient or advanced must be 87.63%.

1. Fifth Grade - In April 2011, 88% of the 73 fifth graders tested scored proficient or above on the State Benchmark exam. Test results indicate the lowest areas identified as being Open-Response Reading-Literary and Multiple Choice-Writing. In 2012, 93% of the 69 fifth graders tested scored proficient or above on the State Benchmark exam. In April 2013, 84% of our 84 fifth graders tested scored proficient or advanced on the State Benchmark exam. Test results indicate the lowest areas tested as Writing Content and Style. The lowest indicated areas tested for the TAGG group were Writing Content, Style, and Reading Practical - Open Response. In 2013, a three year trend analysis showed that our lowest areas identified for fifth grade students are Open Response Reading - Literary and Multiple Choice - Writing. Our lowest area of performance for our TAGG groups for fifth grade are as follows, Multiple Choice - Content, Open Response - Literary, and Writing - Multiple Choice.
2. Fifth Grade - In April 2011, 58 fifth grade students took the ITBS test. The mean percentile rank (PR) in Reading Comprehension was 60. In April 2013, 45% of our 84 5th grade students tested scored proficient or above the National Percentile Rank of 50% in Reading Comprehension.
3. Fourth Grade - In April 2011, 92% of our 66 fourth graders tested scored proficient or above on the State Benchmark exam. Test results indicate that the lowest areas identified being Multiple Choice-Writing. In April 2013, 88% of our 79 students tested scored proficient or advanced on the State Benchmark exam. Test results indicate the lowest areas as Reading - Open Response and Writing - Content and Style. The lowest tested areas for our TAGG groups were Reading - Open Response and Multiple

Benchmark

Choice and Writing - Content and Style. In 2013, a three year trend analysis showed that our lowest area identified for fourth grade students was Open Response Reading - Practical. Our lowest areas of performance for our TAGG for fourth grade are as follows, Multiple Choice - Practical, Open Ended Reading - Practical, and Writing - Multiple Choice. 4. Fourth Grade - In April 2011, 58 fourth grade students took the ITBS test. The mean percentile rank (PR) in Reading Comprehension was 60. In April 2013, 56% of our 79 fourth grade students tested scored proficient or above the National Percentile Rank of 50% in Reading Comprehension. 5. Third Grade - In April 2011, 84% of our 62 third graders tested scored proficient or above on the State Benchmark exam. Test results indicated that the lowest area identified being Multiple Choice-Reading and Multiple Choice-Writing. In April 2012, 83% of our 81 third graders tested scored proficient or advanced on the State Benchmark exam. Test results indicated the lowest area identified being Practical - Open Response and Writing - Content. The lowest areas in the TAGG group were the same. In 2013, a three year trend analysis showed that our lowest area identified for third grade students was Open Response Reading - Literary. Our lowest areas of performance for our TAGG group for third grade are as follows, Open Response - Writing Content and Style and Open Response - Literary. 6. Third Grade - In April 2011, 67 third grade students took the ITBS test. The mean percentile rank (PR) in Reading Comprehension was 48. In April 2013, 47% of our 81 third grade students tested scored above the National Percentile Rank of 50% in Reading Comprehension. 7. Second Grade - In April 2011, 67% of our 61 second graders tested scored above the National Percentile Rank of 50% in Reading Comprehension on the ITBS exam. In April 2012, out of 72 students tested 53% scored above the 50th percentile with the lowest area being vocabulary on the ITBS - Total Reading. In April 2013, 62% of our 73 students tested scored proficient or above the National Percentile Rank of 50% on the ITBS with the lowest areas identified as Reading Comprehension/Spelling. 8. First Grade - In April 2011, 69% of our 68 first graders tested scored above the National Percentile Rank of 50% in Reading Comprehension on the ITBS exam. In April 2012, out of 72 students tested 57% scored above the 50th percentile with the lowest area being vocabulary on the ITBS - Total Reading. In April 2013, 59% of our 80 first graders tested scored proficient or above the National Percentile Rank of 50% on the ITBS with the lowest areas being Spelling/Vocabulary. 9. Kindergarten - In April 2011, 76% of our 68 kindergarten students tested scored above the National Percentile Rank of 50% in Reading Comprehension on the ITBS exam. 10. Attendance - During the 2010-2011 school year, the Average School Attendance Rate was 94%. During the 2011-2012 school year, the Average School Attendance Rate was 95.49%. During the 2012-13 school year, the Average School Attendance Rate was 96.34%.

Intervention: Implement Comprehensive Literacy Program to Improve Student Achievement				
Scientific Based Research: The Cafe: Engaging All Students in Daily Literacy Assessment and Instruction, Boushey, Gail and Moser, Joan (2009). The Daily Five: Fostering Literacy Independence in the Elementary Grades, Boushey, Gail and Moser, Joan (2006). Teaching with Poverty in Mind: What Being Poor Does to Kids Brains and What Schools Can Do About It, Alexandria, VA ASCD (2009). DRA Review, Dr. Rathvon, Natalie (2006). Apprentiship in Literacy; Transitions Across Reading and Writing, 2nd Ed., Dorn and Soffas, (2012). Reflective Practice to Improve Schools, York-Barr, Summers, Ghere, Monte (2006). The Big Four: a Framework for Instructional Coaching, University of Kansas Center for Research and Learning (2009). Vellutino, F., Scanlon, D., Small, S., and Fanuele, D. (2006). Response to intervention as a vehicle for distinguishing between children with and without reading disabilities: Evidence for the role of kindergarten and first-grade interventions. Journal of Learning Disabilities, 39, 157-169.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers, including Special Education teachers, have met, researched, and decided to implement these programs to reduce the disparity between our TAGG group and general population.: Ella (K-1), Effective Literacy (2-3), Literacy Lab (4-5), writing prompts. A daily literacy block will be scheduled for all students. These programs have been aligned with the Common Core curriculum. Provide all teachers, including Special Education teachers, the opportunities for professional development in the utilization of these programs to meet the needs of all students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Michele Lewis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Professional development: Utilize literacy training for classroom	Michele Lewis,	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative 	

<p>instruction in alignment with curriculum standards. Provide opportunities for all teachers, including Special Education teachers, to participate in professional development activities which relate to literacy content; instructional strategies; assessment; advocacy/leadership; systemic change process; standards, frameworks, and curriculum alignment; supervision; mentoring/coaching; educational technology; principals or learning/developmental strategies; cognitive research; building a collaborative learning community. Professional development will be consistent with National Staff Development Council Standards and may include: conferences, workshops, institutes; individual learning; mentoring; peer coaching; study groups; National Board for Professional Teaching Standards Certification; distance learning; internships; district/school programs and approved college/university course work. Provide training in the utilization of technology (eg. NORMES, Triand) for interpretation and implementation of student achievement data to plan instruction. Improvement of student achievement shall be the prerequisite goal of all approved professional development based on the requirements within the ACTAAP State Rules, Bryant School Board priorities, student achievement data, and the ACSIP plan. Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Principal</p>	<p>End: 06/30/2014</p>	<p>Staff • Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>All students, including Special Education students, will be evaluated via multiple choice and open response questions with completed sentences on Interim Assessments(developed by the Learning Institute), Dibels, DRA and DSA and criterion and/or norm reference tests. Based on our findings, our overall literacy scores on criterion referenced testing have improved. The continued effectiveness of this intervention will be determined by principal walk throughs, teacher observations, Interim Assessments, and standardized tests. Action Type: Program Evaluation Action Type: Special Education</p>	<p>Michele Lewis, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>• Performance Assessments • Teachers</p>	<p>ACTION BUDGET: \$</p>
<p>National School Lunch Act (NSLA) restricted state categorical funding will be used to pay for a Before/After School Tutoring Program (approx. 2 teachers per grade level in grades 3-5, 1 hour per day, 3 days per week for 12 weeks), hire a .060 School Social Worker (Lisa McNeely), a School Nurse (Barbara McDaniel), and a .50 fte Literacy Instructional Facilitator (Sommer Thomas). Included in this budget will be salaries, benefits, materials and supplies, (aligned to the</p>	<p>Michele Lewis, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<p>• District Staff • Teachers</p>	<p>NSLA (State-281) - Purchased Services: \$30.00 NSLA (State-281) - Materials & Supplies: \$530.00 NSLA</p>

<p>Common Core State Standards), registration, travel, and other necessary materials to implement successful programs in these areas to help reduce the achievement disparities among student subgroups. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide</p>				<p>(State-281) - \$15881.00 Employee Benefits: NSLA (State-281) - \$73379.00 Employee Salaries: <hr/> ACTION BUDGET: \$89820</p>
<p>In conjunction with the math priority, all instruction comes from highly qualified teachers. Procedures are in place for recruiting and maintaining these staff members. Action Type: Title I Schoolwide</p>	<p>Michele Lewis, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Pay substitute teachers to cover classes while teachers observe the literacy in block and debrief with the literacy coach. Action Type: ADE Scholastic Audit Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Michele Lewis, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Pay substitute and travel for faculty to visit other schools to observe comprehensive literacy models. Action Type: ADE Scholastic Audit Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Michele Lewis, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Pay registration and travel expenses for classroom teachers and speciality area staff such as Art, Music, ESL, Counselors, Library and Administration to attend conferences and meetings. Action Type: ADE Scholastic Audit Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide</p>	<p>Michele Lewis, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Outside Consultants • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Literacy coach will provide training and support for all classroom teachers and paraprofessionals in Tier II and Tier III intervention strategies such as Guided Reading Plus, Comprehension Focus Groups, and Oracy Groups, 95% Group, Leveled Literacy Intervention, and Barton based on student test data. The Response to Intervention team will meet weekly with classroom teachers to evaluate the effectiveness of the intervention using data from common formative assessments, interim assessments, and grades. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education</p>	<p>Sommer Thomas, Literacy Coach</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION BUDGET: \$</p>

Provide registration fees and travel expenses for literacy coach to attend both in and out of state conferences and meetings. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Tiffany Beasley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants 	ACTION BUDGET: \$
Provide registration fees and cost of materials for teachers to attend literacy lab training. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Michele Lewis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Title I funds will be used to purchase general materials and supplies that are aligned to the Common Core State Standards and that are necessary to support the instructional program and raise test scores within the school for all students. Test scores will be raised by implementing Reflex Math, Microsoft Office Suite Publishing for Writer's Workshop, Tumble Books, and research for Common Core on the Netbooks. Materials and supplies purchased will include Chromebooks and charging cart (equaling up to 10 per classroom), ipods, ipads, external harddrives, computer software, printers, and AV carts to enhance instructional delivery; classroom libraries, shelving and organizational tools, supplies for literacy centers, intervention kits for paraprofessionals, resources for parents, leveled texts and materials to establish a school wide library to support the implementation of the reading block and text correlations for comprehension and writing strategies for all classrooms. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Michele Lewis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Teachers Teaching Aids 	Title I - Purchased Services: \$1600.00 Title I - Materials & Supplies: \$9650.40 <hr/> ACTION BUDGET: \$11250.4
Provide materials and training in the literacy processing system for literacy interventionists and classroom teachers as part of the the RTI intervention process. Action Type: Professional Development	Michele Lewis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Pay substitutes for intervention specialists and teachers to attend intervention training. Funding will include salaries, benefits, necessary supplies, and for outside consultants to provide training. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Michele Lewis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
The Literacy Learning Specialist will work with the district literacy team to provide resources and develop intervention lessons to assist teachers in providing Tier II literacy interventions for at-risk targeted students.	Sommer Thomas, Literacy Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$

Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development				
All K-5 students will be assessed by district literacy assessment team using DIBELS screening assessments at beginning, middle, and end of the school year. Classroom teachers will assess students using the DRA and DSA assessments and DIBELS progress monitoring of at-risk targeted students receiving Tier II literacy interventions. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation	Sommer Thomas, Literacy Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Title I funds will be used to hire one part time Literacy Instructional Facilitator .50 fte (Sommer Thomas), to conduct professional development activities on effective instructional strategies for all teachers that are aligned to the AR Frameworks and Common Core State Standards, including special education teachers to help reduce the achievement disparities among student subgroups. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Michele Lewis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	Title I - Employee \$25970.00 Salaries: Title I - Employee \$6805.00 Benefits: ACTION BUDGET: \$32775
Total Budget:				\$133845.4

Intervention: Implement Curriculum Alignment and Mapping Program in the Area of Literacy

Scientific Based Research: Carter, Lisa (2008). Five Big Ideas: Leading Total Instructional Alignment. Jacobs, Heidi Hayes (2004). Getting Results with Curriculum Mapping, ASCD.

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers, including Special Education teachers, will receive training on how to utilize curriculum maps that include instructional pacing guides using the alignment process. Teachers will review test results and other data to determine curriculum gaps and identify student strengths and weaknesses in regard to the Common Core State Standards. The following information will be continually reviewed to adjust or align with the Common Core State Standards through grade level and/or subject area teacher meetings: curriculum, instructional strategies/approaches, and instructional materials. The Literacy Learning Specialist will work to assist teachers in implementing the programs. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Sommer Thomas, Literacy Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Grade level teachers will administer periodic Interim Assessments(developed by the Learning Institute), and common formative assessments (developed during PLCs) and keep a checklist of objectives tested and the results for each student. The principal will monitor the assessments and objectives being taught in the classrooms on a regular basis as a part of the	Sommer Thomas, Literacy Specialist, Shannon Thomasson, Assistant Principal,	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers 	ACTION BUDGET: \$

evaluation process. The effectiveness of this intervention will be determined by principal walk throughs, teacher observations, Interim Assessments, and standardized tests. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Tiffany Beasley, Principal, and Grade Level		<ul style="list-style-type: none"> Teaching Aids 	
The Literacy Learning Specialist will work in implementing the programs to assist teachers. Data will be assimilated on a school-wide intervention wall. Information from the wall will be used to plan appropriate instructional strategies. These strategies will improve the disparities between our TAGG groups and our general population. They will also be aligned to the Common Core State Standards. Emphasis will be placed on some strategies as they directly relate to student improvement in Literacy - Writing - Open Response - Reading and Content. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Sommer Thomas, Literacy Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement program based on student AIP to address needs of students with problems in Literacy

Scientific Based Research: Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn, Bloomington, IN: National Educational Service, Jensen, E. (2004). Teaching With Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It. Alexandria, VA, ASCD, Snow, C., Burns, S., and Griffin, P. (2009).

Actions	Person Responsible	Timeline	Resources	Source of Funds
All students, including Special Education students, who have been identified based on low scores on criterion and/or norm reference tests, will have an AIP/IRI developed by teachers parents, and the principal. Teachers will identify individual student strengths and weaknesses and use this data to plan programs and strategies to address the weaknesses. Alignment of programs and strategies will be based on the data. Identified students in grades K- 5 will receive remediation during the school day using research based strategies. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Michele Lewis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	ACTION BUDGET: \$
All K-5 teachers, including Special Education teachers, will be provided training in DIBELS, designed to enhance their skills to provide instruction to target groups identified with problems in Literacy. Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Sommer Thomas, Literacy Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Periodic Interim Assessment tests(developed by the Learning Institute) will be administered and a record maintained of the objectives tested and results for each student in first through fifth grades. The results of the Benchmark Exams for	Sommer Thomas, Literacy Specialist & Suzanne	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET: \$

grades 3-5 and DIBELS for grades K-2 will be compared to determine whether individual students and targeted groups of students improved their achievement levels as a result of the program. ADE will use these results to determine whether AMO was achieved. Based on our findings, we continue to achieve AMO status. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	McDermott, Math Specialist		<ul style="list-style-type: none"> Teachers 	
A building Response to Intervention Team will be established and training will be provided to support the implementation of Response to Intervention Plan. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Michele Lewis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement Parental Involvement Plan

Scientific Based Research: Parent Involvement in Education; Kathlenn Cotton and Karen Reed Wikelund. School Improvement Research Series (SIRS). NW Regional Educational Laboratory. A Framework for Understanding Poverty, Payne, Ruby (2005), Partnering with Families and Communities, Epstein, J.L., and Salinas, K.C., Educational Leadership, 61 (8), 12-18, (2004).

Actions	Person Responsible	Timeline	Resources	Source of Funds
During Parental Involvement Meetings and at least two Parent Teacher Conferences, all parents, including parents of special education students, will be inserviced on how to prepare their children for standardized tests and Interim Assessments and academic performance. (supplemental to Act 307). Parents will also be provided with developmentally appropriate activities to use with their students at home. Parents of students who are at risk of failing to achieve proficiency in literacy or math will be notified and will be involved in the development of a student AIP. The percentage of parental participation in Parent Teacher Conferences will be reported to the central office. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide	Marianne Cario, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
All teachers, including Special Education teachers, will receive at least a two-hour in-service on parental involvement. Administrators will receive three hours of in-service on parental involvement. Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Mariane Cario, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
A Parenting Library Collection is housed on a specific shelf in the library media center. This shelf contains parenting books, magazines, videos, and other materials helpful to parents which they may borrow. This information is advertised in the Informational Packets	Marianne Cario, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

<p>distributed to parents of all students along with information regarding the Parent Center. The Informational Packets include statements attesting to the school district's commitment to parental involvement and tips for how parents can foster their child's success. Items will be purchased as funds are available. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>				
<p>To recognize the shared responsibility of the school and family during the time the child is in school, a Parent Involvement Plan is essential to engage parents in improving student improvement. The Parent Involvement Plan, administered by the Parent Facilitator, shall involve parents of the school, alumni, and community leaders. It will address grade levels and individual needs of the school. A volunteer book which lists the interests and availability of volunteers for school staff members' use is available and includes a parent survey. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Marianne Cario, Counselor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>ACTION BUDGET: \$</p>
<p>Our school handbook, which is provided to all students, will address the process for handling and resolving parental concerns. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Marianne Cario, Counselor</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Title I funds will be used to hire a .112 Parent Center Coordinator (Katie Brooks). This position, which is in addition to required district parental coordinator positions will provide services at building level to encourage parental involvement in their child's education. The required 1% Title I allocation for parental involvement will include salaries, benefits, materials, and supplies, for the welfare of all students in the district. In addition, the Parental Involvement Coordinator will provide parent communication through e-mails, flyers, newsletters, and help us create instructional materials for parents to use with their children. The Parental Involvement Coordinator will also research ideas for parental involvement and act as a resource for parents. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Pam Kenney, Director of Instruction</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Title Teachers 	<p>Title I - Materials & Supplies: \$224.00 Title I - Employee Salaries: \$2355.00 Title I - Employee Benefits: \$737.00 ACTION BUDGET: \$3316</p>
<p>Transition from pre-school to kindergarten will include a tour of school by Hippy and Head Start children and a parent meeting for Hippy and Head Start children. Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Michele Lewis, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • School Library 	<p>ACTION BUDGET: \$</p>
<p>Our staff and school administration support and enable the formation of PTO/PTA. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Michele Lewis, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>

The School-Parent Compact will be reviewed, revised, and distributed annually. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Michele Lewis, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Host Grandparent's Day Luncheon to promote school-community relations. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Melissa Malcom, K Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
The school will designate one certified staff member to serve as a parent involvement facilitator to coordinate with other school programs/personnel/parents to provide training for staff and parents promoting and encouraging parental involvement. Action Type: Parental Engagement	Michele Lewis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Review sign-in sheets from Parent/School events for documentation of Parent-Community involvement. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Marianne Cario, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Recognize student achievement through semester awards programs. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Marianne Cario, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Host an Open House at the beginning of the year to inform families of the school's goals, programs and services. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Tiffany Beasley, Past Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	ACTION BUDGET: \$
Title I funds will be used to provide materials and supplies needed for two family nights. Action Type: Collaboration Action Type: Parental Engagement Action Type: Title I Schoolwide	Marianne Cario, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Teachers 	Title I - Materials & \$750.00 Supplies: ACTION BUDGET: \$750
Total Budget:				\$4066

Priority 2: Mathematics

1. Fifth Grade - In April 2011, 90% of our 73 tested fifth graders scored proficient or above on the State Benchmark test. Test results indicate the lowest identified areas in math being Open-Response Geometry and Open-Response Measurement. In 2012, a three year trend analysis showed that our lowest areas identified for fifth grade students are Multiple Choice - Data Analysis and Probability, and Open Ended - Geometry. Our lowest area of performance for our TAGG groups for fifth grade are Multiple Choice - Data Analysis and Probability, and Open Ended - Data Analysis and Probability. In April 2013, 78% of our 84 students tested scored proficient or advanced on the State Benchmark exam. Test results indicate the lowest identified areas as Geometry - Open Response and Data Probability - Open Response. This was the same for our TAGG groups. In 2013, a three year trend analysis showed that our lowest areas identified for fifth grade students are Multiple Choice - Data Analysis and Probability, and Open Ended - Geometry. Our lowest area of performance for our TAGG groups for fifth grade are Multiple Choice - Data Analysis and Probability, and Open Ended - Data Analysis and Probability.
2. In April 2011, 73 fifth grade students took the ITBS test. 59% of students tested scored above the National Percentile Rank of 50% in Total Math. In April 2013, 60 % of our 83 students

- tested scored proficient or above the National Percentile Rank of 50% on the ITBS.
3. Fourth Grade - In April 2011, 86% of our 66 fourth graders tested scored proficient or above on the State Benchmark test. Test results indicate the lowest identified areas in math being Open-Response Geometry and Open-Response Numbers and Operations. In 2012, a three year trend analysis showed that our lowest areas identified for fourth grade students are Multiple Choice - Geometry and Measurement and Open Ended Geometry and Measurement. Our lowest area of performance for our TAGG groups for fourth grade are as follows, Multiple Choice - Measurement and Open Ended - Measurement. In April 2013, 89% of our 79 students tested scored proficient or advanced on the State Benchmark exam. Test results indicated the the lowest areas tested as Measurement - Open Response and Data/Probability - Open Response. This was the same for our TAGG groups. In 2013, a three year trend analysis showed that our lowest areas identified for fourth grade students are Multiple Choice - Geometry and Measurement and Open Ended Geometry and Measurement. Our lowest area of performance for our TAGG groups for fourth grade are as follows, Multiple Choice - Measurement and Open Ended - Measurement.
 4. In April 2011, 67% of our 66 fourth grade students tested scored at or above the National Percentile Rank of 50% in Total Math on the ITBS exam. In April 2013, 67% of our 79 fourth graders tested scored proficient or above the National Percentile Rank on the ITBS.
 5. Third Grade - In April 2011, 95% of our 62 third graders tested scored proficient or above on the State Benchmark test. Test results indicate the lowest identified areas in math being Open-Response Data Analysis/Probability and Open-Response Geometry. In 2012, a three year trend analysis showed that our lowest areas identified for third grade students are Multiple Choice - Geometry and Measurement and Open Ended Geometry and Measurement. Our lowest area of performance for our TAGG groups for third grade are as follows, Multiple Choice - Measurement and Open Ended - Algebra. In April 2013, 91% of our 81 third graders tested scored proficient or above on the State Benchmark exam. Test results indicated the lowest areas tested for our TAGG group were Algebra - Open Response and Geometry- Open Response. In 2013, a three year trend analysis showed that our lowest areas identified for third grade students are Multiple Choice - Geometry and Measurement and Open Ended Geometry and Measurement. Our lowest area of performance for our TAGG groups for third grade are as follows, Multiple Choice - Measurement and Open Ended - Algebra.
 6. In April 2011, 66% of our 62 third grade students tested scored at or above the National Percentile Rank of 50% in Total Math on the ITBS exam. In April 2013, 54% of our 81 third grade students tested scored proficient or above the National Percentile Rank of 50% on the ITBS.
 7. Second Grade - . In April 2011, 57% of our 69 second grade students tested scored at or above the National Percentile Rank of 50% in Total Math on the ITBS exam. In April 2012, out of 72 students tested 54% scored above the 50th percentile with the lowest area being Problems on the ITBS - Total Math. In April 2013, 61% of our 73 students tested scored proficient or above the National Percentile Rank of 50% on the ITBS with the lowest identified areas as Problem Solving/Data.
 8. First Grade - In April 2011, 51% of our 70 first grade students tested scored at or above the National Percentile Rank of 50% in Total Math on the ITBS exam. In April 2012, out of 72 students tested 53% scored above the 50th percentile with the lowest are being in Problems on the ITBS - Total Math. In April 2013, 63% of our 80 first graders tested scored proficient or above the National Percentage Rank of 50% on the ITBS with the lowest area being Problem Solving/Data and Concepts/Estimation.
 9. Kindergarten - In April 2010, 51.4% of our 73 kindergarten students tested scored above the National Percentile Rank of 50% in math problem solving on the MAT-8 exam.
 10. Attendance - In 2010-2011, the Average School Attendance rate was 94%. In the 2011-2012 school year, the Average School rate was 95.49%. In the 2012-13 school year, the Average School Attendance Rate was 96.34%.
 - 11.

Supporting
Data:

Goal To improve math skills for all students, including Special Education students, with emphasis on open response in geometry and data analysis and probability

Benchmark At the end of the 2011-2012 school year, the number of students at Davis Elementary who were proficient in math were 90.95%. By the end of 2012-2013 school year, the number of students at Davis Elementary who were proficient or advanced was 89.46%. By the end of the 2013-2014 , our school proficiency rate must be 93.35%. By the end of 2013-2014, students in the TAGG group who are proficient or advanced must be at 91.10%. We need to continue to improve math scores by the end of 2013-2014.

1. Fifth Grade - In April 2011, 90% of our 73 tested fifth graders scored proficient or above on the State Benchmark test. Test results indicate the lowest identified areas in math being Open-Response Geometry and Open-Response Measurement. In April 2013, 78% of our 84 students tested scored proficient or advanced on the State Benchmark exam. Test results indicate the lowest identified areas as Geometry - Open Response and Data Probability - Open Response. This was the same for our TAGG groups. In 2013, a three year trend analysis showed that our lowest areas identified for fifth grade students are Multiple Choice - Data Analysis and Probability, and Open Ended - Geometry. Our

lowest area of performance for our TAGG groups for fifth grade are Multiple Choice - Data Analysis and Probability, and Open Ended - Data Analysis and Probability. 2. Fifth Grade - In April 2011, 73 fifth grade students took the ITBS test. 59% of students tested scored above the National Percentile Rank of 50% in Total Math. In April 2013, 60 % of our 83 students tested scored proficient or above the National Percentile Rank of 50% on the ITBS. 3. Fourth Grade - In April 2011, 86% of our 66 fourth graders tested scored proficient or above on the State Benchmark test. Test results indicate the lowest identified areas in math being Open-Response Geometry and Open-Response Numbers and Operations. In April 2013, 89% of our 79 students tested scored proficient or advanced on the State Benchmark exam. Test results indicated the the lowest areas tested as Measurement - Open Response and Data/Probability - Open Response. This was the same for our TAGG groups. In 2013, a three year trend analysis showed that our lowest areas identified for fourth grade students are Multiple Choice - Geometry and Measurement and Open Ended Geometry and Measurement. Our lowest area of performance for our TAGG groups for fourth grade are as follows, Multiple Choice - Measurement and Open Ended - Measurement. 4. Fourth Grade - In April 2011, 67% of our 66 fourth grade students tested scored at or above the National Percentile Rank of 50% in Total Math on the ITBS exam. In April 2013, 67% of our 79 fourth graders tested scored proficient or above the Benchmark National Percentile Rank on the ITBS. 5. Third Grade - In April 2011, 95% of our 62 third graders tested scored proficient or above on the State Benchmark test. Test results indicate the lowest identified areas in math being Open-Response Data Analysis/Probability and Open-Response Geometry. In April 2013, 91% of our 81 third graders tested scored proficient or above on the State Benchmark exam. Test results indicated the lowest areas tested for our TAGG group were Algebra - Open Response and Geometry- Open Response. In 2013, a three year trend analysis showed that our lowest areas identified for third grade students are Multiple Choice - Geometry and Measurement and Open Ended Geometry and Measurement. Our lowest area of performance for our TAGG groups for third grade are as follows, Multiple Choice - Measurement and Open Ended - Algebra. 6. Third Grade - In April 2011, 66% of our 62 third grade students tested scored at or above the National Percentile Rank of 50% in Total Math on the ITBS exam. In April 2013, 54% of our 81 third grade students tested scored proficient or above the National Percentile Rank of 50% on the ITBS. 7. Second Grade - In April 2011, 57% of our 69 second grade students tested scored at or above the National Percentile Rank of 50% in Total Math on the ITBS exam. In April 2012, out of 72 students tested 54% scored above the 50th percentile with the lowest area being Problems on the ITBS - Total Math. In April 2013, 61% of our 73 students tested scored proficient or above the National Percentile Rank of 50% on the ITBS with the lowest identified areas as Problem Solving/Data. 8. First Grade - In April 2011, 51% of our 70 first grade students tested scored at or above the National Percentile Rank of 50% in Total Math on the ITBS exam. In April 2012, out of 72 students tested 53% scored above the 50th percentile with the lowest area being in Problems on the ITBS - Total Math. In April 2013, 63% of our 80 first graders tested scored proficient or above the National Percentage Rank of 50% on the ITBS with the lowest area being Problem Solving/Data and Concepts/Estimation. 9. Kindergarten - In April 2011, 67% of our 72 kindergarten students tested scored at or above the National Percentile Rank of 50% in Total Math on the ITBS exam. 10. Attendance - In 2010-2011, the Average School Attendance rate was 94%. In 2011-2012, the Average School Attendance rate was 95.49%. In 2012-2013, the Average School Attendance Rate was 96.34%.

Intervention: Implement Comprehensive Math Program to Improve Student Achievement				
Scientific Based Research: Do the Math: Math Intervention in New York City Schools - Impact Study, Marilyn Burns(www.scholastic.com/education_research (2008); Response to Intervention: An Alignment Guide for Do the Math, Marilyn Burns (2008).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers, including Special Education teachers, will implement the following strategies to improve measurement and number sense, properties, and operations: standards based math program Van de Walle, Cognitive Guided Instruction (CGI), Marilyn Burns and The Literacy Connection. The Math Learning Specialist will work to assist teachers in implementing the programs. Action Type: Alignment Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Michele Lewis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Appropriate grade level teachers, including Special Education teachers, will be provided training related to aligning and mapping the school curriculum with Common Core State Standards, lesson plans, courses, instructional math	Michele Lewis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Outside 	ACTION BUDGET: \$

<p>strategies, Thinking Mathematically, CGI, BryantLinks, Assessing Math Concepts, Do the Math, and Reflex Math pacing guide meetings, and other math specialist led trainings. They will also be trained in the use of rubrics, measuring to rubrics, use of Benchmark Released Items to develop tests that are in alignment with Benchmark Exams, Balanced Assessment workshops from Dawson Co-Op and other programs from research. Training will continue and upgrades made as needs are identified. Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>			<ul style="list-style-type: none"> • Consultants • Performance Assessments • Teachers 	
<p>The effectiveness of this intervention for all students, including Special Education students, will be determined by Formative assessments; principal walk throughs, teacher observations, plan evaluations, teacher tests, curriculum maps, lesson plans; and Summative assessments; Benchmark and state-wide standardized assessments. Action Type: Alignment Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Michele Lewis, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Title I funds will be used to hire one full time Math Instructional Facilitator 1.00 fte (Brittney Nalley), to conduct professional development activities on effective instructional strategies for all teachers that are aligned to the AR Frameworks and Common Core State Standards, including special education teachers to help reduce the achievement disparities among student subgroups. Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Michele Lewis, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>Title I - Employee \$51865.00 Salaries: Title I - Employee \$13590.00 Benefits: <hr/> ACTION BUDGET: \$65455</p>
<p>Title I funds will be used to purchase general math materials, literature, center materials, teacher instructional materials, and supplies necessary to support the instructional program within the school for all students. Materials and supplies will include math manipulatives, Literacy Connection Math books for the teacher resource library, classroom calculator sets, and math journals. Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide</p>	<p>Michele Lewis, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The Math Learning Specialist will work with the district math team to provide resources and develop intervention lessons to assist teachers in providing Tier II math interventions for at risk targeted students. Action Type: Alignment</p>	<p>Brittney Nalley, Math Specialist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff 	<p>ACTION BUDGET: \$</p>

Action Type: Collaboration Action Type: Equity Action Type: Professional Development				
NSLA funds will be used to pay for materials and supplies and capital outlay (laptop computer) for a Math Instructional Facilitator to help reduce the achievement disparities between the TAGG group and the general population. Action Type: Equity Action Type: Professional Development	Michele Lewis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - Capital Outlay: \$2000.00 NSLA (State-281) - Materials & Supplies: \$500.00 <hr/> ACTION BUDGET: \$2500
Total Budget:				\$67955

Intervention: Implement Curriculum Alignment and Mapping Program in the Area of Math

Scientific Based Research: Heidi Hayes-Jacobs, Getting Results with Curriculum Mapping, Alexandria, VA, ASCD (2004). Mathematics and Cognition, Educational Leadership, 65 (3), 43-47 (2007).

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers, including Special Education teachers, will utilize curriculum maps that include instructional pacing guides using the alignment process. Teachers will review test results and other data to determine curriculum gaps and identify student strengths and weaknesses in regard to the state standards. The following information will be continually reviewed to adjust or align with the state standards through grade level and/or subject area teacher meetings: curriculum, instructional strategies/approaches, and instructional materials. The Math Learning Specialist will work to assist teachers in implementing the programs. Action Type: Alignment Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Brittney Nalley, Math Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
All teachers, including Special Education teachers, will be provided training to prepare them to align and map the curriculum in math both vertically and horizontally. They will also be provided training related to aligning and mapping school curriculum with Common Core State Standards, lesson plans, courses, and instructional math strategies. Action Type: Alignment Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Michele Lewis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
First through fifth grade teachers will administer periodic Interim Assessments(developed by the Learning Institute)and keep a checklist of objectives tested and the results for each student. All teachers, including Special Education teachers, will develop and administer common formative assessments. The principal will monitor the assessments and objectives being taught in the classrooms on a regular basis as a part of the evaluation process. The Math Learning Specialist will also conduct observations and conferences and provide feedback to the teachers. The	Brittney Nalley, Math Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Performance Assessments Teachers 	<hr/> ACTION BUDGET: \$

effectiveness of this intervention for all students, including Special Education students, will be determined by Formative assessments; principal walk throughs, teacher observations, plan evaluations, teacher tests, curriculum maps, lesson plans; and Summative assessments; Benchmark and ITBS tests. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide				
Total Budget:				\$0

Intervention: Implement Program based on Student AIP to address needs of students with problems in the area of Math

Scientific Based Research: Dufour, R., Eaker, R., Karhanek, G., Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn (2004). Teaching Children Mathematics, Burns, M. (2007).

Actions	Person Responsible	Timeline	Resources	Source of Funds
All students, including Special Education students, who have been identified based on low test scores on criterion and/or norm reference tests, will have an AIP developed by teachers, parent and the principal. Teachers will identify individual student and group strengths and weaknesses and use this data to plan programs and strategies to address the weaknesses. Alignment of programs and strategies will be based on the data. Special Educations students' IEP will serve as their AIP. Identified students in grades K - 5 will receive remediation based on their individual level of need during the school day using research based strategies. Action Type: AIP/IRI Action Type: Alignment Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Michele Lewis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Professional development: Utilize math training for classroom instruction in alignment with curriculum standards. Provide opportunities for all teachers, including Special Education teachers, to participate in professional development activities which relate to math content; instructional strategies; assessment; advocacy/leadership; systemic change process; standards, frameworks, and curriculum alignment; supervision; mentoring/coaching; educational technology; principals or learning/developmental strategies; cognitive research; building a collaborative learning community. Professional development will be consistent with National Staff Development Council Standards and may include: conferences, workshops, institutes; individual learning; mentoring; peer coaching; study groups; National Board for Professional Teaching Standards Certification; distance learning; internships; district/school programs and approved college/university course work. Provide training in the utilization of technology (eg. NORMES, Triand) for interpretation and implementation of student achievement data to plan instruction. Improvement of student achievement shall be the prerequisite goal of all approved professional development based on the requirements within the ACTAAP State Rules, Bryant School Board	Michele Lewis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$

<p>priorities, student achievement data, and the ACSIP plan. All K-5 (grade specific) teachers, including Special Education teachers, will be provided training in Thinking Mathematically, CGI and alternative curriculum programs such as Do the Math, Assessing Math, and Developing Number Concepts, designed to enhance their skills to provide instruction to target groups identified with problems in MATH. Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>				
<p>Periodic Interim Assessments (developed by the Learning Institute) will be administered and a record maintained of the objectives tested and results for each student. The results of the Benchmark Exams for grades 3-5, QUALLS for Kindergarten, ITBS for grades K-5 will be compared to determine whether individual students and targeted groups of students improved their achievement levels as a result of the program. ADE will use these results to determine whether AMO was achieved. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Michele Lewis, Principal</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>At Risk Students's progress will be assessed and monitored using Assessing Math Concept screening assessment and other universal screeners. Classroom teachers will assess At Risk targeted students receiving Tier II interventions using the Assessing Math Concepts or Do the Math for assessing and monitoring progress. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	<p>Brittney Nalley, Math Specialist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Title 1 funds will be used to purchase materials and supplies for Tier III math interventions.</p>	<p>Michele Lewis, Principal, Mary Armstrong, Math Specialist</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 3: To improve the physical well-being of our students.

1. BMI school results for the 2006-2007 school year indicated that in Kindergarten, 34.2% of males and 38.7% of females were overweight or at-risk of becoming overweight. In first grade, 37.5% of males and 28.6% of females were overweight or at-risk of becoming overweight. In second grade, 31.0% of males and 33.3% of females were overweight or at-risk of becoming overweight. In third grade, 27.8% of males and 29.4% of females were overweight or at-risk of becoming overweight. In fourth grade, 32.4% of males and 51.4% of females were overweight or at-risk of becoming overweight. In fifth grade, 50% of males and 49.8% of females were overweight or at-risk of becoming overweight.
2. BMI school results for the 2007-2008 school year indicated that in Kindergarten, 33.3% of males and 46.9% of females were overweight or at-risk of becoming overweight. In first grade, 33.3% of males and 25.6% of females were overweight or at-risk of becoming overweight. In second grade, 27.8% of males and 25.0% of females were overweight or at-risk of becoming overweight. In third grade, 33.3% of males and 47.6% of females were overweight or at-risk of becoming overweight. In fourth grade, 38.9% of males and 44.8% of

Supporting Data:

females were overweight or at-risk of becoming overweight. In fifth grade, 50% of males and 52.6% of females were overweight or at-risk of becoming overweight.

3. BMI school results for the 2008-2009 school year indicated that in Kindergarten, 35.9% of males and 44% of females were overweight or at-risk of becoming overweight. In first grade, 38.2% of males and 54.8% of females were overweight or at-risk of becoming overweight. In second grade, 53.1% of males and 25% of females were overweight or at-risk of becoming overweight. In third grade, 48.4% of males and 34.5% of females were overweight or at-risk of becoming overweight. In fourth grade, 32.4% of males and 39.3% of females were overweight or at-risk for becoming overweight. And, in fifth grade, 42.4% of males and 38.5% of females were overweight or at-risk of becoming overweight. On average, 41.3% of males (K-5) and 38.5% of females were overweight or at risk of being overweight.

Goal To improve obesity level of student population as determined by their BMI.

Benchmark To improve the obesity level by .05%.

1. BMI results for the 2009-2010 school year indicated that in kindergarten 35.9% of males and 44% of females were overweight or at-risk of becoming overweight. In first grade, 38.2% of males and 54.8% of females were overweight or at-risk of becoming overweight. In second grade, 53.1% of males and 25% of females were overweight or at-risk of becoming overweight. In third grade, 48.4% of males and 34.5% of females were overweight or at-risk of becoming overweight. In fourth grade, 32.4% of males and 39.3% of females were overweight or at-risk of becoming overweight. In fifth grade, 42.4% of males and 38.5% of females were overweight or at-risk of becoming overweight. On average, 41.3% of males (K-5) and 38.5% of females were overweight or at-risk of becoming overweight. 2. BMI school results for the 2010-2011 school year indicated that in kindergarten 20% of the males and 35.5% of the females were overweight or at-risk of becoming overweight. In first grade, 34.3% of males and 32.3% of females were overweight or at-risk of becoming overweight. In second grade, 28.9% of males and 20.8% of females were overweight or at-risk of becoming overweight. In third grade, 32% of males and 44.4% of females were overweight or at-risk of becoming overweight. In fourth grade, 50% of males and 27.8% of females were overweight or at-risk of becoming overweight. In fifth grade, 48.6% of males and 36.4% of females were overweight or at-risk of becoming overweight. On average, 35.4% of males (K-5) and 33% of females (K-5) were overweight or at-risk of being overweight. 3. BMI school results for the 2011-2012 school year indicated the following; in kindergarten 35.5% of males and 45.5% of females were overweight or obese, in first grade 16.1% of males and 40% of females were overweight or obese, in second grade 41 % of males and 36.7% of females were overweight or obese, in fourth grade 31.6% of males and 41.2% of females were overweight or obese, and in fifth grade 54.5% of males and 33.3% of females were overweight or obese. Overall, males K-5 averaged 34.8% and females K-5 averaged 39.8% overweight and obese. 4. BMI school results for the 2012-2013 school year indicated the following: in Kindergarten 35.1% of males were overweight or obese. No females were measured in Kindergarten. In 1st grade 25.6% of males were overweight or obese and 35.7% of females were overweight or obese. In 2nd grade 27.9% of males and 40% of females were overweight or obese. In 3rd grade 41.4% of males and 27.6% of females were overweight or obese. In 4th grade 40.8% of males and 27.6% of females were overweight or obese. In 5th grade 40% of males and 51.2 % of females were overweight or obese. Overall, males K-5 averaged 35.1% overweight and obese and females K-5 averaged 36.3% overweight and obese.

Benchmark

Intervention: Implement comprehensive school health program.

Scientific Based Research: Mei Z, Grummer-Strawn LM, Pietrobelli A, Goulding A, Goral MI, Dietz WH. Validity of body mass index compared with other body-composition screening indexes for the assessment of body fatness in children and adolescents. American Journal of Clinical Nutrition 2002;75:97-985. Ferraro KF, Thorpe RJ Jr, Wilkinson JA. The life course of severe obesity: does childhood overweight matter? Journal of Gerontology: Social Sciences 2003;58B (2):S110-S119.

Actions	Person Responsible	Timeline	Resources	Source of Funds
All students, including Special Education students, will participate in a nutrition and health curriculum designed to promote healthy and nutritional behaviors. The curriculum, "Too Good for Drugs" will be taught in guidance classes for grades K-5 for three months. Action Type: Special Education Action Type: Wellness	Marianne Cario, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff School Library Teaching Aids 	ACTION BUDGET: \$
All students, including Special Education students, will receive at least 150 mpw of physical activity during physical education classes and physical activity periods to include climbing, walking, running, physical games, Jump Rope for the Heart, President's Challenge Fitness Test, and staff/student walking club.	Hollie Harris, PE Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Action Type: Special Education Action Type: Wellness				
According to the state nutritional guidelines, the District Dietician will implement the Healthy practices outlined in the USDA School Meals Initiative Recommendations. The Three Steps To Healthy School Meals are: planning pre-analyzed menus, purchasing food using food descriptions, and producing and presenting food to students. These steps ensure that meals meet nutritional standards and provide good quality food to students. Action Type: Wellness	Gay Sellers, District Dietician	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff School Library Teaching Aids 	ACTION BUDGET: \$
All students, including Special Education students, will receive health services provided by the school nurse which will include vision and hearing screenings, BMI, scoliosis checks, health classes, head lice checks, referrals, and monitoring of health records. Action Type: Special Education Action Type: Wellness	Barbara McDaniel, School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff Teaching Aids 	ACTION BUDGET: \$
Family and Community Involvement: Family and community members will have the opportunity to learn about wellness through educational materials sent home and involvement in school-sponsored activities that promote health and safety. Education materials will be provided through various media such as brochures, newsletter articles, the school/district website, introductions to curricula, and homework assignments that involve family participation. School-sponsored activities may include PTO meetings, parent/teacher conferences, family nights, designated days for family members to visit the school, parent support meetings, orientation/registration days, jump-rope for heart, and the body walk. Information and activities will address physical activity and healthy eating; the use of tobacco, alcohol, and other drugs; bullying; the influence of mass media on child health and safety; actions to promote safety and prevent unintentional injuries, violence, and suicide; and effective parenting strategies. Action Type: Parental Engagement Action Type: Wellness	Barbara McDaniel, School Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders District Staff Teachers 	ACTION BUDGET: \$
The School Health Index Team will annually review data, school surveys and reports to determine the effectiveness of this intervention. Administrative staff will also annually provide onsite review. Action Type: Program Evaluation Action Type: Wellness	Hollie Harris, Wellness Chair	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Establish guidelines or recommendations for fundraising activities that support healthy eating by selling non-food or healthy food items. This will be done by providing the PTO and the school community regarding policy and procedures (state mandated by 2006-2007). Conduct professional development for certified and non-certified staff on awareness of state mandated guidelines. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Wellness	Tiffany Beasley, Principal, Nutrition & Physical Activity Committee (NPAAC)	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: ELL and Title III funds will be used to support the goals of of the ELL Program.

Supporting Data:

1. AMAO 1 Target Goal was 28%. The Bryant School District scored at 48.50%. AMAO 2 Target Goal was 3.5%. The Bryant School District scored at 10.20%. AMAO three was Yes. The Bryant School District met Annual Measurable Objectives in 2010-11.
2. AMAO 1 Target Goal was 26%. The Bryant School District scored at 36.57%. AMAO 2 Target Goal was 2.5%. The Bryant School District scored at 12.85%. AMAO three was Yes. The Bryant School District met Annual Measurable Objectives in 2009-10.
3. AMAO 1 Target Goal was 26%. The Bryant School District scored at 50.68%. AMAO 2 Target Goal was 2.5%. The Bryant School District scored at 10.48%. AMAO three was Yes. The Bryant School District met Annual Measurable Objectives in 2008-09.

Goal Provide Improvement in the Reading and Content Skills for Identified ELL students.
 Benchmark In the 2011-12 School Year the district will show an increase of 1% toward AMAO.

Intervention: Provide support for the implementation of the district plan to increase English and Writing fluency.				
Scientific Based Research: Double Blocking, Response to Intervention (RTI. Laptops, LCD Projectors and Document Cameras purchased for Earobics, Destiny, One More Story, Compass, Rosetta Stone, Reading Renaissance, STAR, English in a Flash, Enchanted Learning, Vocabulary from A to Z.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Response to Intervention (RTI); the teachers are Double Blocking our level on ELL students in addition to the ESL pull-out program. There are scheduled ELL Team Meetings for planning and collaboration and an additional teacher was hired to reduce student class size. Action Type: Equity	Sarah Merayo	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
ELL training will be provided to all content area teachers who are working with the identified students in the content area. Parental Involvement strategies specific to ELL students will be developed. Translated materials will also be provided for parents. Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Katrina Cox, ESL Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
English Language Development Assessment (ELDA), Language Assessment Scales (LAS), Benchmark (grades 3-5), Interim Assessments (TLI) and Nine Weeks Report Cards are used to evaluate the progress of ELL students. Action Type: Program Evaluation	Katrina Cox, ESL Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
All ELL teachers received laptops, LCD projectors and document cameras. Earobics software for reading and spelling is used, along with Destiny, One More Story, Compass, Rosetta Stone, Reading Renaissance, STAR, and English in a Flash. An online subscription to Enchanted Learning and Vocabulary from A to Z was purchased for teachers. Action Type: Collaboration Action Type: Technology Inclusion	Katrina Cox, ESL Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
English Language Learners (ELL) restricted categorical state funding will be used to pay for necessary materials and supplies to support the ELL program to implement a successful program in this area to help reduce the achievement disparities among student subgroups. Laptops, Action Type: Equity Action Type: Technology Inclusion	Katrina Cox, ELL Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff Teachers 	ELL (State-276) - Materials & Supplies: \$154.00 ACTION BUDGET: \$154
Title III funds will be used for general materials and supplies, and other necessary items to successfully implement the district	Katrina Cox, ESL Teacher	Start: 07/01/2013 End:	<ul style="list-style-type: none"> Computers District Staff 	Title III - Purchased Services: \$605.00

<p>ELL program to help reduce the achievement disparities among student subgroups. Funds will also be used to pay for subs, registration, and travel for professional development, salaries and benefits and purchased services for interpretation services, software (Rosetta Stone, Language Line, and Enchanted Learning A-Z), parental involvement supplies, and postage. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion</p>	06/30/2014	• Teachers	Title III - Materials \$420.00 & Supplies: Title III - Employee \$146.00 Salaries: Title III - Employee \$32.00 Benefits: <hr/> ACTION BUDGET: \$1203
Total Budget:			\$1357

Priority 5: School improvement.

Supporting Data:

Goal Davis Elementary school will close the achievement gap in math and literacy between TAGG and non-TAGG students in grades K - 5.

Benchmark By the end of the 2013-2014 school year, Davis Elementary will meet the AMOs for math and literacy set by the state.

Intervention: Implement Professional Learning Communities.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers, including Special Education teachers, will participate in Professional Learning Communities. Teachers within the Learning Communities will meet once a week during common planning times. The Learning Communities will discuss best practices and ways to improve student engagement and learning. Essential learning targets from Common Core State Standards will be identified. Common formative assessments will be developed and administered. Teachers will analyze the results of these assessments to guide instruction. Action Type: Collaboration Action Type: Special Education	Michele Lewis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The Leadership Team, consisting of the administration and literacy and math specialists, analyzed assessment data to identify students in the TAGG group who were performing below proficiency. These students will be provided after-school tutoring in the area of math or literacy for a minimum of twelve weeks. We will use a pre- and post assessment and attendance data to evaluate the effectiveness of this intervention. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Michele Lewis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Alicia Ezell	Second Grade Teacher	Steering - Literacy Chair
Classroom Teacher	Amy Blakely	First Grade Teacher	Literacy
Classroom Teacher	Anna Yarberry	Fourth Grade Teacher	Literacy

Classroom Teacher	Ashley Cole	5th grade Teacher	Literacy
Classroom Teacher	Autumn Grant	Third Grade Teacher	Wellness
Classroom Teacher	Barbara McCreight	Special Education - CBI	Special Education
Classroom Teacher	Bobbi Dettmer	Kindergarten Teacher	Literacy
Classroom Teacher	Brandy Brazeale	5th grade Teacher	Math
Classroom Teacher	Charlene Williams	Fourth Grade Teacher	Math
Classroom Teacher	Chrystal Burkes	4th grade Teacher	Literacy
Classroom Teacher	Cynthia Chambers	First Grade Teacher	Math
Classroom Teacher	Debra Wen	Resource Teacher	Special Education
Classroom Teacher	Donna Peters	Fifth Grade Teacher	Literacy
Classroom Teacher	Heather Arbuckle	2nd grade Teacher	Literacy
Classroom Teacher	Helen Ballard	Second Grade Teacher	Math
Classroom Teacher	Kathy Daniel	Third Grade Teacher	Steering-Math Chair
Classroom Teacher	Keri Sullivan	Resource Teacher	Special Education
Classroom Teacher	Lindsey Holloway	Kindergarten Teacher	Literacy
Classroom Teacher	Marla Smith	Kindergarten Teacher	Literacy
Classroom Teacher	Melissa Malcom	Kindergarten Teacher	Math
Classroom Teacher	Nitasha McCann	3rd Grade Teacher	Literacy
Classroom Teacher	Rhonda Baldrige	2nd Grade Teacher	Literacy
Classroom Teacher	Sarah Segovis	Kindergarten Teacher	Math
Classroom Teacher	Sheila Gentry	3rd Grade Teacher	Math
Classroom Teacher	Whitney Redmon	1st grade Teacher	Literacy
Non-Classroom Professional Staff	Barbara McDaniel	School Nurse	Wellness
Non-Classroom Professional Staff	Brittney Nalley	Math Specialist	Math
Non-Classroom Professional Staff	Cindy Womack	School Secretary	Wellness
Non-Classroom Professional Staff	Debbie Speer	Paraprofessional	Wellness
Non-Classroom Professional Staff	Deborah Walker	Music Teacher	Math
Non-Classroom Professional Staff	Diane Smith	Paraprofessional	Wellness
Non-Classroom Professional Staff	Elizabeth Ozbun	Art Teacher	Math
Non-Classroom Professional Staff	Hollie Harris	PE Instructor	Steering-Wellness Chair
Non-Classroom Professional Staff	Jana Williams	Paraprofessional	Math
Non-Classroom Professional Staff	Judi Copley	Library Media Specialist	Steering - Chair
Non-Classroom Professional Staff	Kimberly Lanier	CBI Para	Wellness
Non-Classroom Professional Staff	Marianne Cario	Counselor	Wellness
Non-Classroom Professional Staff	Melissa Beavert	Speech	Steering - Special Education Chair
Non-Classroom Professional Staff	Sara Holloway	Technology Aide	Math
Non-Classroom Professional Staff	Sommer Thomas	Literacy Specialist	Literacy
Non-Classroom Professional Staff	Suzanne McDermott	Assistant Principal	Special Education
Non-Classroom Professional Staff	Trisha Helms	CBI Para	Wellness
Parent	Brenda Gravesen	Parent	Math
Parent	Chris Gravesen	Parent	Literacy
Principal	Michele Lewis	Chair	Federal Advisory